

**ANNO SCOLASTICO 2023-2024**  
**CLASSE 3G**  
**DISCIPLINA LINGUA E CULTURA INGLESE**  
**DOCENTE PASI LUANA**

**PROGRAMMA SVOLTO**

**LETTERATURA**

Libro in adozione: Marina Spiazzi, Marina Tavella, Margaret Layton  
PERFORMER HERITAGE VOL 1. From the Origins to the Romantic Age

**The Words of Literature**

*The Words of Poetry*

- The basics of poetry
- Rhythm
- Sound devices
- Language devices

**History and Culture**

*The Origins and the Middle Ages*

- A glimpse of the age
- From Pre-Celtic to Roman Britain
- The Anglo-Saxons and the Vikings
- The Norman Conquest and the *Domesday Book*
- Anarchy and Henry Plantagenet
- From Magna Charta to the Peasants’ Revolt
- The Wars of the Roses

*The Renaissance and the Puritan Age*

- A glimpse of the age
- The early Tudors
- Elizabeth I
- Renaissance and New Learning

**Literature and genres**

- The development of poetry
- The epic poem and the pagan elegy
- The medieval ballad
- Songs of protest
- The medieval narrative poem
- The sonnet: the Shakespearean Sonnet
- The origin of the Theatre: The Medieval Theatre (documento PDF su Google Classroom)

**Authors and texts**

- *Beowulf*: a national epic
- “The hero comes to Heorot”+“Themes through Time: The hero”
- “Geordie”
- “Lord Randal”
- Ballads through the centuries

## Liceo Scientifico Statale “Niccolò Copernico”

Via Verdi 23/25 – 27100 PAVIA  
Tel. 0382 29120 – Fax. 0382 303806  
E-mail pvps05000q@istruzione.it

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- The 1960's protest ballad
- A contemporary folk ballad
- Fabrizio De André's “Geordie” and Bob Dylan's “Blowing in the Wind”
- Geoffrey Chaucer and *The Canterbury Tales*
- The General Prologue to *The Canterbury Tales*:  
“When in April”
- “The Prioress”
- “The Wife of Bath”
- William Shakespeare's sonnets:  
“Shall I compare thee”  
“My mistress' eyes”

### Videos

Beowulf (sul libro digitale)

[Alfred the Great](#)

[The Wanderer](#)

The Plantagenets (sul libro digitale)

## ENGLISH AS A SECOND LANGUAGE

Libro in adozione:

Katia Carter, Tim Carter

ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

- The Reading Paper in the ESL Exam (sul libro in adozione, documenti PDF su Google Classroom)
- The Writing Paper in the ESL Exam (sul libro in adozione, documenti PDF e video su Google Classroom)
- The Speaking Paper in the ESL Exam (sul libro in adozione, documenti PDF e video su Google Classroom)
- The Listening Paper in the ESL Exam (sul libro in adozione, documenti PDF su Google Classroom e tracce audio fornite dall'insegnante)

Sono stati somministrati past papers e svolti mock-tests dei vari Components d'esame.

## FOCUSING ON FORMS

- Linkers and Linking Phrases
- Narrative Tenses
- Future Tenses
- The Passive Voice
- Impersonal Forms
- Like, as and as if/as though
- How to use the definite article
- Grammar for First Certificate Website
- “How do you punctuate however, therefore, moreover and furthermore?”

## FOCUSING ON VOCABULARY

- Travelling: “Staycations” (su Google Classroom)

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- Writing a review - Useful vocabulary (su Google Classroom)
- Videos on “Feelings and emotions Vocabulary/B2-C1 collocations” (su Argo)
- Video: “The many benefits of local food” (su Google Classroom)
- Using ChatGPT for developing vocabulary (file PDF su Argo)
- Video: “Lucrezia Magistris: Behind the Weights, Beyond the Limits” (su Google Classroom)
- On *France 24 English*, a favourite episode from the shows: “Arts 24”, “Fashion”, “French Connections”, “Science”
- “Idioms with Mind” (file PDF su Google Classroom)

### GLOBAL PERSPECTIVES

Libro in adozione:

Jo Lally

COMPLETE GLOBAL PERSPECTIVES for Cambridge IGCSE & O LEVEL

- Introduzione al corso attraverso il syllabus, past papers, specimen.
- Sviluppo delle *core skills*:
  - Identifying facts, predictions, opinions, values
  - International Organizations/Most reliable sources of information: ILO; WHO; UNICEF; UNESCO
  - Identifying information and trends. Information from charts and graphs
  - Videos: "The Road to Golden Rice"; "All that Glitters is not Gold" (on Google Classroom) – Bias, vested interest, alternative perspectives
  - Finding impartial information
  - From facts to issues. Identifying and understanding key issues
  - Identifying causes and consequences
  - Predicting consequences. Complex causes and consequences
  - Causes and consequences in more complex texts
  - Identifying and evaluating possible courses of action
  - Taking difficult decisions
  - Identifying different perspectives
  - Complex perspectives
  - Questioning knowledge claims
  - Identifying illogical statements
  - Clarifying types of inconsistency
  - Questioning the reliability of information
  - Cross-checking facts
  - How to cite an article
  - Choosing reliable sources
  - Testing the reliability of a source. Editorial bias. Trust rating. Watchdog agencies.
  - What makes a good research question?
  - Realistic and unrealistic predictions
  - Oversimplification
  - Choosing courses of action

## EDUCAZIONE CIVICA

- International Day for the Elimination of Violence against Women:  
[A Mile in Her Shoes: Changing perspective on domestic violence](#)
- Debating – basics
- The debate: Using AI to do homework
- The debate: Gender Equality
- The dawn of modern democracies and human rights: Magna Carta, the first charter of liberties

## PROGETTO “JUST FOR ONE DAY – A DAVID BOWIE MULTI-PERFORMANCE SHOW”

- Analisi di “Reason”, from *I, Robot* di Isaac Asimov (documento PDF su Argo)
- David Bowie’s “Space Oddity” (Video with Lyrics su Argo)
- The connection between David Bowie's “Space Oddity”, Isaac Asimov's Three Laws of Robotics, and Artificial Intelligence (documento PDF su Argo)
- Video: “The Rule of AI” - In China, Artificial Intelligence extends its hold on daily life • FRANCE 24 English (link su Argo)
- Visione dello spettacolo: “Just For One Day – A David Bowie Multi-Performance Show”

## INDICAZIONI PER IL LAVORO ESTIVO

### Per tutti gli studenti:

- Lettura integrale del libro:  
Mohsin Hamid – “The Reluctant Fundamentalist” (2007)

Scrivere su un apposito quaderno i fatti salienti di ogni capitolo e scrivere i vocaboli nuovi trovati in ogni capitolo.

- Lettura integrale del libro:  
Jonathan Swift – “Gulliver’s travels” (lettura opzionale)
- Esplorare e raccogliere appunti dal sito:  
“Bardology  
Scene by Scene by Shakespeare:  
A Self-Help Website for Students of All Ages”  
<https://www.bardology.org/>
- Dal sito “myShakespeare”  
<https://myshakespeare.com/>  
leggere “Julius Caesar”  
<https://myshakespeare.com/julius-caesar/act-1-scene-1>
- Cercare e leggere articoli inerenti all’argomento scelto per il Team Project e l’Individual Report.

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- Seguire attentamente le istruzioni di Ivan sulla Classroom di Global Perspectives in merito al lavoro di Team Project e Individual Report.

Le letture e le attività richieste saranno oggetto di verifiche scritte e/o orali nel corso del prossimo anno scolastico.

Pavia, 27/06/2024

La Docente  
Luana Pasi