



ISTITUTO STATALE di ISTRUZIONE SUPERIORE

“ERNESTO BALDUCCI”

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A.S. 2022-2023

DISCIPLINA: INGLESE

CLASSE: 3C – Scienze Umane

INSEGNANTE: K. CAROTTI

PROGRAMMA SVOLTO

LITERATURE AND CULTURE

Textbook: *Lithub 1 – From the Origins to the Romantic Age*, di AA.VV., ed Rizzoli Languages

Module 1: English origins – How it all began (900 BC-1066 AD)

- Historical and cultural background:
 - The many “faces” of British culture, p. 17
 - Videos about pre-historic Britain and the Celts (Classroom)
 - From the arrival of the Celts to the Norman Conquest, p. 18-21
 - The Celts; The Romans; The Anglo-Saxon invasion; The Viking invasions; The Norman invasion
 - Outline: from Pre-history to the Middle Ages (Classroom)
 - Realisation on cardboard of the Timeline on the relative period
 - Arthurian Legends (Classroom)
 - Women issues; Boudicca, Queen of the Iceni; Women in Anglo-Saxon society
- Literature:
 - The origins of English Literature, p. 22-24
 - Importance of Christian Monks; Characteristics of Old English Literature: Poetry and Prose
 - The scop
 - Old English, p. 25-26
 - Where does English come from; English in time; What was Old English like?; Creativity of Old English; Kennings and Old English
 - Deepening about Old English (Classroom)
 - **Beowulf**, p. 28-33 – plot and reading comprehension/analysis of the extracts:
 - *The Battle with Grendel*
 - *Beowulf and Grendel: the fight* (photocopy)
 - *Beowulf's funeral*
 - **The Seafarer** – plot and reading comprehension/analysis of the following extract:
 - *My soul roams with the sea* (photocopy)
 - Anglo-Saxon art, p. 38-39
- Social studies
 - Contemporary heroes, p. 34-35
 - What is a hero?, p. 36-37
 - Minorities, p. 40-41
 - Our walled world, p. 42-43

Module 2: The Middle Ages – A turning point (1066-1485))

- Historical and cultural background:
 - From the Norman kings to the Tudor dynasty, p. 50-53
 - The Bayeux Tapestry; The introduction of the Feudal System; The Conflict with the Church; The Crusades; The Magna Charta; The birth of Parliament; Decline of the feudal system; Video about Thomas Becket (Classroom); The Plantagenets (Classroom); Lancastrian and York kings (Classroom)
 - Outline: The Middle Ages (Classroom)
 - Realisation on cardboard of the Timeline on the relative period
 - The Black Death
 - The rise of the middle class
 - Film in original language: *The King*, about Henry V
- Literature:
 - Middle English Literature, p. 56-58
 - The early-Middle English period; The late-Middle English period; Medieval drama



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- Middle English, p. 59-60
 - Features of Middle English; Dialect areas; Expanding lexicon
- Deepening about Middle English and the Great Vowel Shift (Classroom)
- The ballad
 - Traditional and modern ballads: Geordie, Scarborough Fair, Nothing Else Matters (Classroom)
- **Lord Randal**, p. 72-74 – reading comprehension and analysis
- **Geoffrey Chaucer**, p. 62-71 – life, style and works
- **The Canterbury Tales** – genesis, structure, themes, style, and reading comprehension/analysis of the following extracts from the General Prologue:
 - *It happened in that season* (incipit) + original version (Classroom)
 - *The Wife of Bath* + her tale (text on book and online resources)
- Characters analysed and presented to the class by students (group work):
 - *The Knight; the Yeoman; the Prioress; the Monk; the Merchant; the Clerk; the Miller; the Pardoner*
- Social studies and culture
 - The Gothic style, p. 78-79
 - Modern Robin Hoods, p. 82-83

Module 3: The Renaissance – An age of contrasts (1485-1603)

- Historical and cultural background:
 - The Tudor dynasty, p. 90-92
 - Economic and social changes; The Tudor monarchy
 - Outline: The Renaissance (Classroom)
 - Tudor and Stuart sovereigns (Classroom)
- Literature:
 - The English Renaissance, p. 94-96: Poetry
 - Deepening about Modern English (Classroom)
 - The early-English sonneteers, p. 106
 - Structure and features of the English sonnet (Classroom)
 - **Sir Thomas Wyatt**
 - *I Find No Peace* (Classroom), reading comprehension and analysis
 - **Edmund Spenser**
 - *One Day I Wrote Her Name* (Classroom), reading comprehension and analysis
 - Films in original language: *Elizabeth; Elizabeth – the Golden Age*

GRAMMAR DEEPENING

Textbook: *Grammar 360°*, di AA.VV., ed O.U.P.

- Ability and possibility; *need/needn't; should have done*
- Deduction with reference to the past – *must, can, may + have + past participle*
- *Had better, be supposed to, be expected to, be bound to, may* (as a wish)
- Use of the dictionary
- Revision of Past Tenses and Past Perfect
- Past Simple vs Past Perfect

PROJECTS WITH MOTHER TONGUE SPEAKERS:

- ✓ Interactive Laboratory with Ms Alex Griffin about Chaucer's *The Canterbury Tales*
- ✓ Lessons with mother tongue speaker Ms Claire about the British Institutions

CIVICS: The Magna Charta Libertatum

- Group work about: King Richard the Lionheart; King John Lackland; the Barons; Pope Innocent III; Robin Hood

Pontassieve, 05/06/2023

Gli studenti:

L'insegnante
Katia Carotti