

DOCENTE Rossella Berto

LIBRO DI TESTO M.Spiazzini-M.Tavella "Performer Heritage" Vol.1 and 2 Ed.Zanichelli

## CONTENUTI

Dal libro di testo "Performer Heritage" Vol.1 Ed.Zanichelli sono stati svolti i seguenti

argomenti:

**George Gordon Byron:** life and works. *The Byronic hero. "Childe Harold's Pilgrimage"*.

**"Harold's journey" Canto III.**

**John Keats:** life and works. Keats's poetry and theory of Imagination. The theme of "beauty". **"Ode on a Grecian Urn"**. (Text analysis)

Dal libro di testo "Performer Heritage" Vol.2 Ed.Zanichelli sono stati svolti i seguenti argomenti:

**Victorian Age:** historical-social and literary context. The dawn of the Victorian Age. The Victorian Compromise. Life in Victorian Britain. Early Victorian Thinkers.

The later years of Queen Victoria's reign. The Late Victorians, the spread of socialist ideas and Patriotism.

**The Victorian Novel:** setting-characters-narrative technique-types of novels-women writers.

**Pre-Raphaelite Brotherhood-Aestheticism and Decadence-The European Decadent Movement.** The figure of the "dandy".

**Charles Dickens:** life and works-characters-style and reputation.

**"Oliver Twist":** plot-setting-characters-the world of "workhouses". Text analysis of the excerpts **"The workhouse" and "Oliver wants some more"**.

**"Hard Times":** plot-characters-setting-structure-a critique of Materialism and Utilitarianism. Text analysis of the excerpts **"Mr Gradgrind" and "Coketown"** till line 35 included. Across Cultures **"Work and alienation"**.

**The Bronte Sisters: Charlotte and Emily Bronte:** life and works.

**Charlotte Bronte:** **"Jane Eyre":** plot-setting-characters-themes- a woman's standpoint.

Text analysis of **"Women feel just as men feel" and "Jane and Rochester"**.

**Emily Bronte: "Wuthering Heights":** plot-setting-characters-structure and style-themes-the wilderness as homeland.

**"Catherine's ghost":** (Text analysis); **"I am Heathcliff"**(Text analysis); **"Heathcliff's despair"** (Text analysis).

**Oscar Wilde:** life and works. The **"rebel" and the "dandy"**. **"Art for art's sake"**.

**"The Picture of Dorian Gray":** plot-setting-characters-narrative technique-allegorical meaning.

**"The Preface"**.

**Victorian Drama: "The Importance of Being Earnest": a "Comedy of Manners":** plot-setting-characters-themes-irony and appearance.

**"The Interview"** (Text analysis).

**The Modern Age:** historical-social and literary context. Edwardian England: The **"Suffragettes"**. Britain and the First World War. The **"Easter Rising"** in England.

**"The Age of Anxiety":** the crisis of certainties-Freud's influence-the collective unconscious-the theory of relativity-a new concept of **"Time" by Henri Bergson**.

**Modernism:** the Advent of Modernism-main features of Modernism.

**Modern Poetry:** the "Georgian" poetry, the **"War" Poets, Imagism and Symbolism**.

**The Modern Novel:** the new role of the novelist-new narrative techniques-the **"Stream of consciousness" technique** di W. James-a different use of **"Time"**. Three groups of poets.

**"The War Poets": Rupert Brooke:** life and works. Text analysis of the sonnet **"The Soldier"**.

**Wilfred Owen:** life and works. Text analysis of the poem **"Dulce et Decorum est...."**

**James Joyce:** life and works: Zurich-Paris-Zurich-ordinary Dublin-a subjective perception of **"Time"**- the rebellion against the Church-style.

**"Dubliners":** structure-setting-characters-realism and symbolism-the use of **"epiphany"**- style-the themes of **"paralysis", "failure", "escape"**.

**"Eveline"** (Text analysis).

**"The Dead"- "Gabriel's epiphany"** (Text analysis).

**"Ulysses":** plot-setting-characters-the relation to the Odyssey-themes-style.(Photocopies

Text Bank 99 from Performer Heritage Vol.2).

**“Molly’s monologue”:** **“Yes I said Yes, I will Yes”** (Photocopy from “Only Connect.....New Directions Vol.2).

**George Orwell:**life and works-first-hand experiences-the artist’s development-social themes.

**“Animal Farm”:** historical context-plot-characters-animals-themes-(Photocopies taken from the Text Bank 106 of Performer Heritage Vol.2)

**“Old Major’s speech”** (Text analysis-Photocopies).

Durante l’anno scolastico tutti gli alunni hanno letto i seguenti romanzi **“The Picture of Dorian Gray” di O.Wilde ed “Animal Farm” di G.Orwell.**

## **RELAZIONE FINALE DI LINGUA INGLESE**

La classe, nel corso di questi cinque anni scolastici, ha lavorato con discreto impegno e assiduità conseguendo, nel complesso, risultati quasi buoni. Nel gruppo classe si distinguono alcuni alunni che, grazie ad una buona conoscenza della lingua e padronanza lessicale, nonché capacità di rielaborare in modo personale ed uno studio assiduo e costante, hanno ottenuto risultati più che buoni, mentre altri che a causa di un impegno discontinuo e di alcune carenze di base non sono riusciti a raggiungere un profitto pienamente soddisfacente.

Il programma è stato svolto affrontando il discorso letterario sempre partendo dal contesto storico-sociale e letterario di ogni autore, di cui si sono analizzati i testi principali, per avviare gli studenti alla conoscenza delle singole tematiche trattate e ad una produzione e rielaborazione autonoma di quanto appreso.

IL DOCENTE

GLI ALUNNI