


Sistema di gestione per la Qualità UNI EN ISO 9001:2015	Modulo lavoro	Pagina 1 di 4	I. I. S.S. "E. VANONI" MENAGGIO 
	<b>Allegato ML 2-08 PROGRAMMA SVOLTO</b>	Versione 10 aprile 2024	

ANNO SCOLASTICO	2024-2025
CLASSE	4M
MATERIA	LINGUA E LETTERATURA INGLESE
DOCENTE	AMALIA GAGLIARDI

## **Historical roots**

### The Tudors:

- ❖ The Wars of the Roses and the ascent of the Beauforts to the throne of England
- ❖ Henry VII: lineage
- ❖ Henry VII: achievements and diplomatic strategies
- ❖ Henry VII: character
- ❖ Henry VIII: temperament and expectations
- ❖ Henry VIII: private ambitions and the religious question
- ❖ Henry VIII: the Act of Supremacy (1534)
- ❖ Edward VI
- ❖ Mary I
- ❖ Elizabeth I: religious question and diplomatic skills
- ❖ Elizabeth I: dressing power (analysis of "The Darnley Portrait", "The Ermine Portrait", "The Pelican Portrait", "The Phoenix Portrait", "The Armada Portrait", "The Coronation Portrait", "The Rainbow Portrait", "The Ditchley portrait", "The Waddensdon Portrait").
- ❖ Elizabeth I: the symbolism of power and the mask of youth.


## **Literary bank**

### Authors and texts

### Geoffrey Chaucer: the father of English literature

#### *The Canterbury Tales:*

- ❖ Plot
- ❖ Frame narrative
- ❖ Style
- ❖ Characters: the pilgrims

Sistema di gestione per la Qualità UNI EN ISO 9001:2015	Modulo lavoro	Pagina 2 di 4	I. I. S.S. "E. VANONI" MENAGGIO 
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- ❖ Characterisation
- ❖ Themes
- ❖ Chaucer and women

Text analysis:

- ❖ From Part 1 – “The General Prologue”: the Prioress
- ❖ From Part 1 – “The General Prologue”: the Wife of Bath
- ❖ From Part 1 – “The General Prologue”: the Friar
- ❖ From Part 1 – “The General Prologue”: the Doctor
- ❖ From Part 1 – “The General Prologue”: the Parson
- ❖ From “The Tales” – the Prioress’s tale
- ❖ From “The Tales” – the Friar’s tale

Shakespeare: the Playwright

- ❖ Evolving scenes
- ❖ Structure
- ❖ Stage directions
- ❖ Characters
- ❖ Variety of style
- ❖ Imagery
- ❖ Shakespeare’s ability in redefining the geography of human soul
- ❖ Shakespeare’s language
- ❖ *Romeo and Juliet*: plot, setting, characters, themes, style
- ❖ From Act I, scene v: “The Masque” – text analysis
- ❖ From Act II, scene ii: “The balcony scene” – text analysis
- ❖ From Act III, scene i: – “Romeo kills Tybalt”
- ❖ From Act III, scene iii: – “Romeo is banned from Verona”
- ❖ Act V, scene iii: - the epilogue
- ❖ Audio-visual comprehension: *Romeo and Juliet* – BBC production in association with Time-Life Television 1978 – directed by Alvin Rakoff

Sistema di gestione per la Qualità UNI EN ISO 9001:2015	Modulo lavoro	Pagina 3 di 4	I. I. S.S. "E. VANONI" MENAGGIO 
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- ❖ Further reading: Matteo Bandello: Novelle (seconda parte) – Novella IX “La sfortunata morte di dui infelicissimi amanti che l’uno di veleno e l’altro di dolore morirono, con varii accidenti”
- ❖ *Hamlet*: plot, setting, themes, structure
- ❖ From Act I, scene v: “Hamlet meets the Ghost” – text analysis
- ❖ From Act III, scene i: “To be or not to be” – text analysis
- ❖ From Act V, scene i: “Hamlet holding a human skull”
- ❖ Audio-visual comprehension: *Hamlet* – BBC production in association with Time-Life Television 1980 – directed by Rodney Bennet
- ❖ *Othello*: plot, setting, themes
- ❖ Audio-visual comprehension: *Othello* - BBC production in association with Time-Life Television 1981 – directed by Jonathan Miller
- ❖ The sonnet - Petrarchan sonnet, Wyatt’s sonnet, Howard’s sonnet, Shakespearean/English sonnet: contrastive approach

### Shakespeare: the sonneteer

- ❖ Structure of the collection of sonnets
- ❖ Dedication to Mr W.H. (analysis of Oscar Wilde’s short story *The Portrait of Mr W.H.*)
- ❖ The “Fair Youth” and the “Dark Lady”
- ❖ Themes
- ❖ Style
- ❖ Sonnet XVIII “Shall I compare thee to a summer’s day”
- ❖ Sonnet CXXI “’Tis better to be vile than vile esteem’d”
- ❖ Sonnet CXXVII “In the old age back was not counted fair”
- ❖ Sonnet CXXX “My mistress’ eyes are nothing like the sun”

## **Language skills**

- ❖ FCE training: Reading and Use of English – parts 1-2-3-4-5
- ❖ FCE training: dependent prepositions collocating with verbs, adjectives, nouns
- ❖ FCE training: set phrases

Sistema di gestione per la Qualità UNI EN ISO 9001:2015	Modulo lavoro	Pagina 4 di 4	I. I. S.S. "E. VANONI" MENAGGIO 
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- ❖ FCE training: verbs introduced by prepositions
- ❖ FCE training: Writing – article, essay

#### ARGOMENTI DI EDUCAZIONE CIVICA TRATTATI

Defining the concepts of "risk" and "injury".

Safety in the workplace: PPE (helmets, boots, goggles, gloves, overalls, masks, earmuffs).

Safety signs: prohibition, mandatory/compulsory, danger, fire-fighting, general information.

Case study: the Vajont dam and the most dreadful disaster ever occurred.

Menaggio, 05 maggio 2024

FIRMA DEGLI ALUNNI

FIRMA DOCENTE

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