

PROGRAMMA SVOLTO DI LINGUA E CIVILTÀ INGLESE

Docente: EFISIA CATZULA

Libri di testo adottati: Time Machines Concise. Dea Scuola (fotocopie altri testi: Compact Performer-Shaping Ideas. Zanichelli e Amazing Minds - Pearson)

Obiettivi minimi programmati in termini di conoscenze, competenze e capacità.	Conoscenze: -Conoscere gli argomenti del programma di letteratura e saperli esporre in forma chiara e sufficientemente corretta con linguaggio autonomo e adeguato al contesto. -Conoscenza degli strumenti e delle tecniche di base dell'analisi testuale
	Competenze: -Utilizzare la lingua straniera per interagire in diversi ambiti e contesti -Saper operare su un testo in prosa e in poesia e individuarne e comprenderne i concetti- chiave, la strategia argomentativa ed il contesto -Stabilire nessi tra la letteratura e altre discipline o sistemi linguistici
	Capacità: -Capacità di utilizzare in maniera critica e personale tutti gli elementi acquisiti -Capacità di effettuare valutazioni critiche dietro opportuno stimolo; -Capacità di stabilire collegamenti interdisciplinari
Obiettivi programmati e non conseguiti con relativa motivazione	"The dystopian novel". George Orwell: Nineteen Eighty four. Extract "Big Brother is watching you" L'argomento non verrà svolto per motivi di tempo
Contenuti	-UNIT 1 HISTORICAL BACKGROUND The Industrial Revolution: a time of change; Technological innovations; The workers' life. The American Revolution: a new nation The French Revolution main features.
	UNIT 2 Nature and imagination. The sublime William Blake: Life and literary production Songs of Innocence and Songs of Experience: complementary opposites, The use of imagination, symbols and themes ,language, the role of the poet. From <i>"Songs of innocence"</i> and <i>"Songs of Experience: The Lamb, the Tyger: dualism, imagination and symbols. Analysis and stylistic features.</i> Romanticism. Main features of the Romantic movement-Nature and the power of imagination William Wordsworth: Life and literary production. Man and nature; the importance of memory; the importance of the sense; who is the poet? The Lyrical Ballads: a poetic manifesto. Preface to the lyrical Ballads: analysis. Samuel Taylor Coleridge: Life and literary production Imagination and fancy; plot; characters; sublime nature; interpretations. Primary and secondary imagination. The role of nature and the human limits. The Rime of the ancient Mariner: plot and analysis: <i>"The killing of the albatross"</i>

	<p>Gothic fiction: <u>Mary Shelley</u> Life and literary production. "Frankenstein or the modern Prometheus": main themes, structure and setting. "The role of science" "A warning against the dangers of science". Frankenstein: Extract 1:The creation of the monster</p> <p>UNIT 3 Age of contradictions: THE VICTORIAN AGE The Victorian frame of mind; City life in Victorian Britain; London, Workhouses and Slums.</p> <p>All about Charles Dickens: Life and literary production. London, Characters, Style, Didactic aim. All about Oliver Twist. Plot, London life and workhouses. All about Hard Times:"Coketown": structure, caricatures, themes. Dickens and Verga: " the theme of child labour" in Bleak House and Rosso Malpelo.</p> <p>Emily Bronte: All about Wuthering Heights: Plot; The two houses; Nature; Themes; Dual narrative; The landscape as a symbol. Main characters. Extract: 'Let me in - let me in!'</p> <p>Nathaniel Hawthorne: The Scarlet letter: Plot, characters, structure and symbols, Main themes. The role of woman in Puritan New England</p> <p>Robert Louis Stevenson:. The strange case of Doctor Jekyll and Mr Hyde: A crime story; Setting; Good versus Evil; narrative technique. Plot, setting, narrative technique, dualism</p> <p>Aestheticism: main features.</p> <p>Oscar Wilde : His life. All about Dorian Gray: plot, characters, themes, style. Wilde e D'annunzio: differences and similarities. The picture of Dorian Grey: Extract 1:"I would give my soul for that"</p> <p>Emily Dickinson :Themes, style, life. "There is a solitude of space": Analysis of the poem. A deep dive into the mysteries of the universe; structure and style; meaning.</p> <p>Freud's Influence : A new concept of space and time The Interior Monologue: Stream of Consciousness. Influences; Freud's and Bergson's theories; Direct interior monologue vs indirect interior monologue</p> <p>James Joyce: Joyce and Ireland: a complex relationship. Dubliners: The structure of the collection; The city of Dublin; Physical and spiritual paralysis; A way to escape: Epiphany. From Dubliners: " <i>The Dead</i>": Extract "A man had died for her sake": analysis.</p> <p>Virginia Woolf: Life and literary production Mrs Dalloway: Plot, Setting; moments of being, technique. Septimus and Clarissa. An experimental novel. The contrast between subjective and objective time</p> <p>Josef Conrad: an influential novelist. Heart of Darkness: Plot; A crude representation of colonization; The corruption of the European civilization; The dualism of "Darkness" and "Whiteness; The use of the double narrator.</p> <p>War poets: The horrors of war in the trenches. Siegfried Sassoon: No truth unfitting. Denunciation of the tragic effects of wars. -They" analysis: style, themes, language., -"Suicide in the trenches" analysis: style, themes and language</p>
Metodi di insegnamento	Collaborative learning- Class Debate – Flipped classroom – Discussione guidata
Criteri di valutazione	<p>Prove in itinere - Esercizi, lezione dialogata, discussione in classe</p> <p>Prove sommative scritte con quesiti di tipologia mista</p> <p>Prove sommative orali con conversazioni o colloquio su argomenti studiati</p>
Spazi	Aula della scuola
Mezzi e strumenti di lavoro	Libro digitale, fotocopie, libro di testo.

