

Anno scolastico: 2023 – 2024

Classe: 4C liceo scientifico

Docente: Ilaria Ronzoni

INGLESE – PROGRAMMA SVOLTO

1. LINGUA

Manuali in adozione: Eales, Oakes, Harrison, *Speakout B2 Digital 2nd edition*, Pearson
M. Vince, *Language Practice for First*, Macmillan

Risorse integrative online consigliate per le esercitazioni in autonomia

Unità svolte su *Speakout*: unit 5 e unit 6

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

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

2. LETTERATURA

Manuale in adozione: Spiazzi, Tavella, Layton, *Performer Heritage vol 1*, Zanichelli

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

Modulo A – Summer readings: thematic discussion

- **William Shakespeare** *King Lear*
 - power and leadership, making choices, truth and ambiguity, wisdom, manipulation, blindness
- **Mary Shelley** *Frankenstein*
 - science-fiction; troubled motherhood; the outcast; the overreacher; rejection, frustration and revenge; language and self-awareness; different levels of narration; ethical issues; father/God; creator/creature
- **Oscar Wilde** *The importance of being Earnest*
 - Social expectations, respectability and hypocrisy, Bunburying, white lies, marriage as an institution, irony

Modulo B – The Tudor and Stuart Age: general background, cultural context

- *King Lear*: lettura integrale estiva
 - Character analysis
 - power and leadership, making choices, blunt truth and ambiguity, wisdom and blindness, the villain and manipulation, dramatic connection between nature / human nature
 - Style: registers, poetic clusters, symbols

Modulo C – Metaphysical poetry: main formal features: the conceit; contrasting imagery; paradox and oxymoron; unexpected logical thread; opening in medias res; a different kind of regularity

- **John Donne**: life, style, main themes: the relevance of physical love; no sense of guilt; privacy in love; different time for the lovers; love as an agent of change; even and odd numbers in the poems



- *A Valediction: forbidding mourning*
- *The Sun rising*
- *The Dream*
- *The Undertaking*
- *A Nocturnal upon St Lucy's day*
- *Batter my heart*

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)
- Discussing *The importance of being Earnest* → spettacolo in italiano al Teatro Elfo Puccini

Modulo E – The Puritan Age and the Commonwealth: the role of religion; work ethics; the democratic experiment

- **John Milton:** life, style, main themes: religious epic poetry; the Puritan mentality; his role in the Commonwealth; the 'overreacher'
 - *Paradise Lost* – Satan's speech in Hell

Modulo F – Modern and contemporary literature

- **Wystan Auden:** *Funeral Blues vs The more loving one*
 - Two possible steps after a love story ends
 - The relevance of self-awareness and independence in a relationship
- **Richard Bach:** *Jonathan Livingston Seagull* – thematic group work
 - Resilience
 - The outcast
 - Sense of purpose
 - The flock
 - Mentoring
- **Amanda Gorman:** *The hill we climb*
 - Inauguration poetry in the aftermath of the Capitol Hill attack
 - Democracy and civil responsibility
 - Spoken poetry
- **Paul Auster:** *The New York Trilogy* – incipits of the three novellas
 - *City of glass*
 - *Ghosts*
 - *The locked room*

Modulo G – The Age of Reason and the scientific revolution – The Restoration and Glorious revolution: the rise of the middle class; a new reading public; journalism and didacticism; the evolution of prose; coffee houses and circulation of ideas; the Puritan vision of the world; female education

- **Early novels**
 - Main subgenres:
 - realistic/adventure novel



- epistolary novel
- satirical novel (no texts)
- The middle-class hero
- **Daniel Defoe**: life, style, main themes: the self-made man; perseverance and resilience; industriousness and hard work; faith in Providence; imperialist view of the world
 - *Robinson Crusoe* I was born of a good family (incipit)
A dreadful deliverance
I was very seldom idle
Man Friday
- **Samuel Richardson**: life, style, main themes: female condition in the 18th century; sexual harassment; dignity and honour; prejudice; the relevance of verbal skills
 - *Pamela* Pamela refuses Mr B's advances
The rich despise the poor

Modulo H – From the Enlightenment to pre-Romanticism (PowerPoint slideshow): the cultural shift and its philosophical background; power management in Hobbes; Locke and Rousseau: duties and rights of the citizen; the industrial revolution; the American independence; the French revolution; the consequences of the revolutions; the 'pursuit of happiness': public and private happiness; expressing the inner world and the self with an emotional impact

- **The Sublime**: Burke's aesthetic theory; pain is stronger than pleasure; imagining pain/fear as a form of pleasure when not in danger: the power of artistic imagination; obscurity, dread of the unknown, solitude, magnitude, immensity, infinity as sublime features; the feelings of astonishment, wonder, awe and terror caused by the Sublime; disproportion, imperfection and imbalance as different forms of beauty
- **The Gothic novel**: main features and themes
- **Ann Radcliffe** *The mysteries of Udolpho* ("Terror" – text analysis)
- **Edgar Allan Poe** *The tell-tale heart* – text analysis

Modulo I – English romantic poetry: the two poetic generations; nature and supernatural; imagination and the creative process; a democratic language; the child; eternity and infinity; social and political issues; time, fame and death

- **BBC series: The Romantics**
 - Episode 1 – Liberty
 - Episode 2 – Nature
 - Episode 3 – Eternity
- **The Romantics**: biographies of William Blake, William Wordsworth, John Clare, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, Mary Shelley, John Keats; their different approaches to poetry, personalities and literary theories; main themes in their works
- **William Blake**: pre-existence; imagination; *Songs of Innocence*; *Songs of Innocence and of Experience*; Blake as a visual artist: illuminated printing and parallel poems; the unconventional trinity: God, child and the artist
 - *The Lamb*
 - *The Tyger*
- **William Wordsworth**: *Lyrical Ballads*: a democratic collection; nature, language, the poet, memory, imagination
 - Extract from the Preface to *Lyrical Ballads* (1800 edition)
 - *I wandered lonely as a cloud (Daffodils)*
 - *Lines written upon Westminster Bridge*
 - *The Rainbow*



- **Samuel Taylor Coleridge:** fancy, primary and secondary imagination; poetic talent vs poetic genius; *willing suspension of disbelief*; the deep bond with nature; storytelling and storylistening; the conversation poem; spiral/thematic ring structure; nature as the *Great universal teacher*; a father's tender feelings for his son
 - Extract from *Biographia literaria* (1817)
 - *The Rime of the Ancient Mariner* (testo integrale)
 - *Frost at midnight*
- **Percy Bysshe Shelley:** a fervent atheist; immediacy of poetic composition; unconventional lifestyle; political criticism; nature and art, ever searching for liberty
 - *Ozymandias*
 - *England in 1819*
 - *Ode to the West Wind*
 - Extract from *A defence of Poetry*
- **John Keats:** empathy with human suffering; poetry heals the soul; classical beauty and the transience of human life; impending death; *negative capability*; natural, human and artistic time
 - *When I have fears*
 - *To my brothers*
 - *Ode on a Grecian urn*

2. COMUNICAZIONE

- TED Talks: Sal Khan – *Let's teach for mastery, not test scores*
 - Outlining one's ideal school system
 - Our school: strong vs weak points
 - Possible improvements in our school
- **Experiential learning: phenomenon-based lessons**

Progetto interviste in inglese a viaggiatori in Stazione Centrale a partire da tematiche significative per gli studenti. Combinazione di lavoro di gruppo nelle fasi iniziali e feedback individuale conclusivo (in forma orale o scritta).

THE IMPORTANCE OF BEING EARNEST: from pages to people

- Identifying the main themes in the play that were still relevant for the students: white lies and deceit; marriage as an institution; the relevance of trust in a partnership; social expectations and pressures; being oneself or wearing masks
- 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
- Class discussion

HUMAN NEEDS: comparing models

- Abraham Maslow: the pyramid of human needs – from survival to self-actualization and transcendence
- Tony Robbins: The Six Needs – certainty/variety; love and connection/significance; growth/contribution
- The Six 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

3. EDUCAZIONE CIVICA – modulo potenziamento madrelingua

- **Class debates with opposing teams**
 - What a debate is and why debate



- Getting ready to debate: doing individual research on Global Goals connected to the human situation, comparing data and information with one's teammates; fact checking and selecting reliable sources; anticipating the rival team's objections; learning specific vocabulary; the relevance of linkers in supporting one's logical thread
- Debate format: proposition about one of the SDGs; affirmative and negative teams; the jury; opening statement; rebuttal; question time; closing statements;
- Sentence starters and linkers to argument
- Debate 1: Quality education
- Debate 2: No poverty
- Debate 3: Decent work and sustainability
- Debate 4: Zero hunger
- Debate 5: Decent work and economic growth
- Debate 6: Gender equality

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