

Anno scolastico: 2023 – 2024

Classe: 3B liceo scientifico

Docente: Ilaria Ronzoni

INGLESE – PROGRAMMA SVOLTO

1. LINGUA

Manuali in adozione: J. Day, *New Close-Up B2*, National Geographic Learning
M. Vince, *Language Practice for First*, Macmillan

Risorse integrative online consigliate tramite Classroom per le esercitazioni in autonomia

Unità svolte su *Close-Up* e relativi temi:

1. *Jump for joy* – emotions, personality; resilience, positive and negative thinking
2. *Global culture?* – traditions and festivals, intercultural skills
3. *Role models* – success and fame; time management and procrastination

Si riportano sinteticamente i principali contenuti morfosintattici di tali unità:

- Revision of tenses: present simple and continuous, past simple and continuous, present perfect simple and continuous, past perfect simple and continuous, future simple, future continuous and perfect, be going to,
- Past habits: used to, get used to, be used to, would
- Countable/uncountable nouns
- Articles and quantifiers
- Multi-word verbs (phrasal verbs and collocations), idioms, compound nouns
- Word formation: prefixes and suffixes

Communication skills (anche tramite il modulo di potenziamento madrelingua):

- Expressing opinions, agreeing/disagreeing
- Comparing/contrasting sources; skim and scan; focus on idioms, vocabulary
- Summarizing info, organizing notes, suggesting solutions
- Getting personal, expressing critical thoughts
- Public speaking and oral interaction, improvising conversation

2. LETTERATURA

Manuale in adozione: Spicci, Shaw, *Amazing Minds – New Generation 1*, Pearson

Materiali integrativi: fotocopie, presentazioni PowerPoint, worksheets, risorse online...

Modulo A – Poetry as a literary genre

- main poetic genres and standards: epic poetry, narrative poetry, ballad, sonnet
- layout : couplet, tercet, quatrain, sextet, octave
- metres: the foot; iamb, trochee, dactyl, anapaest; the iambic pentameter
- sound devices: alliteration, assonance, rhyme, internal rhyme, rhyme scheme, blank verse, enjambement, caesura, repetition, refrain
- other rhetorical devices: anaphora, simile, metaphor, personification, symbol, oxymoron, paradox, hyperbole, litotes, onomatopoeia

Modulo B – The flipped classroom method

- definition
- how it works
- learning strategies
- advantages for students and teachers
- potential problems for students and teachers



Modulo C – The origins, evolution of the English language and the early Middle Ages: different traditions and values in the Middle Ages; the feudal system; Christianity and the impact of the Latin language;

- **Narrative poetry:** ripresa di *The Canterbury Tales* (summer reading)
 - Chaucer's life and works
 - structure of the poem
 - the narrator's point of view
 - allegorical meanings: spring/rebirth and the pilgrimage
- **Ballads:** oral poetry; comparison with epic poetry; origin and diffusion; formal features; incremental repetition vs repetition by variation; listening and dancing to ballads: Garmarna: *Brun*
- **Giordano Dall'Armellina's videos**
 - Part 1: *Il testamento dell'avvelenato*
 - Part 2: *Lord Randal*
 - Part 3: *Lord Randal and Kung Olaf*
- **Main subgenres**
 - impossible challenges *Elfin Knight, Scarborough Fair*
 - magic and supernatural events *Lord Randal*
 - outlaws and criminals *Geordie* + live version by Fabrizio De André
 - border ballads *Stirling Brig*
 - murder ballads *Edward*
 - love and jealousy *Cruel sister*
 - social protest, satire, religious subjects (no texts)
- **Contemporary ballads**
 - Bob Dylan *Hurricane*
 - Nick Drake *Three hours*
 - Bruce Springsteen *The ghost of Tom Joad*

Modulo D – Irony and Oscar Wilde

- Irony, sarcasm and paradox: definitions and examples
- TED-Ed videos: verbal irony, situational irony, dramatic irony
- Analysing Wilde's aphorisms and quotes (group work)
- Introduction to *The importance of being Earnest* → spettacolo in Italiano al Teatro Elfo Puccini

Modulo E – Medieval drama

- Main genres and the origins: comedy, tragedy, farce, melodrama; Greek and Latin drama; Roman spectacles
- initial attitude of the Church and the role of Byzantium
- popular entertainment and folk plays
- a new attitude: visual strategies to spread the Christian message
- liturgical drama in Latin – the tropes (*Quem quaeritis*) and Ethelwold's *Regularis Concordia*
- from liturgical to vernacular drama: the role of the guilds
- the 3 M's: miracle, mystery and morality plays
- mystery cycles: timeless Christian message; stationary vs processional staging; the pageants
- morality plays: allegory and universal characters; professional companies
- Shakespeare and the moralities: the drama of free will, choices, consequences, responsibilities
- *Everyman*: the conclusion of the play – text analysis



Modulo F – The Tudor Age and the English Renaissance: social and political changes under Henry VII, Henry VIII, Edward VI, Bloody Mary and Elizabeth I; the Anglican schism; New Learning and the Chain of Beings; Renaissance ideals and vision of the world

- **The evolution of the sonnet**
 - Petrarchan standard vs English standard
 - Francesco Petrarca *Pace non trovo*
 - Thomas Wyatt *I find no peace*
 - Edmund Spenser *Coming to kiss her lips*
- **Shakespeare's sonnet collection:** genesis, structure, main themes; the Fair Youth and the Dark Lady
 - Sonnet 18 *Shall I compare thee*
 - Sonnet 116 *Let me not to the marriage of true minds*
 - Sonnet 121 *'Tis better to be vile*
 - Sonnet 130 *My mistress' eyes*
 - Sonnet 138 *When my love swears she is made of truth*
- **Elizabethan theatre:** fact sheets da www.shakespearesglobe.com
 - William Shakespeare's biography
 - London and the City authorities
 - indoor theatres
 - outdoor playhouses
 - the Globe
 - the Third Globe
 - special effects and staging
 - actors and companies
 - costumes and cosmetics
 - audiences
 - writing plays
- **The reconstructed Globe experience:** online videos (flipped classroom)
 - Loescher - The Globe: Shakespeare's theatre
 - Shakespeare: the Globe Theatre - London tour
 - Shakespeare's Globe - mini-doc (fino a 9:56)
 - Globe Theatre: performance during Shakespeare's time
- **Shakespeare the dramatist**
 - *Re Lear* (Elfo Puccini, proposto a tutta la classe): plot and main characters; themes; props, special effects, costumes; interpretation and performance
 - Altri spettacoli a partecipazione facoltativa: *La dodicesima notte* (Carcano)
Sogno di una notte di mezz'estate (MTM Leonardo)
 - Comparing stagings: stage props, light/sound effects, costumes, interpretation and performance...
 - The structure of Shakespearean tragedies: Freytag's pyramid
 - The Shakespearean tragic hero: flat and round characters; the fatal flaw; the paradox of disappointment; audience emotional involvement and point of view
 - Opening scenes from *Romeo and Juliet*
Macbeth
Hamlet

3. COMUNICAZIONE

- **TED Talks videos for class and/or group discussion**
 - Betty Hart *How compassion could save your strained relationships*
 - Emily Eshafani Smith *There's more to life than being happy*
 - Tim Urban *Inside the mind of a master procrastinator*
 - TED-Ed *Why you procrastinate even when it feels bad*



- **Experiential learning: phenomenon-based lesson**

- Human Needs: comparing models
- Abraham Maslow: the pyramid of human needs – from survival to self-actualization and transcendence
- Tony Robbins: The 6 Needs – certainty/variety; love and connection/significance; growth/contribution
- The 6 Needs online test: individual profiling and forming the 6 groups
- Discussing one's profile and preparing questions for the interviews (group work)
- Phenomenon-based lesson: interviewing travellers in English at Milan Central Station (group work)
- Creating a digital presentation (group work) and writing an individual paper

4. EDUCAZIONE CIVICA – modulo in compresenza con la collega madrelingua, prof. Monika Solberg

- The UN 2030 Agenda of Sustainable Development Goals
- How to manage effectively public speaking, note taking and verbalization
- The human situation: focus on Goals 1, 2, 3, 4, 5, 6, 8, 10, 11, 16
- Group work: identifying, prioritizing and exploring crucial issues today; expressing opinions, agreeing/disagreeing
- From global to local: doing online research, getting personal, expressing critical thoughts
- How to build global citizenship awareness

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La docente

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