**PROGRAMMA DI INGLESE ANNO SCOLASTICO 2020-2021**

**PROF.ssa DANIELA PERFETTI CLASSE 4BS**

**Testi: Spiazzi-Tavella-Layton – Performer Heritage 1 – Zanichelli.**

**A. Gallagher, F. Galuzzi – Mastering Grammar, Ed. Active Book – Pearson-Longman.**

* **Dal libro di testo Performer Heritage 1:**

**The Words of Literature:** pp. 10-12

**2** The Words of Drama

**2.1** The elements of drama

**2.2** The structure of a dramatic text

**2.3** Dramatic techniques

**2.4** Characters

**1. The Origins and the Middle Ages:** p.40; pp. 46-47**;** pp. 65-67; p. 69; p. 343

**1.6** The War of the Roses

**1.13** Geoffrey Chaucer

**2. The Renaissance and the Puritan Age:** pp. 82-93; p. 96; pp. 100-101; pp. 108-110; pp. 112-115; 156-157;

pp. 160-161

**2.1** The Early Tudors

**2.2** Elizabeth I

CLIL, ART: Portraying Power

From History to Screen: film, Elizabeth by Shekar Kapur

**2.3** Renaissance and New Learning

**2.4** The Early Stuarts

**2.5** The Civil War and the Commonwealth

**2.6** The Sonnet

**2.8** The Development of Drama

**2.10** William Shakespeare, The Sonnet, T11 Shall I compare thee, T13 My Mistress eyes, Sonnet: In the Old Age Black Was Not

Counted Fair

**2.11** Shakespeare the Dramatist, The Tempest, T29 Prospero and Caliban;

**3. The Restoration and the Augustan Age:**  pp. 184-185; pp. 186-187

**3.1** The Restoration of the monarchy

**3.2** From the Glorious Revolution to Queen Anne

* **Il programma è stato ampliato e integrato con appunti, fotocopie, documenti su files, audio lessons, video e slides fornite dall’insegnante.**

**Historical – Social context:**

**The end of the Middle Ages**

Si è approfondito in particolare: The Spirit of the Age, The Church and a New idea of time, The Raise of the Merchant, Medieval Society, The Explosion of the Towns, New Professions, The Bourgeoisie, The Gentry (photocopy)

**Literary context:**

Literature in the Middle Ages: poetry and meaning devices (Metaphor, Simile, Personification); poetry and sound devices (Rhyme, Alliteration, Assonance, Consonance, Repetition, Enjambment (run-on-line); Geoffrey Chaucer and The Canterbury Tales.

**Historical – Social context:**

**From Tudors to Stuarts**

Sono stati approfonditi in particolare: Elizabeth I’s reign, Her personality and life, Her policy, The policy towards Catholics and the trading expansion, The voyages of discoveries, Her relationship with Mary Stuart, The Spanish War, The Golden Age, The myth of Elizabeth and the dream of the Reformed Empire, Elizabethan Beauty Standards (photocopy).

**The Renaissance**

Definition, Origins, Plato’s Influence and Neo-Platonism, All-rounders, Love and Power, Music of the Spheres, The Courtier, Italian Influence, Reformation, Interest in Past Cultures, The Migration of the Jews, The Moors, The Greeks, Mixing of Cultures, The Cabala, John Dee, Walter Raleigh, The Renaissance as an Age of Confusion. The Sonnet: characteristics and differences from the Petrarchan model, Elizabethan beauty standards, William Shakespeare (appunti e fotocopia).

**Literary context:**

Literature during the Renaissance: Pre-eminence of the theatre, The Elizabethan Playhouse, A Literature of Questions: Plato’s Influence, Renaissance Poetry: The Sonnet, William Shakespeare as a Sonneteer, Renaissance Drama: Elizabethan Drama, The Elizabethan Playhouse, The Globe and Other Theatres, The Production of Plays, William Shakespeare as a playwright, Shakespeare’s plays and techniques.

Drama - Devices: Stage Directions, Dialogue, Monologue, Soliloquy, Aside. Freytag’s Pyramid and the structure of a play, Act by Act. (documenti su Files)

**William Shakespeare, the poet**

Text analyses (method, three levels of analyses: phonic, syntactic and semantic)

Life and Works, The Sonnets: structure and themes

**William Shakespeare, the playwright**

Renaissance drama: Dramatic Techniques, Shakespeare’s Plays, Shakespearean English.

Shakespeare’s Style: language, imagery, double illusion, symmetrical correspondences, meta-theatre, themes, characters, rhetorical devices. The Audience’s Co-operation, The Tempest: features of the play, Themes, Human Fragility, Importance of the Experience of Evil, The Play as a Shell of Shakespeare’s Previous Experiences, The Play as an Example of Meta-theatre, The Characters: Their Use as Metaphors for Multilevel Meanings. Renaissance Drama: W. Shakespeare, the dramatist, Drama in the Elizabethan England, Society, Shakespeare as a Fruit of His Age, The Theatrical Industry, Number of Theatres and Theatrical Companies, The Elizabethan Playhouse: structure, materials and props, actors, audience, techniques linked to the theatre-structure, The Globe, Peculiarities of his style.

**Historical – Social context:**

**The Stuarts**

Sono stati approfonditi in particolare: James I’s reign, Charles I’s reign, The Civil Wars, The Cromwellian Republic, Charles II’s reign, James II’s reign, William of Orange and Mary II’s reign.

1. **Objectives**: Learn about significant events in British history from the War of the Roses to

William of Orange and Mary II

Revise the elements of poetry and their functions

Consider the way a text is connected to its historical background

Enlarge vocabulary and improve writing skills

Reflect on the changes in society and the relationship with Medieval Church

Look at the main literary characteristics during the Middle Ages

Reflect on the growth of the spirit of the Renaissance in Britain and Europe

Learn about significant events in the history of the Renaissance, the Puritan Age

Look at the main literary characteristics during the Renaissance

Reflect on the relationship between society and the products of literature

Learn about the main features and techniques of drama

Appreciate the rhythm and musicality of a literary passage

Discuss and reflect on different interpretations of a text

* **How to write a text:**
* Introduction, central body, conclusion
* Paragraphing
* Linkers
* Use of adjectives and adverbs
* **How to analyse a poem and write a commentary:**
* Phonic, morph-syntax and semantic levels
* Structure
* Paragraphs
* Topics in each paragraph

**EDUCAZIONE CIVICA (files, appunti, links)**

**- ‘The British Constitution’** (file: docum. 1, reading, translating, commenting and explaining)

**- ‘The Magna Charta’** (file: docum. 2, reading, translating and explaining)

Analysis and reporting on all the Clauses in the ‘Magna Charta’ (link to the 63 clauses)

**- ‘The British Monarchy’** (file: document 1, reading, translating and explaining)

**- ‘The Government and the Crown’** (file: document 2, reading, translating, commenting and

explaining)

**Civitavecchia, 03/06/2021**

**Gli Studenti L’Insegnante**