

**Anno scolastico:** 2022 – 2023

**Classe:** 4C liceo scientifico

**Docente:** Ilaria Ronzoni

## INGLESE – PROGRAMMA SVOLTO

### 1. LINGUA

Manuali in adozione: Eales, Oakes, Harrison, *Speakout B2 Digital 2<sup>nd</sup> 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

Si riportano sinteticamente i principali contenuti morfosintattici di tali unità e gli argomenti esercitati in corso d'anno tramite le varie attività comunicative:

- Revision of if-clauses: types 0, 1, 2, 3 and mixed type
- Revision of modal verbs
- Future perfect, future continuous
- Word formation: prefixes and suffixes
- Collocations
- Revision of main linkers: time (after, before, when, while, as, as soon as, until/till, as long as, since, once, then, afterwards, finally, later on), condition (if, unless, provided that, on condition that, suppose, imagine), doubt (whether... or not), purpose (to, in order to, so as to, so that), cause/effect (because, as/since, for, because of, due to, therefore, as a result, as a consequence)

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

**Modulo A – Summer readings:** thematic discussion

- **William Shakespeare** *Macbeth*
  - ambition, ambiguity, power and leadership, making choices, male/female, manipulation
- **George Orwell** *Animal Farm*
  - equality, ideals and reality, rules and laws, language, lies and deceit, totalitarianism
- **Richard Bach** *Jonathan Livingston Seagull*
  - the outcast, the flock, sense of purpose, courage and resilience, mentoring, leadership



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

- **Macbeth:** lettura integrale
  - Character analysis
  - Fate and free will, ambition, ambiguity, power and leadership, making choices, male/female, manipulation
  - 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
  - *A Valediction: forbidding mourning*
  - *The Sun rising*
  - *The Dream*
  - *The Undertaking*
  - *A Nocturnal upon St Lucy's day*
  - *Batter my heart*

**Modulo D – American poetry**

- **Walt Whitman:** introduction to free verse; *Leaves of Grass*: a symbolical title
  - Readings from *Song of myself* – Sections 1, 2, 46, 47

**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 – Contemporary American fiction**

- **Paul Auster:** *Auggie Wren's Christmas story*
  - 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 order through art

**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
  - 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 18<sup>th</sup> 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

**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" – extract)
- **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?  
An outcast of society

**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*
  - *The Chimney Sweeper (Song of Innocence vs Songs of Innocence and of Experience)*
- **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

- **The Butterfly Circus:** class discussion and personal response about the main themes
  - 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

## 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, 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
  - Sentence starters and linkers to argument
  - Mock debate: *Should students grade their teachers?*
  - Debate 1: The government should provide universal basic income (UBI)
  - Debate 2: *Students should be left free to choose their curriculum at high school*
  - Debate 3: *Girls face more pressure than boys*
  - Debate 4: *All salaries should be standardised*

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