



ISTITUTO DI ISTRUZIONE SUPERIORE "DE SANCTIS-DELEDDA"

LICEO LINGUISTICO - LICEO delle SCIENZE UMANE
ISTITUTO TECNICO TECNOLOGICO (Chimica, materiali e biotecnologie)



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Programma svolto

Anno scolastico: 2022 - 2023

DOCENTE	Alessandra Contu, David Sommers III		
MATERIA	Inglese		
CLASSE E SEZIONE	5 ^A D	INDIRIZZO	Linguistico
LIBRO/I DI TESTO	Amazing Minds Compact, M. Spicci, T.A. Shaw, Pearson Longman		

Argomenti	Abilità
<p>Module 1: The Romantic Age: historical and literary background. W. Wordsworth: The Preface of Lyrical Ballads (T1) I wandered lonely as a cloud (T2).</p> <p>Module 2: The education of women in history: from Behn to Adichie. Mary Wollstonecraft: A disorderly kind of education (T1 from A Vindication of the Rights of women). Virginia Woolf: Aphra Behn as a turning point (T2) and Shakespeare's Sister (T3, both texts from A room of one's own). Chimamanda Ngozi Adichie: Chinasa (T4 short story on female education and Civil War in Nigeria).</p>	<p>Capacità acquisite nello studio della letteratura:</p> <ul style="list-style-type: none">- inquadrare storicamente l'autore e la sua opera e collegarlo e confrontarlo con autori diversi;- decodificare un testo letterario, cogliendo le caratteristiche dei codici espressivi operanti in letteratura e acquisendo competenza autonoma di lettura;- confrontare e individuare differenze e analogie tra la cultura e la letteratura inglese e quelle di altre aree linguistiche;- elaborare brevi componimenti di argomento letterario, con uso corretto di periodo composto e complesso e loro organizzazione.

<p>Module 3: Female writers in history: group's research on different female authors and their works, in the specific:</p> <ul style="list-style-type: none"> • Emily Dickinson • Louis Alcott • Margaret Atwood • Sylvia Plath 	<p>Competenze di livello B2 in tutte e le 4 skills: reading, listening, writing e speaking.</p> <p>Inoltre:</p> <ul style="list-style-type: none"> - utilizzare L2 per veicolare contenuti di carattere storico, sociale e letterario della cultura inglese; - constatare come la lingua sia il prodotto di un percorso socio-culturale; - leggere e analizzare il testo letterario cogliendone il significato generale, il valore tematico, il valore di messaggio dello scrittore e la specificità del linguaggio usato; - scindere il testo analizzato nei suoi elementi strutturali sui quali fare convergere l'analisi; - sviluppare capacità di analisi e di sintesi e spirito critico.
<p>Module 4: A reflection on Gender: Gender neutral language. Virginia Woolf: Orlando (T1, various excerpts). HeForShe, the campaign through Emma Watson words.</p>	
<p>Module 5: The Victorian Age: historical and literary background. In-depth analysis: the workhouses (taken from the British National Archives). Humanitarian novels: Charles Dickens: Oliver Twist (T1, I want some more) and Bleak house (Jo's description) in comparison with Rosso Malpelo by Verga (T2 and T3). Types of 3rd person narrators. Elizabeth Gaskell: Mary Barton (T4, various passages).</p>	

<p>Module 6: from the Pre-Raphaelites to Confessional Poetry: a journey through important women hidden behind famous artists. Elizabeth Siddal: Silent Wood (T1) and Sylvia Plath: A Mad Girl's Song (T2). A comparison.</p> <p>Module 7: The rejection of Victorian Age's values. The Victorian Compromise. R.L.Stevenson: the truth about Dr.Jekyll and Mr.Hyde (T1). Aestheticism: Oscar Wilde: The picture of Dorian Gray: All art is quite useless (T1) and Dorian kills Dorian (T2).</p>	
<p>Module 8: The Age of Anxiety: historical and literary background. Modernism. The stream of consciousness. Important modern theories: from Freud to Einstein. War poets: Siegfried Sassoon: Suicide in the Trenches (T1). Totalitarianism through the eyes of George Orwell: 1984, The object of power is power (T2). The Role of memory: Virginia Woolf and various excerpts of Mrs.Dalloway (T3).</p> <p>Programma svolto in conversazione: Getting to know the students with new English teacher English expressions. Then Tommy Shaw "Fooling Yourself" Pollution and rock art The Italian village that doesn't speak Italian Distribution of songs for presentations Students' lesson: Sylvia Plath Order of adjectives, extreme adjectives and their modifiers Students describe with as much detail as possible something from their break (A book they read, a dinner they ate, a gift they received, a day they had...) Martin Luther King Not a love song for Valentine's Day Racism, Rosa Parks and MLK Human rights 30 Universal Declaration of Human Rights articles and then students attend a talk on design. Presentations of Universal Declaration of Human Rights 30 articles</p>	