

LINGUA E LETTERATURA INGLESE

Prof.ssa Placidi Dina

Anno Scolastico 2020- 2021

Classe V sez. C

PROGRAMMA SVOLTO

(I contenuti non ancora svolti al 15 maggio, indicati con l'asterisco*, si intende esaurirli entro la fine dell'anno scolastico)

LIBRI DI TESTO: Spiazzi, Tavella, Layton "Performer Heritage" vol. 1e 2, Zanichelli; Spiazzi, Tavella, Layton "Performer B2" Zanichelli; Drury "Ready for Invalsi" Secondo Grado, classe 5 a, ed. Oxford.

THE ROMANTIC AGE

The historical and social context:

The agricultural and industrial revolutions. Social implications of industrialism.

The literary and cultural context

A new sensibility

The beautiful and the sublime

The Gothic novel

Romantic Poetry: Two generations of Romantic poets, Romantic imagination, the cult of nature, the cult of the exotic, the importance of childhood.

William Blake : life and works

The importance of childhood; the theory of complementary opposites; the interest in social problems

- "London" from *Songs of Experience*
- "The Lamb" from "*Songs of Innocence*"
- "The Tyger" from *Songs of Experience*

Mary Shelley: life and works

The taste for horror and the myth of creating life

- From "*Frankenstein, or the modern Prometheus*" :
"The creation of the monster"

William Wordsworth: life and works

Man and Nature ; poetry as the recollection of emotion in tranquillity

- Preface to "*Lyrical Ballads*"
- "Daffodils"
- "Composed upon Westminster Bridge"

John Keats:life and works

The contemplation of Beauty; the negative capability of the poet

- "Ode on a Grecian Urn"

THE VICTORIAN AGE

The historical and social background:

The long reign of Queen Victoria: the building of democracy through reforms, The Chartist Movement, technological progress and the Great Exhibition of the 1851, the expansion of the British Empire, the myth of “the white man’s burden”.

The literary and cultural context:

The myth of progress and technology, work and alienation, Utilitarianism, Social Darwinism, the spread of socialist ideas, the Victorian code of values, Victorian urban society and women, the crisis of the positivist ideology and the development of the Aesthetic movement .

The Victorian novel:

Main features and trends

Charles Dickens: life and works

The humanitarian novel

- From “*Oliver Twist*”:
” *Oliver wants some more*”,
- From “*Hard Times*”:
“*Mr Gradgrind*”,
“*Coketown*”

Oscar Wilde: life and works

- “*Preface*” to *The Picture of Dorian Gray*”
- From “*The Picture of Dorian Gray*”:
“*The painter’s studio*”
“*Beauty is a form of genius*” (*fotocopia fornita dall’insegnante*)

John Ruskin’s social criticism:

- “*The degradation and division of labour*” from “*The Stones of Venice*”

THE MODERN AGE

Historical context:

Edwardian England, The seeds of the welfare state, the Suffragettes and the struggle for the emancipation of women, the dissolution of the British Empire.

The Literary and Cultural Context:

The age of anxiety and the crisis of certainties, the influence of Freud, a new concept of time (Bergson, James), the theory of relativity, a new picture of man, Modernism.

The modern novel:

Main features and trends

The interior monologue

***James Joyce: life and works**

Dublin, the mythical method, the epiphany and the stream of consciousness technique

- from “*Dubliners*”:
“*Eveline*”
“*Gabriel’s epiphany*” from “*The Dead*”
- General features of “*Ulysses*” : the plot, the relation to the Odissey, themes, characters, *Ulysses*’s revolutionary prose.
“*Molly’s final monologues*” from “*Ulysses*”

PERCORSO TEMATICO: UTOPIA VS DYSTOPIA

Main features of utopian societies: Thomas More’s “*Utopia*”

Campanella’s *The City of the Sun* , Bacon ‘s *New Atlantis*”, R. Owen’ s utopian socialism

Main features of the dystopian novel

Aldous Huxley: life and works

The New Fordian Society

- “*Brave New World*” (lettura integrale dell’opera in italiano o inglese)

***George Orwell : life and works**

The importance of the social task of the writer

- “*Nineteen Eighty Four*” (lettura integrale dell’opera in italiano o in inglese)

POTENZIAMENTO DELLE ABILITA’ LINGUISTICHE

Per la preparazione alle prove Invalsi sono stati svolti sia in classe che a casa le simulazione dei test contenuti nel libro di testo adottato a tale scopo.

LA DOCENTE

Dina Placidi

GLI STUDENTI