



LICEO STATALE "G. FRACASTORO"
VERONA

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VERONA

Anno scolastico 2020-21

Programma svolto¹ del/la docente:

Maria Alessandra Bertucco

MATERIA: INGLESE
Ore settimanali: 3

CLASSE 5^A SEZ. B

=> **GENERAL ENGLISH** (*alternanza di lezioni in presenza e a distanza*):

Testo in adozione: Spiazzi-Tavella-Layton, Performer B2 – Student's Book + Workbook, Zanichelli Editore

- revisione, chiarimenti ed approfondimenti grammaticali;
- consolidamento ed espansione del lessico;
- use of linkers;
- indicazioni metodologiche sull'abilità di scrittura con particolare riferimento alla stesura di risposte relative a quesiti letterari;
- Units 7-8-9-10;
- esercitazioni e attività tipologia F.C.E. e INVALSI.

=> **LITERATURE** (*alternanza di lezioni in presenza e a distanza*):

Testi in adozione: Spiazzi-Tavella-Layton, Performer Culture & Literature 2-3, Zanichelli Editore

THE ROMANTIC AGE Vol. 2

Early Romanticism:	
WILLIAM BLAKE (<i>lezioni in presenza</i>)	pp. 186-187
The role of imagination – Innocence and Experience	
<i>The Chimney Sweeper</i> (from Songs of Innocence)	p. 189
<i>The Chimney Sweeper</i> (from Songs of Experience)	p. 190
<i>London</i>	p. 188

¹ Inserire in modo dettagliato anche i **contributi al curriculum di Educazione civica** realizzati (come da Prospetto approvato in cdc e allegato aggiornato al Documento del 15 maggio)

<p><i>A Poison Tree</i> <i>A Poison Tree</i>: an example of illuminated printing Video: "William Blake's printing process - The British Library" <i>A Poison Tree</i>: an example of text analysis J.J. Rousseau and Early Romantic Literature W. Blake: "Elohim Creating Adam" (engraving)</p> <p>=>Contributo al curricolo di Educazione civica: (in presenza) Opere di denuncia sociale: W. Blake and C. Dickens. Blake: <i>Child Labour and Exploitation in the Two Versions of "The Chimney Sweeper"</i> -The Industrial Revolution in Britain: An Age of Revolutions - Industrial Society and Child Labour.</p> <p>Romanticism: (lezioni in presenza) Emotion vs reason The Sublime: A New Sensibility The Beautiful and the Sublime</p> <p>WILLIAM WORDSWORTH (lezioni in presenza) <i>I Wandered Lonely as a Cloud</i> <i>The Solitary Reaper</i> <i>A Slumber Did My Spirit Seal</i> <i>Composed Upon Westminster Bridge</i> <i>Lyrical Ballads</i> - extract from the Preface to the 1800 Edition of the <i>Lyrical Ballads</i></p> <p>Analysis of a narrative text: narrator, point(s) of view, story, plot, setting, characters, subject matter, themes, narrative modes, language and style, message.</p> <p>The Gothic Novel MARY SHELLEY (alternanza di lezioni in presenza e a distanza) <i>Frankenstein</i> (lettura del romanzo in italiano) M. Shelley's 1831 Introduction to <i>Frankenstein</i> A modern Prometheus – Plot – The theme of the Double – Frankenstein's relationship to nature and the Sublime <i>Frankenstein</i>: narrative structure, themes, characters <i>Frankenstein</i> - extract from Chapter V <i>Frankenstein</i> - extracts from Chapters IV, X and XXIV Richard Holmes: "Science fiction: The science that fed <i>Frankenstein</i>" (from <i>Nature</i>, vol.535, pp.490-492, 28th July 2016)</p>	<p>shared material in Classroom https://www.bl.uk/romantics-and-victorians/videos/william-blake-printing-process https://www.youtube.com/watch?v=Y6QEgfl22IA photocopy shared material in Classroom</p> <p>pp. 182-183 + p.185 + shared material</p> <p>pp.212-215 pp. 199-200 shared material in Classroom</p> <p>pp. 216-217 p.218 Text Bank 31-shared material shared material in Classroom Text Bank 29-shared material shared material in Classroom</p> <p>p. 202 pp. 203-204</p> <p>shared material in Classroom shared material in Classroom</p> <p>pp. 205-206 shared material in Classroom shared material in Classroom</p>
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THE VICTORIAN AGE Vol. 2

<p>(lezioni in presenza e a distanza) The First Half of Queen Victoria's Reign Industrial society The Victorian Compromise The Victorian Novel</p> <p>CHARLES DICKENS (lezioni a distanza) <i>Oliver Twist</i> – extract from Ch. II <i>Hard Times</i> – extract from Book 1, Ch. 5 C. Dickens: critical notes The Industrial Revolution</p> <p>=>Contributo al curriculum di Educazione civica: (a distanza) Opere di denuncia sociale: W. Blake and C. Dickens. <i>Dickens: l'atteggiamento di protesta filantropica.</i> - Life conditions in Victorian workhouses - Ruth Richardson: "Oliver Twist and the workhouse" (from British Library – Discovering Literature: Romantics & Victorians, 15th May 2014)</p> <p>ROBERT LOUIS STEVENSON (lezioni a distanza) <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (<u>lettura del romanzo in inglese</u>) Joseph Falinski: Introduction to <i>The Strange case of Dr Jekyll and Mr. Hyde</i> A multi-genre novel (Detective story, Gothic novel and science fiction) Narrative technique - The theme of the Double – Views of science</p> <p>Aestheticism, from J. A. Cuddon – <i>A Dictionary of Literary Terms</i>- Penguin</p> <p>OSCAR WILDE (lezioni in presenza e a distanza) <i>Il ritratto di Dorian Gray</i> (<u>lettura del romanzo in italiano</u>) <i>The Picture of D. Gray</i> : Narrative technique - The cult of beauty – The theme of the Double <i>The Picture of D. Gray</i> - Preface - extract from Ch. I - extract from Ch. II - extract from Ch. XX</p>	<p>pp. 284-285 p. 185 + shared material p. 299 p. 300</p> <p>pp. 301-302 pp. 303-304 pp. 291-293 shared material in Classroom</p> <p>p.302 shared material</p> <p>pp. 338-341</p> <p>shared material in Classroom</p> <p>p. 347+349 + shared material</p> <p>p. 351 p. 352</p> <p>Text Bank 76-shared material pp. 353-354 pp. 354-356-shared material shared material in Classroom</p>

THE MODERN AGE Vol. 3

<p>(lezioni in presenza) Fiction in the First Half of the 20th Century A Deep Cultural Crisis Modernism – The Modernist Spirit – The Modern Novel</p> <p>JAMES JOYCE (lezioni in presenza) <i>Dubliners</i>: structure, themes and issues from “<i>Dubliners</i>”: <i>Eveline</i> - narrative technique - themes - paralysis – epiphany - extract from Joyce’s letter to Grant Richards (5th May 1906) <i>Ulysses</i> - Extract from Joyce’s letter to C. Linati (Sept 1920); the Linati Schema) - extract from Episode 18 (‘Penelope’) + translation <i>Ulysses</i>: Critical notes - the mythical method Free direct / indirect speech Interior monologue and stream of consciousness <i>Joyce's Dublin</i>, by T. Brown – University of Dublin Radio 24_dal programma <i>Destini Incrociati</i> del 7 ottobre 2011: <i>A lezione di inglese: Italo Svevo e James Joyce</i>, di Simone Spoladori</p>	<p>shared material p. 440 pp. 446-448</p> <p>p. 463 + shared material p. 464 + Text Bank 104 pp. 465-468</p> <p>shared material</p> <p>shared material shared material +Text Bank 106 shared material shared material shared material</p>
<p>The War Poets - First World War Writers (in presenza)</p> <p>RUPERT BROOKE <i>The Soldier</i></p> <p>WILFRED OWEN <i>Dulce et Decorum Est</i> – The Pity of War</p> <p>SIEGFRIED SASSOON <i>They</i></p> <p>GIUSEPPE UNGARETTI <i>Veglia</i>, by G. Ungaretti + <i>Vigil</i>, English translation</p>	<p>pp. 416-417</p> <p>p. 416 p. 418</p> <p>p. 416 pp. 419-420</p> <p>p. 417 shared material</p> <p>p. 421 + shared material</p>

