

A.S. 2021-2021
LICEO STATALE 'NICCOLO' MACHIAVELLI' Pioltello
PROGRAMMA DI INGLESE – CLASSI 5E Scientifico
Docente: C. PELI

TESTO IN ADOZIONE : **AMAZING MINDS** ed. **COMPACT- LONGMAN-PEARSON**

PROGRAMMA SVOLTO

Primo quadrimestre:

HISTORY:

The French Revolution and the Napoleonic wars, the Industrial Revolution, social reform.

LITERARY BACKGROUND: (*Man and Nature. Romantic discovery of the self*)

Pre-Romantic trends, Two Generations of Romantic Poets, Romantic Fiction, the Gothic Novel,

WILLIAM BLAKE. (pp.266-7) Vita, opere e tematiche. Analisi del testo '**London**'.

- **WILLIAM WORDSWORTH.** Vita, opere e tematiche. Lettura e analisi di '**Preface to Lyrical Ballads**' e '**I Wandered Lonely as a Cloud**'.
- **JOHN KEATS.** Vita, opere e tematiche. Lettura e analisi di '**Ode on a Grecian Urn**'.
- **MARY SHELLEY.** Vita, opere e tematiche. Lettura e analisi di '**A spark of being into the lifeless thing**' da '**Frankenstein**'.

HISTORY:

The Victorian Age. Early Victorian Age: a changing society, Faith in Progress, the Age of Optimism and Contrast. Late Victorian Age: the Empire and Foreign Policy.

LITERATURE: (*The novel as social criticism and as a mirror of the individual's aspirations*)

The Age of Fiction. Early Victorian novelists (Dickens); late Victorian novelists, Aestheticism (Wilde).

- **CHARLES DICKENS.** Vita, opere e tematiche. Da '**Oliver Twist**' lettura e analisi di '**I want some more**'. Da '**Hard Times**' (p.46) Lettura e analisi del brano '**Nothing but facts**'.
- **OSCAR WILDE:** vita, opere e tematiche. Da '**The Picture of Dorian Gray**'. Dalla prefazione, lettura e analisi: '**All art is quite useless.**' e '**Dorian Gray kills Dorian Gray**' (pp 131-3).

SECONDO QUADRIMESTRE:

HISTORY:

Britain at the turn of the century: Victoria's successors, the Irish Question, World War I, the Suffragette Movement, from Empire to Commonwealth, Between the Wars, the Rise of Totalitarianism.

LITERATURE: (*The crisis of certainties. New technical experiments in narrative. War and totalitarianisms. The social commitment of the intellectual*)

The Age of Anxiety the Break with the 19th Century and the Outburst of Modernism. Modernism in Painting. **Modernism in Literature.** The Human Mind, a new picture of Man, Freud and Psychoanalysis, H. Bergson and W. James: the Stream of Consciousness. **The Modern Novel.** New narrative techniques: the Interior Monologue. Reaction against Modernism.

Early 20th century Poetry: Imagism, Georgian poets.

- **WAR POETS:** *Rupert Brooke*. Lettura e analisi di **'The Soldier'**. *Wilfred Owen*: **'Dulce et Decorum Est'**. *Siegfried Sassoon*: **'Suicide in the Trenches'** e **'Glory of Women'** (fornito dal docente); *Charles Sorley*: **'When You See Millions of the Mouthless Dead'** (fornito dal docente)
- **JAMES JOYCE:** vita, opere e tematiche. **'Dubliners'**. Lettura e analisi interpretativa di **'Eveline'** e da **'The Dead'**: **'She was fast asleep'**. Da **'Ulysses'**: **'Yes I said yes I will yes'**.
- **WYSTAN H. AUDEN.** Vita, opere e tematiche. (pp.210-1). Lettura e analisi di **'Funeral Blues'** Forniti dal docente: **'Refugee Blues'**, **'The Unknown Citizen'**-
- **GEORGE ORWELL.** Vita, opere e tematiche (pp.274-5). Da **'1984'** (pp. 276-7) lettura e analisi del brano **'The object of power is power.'**

Contemporary drama. The Theatre of the Aburd and the Theatre of Anger

(*Contemporary drama as a new expressive means to explore human existence and social tensions in post-war Britain*)

- **SAMUELL BECKETT:** (p. 375) Da **'Waiting for Godot'** lettura e analisi dell'estratto **'What do we do now? Wait for Godot'**.

Durante l'anno sono stati forniti link per video relativi ad alcuni autori tra cui *O. Wilde, J. Joyce, G. Orwell e S. Beckett*.

Come rinforzo e approfondimento sono stati affrontati alcuni argomenti di lingua tra cui: *uso dei Phrasal Verbs, l'inversione, principali connettivi, uso del possessivo, accordo fra soggetto e verbo (casi particolari)*.

Il Docente

I rappresentanti degli studenti
