

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

Anno Scolastico 2023/2024

**Programma svolto di Lingua e Letteratura Inglese**

Docente: *Di Matteo Simona*

**Classe 4 D**

**Indirizzo: Scienze Applicate**

Libri di testo:

N. Iandelli, R. Zizzo, *Smart Grammar Premium*, ELI

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*.** 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*, “A dreadful deliverance” - “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
- Romantic poetry
- **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 – *Manfred*, “Manfred’s torment” – textual analysis.
- **P.B. Shelley**, life and works – “*Ode to the West Wind*”: textual analysis.
- **John Keats**, life and works – key ideas of beauty and imagination.
- **Mary Shelley**, life and works – *Frankenstein, or the modern Prometheus*: plot and themes.

Visione e commento del film in lingua inglese - “**Gulliver’s travels**”

**Modulo di educazione civica:** concetti relativi all’obiettivo 3 dell’Agenda 2030: “The right to health”; “the link between health and happiness”; “the right to food”; “child labour”, from Unit 5 – *Performer B2*.

**Summer reading:** Mary Shelley, *Frankenstein, or the modern Prometheus*.

