

Anno scolastico: 2022 – 2023

Classe: V ginnasio – liceo classico

Docente: Ilaria Ronzoni

INGLESE – PROGRAMMA SVOLTO

1. LINGUA

Manuali in adozione:

M. Spiazzi, M. Tavella, M. Layton – *Performer B1 One* – Zanichelli

M. Spiazzi, M. Tavella, M. Layton – *Performer B1 Two* – Zanichelli

E. Jordan, P. Fiocchi – *Grammar Files Gold* – Trinity Whitebridge

Unità svolte su *Performer B1 One*:

Unit 11: Films and music; Unit 12: This is life

Unità svolte su *Performer B1 Two*:

Unit 2: Your money; Unit 3: Techie life; Unit 4: Town and around; Unit 5: Healthy mind and body; Unit 6: Crime doesn't pay; Unit 8: Art and beauty; Unit 9: Animals and us; Unit 10: My media

Si riportano i contenuti morfosintattici svolti parallelamente su *Grammar Files* e sui due volumi di *Performer B1*:

- Consolidamento tempi verbali di base e loro funzioni: present simple vs. continuous;
past simple vs. continuous; past perfect
will, be going to, pres. simple/cont. con valore di futuro
- Duration form: present perfect simple vs. present perfect continuous
for/since, how long
yet, already, just, ever/never
- Consolidamento if-clauses: tipo 0, 1, 2, 3
- Modal verbs: can, could, may, might, must, have to, need, will, would, should, ought to
forma passata dei modali (would have been)
forme alternative: be able to, be allowed to, be supposed to, be expected to, manage to
- Pronomi relativi: who, whom, which, whose, where
- Relative clauses: defining vs non-defining clauses
- Passive voice: tutti i tempi verbali, anche in forma continuous (The room was being painted)
verbi con costruzione double object (I am given a letter)
passivo dei modali al presente e al passato (should be done; should have been done)
- Reported speech: say e tell al presente e al passato;
domande (yes/no-questions vs. wh-questions)
adeguamento dei deittici (pronomi personali, aggettivi possessivi, compl. di tempo e luogo)
- Altri reporting verbs (e relative costruzioni): ask, beg, request, implore, forbid, instruct, warn, suggest, recommend, advise, agree, decide, invite, accuse of, admit, apologise for, complain about, deny, insist on, accept, refuse...
- Riportare funzioni comunicative: ordini, consigli, richieste, modali al discorso indiretto
- Consolidamento e ampliamento connettivi: tempo (after, before, when, while, as, as soon as, until/till, as long as, since, once, then, afterwards, finally, later on), condizione (if, unless, provided that, on condition that, suppose, imagine), dubbio (whether... or not), scopo (to, in order to, so as to, so that), causa/effetto (because, as/since, for, because of, due to, therefore, as a result, as a consequence)

Sono state inoltre realizzate attività di:

- riassunto orale di testo informativo e narrativo
- presentazione orale con supporto digitale
- espansione orale di reading su *Performer B1*
- interazione orale improvvisata
- introduzione alla struttura di un opinion essay
- analisi testuale e analisi poetica



2. PERCORSO DI INTRODUZIONE ALLA LETTERATURA: NARRATIVA, TEATRO E POESIA

- M. Burgess/L. Hall *Billy Elliot* (ed. Pearson English Readers)
Plot, main characters, themes: talent and self-fulfilment; stereotypes and prejudice; diversity; working on one's potential; social issues in 1980s England: the miners' strike; a father/son relationship
- W. Shakespeare *Sogno di una notte di mezz'estate* (Teatro Carcano, per tutta la classe)
Plot, main characters, themes: reality and illusions, rationality and instincts, rules and rebellion; metatheatre: the Mechanicals
Romeo e Giulietta (Piccolo Teatro, con partecipazione facoltativa)
- N. Payne *Costellazioni* (Teatro Franco Parenti, partecipazione facoltativa)
- Evolution of the sonnet: medieval vs Renaissance views on love, the woman, the poet; formal features: iambic pentameter, Petrarchan standard vs English standard; Shakespeare's rhyme scheme and couplet
 - F. Petrarca *Pace non trovo e non ho da far guerra*
 - T. Wyatt *I find no peace and all my war is done*
 - E. Spenser *Coming to kiss her lips (Amoretti 64)*
 - W. Shakespeare *18 – Shall I compare thee to a summer's day*
130 – My mistress' eyes are nothing like the sun
- D. H. Lawrence *Trust* text analysis (free verse, poetic clusters) and personal response
- P. Auster *Auggie Wren's Christmas story* (full original text)
Plot and main characters; different levels of narration: metafiction and poetic ambiguity; Formal features: Coleridge's 'willing suspension of disbelief' and the transitional space
The illusion of truth; Subverting social parameters
- G. Chaucer *The Canterbury Tales* (ed. Black Cat)
Life and main works; the medieval context: pilgrimage, St Thomas Beckett, medieval society in England; the structure of *The Canterbury Tales*; The Prologue (original version);
 1. The Prologue
 2. The Knight's Tale
 3. The Nun's Priest's Tale
 4. The Pardoner's Tale
 5. The Wife of Bath's Tale
- Charles Bukowski *The laughing heart; No leaders, please (Reinvent yourself)*
Text analysis and personal response
- Irony: definitions, how it works, irony vs. sarcasm vs. paradox (introduzione)

3. COMUNICAZIONE

Attività comunicative in modalità flipped classroom, a partire da risorse online quali videoconferenze TED Talks e grafiche animate di The School of Life: identificazione e riassunto dei punti principali, discussione tematica, argomentazione di una personal response, focus sul lessico specifico

- C. Russell *Looks aren't everything. Believe me, I'm a model*
- L. Schwartzberg *Nature, beauty, gratitude*
- The School of Life *The purpose of friendship*
- Mary Beard *How do you want to be seen? The power of images now and in ancient Rome*



4. POTENZIAMENTO MADRELINGUA – modulo in compresenza con la prof. Monika Solberg
(1h supplementare da febbraio a maggio)

- Relationships and happiness
 - The School of Life: *The purpose of friendship*
 - BBC Worklife: *Can Gen Z make friends in the pandemic era?* (text analysis, vocabulary, focus on linkers)
 - The Guardian: *They'd never seen sliced bread': how a tiny film about Himalayan yak-herders conquered the world* (skim reading and vocabulary)
- Introduction to essay writing
 - 5-paragraph layout
 - focus on linkers
 - speed writing
- What's culture?
 - Traditions in different countries (skim reading, British English vs. American English)
 - Mary Beard: *How do you want to be seen? The power of images now and in ancient Rome* (Cambridge University video): class discussion
- Presentazioni orali di progetti digitali individuali e interazione improvvisata con le docenti

Milano, 7 giugno 2023

La docente

prof. Ilaria Ronzoni