



Ministero dell'Istruzione e del Merito

ISTITUTO DI ISTRUZIONE SUPERIORE "J. TORRIANI" - ISTITUTO TECNICO - LICEO SCIENTIFICO

Via Seminario, 17/19 - 26100 CREMONA - Tel. 0372 28380

ISTITUTO PROFESSIONALE –Sede associata “ALA PONZONE CIMINO”

Via Gerolamo da Cremona, 23 - 26100 CREMONA - Tel. 0372 35179

E-mail: cris004006@pec.istruzione.it, cris004006@istruzione.it, www.iistorriani.it

PROGRAMMA SVOLTO ***A.S. 2022/2023***

DOCENTE:	Ilaria Bianchi
DISCIPLINA:	Lingua Inglese
CLASSE:	5A LSA

Per ogni Modulo svolto vengono indicati i relativi contenuti affrontati.

MODULO	CONTENUTI
The Romantic Age	<p>Social and Historical Background: The American Revolution, The First Industrial Revolution, The French Revolution.</p> <p>The Age of Sensibility, The Romantic concept of Nature; Edmund Burke: the Sublime (page 161)</p> <p>Romantic poetry: the importance of Imagination, the individual and the child, the cult of the exotic</p> <p>The Gothic Novel</p> <p><u>William Blake</u>: complementary opposites, Imagination as the ‘Divine vision’; “Songs of Innocence and Songs of Experience”. Analysis of the poems “The Lamb” and “The Tyger” (pages 180/181)</p> <p><u>Mary Shelley</u>: “Frankenstein or the Modern Prometheus”, origins, the influence of science, narrative structure, the theme of the double, the theme of the overreacher. Analysis of the extract “The Creation of the Monster” (page 186)</p> <p><u>William Wordsworth</u>: recollection in tranquillity, the Manifesto of English Romanticism, the poet’s task and style. Analysis of the poem “Daffodils” (page 192)</p>

	<p><u>Samuel Taylor Coleridge</u>: "The Rime of the Ancient Mariner". Plot and setting, the importance of nature, Primary and Secondary Imagination. Analysis of the passage "The Killing of the Albatross" (page 197-198-199)</p> <p><u>George Gordon Byron</u>: Life and works, the Byronic Hero. "Manfred": plot, setting, the hero. The theme of the overreacher, Manfred and Dr Faust. Analysis of the passage "Manfred's Torment" (page 203)</p> <p><u>Percy Bysshe Shelley</u>: life and works, Shelley's view of nature and imagination. Analysis of the poem "Ode to the West Wind" (page 207/208)</p> <p><u>John Keats</u>: Keat's theory of imagination and his idea of beauty. Analysis of the poem "La Belle Dame sans Merci" (page 212)</p>
The Victorian Age	<p>Social and Historical Background: The Age of Reform, technological progress and geographical expansion, the condition of the poor and working class, work and alienation, the Victorian Compromise, respectability. Life in Victorian England, progress in science and medicine. Victorian thinkers</p> <p>The Victorian Novel Charles</p> <p><u>Dickens</u>: life and works, characters, "Hard Times": plot and setting, characters. Analysis of the extracts "Mr Gradgrind" (page 245), "The Definition of a Horse" (Goggle classroom), "Coketown" (page 247). Analysis of the extract "Please Sir, I want some more", from Oliver Twist (google classroom)</p> <p>Dickens's Hard Times and Pink Floyd's Another Brick in the Wall</p> <p><u>The Bronte sisters: Charlotte Bronte</u>: "Jane Eyre": plot and settings, characters and themes. Analysis of the extract "That is my Wife" (Google classroom). The figure of Bertha Mason</p> <p><u>Emily Bronte</u>: "Wuthering Heights": plot and settings, characters and themes. Analysis of the extract "I am Heathcliff" (page 259-260-261-262)</p> <p><u>Robert Louis Stevenson</u>: life and works, plot and setting, the theme of the double, sources, style. Analysis of the extract "Jekyll's Experiment" (page 272/273), analysis of the extract "The Story of the two Doors" (google classroom)</p> <p>Aestheticism and Decadence (page 240): the birth of the Aesthetic Movement, Walter Pater.</p> <p><u>Oscar Wilde</u>: life and works, dandism, art for the art's sake. "The Picture of Dorian Gray": plot and setting, characters. Analysis of the extracts "The Painter's Studio" (page 277/278), "Dorian's Death" (page 279-280-281). The Preface</p>
The Modern Age	<p>Social and Historical Background: WWI, WWII</p> <p>The Age of Anxiety: the crisis of certainties, Freud's influence, the stream of consciousness, the theory of relativity, a new concept of time, anthropological studies, a new picture of man.</p> <p>Modernism: main features. The modern novel: new narrative techniques, the interior monologue</p> <p><u>The War Poets</u>: Rupert Brooke: life and works. Analysis of the poem "The Soldier" (page 331). Wilfred Owen: life and works. Analysis of the poem "Dulce et Decorum Est" (page 333)</p>

	<p><u>Thomas Stearns Eliot</u>: background and education, the impersonality of the artist, the mythical method, the objective correlative. "The Waste Land": structure of the poem, main themes, the new concept of history, free style. Analysis of the passage "The Burial of the Dead"(page 344) and of an extract drawn from the section "What The Thunder Said" (google classroom).</p> <p><u>Joseph Conrad</u>: life and works, the writer's task, Conrad's characters. "Heart of Darkness": plot and setting, characters, themes and symbolism. Analysis of the extract "A Slight Clinking"(page 356-357-358)</p> <p><u>James Joyce</u>: life. The subjective perception of time. The interior monologue (page 324). "Dubliners": the use of epiphany, the characters, structure. The theme of paralysis.</p> <p><u>George Orwell</u>: life and works, the dystopian novel. "Nineteen Eighty-Four": plot and setting, characters, themes. Analysis of the extract "Big Brother is watching you" (page 394/395), reading and analysis of the novel "The Animal Farm", viewing of the theatrical performance</p>
Lesson with MIT student	Debate: fundamental characteristics and practice
ULTIMATE INVALSI	Reading and listening activities for the English Invalsi Test
Citizenship and lessons with mothertongue teacher (materials produced by the students)	<p>Sahel, the end of the road (storytelling)</p> <p>Peace anbassadors (role-playing)</p> <p>Video activity (BBC documentary): radicals and free thinkers in 18th century Europe</p>
Scholarly Papers (photocopies and slides)	<p>The structure of Scienfific Papers</p> <p>How to read scientific literature</p>

Il programma è stato visionato e approvato dai rappresentanti degli studenti della classe