



A.S. 2023-2024
Prof. Agatino Vecchio

Programma Svolto – Classe 3AS

Historical and Literary Topics

- From Pre-Celtic to Roman Britain (ref. *Shaping Ideas*, pp. 12-16, including the issue of building walls in our days; focus on Robert Frost's poem "Mending Wall").
- The Anglo-Saxon period, including the Viking presence in England (ref. *Shaping Ideas*, pp. 17-21).
- Anglo-Saxon literature: the epic poem and the pagan elegy (ref. *Shaping Ideas*: p. 22-23); *Beowulf*: plot, style, versification (ref. *Shaping Ideas*, pp. 24); the prologue: translation and identification of the themes and the stylistic features of the poem (photocopiable material available on Didattica).
- The Normans and the *Domesday Book* (ref. *Shaping Ideas*, pp. 34-35).
- The Plantagenets (ref. *Shaping Ideas*, p. 36-37).
- Human Rights: *Magna Charta Libertatum* – topic utilised for Civic Education (ref. *Shaping Ideas*, pp. 38-40).
- The Wars of the Roses (*Shaping Ideas*, p. 43).
- The Plague (*Shaping Ideas*, p. 44)
- The Medieval Ballad: examples of ballads – "Lord Randal" (ref. *Shaping Ideas*: pp. 45-47).
- The Ballad through Time: "Eleanor Rigby" (the Beatles, 1966); "Hotel California" (the Eagles, 1976): listening activity and text analysis) – (ref. *Shaping Ideas*, plus material uploaded on Didattica).
- The Medieval Narrative Poem: *The Canterbury Tales* (ref. *Shaping Ideas*: pp. 48-51).
- "The Wife of Bath" (from *The Canterbury Tales*, *Shaping Ideas*, pp. 54-55): text analysis (use of figures of speech, line characteristics, traits of the narrator); literary theory: forms of narration: focus on the diverse typology of narrators (omniscient invasive and non-invasive narrators; first-person narrator).
- The Tudors (ref. *Shaping Ideas*: pp. 62-64): Henry VIII, the "Act of Supremacy" (1534) and its implications (ref. material on Thomas More and "The Act of Supremacy" uploaded on Didattica).
- Thomas More: his career and the characters of his work *Utopia*; extract taken from Book II, first part, "Of their trades and manners" (photocopiable material from *Insights* available on Didattica).
- Elisabeth I: the Virgin Queen; the destruction of the Invincible Armada (ref. *Shaping Ideas*, pp. 66-67).
- Renaissance and New Learning (ref. *Performer*, pp. 51-52 on Didattica; *Shaping Ideas*, p. 70).

- Christopher Marlowe: life and works: focus on the reflections of his life in his tragedies; *Tamburlain the Great*, *The Jew of Malta* and *Dr. Faustus*, *Edward II*: four examples of negative energy or ‘lust’; the ‘mighty line’ and his one-man tragedies; focus on *Dr Faustus* plot and character (ref. photocopyable material taken from *Insights* and available on Didattica).
- “Faustus’s Last Soliloquy” (from *Dr Faustus* – act V, scene II (extract: reflection of the Elizabethan world picture in the closing lines of this tragedy) – ref. material uploaded on Didattica.
- The English Renaissance and the sonnet (ref. *Shaping Ideas*, pp. 70-71).
- William Shakespeare (*Shaping Ideas*, p. 72)
- William Shakespeare and his sonnets: “Shall I compare thee”: material read, translated and commented in class (rhyme scheme and structure; the innovation brought by Shakespeare and main differences with the Petrarchan sonnet, ref. *Shaping Ideas*, pp. 73-77).
- *Romeo and Juliet*: “Prologue” – the theme of responsibility and the meaning of ‘civil’ according to Shakespeare (material available on Didattica).
- *Romeo and Juliet*: concluding lines of the tragedy: Prince Escalus’s speech and the reconciliation of the two opposing enemies (material available on Didattica).

Grammar

- Units 1 and 2 (*Smart Grammar*, B1 preliminary vocabulary, pp. 564-567).
- Introduction to the IPA and its utility; the use and the different forms of dictionaries; the importance of checking pronunciation;
- Stative Verbs and other categories of verbs never used in continuous tenses with exceptions: focus on the verb *think* (revision) – ref. *Smart Grammar*, unit 33 (pp.104-105)
- Functions of adverbs and adjectives (revision) – teacher’s notes + *Smart Grammar*, unit 28, pp. 90-91.
- The possessive of the noun, use of have/has got, to be (revision) – ref. *Smart Grammar*, units 2,3, 7, 18, 19, 29.
- Use of Can/Could (revision) – *Smart Grammar*, unit 12, pp. 42-43; the notion of polysemy; the phrase (teacher’s notes).
- Functions and structure of the Present Simple; Adverbs and Expressions of Frequency (revision).
- Use of the present simple and present continuous and time expressions linked to these verbal forms (*Smart Grammar*, units 25, 26, 31, 32 pp, 84-87, 98-103); verbs of preference + the ‘ing’ form (*Smart Grammar*, unit 30, pp. 96-97); expressions with the auxiliary ‘have’ (ref. *Smart Grammar*, unit 29, pp. 92-95);
- The use of the Past Simple and the pronunciation of the *-ed* for the regular verbs - The irregular verbs (Revision) - ref. *Smart Grammar*, units 53, 54, 55 – pp. 184-192.
- Used to and Would (revision) – ref. *Smart Grammar*, unit 56, pp. 192-193.
- Past Continuous (revision) – ref. *Smart Grammar*, units 57, 58, pp. 194-199.
- Present Perfect Simple and Continuous (revision) – ref. *Smart Grammar*, units 59, 60, 61, 62, 63 (pp. 200-215).
- Past perfect simple e past perfect continuous – *Smart Grammar*, units 65, 66 (pp. 216-219).
- Future Forms: *Smart Grammar*, unit 85-86 (revision), pp. 288-293.
- Future Forms: *Smart Grammar*, unit 87-88 (revision), pp.294-307.
- Past tenses; verbs followed by another verb in the -ing form (ref. *Smart Grammar*, units 107-108, pp. 374-377).