

<b>ALLEGATO 2 - Lingua e cultura inglese</b> <b>CONOSCENZE E CONTENUTI TRATTATI (anche attraverso UDA o moduli)</b>	
<p><b>From the Books 'It's Literature Compact' &amp; 'Tales to talk about'</b></p> <ul style="list-style-type: none"> <li>● <b>The Early Romantic Age: 1760 - 1789</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>The Romantic Age: 1789-1837</b></li> </ul>	<p><u>Historical context</u></p> <ul style="list-style-type: none"> <li>● The loss of the American Colonies through the War of Independence</li> <li>● Industrial and Agricultural revolutions</li> </ul> <p><u>Literary context</u></p> <ul style="list-style-type: none"> <li>● Emotion vs reason</li> <li>● The sublime</li> <li>● New trends in poetry</li> <li>● The Gothic novel</li> </ul> <hr/> <p><u>Historical context</u></p> <ul style="list-style-type: none"> <li>● The French Revolution and the Napoleonic Wars</li> </ul> <p><u>Literary context</u></p> <ul style="list-style-type: none"> <li>● Literary Genres: trends in Novel and Poetry</li> <li>● William Wordsworth: life, themes, and style <ul style="list-style-type: none"> <li>○ <i>I wandered lonely as a cloud</i></li> <li>○ <i>Lines composed a few miles above Tintern Abbey</i></li> </ul> </li> <li>● Samuel Taylor Coleridge: life, themes, and style <ul style="list-style-type: none"> <li>○ <i>The Rime of the Ancient Mariner (excerpts)</i> <ul style="list-style-type: none"> <li>■ Part I (pp 219-220)</li> <li>■ Part II (p. 221)</li> <li>■ Part III (from the book <i>Only Connect</i>)</li> <li>■ Part IV (from the text bank)</li> </ul> </li> </ul> </li> </ul> <hr/> <p><u>Historical context</u></p>

- **The Victorian Age: 1837-1901**

- Queen Victoria's reign
  - industrial and economic development
  - social conflicts
  - Women, children ad workers' condition
  - Changes in the party system
  - Colonial expansion up to the Empire

Literary context

- Fiction and novelists
  - Realism & Naturalism (the social novel)
  - The fantastic/supernatural novel
  - Aestheticism and Decadence
- Charles Dickens: life, themes, and style
  - *Oliver Twist* (*excerpts*)
    - *Chapter 2 - Oliver is taken to the workhouse (from the text bank); Please, sir, I want some more* (pp 283-284)
- Bram Stoker: life, themes, and style
  - *Dracula* (*excerpts*)<sup>1</sup>
    - *Chapter 3 - The description of the three brides (emancipated women depicted as beasts)*
    - *Chapter 6 - The case of Renfield (a zoophagous maniac among different types of madness in this novel)*

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<sup>1</sup> Gli studenti hanno ricevuto materiale di approfondimento, come saggi critici e articoli di analisi, volti ad evidenziare le varie sfumature che la pazzia assume all'interno dell'opera ed il ruolo parzialmente innovativo della donna emancipata Per il primo caso, si vedano in particolare le due teorie del *cerebral automatism* e del *child-brain*, entrambe legate al personaggio di Dracula.

- **The Age of Anxiety: 1901-1949**

- Oscar Wilde: life, themes, and style
  - *The Picture of Dorian Gray* (*an excerpt; they read the whole book with the Italian teacher*)
    - *Chapter 1 - I have put too much of myself into it* (pp. 323-325)
  - *The Model Millionaire* (*from Tales to Talk About*)

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Historical context

- The Edwardian period
  - Social and political reforms
  - International alliances and the expansion of the Empire
- The First World War
- Between the wars
  - The Irish Situation, the Empire and the Commonwealth
  - The roaring twenties and the economic crisis of the '30s
- The Second World War

Literary context

- The modernist revolution and a new perception of reality
  - Imagism and vorticism
  - War poetry
  - The Lost generation
  - The dystopian novel
  - Detective stories
- Wilfred Owen: life, themes and style
  - *Anthem for doomed youth*
- Thomas Stearns Eliot: life, themes and style
  - *The Waste Land (The Burial of the dead)*
- George Orwell: life, themes and style
  - *1984 (an excerpt)*

	<ul style="list-style-type: none"> <li>• The post-war culture: 1949-1989</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• The United States of America</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Civic literacy and sustainability           <ul style="list-style-type: none"> <li>○ Contributo socio-politico alla storia</li> </ul> </li> </ul> <hr/> <p><b>From the book 'Life Upper Intermediate'</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Functions</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Chapter 1 - Down with big brother (pp 476-477)</li> </ul> <hr/> <p><b>Historical context</b></p> <ul style="list-style-type: none"> <li>• The Cold war*</li> <li>• Decolonisation and Golden Age*</li> <li>• Britain after the war*           <ul style="list-style-type: none"> <li>○ Margaret Thatcher and the Labour party*</li> </ul> </li> </ul> <p><b>Literary context</b></p> <ul style="list-style-type: none"> <li>• The Beat Generation, The Angry young men and the theatre of the absurd*</li> <li>• Developments in the novel*</li> <li>• Aileen Wheeler: <i>A Time to Die</i> (from <i>Tales to Talk About</i>)*</li> <li>• Maeve Binchy: <i>Package Tour</i> (from <i>Tales to Talk About</i>)*</li> </ul> <hr/> <p><b>Historical Context</b></p> <ul style="list-style-type: none"> <li>• The United States of America from the 19th century to the first half of the 20th century*           <ul style="list-style-type: none"> <li>• Afro-American slavery and the Civil War*</li> <li>• Racial segregation and discrimination: <i>The Jim Crow laws</i>*</li> </ul> </li> </ul> <hr/> <p><b>SDGs 5 &amp; 10</b></p> <ul style="list-style-type: none"> <li>• Is democracy in good shape?*           <ul style="list-style-type: none"> <li>○ The post-truth era</li> <li>○ Minorities and discrimination</li> </ul> </li> </ul> <hr/> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• unreal conditionals</li> <li>• wish and if only</li> <li>• verb patterns with reporting verbs</li> <li>• passing reporting verbs</li> <li>• relative clauses</li> <li>• a/an, the, zero article</li> </ul>

	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>● strong feelings</li> <li>● reporting verbs</li> <li>● positive adjectives</li> </ul> <p><u>Functions</u></p> <ul style="list-style-type: none"> <li>● discussing preferences</li> <li>● reporting what you have heard</li> </ul>
<b>METODOLOGIE</b>	
<ul style="list-style-type: none"> <li>-Lezione frontale</li> <li>-Lezione dialogata</li> <li>-Ricerca individuale</li> <li>-Lavoro di gruppo</li> <li style="padding-left: 20px;">-Esercizi</li> <li>-Soluzione di problemi</li> <li>-Esercitazioni pratiche</li> </ul>	
<b>CRITERI DI VALUTAZIONE</b>	
<p>Per quanto riguarda le prove strutturate/semi-strutturate e di comprensione, il livello di sufficienza è raggiunto al 60% di risposte corrette sul totale degli items. Per ciò che concerne invece le produzioni scritte e le interrogazioni orali, si rimanda alle griglie di valutazione adottate di comune accordo da tutto il dipartimento di lingue straniere e presenti quindi sulla programmazione dipartimentale, o a quelle secondarie predisposte dai singoli docenti.</p>	
<b>TESTI E MATERIALI / STRUMENTI ADOTTATI</b>	
<ul style="list-style-type: none"> <li>-<i>It's literature compact</i>, ed. Rizzoli languages</li> <li style="padding-left: 20px;">-<i>Tales to talk about</i>, ed. Black Cat</li> <li>- <i>Life Upper Intermediate</i>, ed. National Geographic - Cengage</li> <li style="padding-left: 20px;">-Presentazioni multimediali redatte dal docente</li> <li>-Fotocopie/file pdf forniti dal docente ed estratti da materiale cartaceo o multimediale</li> <li style="padding-left: 20px;">-Materiale video tratti da siti internet (Ted, Youtube, etc.)</li> </ul>	
<b>Prof. Cavriani Alex</b>	