



Programma svolto Lingua e cultura Inglese

Docenti: Prof. Vincenzo Longo

Classe: 5[^]L Scientifico

a.s.: 2022/2023

Literature:

Revision from the 4th Year of the following contents:

The Romantic Age

William Wordsworth. Life and works. The *Lyrical Ballads*: a new theory of Poetry. The relationship between Man and Nature: a pantheistic view.

The poetic process through the sensorial experience and the Poet's task. Comparison between Wordsworth and Leopardi: differences and similarities.

Composed Upon Westminster Bridge, reading and textual analysis of the sonnet

▪ The Victorian Age

Historical and social background.

Early Victorian Age: a period of optimism. The Victorian society.

Worker's rights and Chartism.

Struggle for life, speed of living and the railway system; the Great Exhibition.

The concept of "Disharmony" for Victorians.

The urban space for Victorians. London: the phenomenology of the 'street' as the main topos in Victorian novels.

Pollution and factories in Victorian society.

The role of the engagé writer, the social issues and their denouncement.

Extra material: Francesco Marroni, *L'ethos vittoriano e la disarmonia del mondo*.
(Teacher's material)

Smoke, fog, pollution: key elements for a story setting.

Reading and textual analysis of an extract from Charles Dickens's *Bleak House*.

The Victorian novel. The publication by instalments and the readers' feedbacks. The writer's aim. The birth of the *Bildungsroman* and the characters' passage from childhood to adulthood.

Main features of Victorian novels.



Charles Dickens: life and works.

Children's exploitation in factories. Dickens's Bildungsromans: *Oliver Twist*, *David Copperfield*, *Great Expectations*.

Setting and characters in Dickens's novels. The author's aim and the reader's sympathy towards the story.

Childhood in Dickens's novels. Exploitation in factories and the subhuman living conditions.

Dickens's style: between tradition and innovation.

Extra material: Nadia Fusini "Charles Dickens e il Romanzo sociale" (Youtube)

Oliver Twist: main features of the novel.

The theme of childhood, Dickens's 'obsession' with children and their conditions in the workhouses.

"Please, Sir, I want some more" reading and textual analysis of novel passage. Children's world vs Adults' world.

Dickens and Verga, Rosso Malpelo and Jo: a comparison.

Elizabeth Gaskell: life and works

The Marxist influence on her output. Manchester and its disharmonic topology.

North and South: work alienation and the working class. Masters vs workers.

The Brontë sisters.

Charlotte Brontë: Life and works.

Jane Eyre: themes and plot. Female education at Lowood School.

The English moors as a novel setting.

A scene from the movie "Jane Eyre" (2011): children's treatments at Lowood School.

The harsh social criticism and the breaking with the conventions. Jane as a first example of Female emancipation in modern terms.

Nostalgia for Romantic and Gothic elements in *Jane Eyre*.

The religious question in the novel.

Reading and textual analysis from Chapter I.

Thomas Hardy. Life and works.

The Wessex and the keen attention on topology in Hardy's novels. The role of Nature in Hardy's novels.

The Philosophy of 'Determinism': Schopenhauer's Weltanschauung, social Darwinism and T. Malthus' concept of starvation.

Struggle for life explained by Charles Darwin's theories.

Thomas Hardy's children. The disharmony of childhood in the novels.

Determinism: Darwin and Malthus as a primary source to analyse children's role in the author's output.

Tess of the d'Urbervilles: plot and themes.

The role of destiny in the novel: Sorrow the Undesired; The concept of 'Fallen Woman'.



Jude the Obscure or the 'Tragedy of unfulfilled aims'. The dystopian Bildungsroman and concept of 'disharmony' in childhood.

Part I - At Marygreen - Reading and comment from the incipit. The theme of the impossibility of human relationships.

The myth of Christminster: dreaming is suffering.

Part II – At Christminster. Sue Bridehead and her atypical sexuality: between instincts and conventions.

The figure of children in the author's narrative. Little Father Time and the life's burden.

The children's suicide as a 'divine punishment': passage reading and analysis from the scene.

The obsession for religious beliefs and the darwinian epilogue of the novel.

Aestheticism in England: Walter Pater and Oscar Wilde. The reaction against conformism and the squalor of contemporaneity. The motto "Art for art's sake". The obsession with Beauty and the life pleasures.

The role of the Dandy in the late-Victorian society.

Oscar Wilde: life and works. Dublin, Oxford and the Aesthetic movement. A versatile author: from short stories to theatre plays. The figure of the Dandy and the pursuit of pleasures.

The Picture of Dorian Gray: plot and characters. The cult of Beauty and the theme of the "Double"; The modernity of Wilde.

Comparing literatures: Dorian and Andrea Sperelli (D'Annunzio and Italy).

The Age of transition: towards the Modern Age.

E. M. Forster: life and works; "A Room with a view" and the passion for Italy; "A passage to India": Multiculturalism and cultural diversity in Forster's novels; The establishment of sociolinguistics and the birth of English as a Lingua Franca in the 20th century.

E.M. Forster's "Maurice" and the theme of homosexuality in the early years of the 20th century.

▪ The Modern Age

The end of the Victorian era. The period of transition and transitional forerunners (Conrad, Forster). The outbreak of World War I and II and the historical, political and social background.

The birth of the Union trades and the Suffragettes Movement.

The Modern Novel: a radical change. H. Bergson's theory of time and duration, A. Einstein's theory of relativity and S. Freud's discovery of psychoanalysis as primary sources for modern novelists. The stream of consciousness technique and the interior monologue.

Virginia Woolf: Life and works.

Childhood and motherhood.

The Bloomsbury Group, Hogarth press and the marriage.

Introduction to the theme of motherhood.

Extra material: lettura e commento da "Possiedo la mia anima", N. Fusini, 2020.

Mrs Dalloway. Plot and themes. Reading and comment of the passage "Clarissa said she would buy the flowers herself".

To the Lighthouse. Plot, themes and analysis. The theme of motherhood in the novel.

The need of a female writing: the Feminist Movement. The Cambridge lectures and *A Room of One's Own*.



The last period: The symbolism of water in Woolf's suicide. The water element, motherhood and the return to the primordial human condition.

Reading from M. Cunningham's *The Hours*: Woolf's suicide letter to Leonard. Clip from the movie "The Hours".

Approfondimento:

Lectio Magistralis "Virginia Woolf e il romanzo psicologico" a cura della Docente Nadia Fusini.

James Joyce: Life and main works.

The concept of paralysis and the epiphanies.

Dubliners: structure, style and plot.

The lack of punctuation and the interior monologue. Narrative techniques and style. The use of free direct speech and free direct thought.

"Eveline" (from the *Dubliners*). Textual analysis.

The relationship between J. Joyce and I. Svevo.

The Dystopian Novel: main features.

George Orwell. Life and works.

"Animal Farm" and the animals' parody. "1984": the plot, the background, Newspeak and Doublethink, the characters.

Totalitarianisms and a monitored society. Winston Smith: brainwashing and conformism.

What about today? The case of China and the social credit.

The Jazz Age: America in the 1920s and its 'Dream'.

Francis Scott Fitzgerald: life and works.

The Great Gatsby: plot, themes and style (in short).

Language functions:

Campionato delle Lingue di Urbino: mock tests and syntax revision.

How to write an essay: specifications.

INVALSI practice (reading and listening).

1. METODOLOGIE DIDATTICHE

- Lezione frontale e remota
- Lezione dialogata
- *Cooperative learning*
- Lavoro individuale
- Lavoro di coppia/gruppo

Sono state privilegiate le attività che simulano situazioni reali facendo particolare attenzione a sviluppare tutte le abilità linguistiche (*Reading, listening, speaking, writing*). E' stata, inoltre curata l'acquisizione del lessico, il perfezionamento della pronuncia e, in particolare, la consapevolezza dell'errore e la capacità di correggerlo.



2. STRUMENTI

- Libri di testo
- Materiale didattico multimediale e/o audio-visivo da parte dei docenti
- Webtools per la didattica digitale
- Dizionario monolingue

3. ATTIVITA' EXTRACURRICULARI SVOLTE

Elenco delle attività curriculari ed extracurriculari a cui ha partecipato la classe, o parte di essa:

- Porte aperte al CLA – Giornata Europea delle Lingue c/o il Dipartimento di Studi Umanistici dell'Università degli Studi di Foggia.
- Corso di preparazione alla certificazione Cambridge English Assessment – B2 First for Schools (alcuni alunni);
- Partecipazione al Progetto interclasse "EYE2023", Youth Convention c/o il Parlamento Europeo di Strasburgo, Francia (n. 3 alunni).

Cerignola, 15/05/2023

Il Docente