**PROGRAMMA DI INGLESE ANNO SCOLASTICO 2022-2023**

**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:**

**2. The Renaissance and the Puritan Age:** pp. 84-87; pp. 89-96; pp. 100-101; pp. 108-109; pp. 112-115;

pp. 126-127; pp. 130-133; pp. 156-157; pp. 160-161.

**2.2** Elizabeth I

CLIL, ART: Portraying Power, ‘The Armada Portrait’

**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, T13 My Mistress eyes

**2.11** Shakespeare the Dramatist, The Tempest, T29 Prospero and Caliban; The Merchant of Venice, T18 I am a Jew; T19 The Quality of Mercy

**3. The Restoration and the Augustan Age:**  pp. 184-193.

**3.1** The Restoration of the monarchy

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

**3.3** The Early Hanoverians

**3.4** The Age of Reason

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

**Historical – Social context:**

**From Tudors to Stuarts**

Sono stati approfonditi in particolare: 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.

Poetry - Devices: poetry, meaning devices (Metaphor, Simile, Personification); poetry, sound devices (Rhyme, Alliteration, Assonance, Consonance, Repetition, Enjambment (run-on-line).

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 analysis: 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. The Merchant of Venice: features of the play, Themes, Prejudice and Antisemitism, Greed (Jews) vs Generosity (Christians), Male Friendship, the Venetian Ghetto, Venice as a Symbol of Trade and its Political Organization. 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 and Queen Anne’s reign.

**Historical – Social context:**

**The Hanoverians**

Sono stati approfonditi in particolare: George I’s reign, George II’s reign.

**Literary context:**

The Augustan Age: Mind and Society, Chronological Terms, Order to Chaos, Reason and Enlightenment: Definition of Enlightenment, Central Role of Reason, Rejection of Extreme Feelings and Manners, Feeling of Superiority, Faith in Progress, Tolerance, Atheism. Augustan Self-control and Love for Appropriate Actions, Distaste for Uncontrollable/Non-Acceptable Behaviours, The Growth of the Commercial Middle-class.

1. **Objectives**: Learn about significant events in British history from Elizabeth I to George 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 during the Renaissance

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

Learn about significant events in the history of the Renaissance and 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

Learn about significant events in the history of the Restoration and the Augustan Age

Reflect on the changes in society during the Restoration and the Augustan Age

Reflect on the growth of the spirit of the Augustan Age in Britain and Europe

* **How to write a text:**
* Introduction, central body, conclusion
* Paragraphing
* Linkers
* Use of adjectives and adverbs
* **How to analyse a poem and/or an extract from a play and write a commentary:**
* Phonic, morph-syntax and semantic levels
* Structure
* Characters/Setting
* Paragraphs
* Topics in each paragraph
* **EDUCAZIONE CIVICA (files, appunti, links)**

**Circular Economy**

Civics: Circular Economy: introducing the topic: keep materials in the ‘circle’ of production as much as possible, ’Natural nutrients and Technological nutrients’, rethink, reuse, recycle, refurbish, regenerate, etc., Linear approach vs Circular approach; Watching a video on Circular Economy, clarifying and translating difficult aspects and vocabulary: match English words with the Italian equivalent after listening to the English definition (video vocabulary). Circular Economy, six slides about: definition, difference between linear economy and circular economy (graph and text), re-thinking the system and the ’Rs’ rule (graph and text), sum it up with re-thinking the economic system (graph and text). Materials: (slides, videos, links for homework, worksheet ’Three Things’.

Choose an activity about 'Circular Economy' in the Atlante Economico on line, then, write a passage (in English) describing what it deals with. After that upload it and the name of the activity on Padlet (word file).

'Circular Economy', groupwork, reading comprehension expertise, shuffling groups on 'Circular economy examples' and 'The enormous opportunity of e-waste recycling'. Produce an infographic on the materials after studying on the assigned aspect of the given materials as a source of information. Finally, uploading the infographic on Digipad, La Digitale.

**Civitavecchia, 04/06/2023**

**Gli Studenti L’Insegnante**

**Daniela Perfetti**