

Anno scolastico: 2022 – 2023

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 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
4. *City living* – cities and urban issues; pros and cons of living in a city; urban biking

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
- Main linkers for essay writing: 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, to start with, for instance, in addition to this, at the same time, in conclusion...

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

How to write an essay: formal features, requisites and parameters, sentence starters and linkers

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 – 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 – The origins, evolution of the English language and the early Middle Ages: different populations through the centuries (Celts, Romans, Anglo-Saxons, Vikings, Normans, Plantagenets) and their linguistic overlapping; different traditions and values; the feudal system; Christianity and the impact of the Latin language;

- **Narrative poetry:** ripresa di *The Canterbury Tales* (summer reading)
 - Chaucer's life and works
 - structure of the poem
 - the narrator's point of view
 - allegorical meanings: spring/rebirth and the pilgrimage
- **Ballads:** 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**
 - Part 1: *Il testamento dell'avvelenato*
 - Part 2: *Lord Randal*
 - Part 3: *Lord Randal and Kung Olaf*
- **Main subgenres**
 - impossible challenges *Elfin Knight, Scarborough Fair*
 - magic and supernatural events *Lord Randal*
 - outlaws and criminals *Geordie* + live version by Fabrizio De André
 - border ballads *Stirling Brig*
 - murder ballads *Edward*
 - love and jealousy *Cruel sister*
 - social protest, satire, religious subjects (no texts)
- **Contemporary ballads**
 - Bob Dylan *Hurricane*
 - Nick Drake *Three hours*
 - Bruce Springsteen *The ghost of Tom Joad*

Modulo D – Contemporary fiction

- *Auggie Wren's Christmas story* by Paul Auster
- plot and main characters; narrative strategies: metafiction and poetic ambiguity; personal response
- formal features: Coleridge's 'willing suspension of disbelief' and the benefits of the transitional space
- subverting social parameters
- from page to screen: *Smoke* (screenplay by Paul Auster, directed by W. Wang)

Modulo E – Medieval drama

- 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

Modulo F – The Tudor Age: 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

- **Elizabethan theatre:** fact sheets da www.shakespeareglobe.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
 - 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**
 - *Sogno di una notte di mezz'estate* (Teatro Carcano): plot and main characters; themes; props, special effects, costumes; interpretation and performance
 - Spettacoli a partecipazione facoltativa *Riccardo III* (Elfo Puccini)
Romeo e Giulietta (Piccolo Teatro)
 - comparing plays: stage props, light/sound effects, costumes, interpretation and performance...
 - opening scenes from *Romeo and Juliet*
Macbeth
Richard III
Henry V
Hamlet (anche act 3, scene 2)
- **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
 - 18 *Shall I compare thee*
 - 116 *Let me not to the marriage of true minds*
 - 121 *'Tis better to be vile*
 - 130 *My mistress' eyes*
 - 138 *When my love swears she is made of truth*

Modulo G – Contemporary poetry: Charles Bukowski

- *The laughing heart*
- *No leaders, please (Reinvent yourself)*
- Inspirational poetry; free verse and different regularity; personal response

3. COMUNICAZIONE

- **The Butterfly Circus**
 - Discrimination and isolation due to prejudice
 - Embracing diversity
 - Self-esteem and self-confidence to face/overcome obstacles
 - Mentoring: helping someone else to step up and grow
 - Realizing one's own uniqueness by working on one's talents and potential
 - Resilience: learning from mistakes, failures and limits
 - Giving/taking second chances
- **TED Talks videos for class discussion**
 - Tim Urban *Inside the mind of a master procrastinator*
 - Betty Hart *How compassion could save your strained relationships*
 - Emily Eshafani Smith *There's more to life than being happy*
 - Nada Nasserdeen *The key to building self-confidence and what we're doing wrong*

4. EDUCAZIONE CIVICA

- The UN 2030 Agenda of Sustainable Development Goals (recap)
- 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
- Taking notes and verbalization
- Migrants; prejudice: accepting and respecting diversity; nuclear energy; fostering young talents
- How to build global citizenship awareness
- Opinion essay

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La docente

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