



Ministero dell'Istruzione e del Merito
ISTITUTO DI ISTRUZIONE SUPERIORE "J. TORRIANI" - ISTITUTO TECNICO - LICEO SCIENTIFICO
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PROGRAMMA SVOLTO A.S. 2023/2024

DOCENTE:	ROSSI LARA
DISCIPLINA:	LINGUA E CULTURA INGLESE
CLASSE:	4 B LSA

Per ogni Modulo svolto vengono indicati i relativi contenuti affrontati.

MODULO	CONTENUTI
Grammatica Testo: FLASHFORWARD 2 <u>UNIT 9</u> Scary Stories <u>UNIT 10</u> A Digital World	<i>Colloqui orali sui libri di lettura dati per le vacanze.</i> Grammar: Used to for past actions and states; would vs used to; Vocabulary: Childhood, negative feelings; Functions: Talking about states in the past, describing fears Skills: R: An extract from "The Fall of the House of Usher" L: An extract from "The Fall of the House of Usher" Grammar: the passive (1); question tags Functions: expressing surprise and disbelief Vocabulary: electronic media and computers

<p><u>UNIT 11</u></p> <p>Art Class</p>	<p>Grammar: <i>Relative pronouns, Relative clauses</i></p> <p>Vocabulary: Art and styles, parts of a picture</p> <p>Culture - Giotto</p> <p>R: A text about Giotto;</p>
<p><u>UNIT 12</u></p> <p>The Power of Music</p>	<p>Grammar: <i>Past Perfect, Reflexive and reciprocal pronouns</i></p> <p>Vocabulary: music and musical instruments</p> <p>Functions:</p> <p>Talking about past events</p>
<p><u>UNIT 13</u></p> <p>Stand up for your rights</p>	<p>Grammar: <i>Reported Speech</i></p> <p><i>Reported questions</i></p> <p><i>Causatives</i></p> <p>Vocabulary: personalities adjectives / jobs</p> <p>Functions:</p> <p>Suggesting someone does something</p> <p>CLIL - The Roman forum</p> <p>R: A text about the Roman forum</p> <p>L: a talk on Piazza di Spagna and Trafalgar Square</p>
<p><u>UNIT 14</u></p> <p>An Eco-Friendly Future</p>	<p>Grammar: the passive (2)</p> <p>Vocabulary: the environment, saving the environment</p> <p>Functions:</p> <p>Giving advice</p>
<p><u>UNIT 15</u></p> <p>Our Heroes</p>	<p>Grammar: Third conditional</p> <p><i>Wish</i></p> <p>Functions: expressing regrets and wishes</p>

<p>Condivisi diversi files su 'Connectors and linkers'</p>	<p>Esercizi di fill in the gaps e traduzioni.</p>
<p><u>Performer Heritage Blue</u></p> <p>Unit 2</p> <p><i>The Renaissance and The Puritan Age</i></p> <p>Unit 3</p> <p><i>The Restoration and the Augustan Age</i></p>	<p>The early Tudors</p> <p>Elizabeth I</p> <p>Renaissance and New Learning</p> <p>The early Stuarts</p> <p>The Civil War and the Commonwealth</p> <p>The Sonnet: <i>'Shall I compare thee'</i></p> <p>The development of drama</p> <p>William Shakespeare: the dramatist/the poet</p> <p><i>"Romeo and Juliet: The balcony scene"</i></p> <p><i>"Hamlet: To be or not to be"</i></p> <p><i>"Macbeth: Duncan's murder"</i></p> <p><i>"Macbeth: A tale told by an idiot"</i></p> <p>The Restoration of the Monarchy</p> <p>From the Glorious Revolution to Queen Anne</p> <p>The early Hanoverians</p> <p>The Age of Reason</p> <p><i>Across cultures:</i></p> <p><i>from coffee houses to the internet, women and the rise of the novel, the circulation of ideas</i></p> <p>Restoration poetry, prose and drama</p> <p>A Survey of Augustan literature: the Rise of the Novel</p> <p>Daniel Defoe - 'Robinson Crusoe'</p> <p><i>'I was born of a good family'</i></p> <p><i>'A dreadful deliverance'</i></p> <p>Jonathan Swift - 'Gulliver's Travels'</p> <p><i>'The projectors'</i></p>

<p>Unit 4 <i>The Romantic Age</i></p> <p>Dal testo 'Ultimate invals'</p>	<p>Analisi di un testo assegnato individualmente tratto da uno dei due romanzi sopra citati o da 'Moll Flanders' di Defoe.</p> <p>Britain and America</p> <p>The Industrial Revolution</p> <p>The French Revolution: Riots and Reforms</p> <p>A new sensibility</p> <p>Early Romantic poetry</p> <p>The Gothic Novel</p> <p>Romantic Poetry</p> <p>Man and Nature</p> <p>Romantic Fiction</p> <p>Mary Shelley: “Frankenstein, or the Modern Prometheus” <i>“ The creation of the Monster”</i></p> <p>William Blake: from “Songs of Innocence,<i>The Lamb</i>” from “Songs of Experience, <i>The Tyger</i>”</p> <p>William Wordsworth: from “Lyrical ballads”, ‘<i>Daffodils</i>’</p> <p>Samuel Taylor Coleridge: from “Lyrical ballads”, ‘<i>The Rime of the Ancient Mariner</i>’</p> <p>Introduzione alla prova invals.</p> <p>Analisi delle primissime Reading comprehensions e listenings.</p>
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<p>- Approfondimenti:</p> <p>- Educazione Civica</p> <p>Video activity:</p> <p>Sabatini on TED TALK: <i>How to read the genome and build a human being</i></p> <p>- Reading comprehension and listening</p> <p>SEMINAR</p>	<ul style="list-style-type: none"> - Reading comprehension ‘The Chandos portrait’ - Blank verse - Astrology in Shakespeare <p>L: understand the DNA frontier and its huge possibilities for the future</p> <p>S: debate on the study of our DNA</p> <p>W: Summary of the content of the video and personal considerations about the experiment developed and the aim of the project explained.</p> <p>Nicolai Navalny</p> <p>Conferenza tenuta dalla Dott.ssa Elisabetta Arisi, Adjunct Professor of English UNIBS, sul tema ‘Public Speaking’.</p>
<p><u>Mother tongue teacher</u></p> <p>(Mr Andrew McEwen)</p> <p>5 moduli</p>	<ul style="list-style-type: none"> - Is life on Mars possible? - Story telling: ‘The forgotten battle in Cremona’

Il programma è stato visionato e approvato dai rappresentanti degli studenti della classe.