

DISCIPLINA: LINGUA E CULTURA INGLESE

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LINGUA

Ripasso delle strutture linguistiche del biennio: tenses; verbs followed by ing/to; conditionals; wishes and regrets; reported speech; reporting verbs; linking words; the passive; quantifiers and pronouns; modal verbs.

Dal testo in adozione *Ready for First* (Fourth Edition, edizioni Macmillan):

Unit 1: LIFESTYLE

Habitual behaviour; *Be used to, get used to, used to*; lifestyle, clothes, *Get*, pronouncing questions.

Unit 2: HIGH ENERGY

Gerunds and infinitives, music, sport, affixes, vowel sounds.

Unit 3: A CHANGE FOR THE BETTER?

Comparisons, Articles, technology, expressions with *as....as*, nouns, diphthongs.

Unit 4: A GOOD STORY

So and *Such*, past tenses and time linkers, Films, *take*, participle adjectives and adverbs, silent consonants.

La trattazione delle diverse unità didattiche ha riguardato anche le attività e abilità di Reading and Use of English, Listening, Speaking, Writing.

La riflessione sulla lingua è stata approfondita e consolidata con l'ausilio di materiale fotocopiato dall'insegnante.

LETTERATURA

Dal testo in adozione *Performer Heritage*, Second Edition, vol. 1:

The words of poetry: the basics of poetry; rhythm; sound devices; language devices; satire, irony and humour.

Unit 1: The Origins and the Middle Ages

HISTORY AND CULTURE

- From pre-Celtic to Roman Britain
- The Anglo-Saxons and the Vikings
- The Norman Conquest
- Anarchy and Henry Plantagenet

- From Magna Carta to the Peasants' Revolt
- The Wars of the Roses

LITERATURE AND GENRES

- The development of poetry
- The epic poem

Beowulf: a national epic

- "The Hero Comes to Heorot"
- "Beowulf and Grendel: the fight"
- "Beowulf's funeral"

- The medieval ballad. Origins of the ballad (spiegazioni integrative)

Lord Randal

Geordie

- The medieval narrative poem
- Geoffrey Chaucer, life and literary production. Fotocopia "Chaucer, Boccaccio and Dante"
 - *The Canterbury Tales*
 - The General Prologue
 - The Prioress
 - The Merchant
 - The Wife of Bath

Lavoro di gruppo: "A contemporary pilgrimage"
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Imagine you are part of a modern-day pilgrimage—a journey where people from all walks of life come together for a shared purpose. Just like in Chaucer's <i>The Canterbury Tales</i>, each person on this journey has a unique story, personality, and motivation. Your task is to create and present characters who could exist on this modern pilgrimage.
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Your Task

Form a Group:

Work in teams of 3-5 students. Together, you will create a group of modern "pilgrims."

Set the Scene:

Decide the purpose of your modern pilgrimage. For example:

Attending a religious location

Attending a music festival.

Traveling to a global event like the Olympics.

A social media influencer retreat.

A charity walk or protest march.

Create Your Pilgrims:

Each group must create 3-4 characters who are part of this pilgrimage. For each character, you need to:

Write a short description: Include their profession, personality traits, motivations, and any quirks or flaws.

Prepare a Presentation(15-20 minutes):

Prepare slides.

Be ready to share your characters with the class presenting your visuals.

Connect to Chaucer:

After presenting, explain how your modern characters relate to Chaucer's pilgrims.

Assessment Criteria

You will be assessed on:

Creativity: How unique and engaging are your characters?

Connection to Chaucer: Have you drawn parallels between your characters and The Canterbury Tales?

Use of Language: How well does your prologue imitate Chaucer's rhyming couplets?

Presentation: Is your group's work clear, collaborative, and well-delivered?

Unit 2: The Renaissance and the Puritan age

HISTORY AND CULTURE

- The early Tudors
- Elizabeth I
- Renaissance and New Learning
- The Chain of Being
- The early Stuarts
- The Civil War and the Commonwealth

LITERATURE AND GENRES

- The development of drama.
- Christopher Marlowe: life, works
 - Doctor Faustus*
 - "Faustus' Last Hour of Damnation"
- William Shakespeare, life and literary production
- Shakespeare the dramatist.
 - The Merchant of Venice*
 - "The Bond
 - "I am a Jew"
 - "The Quality of Mercy"

Hamlet

- To be or not to be”

The Sonnet. Differences between the Italian and the Elizabethan Sonnet.

- William Shakespeare: *When I do Count the Clock That Tells The Time* (fotocopia)

Shall I Compare Thee to a Summer's Day

My Mistress' Eyes are Nothing like the Sun

Durante l'estate gli studenti hanno letto il romanzo *Animal Farm* di George Orwell. L'opera è stata poi analizzata nei suoi vari aspetti (temi, personaggi, simboli, autore).

La classe ha assistito alla visione del film 'The Merchant of Venice' in lingua originale.

DISCIPLINA: EDUCAZIONE CIVICA

Cittadinanza digitale: *Credibilità e affidabilità delle fonti digitali*

Il diritto all'informazione e la minaccia delle fake news.

The meaning of FAKE, examples of fake news, how to spot fake news.

The CRAAP test.

Lavoro di gruppo: create your fake news

Verifica di Writing B2 First sul tema delle fake news.

COMPITI DELLE VACANZE

1. Read *The Tempest*, by William Shakespeare (qualsiasi edizione con testo a fronte).
2. Read the novel *Pride and Prejudice* (by Jane Austen, unabridged Edition, ed. PENGUIN CLASSICS, ISBN 978-0-141-43951-8) and do the activities the teacher will send you by email. You must be prepared to discuss the book at the beginning of the next school year.
3. Agli studenti che, pur in assenza di debito hanno la necessità di lavorare ulteriormente sulle strutture linguistiche di livello B2, si consiglia l'acquisto del testo: Chilton, Dignen, Fountain, Treloar, *Cambridge English Exam Booster for First and First for Schools* without answer key, ed Cambridge English (codice 9781316641750)

Meda, 15 giugno 2025