|  |  |
| --- | --- |
| **PROGRAMMA SVOLTO** | |
| **MATERIA** | **Inglese** |
| **CLASSE - SEZIONE** | **5M** |
| **DOCENTE** | **Guerri Brunella**  **Wolter Linda** |

### PROGRAMMA EFFETTIVAMENTE SVOLTO FINO AL 15 MAGGIO 2021

* **An Age of industry and reform: the industrial revolution and the industrial city.**

pp. 4-5; London in the early 19th century (photocopy); F. Engels, from The Conditions of the Working Class in England: Urban Slums (photocopy); The Crystal Palace p. 9; The Victorian frame of mind: The Victorian Compromise p. 12 (paragraphs 1-2).

Videos: Georgian London; The Origins of the Industrial Revolution; Industrial London; Urban slums: Manchester; The Early Victoria Age; The Later Years of Queen Victoria’s reign

C. Dickens, from Hard Times: Coketown p. 36

New Aesthetic theories. The Pre-Raphaelite Brotherhood (photocopy); Victorian Drama p. 25 (par. 3); O.Wilde, from The Picture of Dorian Gray: The Preface (photocopy); Basil’s studio (photocopy); Dorian Kills the Portrait and Himself (photocopy); The Ballad of Reading Gaol pp. 109-110

* **Victorian issues & today’s ones:**

**The Woman Question** (modulo per Educazione civica)

p. 10; M. Wollstone Craft, from The Vindication of the Rights of Woman (photocopy); V. Woolf, from A Room of One’s Own: Shakespeare’s sister (photocopy); C. Dickens, An Ideal Husband: lettura integrale; N.Hawthorne, from The Scarlett Letter: The Woman Refuses to Speak pp. 60-62; Article adapted from The New York Times: Still Puritan after all these years? (photocopy); E. Dickinson, Hope is the Thing p. 77; J. Joyce, from Dubliners: Eveline (photocopy); A. Carter, from The Werewolf: A modern Little Red Riding Hood (photocopy); film: Enola Holmes; A. Gorman: The Hill We Climb - interview by A. Alter - (photocopy)

**Child Labour** (modulo per Educazione civica)

Universal Declaration of Human Rights (photocopy); J.Swift, Chil-Eating Rationally Explained (photocopy); The Victorian Workhouse (photocopy); C.Dickens, from Oliver Twist: Oliver is Taken to the Workhouse pp. 31-32; Oliver wants some more (photocopy); from Bleak House: Jo (photocopy); M.Cunningham, from Specimen Days (photocopy)

**Education** (modulo per Educazione civica)

Development in education (photocopy); C. Dickens, from Hard Times: A Classroom Definition of a Horse pp. 34-35; C. Brontë, from Jane Eyre: Lowood (photocopy); Agenda 2030: un.org/sustainabledevelopment/education

* **The American Dream** (modulo per Educazione civica)

The American Dream: PPT presentation; The Declaration of American Independence and the Universal Declaration of Human Rights (photocopy); K. Stockett, The Help: lettura integrale

* **War Poetry**

R.Brooke, The Soldier (photocopy); W.Owen Dulce et Decorum Est (photocopy); S.Sassoon, Glory of Women (photocopy); Survivors (photocopy); T.S. Eliot, from The Waste Land: What the Thunder Said pp. 178-179 ll.1-39; W. Churchill speech: The Battle of Britain p. 132; film: Darkest Hour

* **The Modern Age.** The Age of Anxiety: the crisis of the individual.

PPT presentation. J.Joyce, experimentation: *Stream of Consciousness, Interior Monologue, Epiphany*. The role of the writer.

A.Tennyson, Ulysses pp. 53-55. The Myth of Ulysses p. 57: Joyce’s and Tennyson’s, heroes/anti-heroes.  
From Dubliners: Eveline (photocopy); from The Dead: I Think He Died for Me pp. 186-187; The Living and the Dead pp. 190-191.  
From Ulysses: Yes I Said Yes I Will Yes (Molly’s monologue) pp. 197-198

T.S.Eliot, from his essays: ‘Ulysses, Order and Myth’; ‘Tradition and the Individual Talent’ (photocopy); From The Waste Land pp. 175-176 ll.1-13, 31-36; pp. 178-179 ll.1-39

The Theatre of the Absurd. S. Beckett, from Waiting for Godot: lettura integrale

G. Orwell, from 1984: pp. 235-236

* **Nelle ore di conversazione madrelingua**, gli studentihanno lavorato prevalentemente sull’attualità, facendone oggetto di dibattito in classe, principalmente attraverso la lettura di articoli di giornali online.
* **Nelle ore di Educazione civica** sono stati svolti, attualizzati e discussi gli argomenti precedentemente evidenziati.
* E’ stata svolta una prova scritta dell’Esame di Stato in parallelo con la classe 5L in data 6 marzo 2021.
* Alla classe sono state assegnate attività per la preparazione alle prove Invalsi di inglese.
* Diversi studenti hanno svolto le prove d’esame per le Certificazioni Cambridge English First e Cae, rimandate dallo scorso a.s. a causa della situazione di pandemia.

### PROGRAMMA CHE SI PRESUME DI SVOLGERE DOPO IL 15 MAGGIO

* **The Present Age**S. Heaney: Digging p. 300-30; A. Ginsberg, from Howl p. 288
* **A voice from the XXI century**: durante l’estate 2020 gli studenti hanno letto The Children Act di I.McEwan in lingua originale.
* **A contemporary poem**

R. Frost, The Road not taken - tema E. S. 2012, (photocopy).

I sottoscritti Baruffini Alessandra e Galimberti Alessio, studenti della classe 5M dichiarano che in data 3 maggio 2021 è stato sottoposto alla classe il programma effettivamente svolto di inglese.

|  |  |  |  |
| --- | --- | --- | --- |
| F.to Alessandra Baruffini | | F.to Alessio Galimberti | |
|  |  | |  |

*(Firme autografe sostituite a mezzo stampa ai sensi dell’art. 3, comma 2 del decreto legislativo n.39/1993)*

Erba, 8 maggio 2021 LE DOCENTI

Brunella Guerri e Linda Wolter

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
*(Firma autografa sostituita a mezzo stampa ai sensi dell’art. 3, c. 2 del DLgs n.39/1993)*