

DISCIPLINA: INGLESE

DOCENTE: SANTAMBROGIO ANTONELLA

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* (Second 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.

Approfondimento in classe sull'argomento "The Fairy Tale" (fotocopia)

LETTERATURA

Lettura estiva e analisi in classe del romanzo *Animal Farm*, di George Orwell.

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.

Slam poetry.

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 (spiegazione integrative)

Lord Randal

Geordie

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

Unit 2: The Renaissance and the Puritan age

HISTORY AND CULTURE

- The early Tudors
- Elizabeth I
- Renaissance and New Learning
- 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*
 - “Hamlet Meets the Ghost”
 - 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*

La classe ha assistito alla riproduzione del film “*Romeo + Juliet*” in lingua originale.

DISCIPLINA: EDUCAZIONE CIVICA

La condizione della donna nella società contemporanea: Letture in lingua (The Wife of Bafa), partecipazione alla conferenza online “Le donne di mafia” con R. Saviano.

Lavoro di gruppo.

Assignment Title: Great Women Who Changed the World.

Objective: to explore and celebrate the contributions of influential women throughout history who have made significant impacts on society, culture, politics, science, and other fields.

Task Description:

1. Research Phase:

- Choose one influential woman
- Each student will conduct in-depth research on their chosen woman, focusing on her background, achievements, impact on society, challenges faced, and legacy.
- Use credible sources such as books, academic journals, reputable websites, and documentaries to gather information.
- Take comprehensive notes and compile all researched material for the presentation.

2. Presentation Preparation:

- Based on your research findings, prepare a visually engaging PowerPoint presentation or equivalent format.
- The presentation should include:
 - Introduction: Brief overview of the woman’s life and background.
 - Accomplishments: Detailed exploration of her significant contributions and achievements.
 - Impact: Analysis of her influence on society, her field of expertise, and future generations.
 - Challenges Faced: Discussion of obstacles and barriers she encountered throughout her journey.

- Legacy: Reflection on her lasting impact and relevance in contemporary times.
- Visual aids, including images, videos, and quotes, to enhance the presentation.
- Ensure proper citation of all sources used in the presentation.

3. Class Presentation:

- Each student will deliver their presentation to the class, aiming for a duration of 10-15 minutes.
- Encourage interactive elements such as Q&A sessions or discussions following each presentation.

4. Reflection:

- What did you learn from researching and presenting on your chosen woman?
- How did her story inspire or influence you personally?
- What broader lessons can be drawn from studying the lives of influential women?
- How can we ensure that the contributions of women are acknowledged and celebrated in society?.

Assessment Criteria:

- Research Depth and Quality (20%)
- Presentation Content and Structure (30%)
- Delivery and Engagement (20%)
- Visual Aids and Citations (15%)
- Reflection(15%)

<h2>COMPITI DELLE VACANZE</h2>

1. Revise the entire programme.
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.

AGLI STUDENTI CHE, PUR IN ASSENZA DI DEBITO, NECESSITINO DI RAFFORZARE L'USO DELLE STRUTTURE LINGUISTICHE, SI CONSIGLIA DI ESERCITARSI su Chilton, Dignen, Fountain, Treloar, *Cambridge English Exam Booster for First and First for Schools* without answer key, ed Cambridge English (codice 9781316641750).