

Anno scolastico: 2024 – 2025

Classe: V ginnasio

Docente: Ilaria Ronzoni

INGLESE – PROGRAMMA SVOLTO

1. LINGUA

Manuali in adozione: J. Day, *New Close-Up B1+*, National Geographic Learning
E. Jordan, P. Focchi, *Grammar Files Gold*, Trinity Whitebridge

Risorse integrative online per esercitazioni in autonomia (su Classroom)

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

7. *Wild world* – natural disasters
8. *Media matters* – the new media, communication today, going viral
9. *Making a living* – work, the ideal job
11. *Crime time* – crime

Si riportano sinteticamente i principali contenuti morfosintattici di tali unità e gli altri argomenti di grammatica svolti su *Grammar Files*:

- 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,
- Passive voice; causative: have/get something done; double object verbs; reported passive voice (it is said that..., he is thought to be...)
- If-clauses type 0, 1, 2, 3 and mixed; wish-clauses; linkers: if, even if/though, although, unless, as long as, provided, supposing, otherwise
- Reported speech
- Relative clauses
- Verbs with -ing form or to
- Comparative and superlative; such/so; too/enough
- Phrasal verbs and collocations, idioms, compound nouns
- Word formation: prefixes and suffixes
- Key word transformation
- Gapped text

How to write an essay:

- The 5-paragraph structure: analysis of a writing task (British Council resources)
- Main linkers:
 - Cause: because, since, as, due to, because of
 - Contrast: even if, even though, although, however, nevertheless, yet, still, in spite of, despite of while, whereas
 - Consequence: therefore, hence, thus, that's why
 - Purpose: in order to, so that
- The opinion essay
- The argumentative essay: guided practice

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
- Describing pictures

2. INTRODUZIONE ALLA LETTERATURA

Modulo A – DRAMA

- How to compare plays through staging grids
 - Dramatic genre / type of play
 - Verbal complexity
 - Acting style and acting skills (actor/role)
 - Flat and round characters, character profiles
 - Stage features and use of acting areas
 - Special props
 - Light design
 - Sound effects and music
 - Visual effects
 - Costumes and makeup
 - Personal connection and emotional impact
 - Overall feedback

Partecipazione ai seguenti spettacoli teatrali con successiva discussione in classe e analisi guidata:

- *Il barone rampante* di Italo Calvino – Piccolo Teatro
- *Tutto quello che volevo* di e con Cinzia Spanò – Elfo Puccini
- *Amadeus* di Peter Shaffer – Elfo Puccini

Modulo B – PROSE

- *Billy Elliot* by Melvin Burgess – ed. Pearson English Readers
 - Plot and character analysis
 - Main themes: talent and hard work, prejudice, cultural stereotypes, homosexuality, embracing diversity, social issues, family relationships, resilience and grit, mentoring, from dreams to projects
- *Jonathan Livingston Seagull* by Richard Bach – original text
 - Text analysis: style and formal features
 - Character analysis
 - Main themes: the flock and mediocrity, prejudice, the outcast, the learning process, resilience and grit, self-improvement, vocation, pursuing excellence, limits, sharing one's talent, mentoring others

Modulo C – POETRY

- main poetic genres and standards: epic poetry, narrative poetry, ballad, sonnet
- layout: couplet, tercet, quatrain, sextet, octave
- metre: the foot; iamb, trochee, dactyl, anapaest; the iambic pentameter
- main 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
- how to compare texts through poetic grids:
 - subject / content
 - themes
 - meaning and message
 - viewpoint
 - tone and mood
 - structure and layout
 - rhetorical devices
 - imagery / key words
 - other technical features: colloquialisms, sound effects, wordplays...
 - interesting details and personal response



Lettura dell'articolo "Poesie da Gaza: quando scrivere è un atto di coraggio" di Alessia Arcolaci (*Vanity Fair*, 3 apr 2025) e scrittura di un commento personale

- **The evolution of the sonnet**
 - Petrarchan standard vs English standard
- **Shakespeare's sonnet collection:** genesis, structure, main themes; the Fair Youth and the Dark Lady
 - Sonnet 18 *Shall I compare thee to a summer's day?*
 - Sonnet 116 *Let me not to the marriage of true minds*
- Alfred Tennyson – *Ulysses*

Approfondimenti e presentazioni individuali di alcuni studenti:

- Robert Frost – *Acquainted with the night*
- Derek Walcott – *Love after love*
- Sylvia Plath – *Mirror*
- Amanda Gorman – *Call us*

Cooperative learning (text analysis) and class discussion:

- Fernando Pessoa – *I am tired* vs E. E. Cummings – *You are tired*
- Charles Bukowski – *The laughing heart; No leaders, please (Reinvent yourself)*

- *The Canterbury Tales* by Geoffrey Chaucer – ed. Black Cat

Chaucer's biography and main works: the French, Italian and English periods; historical context; medieval pilgrimages; St. Thomas Beckett; the structure of the poem; comparison with Boccaccio's *Decameron*

- *The Prologue*
- *The Knight's Tale*
- *The Nun's priest's Tale*
- *The Pardoner's Tale*
- *The Wife of Bath's Tale*
- *The Franklin's Tale*

3. COMUNICAZIONE

- **TED Talks videos for class and/or group discussion (flipped classroom)**
 - Emily Eshafani Smith *There's more to life than being happy*

- **The GROW method for personal growth**

Modulo di coaching per la crescita personale, con progettazione del proprio percorso

- Goal setting
- SMART (Specific, Measurable, Achievable, Realistic, Timeable)
- Reality check
- Obstacles / Opportunities
- Will / Way forward

4. POTENZIAMENTO LINGUISTICO – 1 ora settimanale supplementare in compresenza con la collega madrelingua, prof. Monika Solberg (da febbraio a maggio)

- First impressions: how I see others
- How I see myself: my personality
- Describing one's own and a classmate's personality



5. EDUCAZIONE CIVICA – all'interno del modulo in compresenza con la collega madrelingua, prof. Monika Solberg

- What is culture? Culture and traditions; culture groups
- Cultural awareness: traditions from all over the world
- Individual presentations and oral interaction with the teachers

Milano, 6 giugno 2025

La docente

prof. Ilaria Ronzoni