SCUOLA SECONDARIA DI PRIMO GRADO: LE NOVITA' DEL CURRICOLO

1. RIFORMA CONVERSATION IN LINGUA INGLESE

Sono inoltre previste 33 ore annuali di Conversation in lingua inglese (1 ora a settimana per ogni classe). L'ora di Conversation con la madrelingua inglese si svolge in compresenza con i docenti di cattedra di altre discipline. In questo modo si può arricchire ulteriormente il lessico e differenziare le tematiche affrontate. In questo modo, a partire dall'anno scolastico 2022-2023 le ore settimanali di inglese saranno cinque: 2 ore di grammatica, 1 ora di letteratura, 1 ora di CLIL *Geography* e 1 ora di *Conversation.*

La collaborazione e la programmazione avviene per classi parallele e costituisce un ulteriore arricchimento per insegnanti e alunni.

2. "PRIMI PASSI NELLA LETTERATURA IN LINGUA INGLESE" *FIRST STEPS INTO ENGLISH LITERATURE*

PROGRAMMA a.s. 2022-2023

1. **Destinatari:** studenti scuola media;
2. **Motivazioni dell'intervento:** potenziamento della lingua inglese, specialmente abilità di comprensione scritta, rielaborazione personale e produzione orale;
3. **Obiettivi formativi generali (finalità generali del progetto in accordo con le finalità del PTOF di istituto):** saper leggere e comprendere testi letterari di vario genere in lingua inglese, sviluppare capacità di analisi per costruire una propria interpretazione;
4. **Obiettivi formativi specifici (conoscenze, abilità e competenze misurabili e verificabili):** familiarizzare con la letteratura dei paesi anglofoni, sviluppare competenze critiche per formulare opinioni e saper esprimere gusti personali in ambito letterario;
5. **Risultati attesi (collegamento con altre attività curricolari e/o iniziative della scuola):** la competenza linguistica rafforzata dalla pratica dell'attività sui testi si rivelerà estremamente utile anche nel percorso di preparazione alle certificazioni (KET e PET) e lo spirito critico maturato durante il percorso di letteratura inglese sarà importante anche durante l'analisi di opere in lingua italiana;
6. **Metodologia:** progetto sviluppato in un'ora alla settimana, compresenza di lettrice madrelingua e docente di letteratura italiana, approccio 'Information-Communicative' che prevede lezioni perlopiù di tipo interattivo ed attività quali: esercitazioni guidate, 'Class Discussions', 'Short Talks', 'Information Gap', 'Reading Comprehensions', 'Listening Comprehensions', 'Viewing Comprehensions'. Le attività saranno organizzate

prevalentemente in 'Pair Work', 'Group Work' o 'Class Work', ma saranno altresì presenti momenti di lavoro individuale e gli interventi frontali saranno perlopiù circoscritti alle fasi di 'Warm Up' e di presentazione delle attività;

7. **Materiali:** per lo svolgimento del progetto si fará uso di letture graduate, testi e documenti autentici, materiale fotocopiato, video e registrazioni (tale materiale sarà scaricabile da classroom).

Proposed literary programme – to begin in the school year of 2022 - 2023

Our first year would serve as an introduction to major literary figures in the English-speaking world, by way of graded readers.

During the first few weeks, I would introduce authors and genres of literature to the students before beginning with the graded readers. These books contain a simplified version of the text and integrate activities into the stories, which would be useful in gauging student understanding.

While these texts have been simplified to an appropriate level, they retain the same themes. Using simplified texts would help the students' understanding, as the stories have been specifically chosen for their level. If we were to use the original texts, students would likely struggle with the grammar or vocabulary, and it would be much harder for them to engage in the class. They would also be unable to close-read the texts for themes and plot points. However, if there are parts of the original texts that I find to be suitable for the students' levels and ages, I would gladly use these in addition to the graded readers.

In class we would also watch films or clips of films that were based on the books we were studying, such as Tim Burton's Alice in Wonderland. Where there are two or more film versions, we could compare and contrast parts to gain understanding of how a text can be interpreted in different ways.

In the third year of the programme, I would consider using original texts by authors who wrote for the students' age level, such as Roald Dahl, who is known for creating well-written, engaging stories for younger readers. Time-permitting, I could also use extracts of some of his works (such as Matilda and The BFG) in the previous years so students could get used to his style.

By their third year the students would have had plenty of practise analysing stories and would ideally be able to manage reading selected original texts.

With an hour each week, we could cover roughly one book (alongside class discussions, background about authors, and additional material where useful) every month or six weeks.

Students who are able to purchase the books would be welcome to; otherwise, I would scan and upload the necessary pages to Classroom, where they can print a copy.

Books for the first year:

Alice in Wonderland by Lewis Carroll. This story is likely familiar to many students already, so would be an ideal place to start the programme. There are also several film adaptations.

Halloween Horror by Gina D.B. Clemen. We would study this in October.

Just so Stories by Rudyard Kipling. This classic children's book includes origin stories such as How the Leopard Got His Spots, and could possibly lead to students writing their own short stories about a chosen animal.

Peter Pan by J.M Barrie. Another familiar story, Peter Pan contains themes that are likely to be interesting and relevant to young students.

Tom Sawyer by Mark Twain. This is an ideal book to study towards the end of the first year, as it is intended for students with a slightly more advanced level of English. Mark Twain remains one of the most widely-loved classic authors, thanks to his timeless novels, and Tom Sawyer is an amusing character that young readers often identify with.

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These adaptations have been created specifically for English learners, and would all be useful for class discussions about themes, styles, and events.

Before reading each book, we would look at its context. The time period in which stories were written, as well as the culture of the country or area where they are set, can influence a story greatly. Studying stories from different parts of the world would also be a way for students to learn about English-speaking countries other than the United Kingdom (Halloween Horror and Tom Sawyer are both set in the U.S.A).

Books for the second year:

Little Women by Louisa May Alcott.

Legends from the British Isles by Eleanor Donaldson and Deborah Meyers. These short stories introduce some fascinating legends from different parts of the United Kingdom (rather than just England, which tends to dominate British literature).

A Christmas Carol by Charles Dickens. This book, which would be ideal to study around Christmas time, is an excellent introduction to the works of Dickens. The story about the ghosts of Christmas past, present, and future is already very well-known in popular culture, and could inspire very interesting class discussions.

A Midsummer Night's Dream by William Shakespeare. Serving as an introduction to the works of Shakespeare, this comedy is light-hearted and would likely be very enjoyable to younger readers.

Great Expectations by Charles Dickens.

Missing in Sydney by Andrea M. Hutchinson. This book was written specifically for English learners, and it blends an interesting mystery with information about the Australian city of Sydney. This book could be a way to introduce the students to an important English-speaking country.

Books for the third year: to be determined (possibly original works).