

Programma d'esame di letteratura inglese

Insegnante: Tosoratti Fulvia

Classe 5^B

PARTE A: LETTURA INTEGRALE E ANALISI

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

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

PARTE B: LITERATURE

dal volume "Amazing Minds" ed. Pearson (vol. 1)

1. Pre-Romanticism

- ☐ sent file about pre-Romanticism; p. 297 pre-Romantic trends; p. 308 "A philosophical Enquiry into the Origin ... of sublime"
- ☐ **William Blake:** p. 318-9, p. 322 "The Tyger": text analysis and commentary, "The Sick Rose" (sent file): text analysis and commentary; Blake and social criticism.
- ☐ **Mary Shelley:** biography p. 396; Frankenstein p. 396-8, "A spark of being into a lifeless thing ": text analysis and commentary; CLSR material

2. The Romantic Age

- ☐ Romantic fiction p. 300-302,
- ☐ Romantic poetry: p. 298, 299; p. 314, 315
- ☐ **William Wordsworth:** biography p. 327-8; I wandered lonely.... p. 334: text analysis and commentary
- ☐ **Samuel Taylor Coleridge:** biography p. 342-3; text analysis and commentary of pages 1,2,3 (CLSR materials)
- ☐ **John Keats:** biography p. 273-4 and file on CLSR; "La Belle Dame sans Merci" p. 380-1: text analysis and commentary; "Ode on a Grecian Urn": text analysis and commentary; (CLSR materials)

dal volume "Amazing Minds" ed. Pearson (vol. 2)

3. The Victorian Age

- ☐ Historical context: ⇒ given ppt on CLSR
- ☐ The literary scene - the Victorian novel: p. 31-34

- ❑ **Charles Dickens:** biography p. 62-64; *Oliver Twist*: p. 41-2 plot and style, p. 68-70 "*Please, sir, I want some more*" - *text analysis and commentary* (⇒CLSR material)
- ❑ **The Aesthetic Movement:** pages on CLSR, p. 108, p. 120 the pre-Raphaelites (main info)
- ❑ **Oscar Wilde:** p. 106-7 life and works; "*The Picture of Dorian Gray*": plot and themes p. 107; "*Dorian kills Dorian*" p. 110-1: *text analysis and commentary*;
- ❑ **Victorian drama:** p. 37; "*The Importance of Being Earnest*": p. 114-5; extract "*There is something in that name*" (pages on CLSR): *text analysis and commentary*;

4. The Modern Age

- ❑ "The Age of Anxiety" and "Modern Age" (files on CLSR)
- ❑ **Modernist poetry:** files on CLSR **Modernist fiction:** file on CLSR
- ❑ **Owen** and the **war poets:** "*Dulce er decorum*" and commentary: (⇒ CLSR material)
- ❑ **W. B. Yeats:** notes about Yeats, "*Easter 1916*": *text analysis and commentary*; extended notes (CLSR material and video)
- ❑ **Ernest Hemingway:** life and works and "*A Farewell to Arms*"; "*We should get the ear over*": *text analysis and commentary of the extract* (⇒CLSR material)
- ❑ **George Orwell:** p. 324; "*Nineteen Eighty-four*": plot and themes p. 258-9, "*The object of power is power*" p. 260-1; "*Newspeak*" (CLSR), BNW vs 1984
- ❑ **James Joyce:** biography p. 235-6; p. 235-6 *Dubliners* and "*The Dead*"; "*She was fast asleep*" (p. 236-7) *text analysis and commentary of the extract*

5. Towards a global age (1949-2000)

- ❑ Post-war prose p. 312, post-war poetry p. 311
- ❑ **William Golding:** biography, *Lord of the Flies* p. 326-7; "*The ritual dance*": *text analysis and commentary*; material on CLSR about symbols
- ❑ **Sylvia Plath:** given materials on CLSR, "*The Mirror*": *text analysis and commentary*

Educazione civica:

- ❑ UN Sustainable Goals (see CLSR)
- ❑ UN Covax and vivid vaccination (see CLSR)
- ❑ Digital citizenship: *My avatar and me* (see CLSR)
- ❑ Digital citizenship: *online and offline personas* (see page on CLSR)

La docente

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