



**LICEO STATALE "G. FRACASTORO"
VERONA**

Anno scolastico 2020-21

Programma svolto della docente:

Roberta Gulminelli

MATERIA: LINGUA E CULTURA INGLESE

CLASSE 5^A CS

Ore settimanali: 3

Unità didattiche/Moduli/Percorsi formativi/Approfondimenti
Da: M-. Spiazzi, M. Tavella, M. Layton, Compact Performer Culture and Literature 2, Zanichelli:
<i>Romanticism: Emotion vs Reason (Specification 8)</i>
<i>A new sensibility</i>
<i>W. Wordsworth and nature</i>
<i>Daffodils</i>
<i>S.T. Coleridge and sublime nature</i>
<i>The Rime of the Ancient Mariner: the Killing of the Albatross (lines 41-54)</i>
<i>Romanticism in English painting; M. W. Turner and J. Constable</i>
<i>P.B. Shelley and the free spirit of nature</i>
<i>Ode to the West Wind (lines 1-14)</i>
<i>The Victorian Age (Specification 10)</i>
<i>The life of young Victoria</i>
<i>The first half of Victoria's reign</i>
<i>Victorian London</i>
<i>Life in the Victorian town</i>
<i>The Victorian compromise</i>
<i>The Victorian novel</i>
<i>C. Dickens and children</i>
<i>C. Dickens and C. Brontë and the theme of education page 308</i>
<i>The definition of a horse/ Punishment pages 309-314</i>
<i>Aestheticism</i>
<i>O. Wilde: the brilliant artist and the dandy</i>
<i>Basil's Studio pages 353-354</i>
<i>The Decadent artist: Wilde and D'Annunzio page 358</i>
<i>The British Empire</i>
<i>The mission of the colonizer: the White Man's Burden by R. Kipling</i>
Da: M-. Spiazzi, M. Tavella, M. Layton, Compact Performer Culture and Literature 3, Zanichelli:
<i>The Edwardian Age</i>
<i>Securing the vote for women: the Suffragettes</i>

<i>World War I</i>
<i>The War Poets</i>
<i>The Soldier</i>
<i>Dulce et Decorum Est</i>
<i>War in Rosenberg and Ungaretti</i>
<i>The Easter Rising and the Irish War of Independence</i>
<i>Thomas Stearns Eliot and the alienation of modern man</i>
<i>The Waste Land</i>
<i>The Burial of the Dead (I and II)</i>
<i>A deep cultural crisis</i>
<i>Sigmund Freud: a window on the unconscious</i>
<i>The Modern Novel</i>
<i>Josoph Conrad and imperialism</i>
<i>The chain-gang</i>
<i>James Joyce and Dublin</i>
<i>Dubliners: Gabriel's epiphany</i>
<i>Virginia Woolf and 'moments of being'</i>
<i>Britain between the wars</i>
<i>World War II and after</i>
<i>The dystopian novel</i>
<i>G. Orwell and political dystopia</i>

Unità didattiche/Moduli/Percorsi formativi/Approfondimenti
Da: M-. Spiazzi, M. Tavella, M. Layton, Performer B2, Zanichelli:
<i>Unit 7: Passives, be supposed to/ be expected to, have-get something done, so-so much; Technology vocabulary</i>
<i>Unit 8: gerunds and infinitives, verbs+both –ing and infinitive , relative clauses (defining and non-defining); Sports vocabulary</i>

Contributi al curriculum di Educazione civica:

- Education: from the Victorian Age to modern time: analysis of models and ideas
- Women's role in society: from the Victorian Age to the Suffragettes and V. Woolf
- Colonization: the exploitation of territories and native people (R. Kipling and J. Conrad)

Verona, 15/05/2021

La docente

Roberta Gulminelli