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PROGRAMMA DI LINGUA INGLESE SVOLTO

CLASSE 5F - a. s. 2022/2023

DOCENTE: prof.ssa Claudia Rambelli

Libro di testo: *Amazing Minds 1, Amazing Minds 2*

In conformità alle Indicazioni nazionali e alla programmazione disciplinare del Dipartimento, sono stati affrontati, con cenni storico-culturali relativi ai vari periodi di appartenenza, i temi e lo stile degli autori più rappresentativi dell'Ottocento, afferenti ai seguenti nuclei fondanti:

1- Nucleo fondante: The Romantic Age	
Argomenti svolti in relazione al nucleo sopraccitato	*Ore dedicate ad ogni argomento
<p>From the Augustan Age to Romanticism: <i>The Mirror and the Lamp</i> by Abrams; Literary background, pp. 296, 297; Two generations of Romantic poets, the contrast between Classicists and Romantics, pp. 298, 299, 300</p> <p>William Wordsworth, pp. 327, 328 (the role of nature and pantheism, the poet, the process of poetic creation, the role of Imagination, the Child as a privileged creature)</p> <p><u>Text analysis:</u></p> <ul style="list-style-type: none"> • "Preface to <i>Lyrical Ballads</i>", p. 329 • "My Heart Leaps up", p. 331 • "Composed upon Westminster Bridge, September 3, 1802" (handout) <p>John Keats, pp. 373, 374 (the role of art, beauty and imagination, Beauty as knowledge); quotes on/by Keats (handout); "Ode on a Grecian Urn" (conception of Beauty); "Isabella or the Pot of Basil" (life and death)</p> <p><u>Text analysis:</u></p> <ul style="list-style-type: none"> • "La Belle Dame sans Merci" pp. 380, 381 <p>Edgar Allan Poe, pp. 412, 413 (gothicism, the double, relationship between life and art, life and death, <i>The Philosophy of Composition</i>)</p> <p><u>Text analysis:</u></p> <ul style="list-style-type: none"> • "The Oval Portrait" (handout) • "The Story of William Wilson" (lettura estiva) 	12
2- Nucleo fondante: The Victorian Age	

Argomenti svolti in relazione al nucleo sopraccitato	*Ore dedicate ad ogni argomento
<p>The Victorians: padlet wall on the following topics: child labour, education, Victorian painters, Victorian values and morality, Victorian photography, the city, the Empire, Queen Victoria (photo with her Indian servant), Jack the Ripper: prostitution and diseases in Victorian society; historical and social background, pp. 14, 15, 16, 17, 18, 19, 20, 21, 22; literary background, pp. 30, 31, 32, 33, 34, 36, 37, serialization (handout)</p> <p>Charles Dickens, video (The School of Life), pp. 62/64 (instalments and narrative technique, linear time, approach to social issues, poverty and the workhouse system, the urban and industrial setting, criticism of Utilitarianism, education, the teacher-master, stolen childhood); Dickens' works (handout), performing some scenes from "Hard Times"</p> <p><i>Oliver Twist</i> pp. 68, 69, visione dell'opera in lingua presso il Teatro Orione in data 29/3/2023</p> <p><u>Text analysis:</u></p> <p><i>Hard Times</i> pp. 81; from Part 1: "Sowing"</p> <ul style="list-style-type: none"> • Chapter 1: The One Thing Needful (handout + pp. 82/83) • from Chapter 2: "Murdering the Innocents": extract (handout) • from Chapter 5: "The Keynote": extract: (handout + pp. 84/85) <p>Robert Browning (love and death, beauty, the dramatic monologue, relationship between men and women)</p> <p><u>Text analysis:</u></p> <ul style="list-style-type: none"> • "Porphyria's Lover" (handout) <p>Oscar Wilde, pp. 106, 107, 108, PPT and notes (key events in Wilde's life, the dandy, themes: the Faustian myth, respectability and reputation, unrestrained sensations and the portrait of evil, the double, the cult of Beauty, art and beauty, art and life, Nature vs artifice, Aestheticism and Decadence)</p> <p><u>Text analysis:</u></p> <ul style="list-style-type: none"> • "Preface to <i>The Picture of Dorian Gray</i>" (handout) • <i>The Picture of Dorian Gray</i>: lettura estiva integrale 	18
3- Nucleo fondante: The Age of Anxiety	
Argomenti svolti in relazione al nucleo sopraccitato	*Ore dedicate ad ogni argomento

<p>Video watching: “The Age of Anxiety”; historical and social background pp. 164, 165, 166, 167, 168; literary background pp. 178, 179, 180, 181; Modernism and its new conceptions: Freud, Bergson, Einstein (handout); The Stream of Consciousness pp. 228/230; The Stream of Consciousness on the page: direct and indirect interior monologue: comparing Joyce and Woolf (confronto <i>Ulysses/Mrs Dalloway</i>) p. 231; The voting right for women: the Suffragette Movement (video watching, reading comprehension, movie: “Suffragette”); The Irish Question (“Zombie” and “Sunday Bloody Sunday”); The war poets pp. 183 (patriotism and criticism of the war); “Life in the trenches” (handout); Modernism and T.S: Eliot p. 183</p> <p>Rupert Brooke p. 192 <u>Text analysis:</u></p> <ul style="list-style-type: none"> • “The Soldier” <p>Wilfred Owen <u>Text analysis:</u></p> <ul style="list-style-type: none"> • “Dulce et Decorum Est” (handout) <p>T.S. Eliot pp. 205, 206 (crisis of values in post WWI society, his conversion, fragmentation of reality, impersonality, mythical method, modernist techniques in poetry: juxtaposition, fragments, intertextuality, free verse, objective correlative; stream of consciousness; implication, London, alienation) <u>Text analysis:</u></p> <ul style="list-style-type: none"> • “The Burial of the Dead”: lines 1/30, 48/64 <p>James Joyce p. 234 (Nationalism and Irish question, realism and symbolism, perception of time and narrative technique, the impersonality of the artist);_video: “James Joyce” (The School of Life); <i>Dubliners</i> pp. 235, 236 (structure and sections, Dublin, paralysis and its causes, escape, the role of women, epiphany, narrative method) <u>Text analysis:</u></p> <ul style="list-style-type: none"> • “Eveline” (handout) <p><i>Ulysses</i> pp. 239, 240 (structure and sections, characters, mythical method, setting, main themes, stream of consciousness and interior monologue); video: “The Modernist Novel: James Joyce - Ulysses” <u>Text analysis:</u></p> <ul style="list-style-type: none"> • “Yes I said yes I will yes” pp. 240/241 <p>Virginia Woolf</p> <ul style="list-style-type: none"> • “The Selves” from <i>Orlando</i> (handout) 	19
4- Nucleo fondante: The dystopian novel	
Argomenti svolti in relazione al nucleo sopraccitato	*Ore dedicate ad ogni argomento
<p>George Orwell pp. 257, 258, 259 (the dystopian novel, Totalitarianism and dictatorship, forms of control, the abolition of the past, Newspeak, the committed writer, the social message, social media); video: “BBC video”, “What Orwellian really means”</p> <ul style="list-style-type: none"> • <i>Nineteen Eighty-Four</i>: lettura integrale • <i>Animal Farm</i>: lettura integrale 	6

5- Nucleo fondante: Civic Education	
Argomenti svolti in relazione al nucleo sopraccitato	*Ore dedicate ad ogni argomento
<ul style="list-style-type: none"> • Tribute to Elisabeth II: “The Life and Legacy of Queen Elisabeth II”; • Education vs child labour in Victorian society (reform acts on education and working life); • Movie watching: “Suffragette”; “The most notorious act of protest for women's suffrage”, “The Suffragettes”; • “The Rise and the Fall of the Berlin Wall” (video watching), “Duck and Cover”: post World War II period and proxy wars. 	7

Bologna, lì

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