

PROGRAMMA SVOLTO DI LINGUA E LETTERATURA INGLESE

CLASSE 3^A A LICEO DELLE SCIENZE UMANE

Letteratura

Dal libro *Amazing Minds Compact*, ed. Pearson sono state svolte le seguenti Unità di apprendimento:

1 From the Origins to the End of the Middle Ages

HISTORICAL AND SOCIAL BACKGROUND: from Pre-Celtic to Roman Britain, the Anglo Saxons and the Vikings, the Norman conquest and the *Domesday Book*, the development of English, the Magna Charta, the War of the Roses.

LITERARY BACKGROUND: Anglo-Saxon literature, the development of poetry, the epic poem, the medieval ballad, the medieval narrative poem, medieval drama with miracle and morality plays.

BEOWULF: plot, themes and style, analysis of the extract “Beowulf’s funeral”.

GEORDIE: analysis of the ballad.

GEOFFREY CHAUCER, the father of English literature: life, works, importance. *THE CANTERBURY TALES*: description, comparison with Boccaccio’s *Decameron* and Dante’s *Divine Comedy*, themes; analysis of the extracts “The General Prologue” and “The Wife of Bath”.

2 The Renaissance and the Age of Shakespeare

HISTORICAL AND SOCIAL BACKGROUND: the Tudors, Elizabethan England, the Stuart dynasty, the Gunpowder Plot, the Puritans.

LITERARY BACKGROUND: the sonnet in the Italian and English traditions, the Golden Age of drama, Elizabethan theatres, Elizabethan playwrights.

WILLIAM SHAKESPEARE: life, works, conspiracy theories about his identity. *ROMEO AND JULIET*: sources, plot, themes, characters, style; analysis of the extracts “A pair of star-crossed lovers” e “The balcony scene”; visione in lingua originale di spezzoni tratti da diverse versioni cinematografiche; *HAMLET*: sources, plot, themes, Hamlet as the first modern character in literature, dramatic technique; analysis of the extract “To be, or not to be”; visione in lingua originale di spezzoni tratti da diverse versioni cinematografiche. *MACBETH*: sources, plot, themes, characters; analysis of the extracts “After Duncan’s murder” and “Life’s but a walking shadow”. *THE TEMPEST*: sources, plot, themes, characters, Prospero as an allegory of Shakespeare and the play as an allegory of the magic of the theatre; analysis of the extract “Prospero and Caliban”. *SONNETS*: style, addressees, themes; analysis of the sonnets “Shall I compare thee” and “My mistress’ eyes”.

3 JOHN DONNE: life, works, style, themes; analysis of the poem “A Valediction: Forbidding Mourning”.

Lingua

Dal libro *Engage B2*, ed. Pearson sono state svolte le prime 3 Unità:

1 Family matters (vocabulary: family lifestyle, word formation – compound nouns, phrasal verbs of relationships, confusing words about ways of looking; grammar: Present Simple and Present Continuous, comparatives and superlatives, as and like; writing skills: an informal letter/email).

2 Technology: friend or foe? (vocabulary: technology – phrasal verbs and lexis, emotions, word formation – compound adjectives; grammar: Past Simple and Present Perfect Simple, used to and would for habits in the past; writing skills: structuring an essay).

3 Stage, page and screen (vocabulary: literature, word formation – adjectives, confusing words about ways of speaking; grammar: Present Perfect Simple and Continuous, narrative tenses, countable and uncountable nouns, quantifiers; writing skills: a film review).

Si sottolinea inoltre il lavoro svolto per potenziare le capacità di *speaking* attraverso il modello del *debate* anglosassone e la presentazione personale alla classe di un film a scelta tratto da un'opera di Shakespeare. Sono stati guardati in classe anche interi film con audio e sottotitoli in lingua originale.

Educazione civica

Real and idealised beauty; il modello del *debate* anglosassone sul tema “Is beauty something subjective or objective?”

Compiti per le vacanze: gli studenti sono invitati a ripassare il programma svolto di letteratura e a guardare film e serie TV in lingua originale.

Pistoia, 7 giugno 2022

Prof.ssa Eleonora Baù