

LICEO SCIENTIFICO STATALE “MARIE CURIE”
Liceo Scientifico – Liceo Scientifico Scienze Applicate - Liceo Linguistico
Via Gramsci – 64021 Giulianova (TE)

Anno Scolastico 2025/2026

Programma svolto di Lingua e Letteratura Inglese

Docente: **Di Matteo Simona**

Classe 4 D

Indirizzo: Scienze Applicate

Libri di testo:

- Bonomi, Kaye, Liverani, **Open Space Grammar**, Europass
- M. Spiazzi, M. Tavella, **Performer Heritage Blu**, Zanichelli
- M. Spiazzi, M. Tavella, **Performer B2**, Zanichelli

CONTENUTI

da **Performer B2 (Grammar and Functions)**:

Unit 4: Wandering the World. Vocabulary about travelling, adjectives to describe places and experiences, types of holidays; Grammar: zero, first, second, third conditional, mixed conditionals, *unless, in case, as long as, provided that*, the gerund and the infinitive form.

Unit 5: Global Issues. (*di questa unità vengono presi spunti per trattare argomenti correlati al tema della sostenibilità ambientale, in concomitanza con la “green week” a cui gli alunni della classe hanno partecipato*) Vocabulary: expressions for the 2030 Agenda. Grammar: word formation with prefixes and suffixes, modals of ability, permission and possibility, *could, manage to, succeed in, be able to*, modals of deduction, use of articles, linkers of purpose (*in order to, so that, for*, etc.)

Literature from Performer Heritage.blu

1. Module 1: the Restoration and the Augustan Age

- The restoration of the Monarchy
- From the Glorious Revolution to Queen Anne
- The early Hanoverians
- From coffee-houses to the Internet
- Women and the rise of the novel
- The Age of Reason
- The circulation of ideas
- Restoration poetry and prose
- Restoration drama

- A survey of Augustan literature
- The rise of the novel
- **Daniel Defoe**, life and works

Robinson Crusoe, “I was born of a good family” - “I was very seldom idle”, “Man Friday” - textual analysis pp. 136-140

- **Jonathan Swift**, life and works. *Gulliver’s travels*, “The Projectors” – textual analysis pp. 148-150

2. Module 2: the Romantic Age

- Britain and America
- The Industrial Revolution
- Why did the Industrial Revolution start in Britain?
- The French Revolution, riots and reforms
- A new sensibility
- Early Romantic poetry
- The Gothic novel
- **Mary Shelley**, life and works – *Frankenstein, or the modern Prometheus*: plot and themes. Textual analysis “The creation of the monster”
- Romantic poetry
- **William Blake**, life and works – analysis of the poems *London*, *The Lamb*, *The Tyger*
- **William Wordsworth**, life and works -
“*Composed upon Westminster Bridge*”;
“*Daffodils*”: textual analysis
- **S. Coleridge**, life and works – *The Rime of the Ancient Mariner*, “The Killing of the Albatross” - textual analysis
- **George Gordon Byron**, life and works – *Childe Harold’s Pilgrimage*– textual analysis and the theme of the journey
- **P.B. Shelley**, life and works – “*Ode to the West Wind*”: textual analysis
- **John Keats**, life and works – key ideas of beauty and imagination
- **Jane Austen**, life and works – main themes in the novel **Pride and Prejudice**

Visione e commento dei seguenti film in lingua inglese – “**Robinson Crusoe**”, “**Frankenstein**” (2025), “**Pride and Prejudice**”

