



Anno scolastico: 2020-2021

Classe: 4C liceo scientifico

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INGLESE – CONTENUTI DISCIPLINARI EFFETTIVAMENTE SVOLTI

1. LINGUA

Manuali in adozione: Eales, Oakes, Harrison, *Speakout B2 Digital 2nd edition*, Pearson → unità 6 e 7
Vince, *Language Practice for First*, Macmillan

Risorse online consigliate per le esercitazioni in autonomia

Principali contenuti morfosintattici ripresi strutturalmente:

- *Ripasso unità 1 – 5*
- *Modal verbs and related phrases*
- *Future perfect and continuous*
- *Reported speech: reporting verbs, statements, questions and imperatives*
- *Quantifiers*
- *Alternative a if: unless, as long as, even if, otherwise, provided that, whether (or not)*
- *Ripresa generale dei linkers: when, as soon as, as long as, until/till, while, whereas, according to, both... and..., before, after, whether, like/unlike, since, as, because, due to, ...*
- *Word formation: prefixes, suffixes*
- *Vocabulary: phrasal verbs, multi-word verbs, idioms and collocations*

Tutte le attività, i video e i testi affrontati in inglese sono stati oggetto di commento morfosintattico e lessicale.

2. LETTERATURA

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

Materiali integrativi utilizzati durante l'anno: fotocopie, presentazioni PowerPoint, worksheets, risorse online...

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

- *Macbeth*: lettura integrale
 - Character analysis
 - Main themes: ambition; ambiguity; power and leadership; male/female; making choices; manipulation; fate and free will; humanity
 - Style: registers, poetic clusters, symbols
 - Visione di *Macbeth*, regia di Roman Polanski (parziale)

Machiavelli vs Shakespeare – PowerPoint slideshow e modulo interdisciplinare in compresenza

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



Modulo B – 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 C – 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** (libro + PowerPoint slideshow)
 - Main subgenres, authors and works:
 - realistic/adventure novel
 - epistolary novel
 - satirical novel
 - humouristic, anti-novel (mock-heroic)
 - 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
 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
- **Jonathan Swift:** life, style, main themes: different perspectives on life; the journey; satire as a way to awareness; uselessness of abstract scientific research and philosophical speculation; excess of reason and human empathy
 - *Gulliver's Travels* The inventory
 The projectors
 The smell of a Yahoo
- **Lawrence Sterne:** life, style, main themes: meta-fiction and the writing process; mocking the literary cliché; subjective perception of time and life; the inner world of the mind and the association of ideas; unusual graphic layout and visual narration strategies; digression, extension of narrative time (inner time)
 - *The life and opinions of Tristram Shandy, Gentleman* Book 1, extracts from ch.1 and ch. 4
 He leaned forward
 To conceive this right
 Whilst a man is free
 I am now beginning

Modulo D – From the Enlightenment to Early Romanticism (PowerPoint slideshow): the cultural shift and its philosophical background; power management in Hobbes, Locke, 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
- **Mary Shelley:** life, style, main themes: the sublime; science-fiction; troubled motherhood; the outcast; the 'overreachers' in her novel; rejection, frustration and revenge; language and self-awareness; different levels of narration; ethical issues; father/God; creator/creature
 - *Frankenstein* The creation of the monster
 The education of the monster: What was I?
 The killing of Frankenstein's brother: An outcast of society

Modulo E – 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
- **Samuel Taylor Coleridge:** fancy, primary and secondary imagination; *willing suspension of disbelief*; the deep bond with nature; the conversation poem; spiral/thematic ring structure; nature as the *Great universal teacher*; a father's tender feelings for his newborn son
 - *Frost at midnight*
- **Percy Bysshe Shelley:** a fervent atheist; immediacy of poetic composition; unconventional lifestyle; instant poetry about current political issues (Peterloo massacre); human power through history and time; art and power; ever searching for liberty
 - *England in 1819*
 - *Ozymandias*
- **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 that I may cease to be*
 - *To my brothers*
 - *Ode on a Grecian urn*

Modulo F – Contemporary fiction: *Auggie Wren's Christmas story* by Paul Auster (testo integrale)

Storytelling and storylistening; *willing suspension of disbelief*; narrative features and reader participation; truth vs illusion; literary ambiguity; reversal strategies;

3. COMUNICAZIONE

- TED Talks videos for class discussion
 - Tom Rivett-Carmac: *How to shift your mindset and choose your future*
 - Susan Cottrell: *Why I chose my LGBTQ daughter over the Evangelical Church*
 - Johann Hari: *This could be why you're depressed or anxious*
 - Emily Esfahani Smith: *There's more to life than being happy*
 - Caroline Winterer: *America's pursuit of happiness and why it has gone wrong* (modulo D letteratura)
 - Karen Tse: *How to stop torture* (modulo Educazione Civica)



- What is happiness?
 - *In the fall; Happiness; Are you lost in the world like me; The turning point*
(brevi video animati proposti dagli studenti per ampliare la discussione)
- Class debates with opposing teams (group project)
 - What a debate is and why debate
 - Getting ready to debate: doing individual research, compare 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; affirmative and negative teams; the jury; opening statement; rebuttal; question time; closing statements; voting
 - Debate 1: *Should students be allowed to choose their curricula?*
 - Debate 2: *Should vaccination be mandatory?*

4. EDUCAZIONE CIVICA

- The UN 2030 Agenda of Sustainable Development Goals – *Goal 16: Peace, Justice and Strong Institutions*
- Promoting peaceful, inclusive societies
- The targets of Goal 16
- Present-day critical issues
 - Birth registration
 - Child labour
 - Child marriage
 - Female genital mutilation (FGM)
- Post-2015 Development Framework
- How Covid-19 will affect the SDGs

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