

**Liceo Scientifico Vallisneri – Programma di Lingua e Letteratura Inglese**  
**Classe IV LA**  
**Testo/testi in uso**

1. Thacker Panoramic (student's book + workbook), ed. Oxford
2. Spiazzi Tavella *Only Connect* Vol. I (Ed.) Zanichelli
3. A.A.VV Four Continents . Ed. Cideb

<b>I</b>	<i>The Importance of Being Earnest</i> by <b>Oscar Wilde</b> . Plot-themes- characters, epigrams. Text analysis of Acts 1, 2, 3.
<b>II</b>	<b>Medieval Theatre</b> . From Greek Drama to Medieval Drama- The origin of Drama- Greek Theatre- Roman Drama- Before Medieval Drama- Drama in the Early Middle Ages- Liturgical Drama- From the Quem Queritis to the Mystery Play- Staging the Plays – From the Church to the town – From Mystery Plays to a National Theatre- From the Clergy to the Trade Guilds- Mystery Plays -Cycle Plays- Morality Plays- Interludes and Farces- Dramatic Techniques- A link with Elisabetha Theatre.
<b>III</b>	<b>Influence of Interludes and Morality Plays</b> . The University Wits; the theatre districts (history of the first theatres, the Globe, the Swan, history of the Globe up to its late twentieth-century reconstruction); drama in the Elisabethan age and reasons for its development; the theatre as “mirror of life”; importance of language; the Elisabethan playhouse (architectural features and their influence on the features of the plays and on the acting techniques); audience; status of Elisabethan actors up to Shakespeare's time; Marlowe (life and works), Marlowe's theatre (reinventing the Morality Play; features of Elisabethan tragedy).
<b>IV</b>	<b>William Shakespeare</b> . Shakespeare in his time; childhood, adult life, last years; religious strife; poet and playwright; the Jacobean Era; the final plays, return to Stratford; publishing the plays; Shakespeare's language, his living drama; the theatre after Shakespeare; Shakespeare in film.
<b>V</b>	<b>Shakespeare's Plays</b> Sono stati analizzati i seguenti aspetti: sources, plot, characters, themes, imagery. E' stata effettuata l'analisi testuale dei brani più significativi. In particolare sono stati analizzati le seguenti opere ed i seguenti brani: <i>Macbeth</i> (plot – themes- characters- imagery- the context of the play-), Act I, scene 1, , Act 1, scene 5, Act I, scene 7, Act II, scene 2, Act III, scene 2, Act V , scene 5, up to line28. <i>Hamlet</i> (. Act III, scene 1 ,lines 56 to 170. ).sources-characters-themes- plot- <i>The Tempest</i> (plot, characters, themes, sources ) Act 1, scene 2, lines 320 to the end, Act 3, scene 2, lines 125- 135, Act 4, scene 1, lines 142 to 166, Act 5, scene1to line 58, and epilogue.
<b>VI</b>	<b>Language-</b> Fom Panoramic: unit 8 : words.
<b>VII</b>	<b>Ora di Compresenza</b>
	<p>1. <b>Dr Jekyll and Mr Hyde – R.L.Stevenson – original text</b></p> <p>Detailed analysis of plot, characters and themes.</p> <p>2. <b>Four Continents – collection of short stories – introduction by R.A Henderson Black Cat edition</b></p>

	<p>Discussion of plot, characters, themes and expansion of topics related to the following short stories in the collection with newspaper articles:</p> <p><b>The Persimmon Tree</b></p> <p><b>A Horse and Two Goats</b></p> <p><b>I used to live here once</b></p> <p><b>Game of cards</b></p> <p><b>Minutes of Glory</b></p> <p><b>When Sikh meets Sikh</b></p> <p><b>Sacrificial Egg</b></p> <p><b>Good Advice is Rarer than Rubies</b></p> <p><b>3. Extra activities in preparation for the theme of colonialization</b></p> <p>Dub Poetry –Zephaniah’s poems The British &amp; Talking Turkeys Saki – Mrs Packletide’s Tiger &amp; The Open Window</p> <p><b>4. Individual presentations:</b></p> <p>Students talk in depth about the role colonization has played in the history of one chosen area (NEW ZEALAND - INDIA - NIGERIA - SOUTH AFRICA - CARIBBEAN - AUSTRALIA – PAKISTAN) and the . economic, cultural, sociological, linguistic and literary effects it has had</p>
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Le insegnanti

Alessandra Follesa    Anna Martini