

LICEO SCIENTIFICO "G.B. MORGAGNI" –ROMA

A.S. 2022/23

PROGRAMMA DI INGLESE

CLASSE 4[^] I

PROF.SSA ISABELLA MARINARO

TESTO IN ADOZIONE: Cattaneo, De Flaviis, Knipe, *Literary Journey*, vol. 1 – Mondadori-Signorelli

- The Augustan Age: the historical context, main features of the literature of the period, the rise of the middle class and its values, the last Stuarts, the passage to the Hanoverian monarchs; pages 202-3; 204-5; 207-9; map pages 212-3. PPT shared in Drive/classroom.
- The Augustan Age: characteristics; Literature of the Augustan Age; PPT shared in Drive/classroom.
- The novel as the genre representative of the Augustan Age; 216-7;
- Daniel Defoe, *Robinson Crusoe*. Presentation of the Author and of the novel, pages 218-20; ppt shared in Drive/Classroom; symbolical meanings of the Island (ppt); "Robinson and Friday", pages 224-5: reading, translation and analysis of the passage; PPT on Defoe shared in Drive/classroom
- Jonathan Swift, *Gulliver's Travels*. Presentation of the Author and of the novel; pages 233-235; Swift and *Gulliver's Travels*: PPT shared in Drive/classroom; "Politicians Playing for Power": pages 236-7: reading, translation and analysis of the passage.
- Jonathan Swift, *A Modest Proposal*, the satire in the Augustan Age: "It is a Melancholy Object", passage shared in Drive/classroom: reading, translation and analysis of the passage.
- The pre-Romanticism. Thomas Gray, page 272; *Elegy Written in a Country Churchyard*, selection of stanzas, reading, translation and analysis of the selection of stanzas (text shared in Drive/Classroom).
- Pre-Romanticism: pages 264 and PPT shared in Drive/Classroom.
- William Blake. Presentation of the Author and of *Songs of Innocence* and *Songs of Experience*; page 275-277; *The Infant Joy* (page 278); *Infant Sorrow* (page 279); *The Chimney Sweeper* (from *Songs of Innocence*) page 282, *the Lamb* (from *Songs of Innocence*), page 280, *The Tyger* (from *Songs of Experience*), page 281. Reading, translation and analysis of the poems; PPT shared in Drive/classroom

- Romantic Poetry; The First Generation of Romantic poets: William Wordsworth and S. T. Coleridge. The importance of the “Preface” to *The Lyrical Ballads*; pages 265-266; PPT “Romanticism in England” shared in Drive/Classroom; Romantic themes: pages 270-1
- William Wordsworth, pages 284 - 6; *Lines Written in Early Spring*, page 288; *I Wandered Lonely as a Cloud*, page 289: reading, translation and analysis of the poems.
- Samuel T. Coleridge, *The Rime of the Ancient Mariner*. Presentation of the author: pages 302 - 304, Part I: “It is an Ancient Mariner”, pages 305 - 307: reading, translation and analysis of the poem.
- The Second Generation of Romantic Poets: differences with the First Generation.
- George G. Lord Byron, presentation of the Author, page 314 and PPT shared in Drive/Classroom. Selection of stanzas from *Childe Harold’s Pilgrimage* (shared in Drive/Classroom). Presentation of *Childe Harold’s Pilgrimage*, page 317. Reading, translation and analysis of the stanzas selected.
- Percy B. Shelley, presentation of the Author (pages 322 - 323). *Ode to the West Wind* (324 - 326: reading, translation and analysis of the poem. Presentation of the Poet and of the poem: PPT shared in Drive/Classroom.
- John Keats, presentation of the Author (page 331 and PPT shared in Drive/Classroom). *Ode on a Grecian Urn*, pages 332 - 333): reading, translation and analysis of the poem; presentations of the Poet and of the poem: PPT shared in Drive/Classroom

Gli Studenti

prof.ssa Isabella Marinaro

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