

Programma d'esame di lingua e letteratura inglese

Insegnante: Tosoratti Fulvia

Classe 5^E

PARTE A: LETTURA INTEGRALE E ANALISI

Aldous Huxley "Brave New World" (Reading Classics, Cideb): lettura integrale, riassunto e analisi di tutti i capitoli (⇒17 files on CLSR)

- ☐ Huxley's life and works; themes, utopia and dystopia (⇒CLSR material)

PARTE B: LITERATURE

dal volume "It's Literature" ed. Rizzoli (vol. 1)

1. Pre-Romanticism

- ☐ sent file about pre-Romanticism; p. 281 sublime, p. 281 Non fiction,
- ☐ **William Blake:** biography, themes and style p. 285-6, "The Tyger" p. 289: text analysis and commentary, "The Sick Rose" (sent file): text analysis and commentary; Blake and social criticism.
- ☐ **Mary Shelley:** biography, themes and style p. 338-9, "A thing such as even Dante could not have conceived ": text analysis and commentary.

2. The Romantic Age

- ☐ The Romantic spirit : p. 278-9 and Rousseau, p. 282 the novel (till Scott included)
- ☐ Romantic poets, general characteristics of Romantic poetry p. 280
- ☐ **William Wordsworth:** biography, themes and style p. 293 - 4; I wandered lonely.... p. 298: text analysis and commentary
- ☐ **Samuel Taylor Coleridge:** biography, themes and style p. 300-302; "It is an Ancient Mariner": p. 302 and pages 1-3 (⇒CLSR material): text analysis and commentary; primary and secondary imagination; meaning of the story;
- ☐ **John Keats:** biography, themes and style p. 321-2; La Belle Dame... p. 326: analysis and commentary of all the ballad; "Ode on a Grecian Urn" p. 323-4: text analysis and commentary; given notes and files (⇒CLSR material)

dal volume "It's Literature" ed. Rizzoli (vol. 2)

3. The Victorian Age

- ☐ Historical context: ⇒ ppt about historical context (CLSR) and literary context,

- ❑ Great Exhibition p. 26, p. 27 social conflicts, p. 30 changes in the party system, colonial expansion, p. 31 Darwinism.
- ❑ The literary scene - the age of the novel: p. 32-34
- ❑ **Charles Dickens:** biography, themes and style p. 39-40; Oliver Twist: p. 41-2 plot and style, p. 43-44 "Please, sir, I want some more" - text analysis and commentary; (⇒CLSR material)
- ❑ **The Aesthetic Movement:** p. 35-6 and pages on CLSR
- ❑ **Oscar Wilde:** life and themes p. 89-90; "The Picture of Dorian Gray: plot and themes p. 90; "Dorian kills Dorian" (pages on CLSR): text analysis and commentary of the extract;

4. The Modern Age

- ❑ "The Age of Anxiety" and "Modern Age" (files on CLSR); p. 206-210; p. 211 The Lost Generation, the 30's, p. 212-3 popular fiction
- ❑ **Modernist poetry:** files on CLSR **Modernist fiction:** file on CLSR
- ❑ **W. B. Yeats:** notes about Yeats (file) "Easter 1916": *text analysis and commentary*; extended notes (CLSR material and video)
- ❑ **Owen** and the **war poets:** "Dulce er decorum" and commentary: (⇒ CLSR material)
- ❑ **Ernest Hemingway:** "A Farewell to Arms": *text analysis and commentary of the extract* (⇒CLSR material)
- ❑ **George Orwell:** p. 324; "Nineteen Eighty-four": p. 325 plot, p. 328 "Winston: a difficult case" *text analysis and commentary of the extract*; "Newspeak" (CLSR), "power", "The happy ending"; BNW vs 1984
- ❑ **James Joyce:** p. 234-5; p. 236 Dubliners "**Eveline**": "Like a helpless animal" p. 237-9: *text analysis and commentary of the extract*;

5. Post-war culture: From 'English literature' to 'literatures in English'

- ❑ Post-war culture: Contemporary poetry: CLSR (2 pages); confessional poetry and Sylvia Plath (CLSR materials); The Angry Young Man (vol 2 p. 303-4); Theatre of the Absurd (vol 2 p. 304-5); Developments in the novel (vol 2 p. 305-6); Postcolonial voices: main info (vol 2 p. 306-7)
- ❑ **Sylvia Plath:** given materials on CLSR, "The Mirror": *text analysis and commentary*

6. The new Millennium

- ❑ **Kasuo Ishiguro:** "Never let me go" p. 376-8: *text analysis and commentary of the extract; plot summary and interview to the author* (⇒CLSR material)

Educazione civica:

- ☐ UN Sustainable Goal 13 Climate action: Saving the Sick Rose
- ☐ "Dulce et decorum est pro patria mori"????
- ☐ **CLIL:** Enzymes

Torino, 8 giugno 2022

La docente

Luigia Boratti

gli studenti