Anno scolastico: 2023 – 2024
Classe: 3C 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 – <u>The origins, evolution of the English language and the early Middle Ages</u>: 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)*
    o Chaucer's life and works
    o structure of the poem
    o the narrator's point of view
    o allegorical meanings: spring/rebirth and the pilgrimage

- **<u>Ballads:</u>** 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**
    o Part 1: *Il testamento dell'avvelenato*
    o Part 2: *Lord Randal*
    o Part 3: *Lord Randal and Kung Olaf*

- **Main subgenres**
    o impossible challenges　　　*Elfin Knight, Scarborough Fair*
    o magic and supernatural events　　*Lord Randal*
    o outlaws and criminals　　　*Geordie*　　+ live version by Fabrizio De André
    o border ballads　　　*Stirling Brig*
    o murder ballads　　　*Edward*
    o love and jealousy　　　*Cruel sister*
    o social protest, satire, religious subjects (no texts)

- **Contemporary ballads**
    o Bob Dylan　　　*Hurricane*
    o Nick Drake　　　*Three hours*
    o Bruce Springsteen　　*The ghost of Tom Joad*

Modulo D – <u>Irony and Oscar Wilde</u>

- 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 – <u>Medieval drama</u>

- 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
    Richard III

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

Milano, 7 giugno 2024

La docente

prof. Ilaria Ronzoni