

ANNO SCOLASTICO 2024-2025

CLASSE 3G

DISCIPLINA LINGUA E CULTURA INGLESE

DOCENTE PASI LUANA

PROGRAMMA SVOLTO

LETTERATURA

Libro in adozione:

M. Spicci , T. A. Shaw , D. Montanari

AMAZING MINDS NEW GENERATION COMPACT From the origins to the new millennium

What is Literature

How does a book affect you?

What is literature? Is a definition possible?

Literary notebook: The English Canon

Historical and Social Background

From the Origins to the End of the Middle Ages

- Celtic and Roman Britain
- Anglo-Saxon Britain and the Vikings
- Norman England and the Plantagenets
- The Magna Charta
- The Peasants' Revolt
- The Hundred Years' War
- The War of the Roses

The Renaissance and the Age of Shakespeare

- The Tudors
- Elizabethan England
- James I, beginning of Stuart dynasty

Literature and genres

- The epic poem
- A literary hero: King Arthur
- The medieval ballad
- The medieval narrative poem
- Political speech
- Medieval drama
- The sonnet: the Shakespearean sonnet

Authors and texts

- *Beowulf*
- “Geordie”
- Fabrizio De André’s “Geordie” and Bob Dylan’s “Blowing in the Wind”
- Geoffrey Chaucer, *The Canterbury Tales*
- The General Prologue to *The Canterbury Tales*: “When in April”
- *The Canterbury Tales*: “The Wife of Bath”
- John Ball, “The tares of England”

Liceo Scientifico Statale “Niccolò Copernico”

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E-mail pvps05000q@istruzione.it

- William Shakespeare’s sonnets: “Shall I compare thee to a summer’s day?” Sonnet 18
“My mistress’ eyes are nothing like the sun” Sonnet 130

Videos

“Alfred the Great”

“Study Guide for Beowulf”

Fabrizio De André’s “Geordie”

ENGLISH AS A SECOND LANGUAGE

Libri in adozione:

- Peter Lucantoni
CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE Sixth Edition –
Coursebook
- Helen Weale with Clare Kennedy and Liz Kilbey
TALENT 3
- Raymond Murphy
ENGLISH GRAMMAR IN USE Fifth Edition

Libro in uso:

- Janet Harmer
(NEW) STEP ON IT FIRST

Si sono condivisi altri testi e materiali su Google Classroom, “English as a Second Language”

- The Reading Paper in the Cambridge IGCSE ESL Exam
- The Writing Paper in the Cambridge IGCSE ESL Exam
- The Speaking Paper in the Cambridge IGCSE ESL Exam
- The Listening Paper in the Cambridge IGCSE ESL Exam

Sono stati somministrati past papers e svolti mock-tests dei vari componenti d’esame.

FOCUSING ON FORMS

- Discourse Markers
- Narrative Tenses
- Future Tenses
- The Passive Voice
- Impersonal Forms
- I wish/Mixed Conditionals
- Grammar for First Certificate

FOCUSING ON VOCABULARY

- Collocations and idioms
- Phrasal verbs
- Strong adjectives and intensifiers

- Using ChatGPT for developing vocabulary
- On *France 24 English*, presentation on a favourite episode from the shows: “Arts 24”, “Down to Earth”, “French Connections”, “Science”
- On *France 24 English*, Breaking news and Press review

FOCUSING ON ENGLISH PRONUNCIATION AND SPEAKING

Intonation and Expressive Reading with Fairy Tales

GLOBAL PERSPECTIVES

Libro in adozione:

Keely Laycock, France Nehme-Pearson & Fleur McLennan

CAMBRIDGE IGCSE AND O LEVEL GLOBAL PERSPECTIVES 2ED. – COURSEBOOK

Si sono condivisi altri testi e materiali su Google Classroom, “Global Perspectives”

- Introduzione al corso attraverso il syllabus, past papers, specimen.
- Sviluppo delle *core skills*:
 - Metacognition: Learning styles and strategies
 - Identifying claims, facts, predictions, opinions, value judgements
 - International Organizations/Most reliable sources of information: UN bodies and agencies
 - The SDG 2030 goals and the SDGs wedding cake
 - Identifying different perspectives. Video: “Studying abroad and the global perspective” (TED)
 - Identifying information, evidence and trends. Information from charts and graphs
 - Primary and secondary sources. Article, From The Guardian: “Global water crisis leaves half of world food production at risk in next 25 years”
 - 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.
 - Bias, vested interest, alternative perspectives
 - Finding impartial information
 - Evaluating reasoning and evidence (credibility criteria)
 - 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
 - Drawing a conclusion
 - Identifying and evaluating possible courses of action
 - Taking difficult decisions
 - Complex perspectives
 - Matters of fairness. How fair is the world? SDG 10: Reduce inequalities.

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- Matters of empathy: role plays.
- What makes a good research question?
- Conducting research. Research methods. Primary and secondary research. Qualitative and quantitative data.
- Realistic and unrealistic predictions
- Oversimplification
- Choosing courses of action
- Learning how to debate

The debate: “The city centre should be re-opened to all traffic”

The debate: “The dungeons of the Castle of our city should be transformed into an enormous disco”

The debate: “The abandoned areas in and around our city should be transformed into renewable energy power stations”

- Introducing the Written Exam and the Reflective Paper
- Teamwork: The RACI Chart

EDUCAZIONE CIVICA

Si sono condivisi testi e materiali su Google Classroom, “Civic Education”

“Turn off the water”: report on personal domestic water use

The dawn of modern democracies and human rights: Magna Carta, the first charter of liberties

Holocaust Remembrance Day. The Universal Declaration of Human Rights (UDHR) as a response to the events of WWII. The UDHR and its relevance for the European Union

Video and transcript “Human rights: what are they?”

“Englishman in New York” (video with lyrics), Sting as an “ambassador” of Human Rights
Civic Education Group Project.

- “The UDHR and the Italian Constitution”
Two Human Rights/Italian Constitution articles per each group+1 ambassador, their endeavour and their piece of art related to Human Rights

The UK Constitution and Common law systems

INDICAZIONI PER IL LAVORO ESTIVO

Per tutti gli studenti:

- Lettura integrale del libro:
Jonathan Swift – *Gulliver’s travels*
- Raccogliere appunti, in inglese, dal video:
“Il Tempo e la Storia, *William Shakespeare*” con il Prof. Alessandro Barbero
<https://www.raiplay.it/video/2016/04/Il-tempo-e-la-Storia---William-Shakespeare-con-il-prof-Alessandro-Barbero-del-22042016-b4f58104-15eb-4fc1-acf3-c9936a4fd95e.html>
- Esplorare e raccogliere appunti dal sito:

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“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>
- Seguire attentamente le istruzioni di Ivan sulla Classroom di Global Perspectives in merito al lavoro di Team Project.

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

Pavia, 15/06/2025

La Docente
Prof.ssa Pasi Luana