



Lingua e Cultura Inglese

A.S. 2023-2024

Prof. Agatino Vecchio

Classe 5AS

LIBRI DI TESTO IN ADOZIONE E ALTRI MATERIALI:

- Iandelli, N. – Zizzo, R. – Humphries, J – Smith, A., **Smart Grammar**, Eli, 2014
- Spiazzi Marina, Tavella Marina, Layton Margaret, **Performer Heritage.Blu - From the Origins to the Present Age** (Volume Unico) - Zanichelli Editore, 2018.
- Alevizos Kathryn, Gaynor Suzanne, Roderick Megan, Maris Amanda, **Gold Experience (B2 First for Schools)** – Pearson, 2018.
- Materiale di consultazione e di studio (note del docente, fotocopie da altri manuali, film, appunti personali)

CONTENUTI (Lingua e Cultura Inglese)

Macro-argomenti	Autori
<p>The Victorian Age: Socio-economic, historical and literary background – Victorianism and the Victorian Compromise – American authors of the same period – Aestheticism</p>	<p>Emily Brontë (<i>Wuthering Heights</i>, “I am Heathcliff”) Charlotte Brontë (<i>Jane Eyre</i>, “Life in Lowood”) Edgar Allan Poe (“The Oval Portrait”; “The Philosophy of Composition”; “The Raven”) Charles Dickens (<i>Hard Times</i>, “Coketown”; “Square Principles”) Abraham Lincoln – “The Gettysburg Address” Robert Louis Stevenson (<i>The Strange Case of Dr Jekyll and Mr Hyde</i>, “The Duality of Man”; “The Transformation”) Oscar Wilde (<i>The Picture of Dorian Gray</i>, “The Preface”; “Oscar Sees His Face for the First Time”)</p>
<p>The Age of Modernism: Socio-economic, historical and literary background – Scientific and social improvements and changes</p>	<p>Imagism (Ezra Pound, “In a Station of a Metro”; William Carlos Williams, “This Is Just to Say”; Thomas Ernest Hulme, “Above the Dock”; Amy Lowell, “A Year Passes”) The War Poets (Rupert Brooke, “The Soldier”; Wilfred Owen, “Dulce et Decorum Est”; Sigfried Sassoon, “Suicide in the Trenches”) James Joyce (<i>Dubliners</i>, “Evelyn”; <i>Ulysses</i>, “I Said Yes I Will Yes”) T. S. Eliot (<i>The Waste Land</i>, “The Burial of the Dead” – extract: “Unreal City”)</p>
<p>After World War II: Postmodernity and Postmodernism</p>	<p>G. Orwell</p>
<p>Authors and Works assigned individually to students:</p>	<p>Nathaniel Hawthorne – “Young Goodman Brown” Herman Melville – “Bartleby the Scrivener” Kate Chopin – “Désirée’s Baby” Kate Chopin – “The Storm” Charlotte Perkins Gilman - “The Yellow Wallpaper” Edward M. Forster – <i>Maurice</i> Edward M. Forster – <i>A Passage to India</i> James Joyce – “The Dead” (from <i>Dubliners</i>) Ernest Hemingway – “Then Came the Chuh-Chuh-Chuh-Chuh-Chuh” (from <i>A Farewell to Arms</i>) Ernest Hemingway – “Hills Like White Elephants” Wystan Hugh Auden – “Refugees Blues” Francis Scott Fitzgerald – “The Crack Up” Sylvia Plath – “Happiness” (from <i>The Bell Jar</i>) John Osborne – “Jimmy’s Anger” (from <i>Look Back in Anger</i>) Nadine Gordimer – “The Ultimate Safari” Kazuo Ishiguro – <i>The Remains of the Day</i> E. Annie Proulx – <i>Brokeback Mountain</i></p>

CONTENUTI EDUCAZIONE CIVICA

Macro-argomenti	Autori
<p>Costitution (second period) – topic 1: Il caso americano: democrazia e razzismo; la Guerra Civile (1861-1865) e gli emendamenti aggiunti alla Costituzione; la difficile applicazione della Carta Costituzionale a difesa dei diritti umani all’interno del Paese.</p> <p>(ref. <i>Performer</i>, p. 232; teacher’s notes and material uploaded on Didattica).</p> <p>(ref. official website of the White House and the American Congress).</p>	<p>Abraham Lincoln (“The Gettysburg Address”)</p> <p>Booker T. Washington (<i>Up to Slavery</i>, extract)</p> <p>W.E.B. DuBois (“The Souls of the Black Folks”, extract)</p> <p>Toni Morrison (<i>Home</i>, extract from chapt.2)</p>

Todi, 15 maggio 2024

Il Docente

(Agatino Vecchio)