

PROGRAMMA SVOLTO

Classe 5A Liceo Scienze Umane

Materia: LINGUA E CULTURA INGLESE

Docente: DEL GENER FRANCESCA

PROGRAMMA SVOLTO DI LINGUA E CULTURA INGLESE

I QUADRIMESTRE	
ARGOMENTI SVOLTI	ORE
GRAMMAR REVISION un. 7-12 KEY STAGE ENGLISH Follow Up	6
THE EARLY ROMANTIC AGE (1760 - 1789)	
Historical, social context - Literary context: Britain and America, Industrial and Agricultural Revolutions, Industrial society, Emotion vs Reason	3
POETRY: New trends in poetry: pastoral poetry, Ossianic poetry, ballads, graveyard poetry D 14	1
T. GRAY, life and works, a transitional poet; D 20 “Elegy Written in a Country Churchyard”: themes, meditative mood, a new sensibility D 21, D 23 - 27	4
W. BLAKE, life and works, Blake the artist, the poet, the prophet, complementary opposites, imagination, interest in social problems, style; D 28 - 30 “The Lamb” D 36, “The Tyger” D 37 - 38	4
PROSE: The Gothic Novel D 15 - 16	1
M. SHELLEY, life and works; D 39 “Frankenstein or the Modern Prometheus”: plot, origins, influence of science, literary influences, narrative structure, the double, themes D 40 - 41	2
THE ROMANTIC AGE (1789 -1830)	
Historical, social context - Literary context: From the Napoleonic Wars to the Regency, The Egotistical Sublime, Reality and vision	3
POETRY: W. WORDSWORTH, life and works, the Manifesto of English Romanticism, man and nature, senses and memory, recollection in tranquillity, poet’s task, style; D 78 -79 “Daffodils” D 85 - 86	2

S.T. COLERIDGE, life and works, imagination, fancy, nature, language; D 94 - 95 “The Rime of the Ancient Mariner”: content, atmosphere and characters, the “Rime” and traditional ballads, interpretations D 97 “The Rime of the Ancient Mariner” D 98 - 100; D 109	4
PROSE: The Novel of Manners D 66	1
J. AUSTEN, life and works, debt to 18 th century novel, marriage, love; D 136 - 137 “Sense and Sensibility”: structure, plot, title, characters, narrative technique, themes D 139 - 140	1
“Pride and Prejudice”: plot, characterization, the heroine and the hero, themes, style; D 147 - 148	1
THE VICTORIAN AGE (1830 -1901)	
Historical, social context - Literary context: The early Victorian Age, The later years of Queen Victoria’s reign, The Victorian Compromise, The Victorian frame of mind (general features)	1
PROSE: The Victorian novel E 20 - 21, Types of novels E 22 - 23	1
C. DICKENS, life, works, plots of his novels, characters, didactic aim, style; E 37 - 38 ; “Oliver Twist”: plot, London’s life, workhouses E 40 “Oliver wants some more” E 41 - 42	2
“Hard Times”: plot, structure, a critique of materialism E 52 “Nothing but Facts” E 53 - 54	1
II QUADRIMESTRE	
ARGOMENTI SVOLTI	ORE
E. BRONTE, life, “Wuthering Heights”: plot, Romantic and Gothic elements, opposing principles, death, style; E 57 - 59 “Catherine’s resolution” E 65 - 69	3
Aestheticism and Decadence E 31 - 32	1
O. WILDE, life and works, the rebel and the dandy, Art for Art’s Sake; E 110 - 111 - the NOVELIST: “The Picture of Dorian Gray”: plot, narrative technique, allegorical meaning E 112	1
- the DRAMATIST: “The Importance of Being Earnest”: plot, a new comedy of manners, marriage, irony and imagination E 124 - 125	1
- the POET: “The Ballad of Reading Gaol”: last work, content E 128 - 130	2
THE MODERN AGE (1901 -1945)	
Historical, social context - Literary context: The Edwardian Age, Britain and World War I, The Twenties and the Thirties, The Second World War (general features)	1

The age of anxiety F 14 - 16, Modernism F 17 - 18 The Modern Novel: traditional vs modern novel, subjective use of time, subjective narrative techniques (epiphany, stream of consciousness and interior monologue), the anti-utopian novel F 22 - 23	2
PROSE: J. JOYCE, life and works, ordinary Dublin, rebellion against the Church, subjective perception of time, impersonality of the artist, language and style; F 138 - 139	1
“Dubliners”: origin of the collection, setting, characters, themes, paralysis, narrative technique F 141 - 142 “She was fast asleep”, from “The Dead” F 147 - 148	2
“Ulysses”: plot, characters, relation to Homer’s “Odyssey”, setting, representation of human nature, mythical method, a revolutionary prose, language F 152 - 153; “I said yes I will sermon” F 155 - 156	2
G. ORWELL, life and works, first-hand experiences, an influential voice, the artist’s development, social themes F 189 - 190 “Animal Farm”: historical references, plot, characters, the animals, themes and allegory F 191	2
“Nineteen Eighty-Four”: plot, characters, an anti-utopian novel, Winston Smith, themes F 199 - 200 ; “Newspeak” F 201 - 203	2
POETRY: THE WAR POETS, different attitudes to war, R. Brooke, W. Owen, S. Sassoon, I. Rosenberg (general features) F 42 - 44 W. OWEN: “Dulce et decorum est” F 46 - 47	2

ALTRE ATTIVITÀ (approfondimento, recupero, letture, viaggio di istruzione, visite ecc.)	
<ul style="list-style-type: none"> - Letture ed esercitazioni in classe, attività di approfondimento - Correzione verifiche scritte (error analysis), - Simulazione e correzione terza prova scritta - Attività di recupero con varie modalità, sia di grammatica, sia di letteratura - Visione film in lingua originale: C. Dickens’s “Oliver Twist”; E. Bronte’s “Wuthering Heights”; - Visita Expo - Milano - Indicazioni riguardanti l’Esame di Stato: modalità svolgimento terza prova scritta, preparazione percorsi multidisciplinari/mappe concettuali per colloquio - Tematica multidisciplinare: “Immigration”. 1- Immigration in the past: readings on immigrants to the Usa, “The Promised Land”: The Golden Door, Ellis Island. 2- Immigration in the present: students’ opinions on immigration 	

Rappresentante di classe

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Insegnante

Chiavenna, 15 maggio 2016