



ISTITUTO di ISTRUZIONE SECONDARIA SUPERIORE DELLA BASSA FRIULANA

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ESAMI DI STATO CONCLUSIVO

Anno scolastico 2017- 2018

PROGRAMMA LINGUA E CULTURA INGLESE

Sede associata	<i>"Albert Einstein"</i>
Classe	V ALS
Indirizzo	Liceo Scientifico

Cervignano del Friuli 15 maggio 2018

1ISTITUTO: LICEO SCIENTIFCO	
CLASSE: 5ALS	N° ALLIEVI: 19 allievi, di cui 9 femmine e 10 maschi.
MATERIA: Lingua e cultura inglese	DOCENTE: Marilena Beltramini
LIBRO DI TESTO:	
▪ Marina Spiazzi- Marina Tavella – Margaret Layton, <i>Performer Culture&Literature 1+2. From the Origins to the Nineteenth Century</i>, LINGUE Zanichelli 2012 ▪ Marina Spiazzi- Marina Tavella – Margaret Layton, <i>Performer Culture&Literature 3 The Twentieth Century and The Present</i>, LINGUE Zanichelli 2013 ▪ Reading: MOHSIN HAMID, <i>Exit West</i>, Penguin Books, 2017	

**LINGUA E CULTURA INGLESE
PROGRAMMA SVOLTO CON LA CLASSE 5ALS**

MODULI REALIZZATI

MOD 1: EXIT WEST – WE ARE ALL MIGRANTS THROUGH TIME. AN EXPERIENCE IN EXTENSIVE READING	
Texts	– MOHSIN HAMID, <i>Exit West</i>, Penguin Books, 2017 (lettura integrale del romanzo e analisi strutturale dei capitoli) – SALMAN RUSHDIE, <i>About Movers</i>, pp. 177-178 (textbook 1+2) – The background to the novel – <https://www.theguardian.com/books/2017/mar/02/exit-west-mohsin-hamid-review-andrew-motion-migrants> – Melting Pot and Salad Bowl – <https://www.cglearn.it/mysite/civilization/american-culture/a-story-of-immigration/melting-pot-or-salad-bowl/> – Listening activity (Sogni a comando) at <http://www.raiplayradio.it/audio/2017/05/Sogni-a-comando-23d4470b-1e1e-4a05-896f-db69954b5c52.html> – Structure and Magic Realism: a narrative strategy <http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/magical_realism.pdf> – MOHSIN HAMID: Denuding Purity: in <https://www.guernicamag.com/mohsin-hamid-denuding-purity/>. An interview. – Postcolonial literature at <http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/postcolonialism.pdf>
Contents	– lettura integrale, analisi e studio degli elementi strutturali del romanzo (titolo, struttura, caratterizzazione, setting, tecniche narrative, posizione del lettore) – tematiche rilevanti (movers, migrants, technology and migration, space and time in migration experiences, war, conflict, violence and fear, origins, culture and stereotypes, sense of belonging the discovery of one identities, one's roots and nostalgia, integration and self-discovery, human existence and integration, the use of language, magic realism and the tale tradition, identity and language, family and love relationships, postcolonial literature) – uso della lingua, scelte stilistiche e costruzione del significato

MOD 2: THE WAR IN THE MOUNTAINS.

A RESEARCH REPORT in THE MOOD OF ITALIAN SOLDIERS FROM AN ENGLISH POINT OF VIEW

CONTRIBUTION TO THE PROJECT "I GIOVANI DEL '99 RACCONTANO LA GRANDE GUERRA"

Progetto educativo e didattico in occasione del Centenario del primo conflitto mondiale ed inserito nel Programma ufficiale delle commemorazioni del Centenario della prima guerra mondiale a cura della Presidenza del Consiglio dei Ministri - Struttura di missione per gli anniversari di interesse nazionale – SCUOLE PARTNER Trieste – Cervignano del Friuli - Graz – Buie – Pola

Gli allievi hanno scelto di approfondire **lo sguardo inglese sul primo conflitto mondiale** nella primavera del 1917 facendo riferimento a **Rudyard Kipling che visita il fronte italiano come corrispondente di guerra**. Sulle vette delle Alpi Giulie e delle Alpi Carniche lo scrittore entra in contatto con gli Alpini e scrive le sue "impressioni", raccolte nel libro **The War in the Mountains** che contiene i 5 report sotto riportati.

TEXTS

The War in the Mountains, 1917 including reports:

- **The Roads of an Army**
- **Podgora**
- **A Pass, a King, and a Mountain**
- **Only a few steps higher up**
- **The Trentino Front**

at <http://www.kiplingsociety.co.uk/rg_mountains_intro.htm>

Italian translation, R. Kipling, *La guerra nelle montagne*, Passigli Editori, 2006
The idea of the Italian soldier and war in Kipling's text

Comparative response to the English and Italian version

Research Approach

Textual analysis – Discussion in Group Work – Sharing of Group Considerations – Documentation of Group Work – Workshops – Shared Conclusion in Plenary

Comparative analysis with the research carried out during the ERASMUS Project on the First World War

Products:

Research Report at < http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/progress_report.pdf>

Site <<https://theitaliansoldierinrkiplingswords.weebly.com/>>

.pdf at <<https://drive.google.com/file/d/1cBVJvX1B36f0vJYvfGtmXWcPT-mNHMRx/view>>

.ppt at <https://drive.google.com/file/d/1pmn7OzD4T5_RSujrju6BIOZuFYrAD6R/view>

Webliography

<<https://www.theatlantic.com/magazine/archive/2007/12/who-was-kipling/306588/>>

<https://it.wikisource.org/wiki/La_guerra_nelle_montagne>

<<http://press.uchicago.edu/ucp/books/book/distributed/W/bo23407146.html>>

<<https://www.booktopia.com.au/the-war-in-the-mountains-rudyard-kipling/prod9781910500149.html>>

<<http://www.unicornpublishing.org/page/detail/The-War-in-the-Mountains/?K=9781910500149>>

<<http://www.tandfonline.com/doi/abs/10.1080/1354571X.2015.1134177?src=recsys&journalCode=rms20>>

<<https://www.biography.com/news/the-jungle-book-rudyard-kipling-facts>>

MOD 3: REVOLUTION – INDUSTRY AND EMPIRE

Texts:

- Extract from, ARNOLD TOYNBEE, The Chief Features of the Industrial Revolution
<[http://www.marilenabeltramini.it/schoolwork1516/UserFiles/Admin_teacher/the_chief_features_of_the_industrial_revolution_\(4\).pdf](http://www.marilenabeltramini.it/schoolwork1516/UserFiles/Admin_teacher/the_chief_features_of_the_industrial_revolution_(4).pdf)>
- J.BENTHAM, Of the Principle of Utility at
<<http://www.marilenabeltramini.it/schoolwork1516/readInteracting.php?act=readTask&tid=3>>
- An age of revolutions, pp.182-183 (textbook 1+2)
- Heroes of Invention, p.184 (textbook 1+2)
- Industrial society p. 185 (textbook 1+2)
- The long-term impact of the Industrial Revolution, p. 191 (textbook 1+2)
- The Victorian Novel, Teacher's notes (hand out)
- The Victorian Novel, pp. 300 (textbook 1+2)
- The Victorian Compromise, p. 299 (textbook 1+2)
- The Victorian Compromise, Teacher's notes (hand out)
- The British Empire, pp. 324-325 (textbook 1+2)
- British imperial trading routes, pp. 328-329 (textbook 1+2)
- Charles Darwin and evolution, pp. 330-331 (textbook 1+2)
- Workhouses in the Victorian Age at
<http://www.marilenabeltramini.it/schoolwork1213/UserFiles/Admin_teacher/workhouses_in_the_victorian_age.pdf>

Fiction

- From OLIVER TWIST, **Oliver wants some more**, pp. 302-304 (textbook 1+2)
- The exploitation of children: Dickens and Verga. Rosso malpelo, pp. 306 (textbook 1+2)
- Charles Dickens and C. Brontë and the theme of education, p. 308 (textbook 1+2)
- From HARD TIMES, **Mr. Bounderby**, handout
- Life in the Victorian town and from HARD TIMES, **Coketown**, p. 290- 291 (textbook 1+2)
- R. KIPLING, **Lispeth** at <<https://ndla.no/en/node/105467?fag=71085>>
- R.KIPLING, **Nobel Award Ceremony Speech** at
<http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/kipling_the_nobel_prize_in_literature_1907.pdf>
- Evaluation on R. Kipling's fiction at
<http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/evaluation_on_r_kipling_fiction.docx>

Poetry

- **The Dramatic Monologue** (teacher's notes)
<<http://www.marilenabeltramini.it/schoolwork1011/readInteracting.php?act=readTask&tid=58>>
- **LORD A. TENNYSON**, Ulysses (handout)
- **R. BROWNING**, My Last Duchess,<<http://www.victorianweb.org/authors/rb/duchess/duchess.html>>
- **The Myth of Ulysses, Comparing Cultures in Writers and Texts**, p. 75, handout

- **R. KIPLING**, The White Man's Burden at < http://www.kiplingsociety.co.uk/poems_burden.htm>

Contents

- The Industrial Revolution: a process still in progress and the rise of the middle class
- Enclosures
- Urbanization
- The Agrarian Revolution
- The Principle of Utility (J. Bentham)
- The industrial system and its trends of thought: Liberalism and Socialism. Smith – Ricardo- Malthus-Mill.
- The Rise of the middle class
- Puritanism and Progress
- The Victorian Age
- Trends of thought in the Victorian Age:
- Darwinism
- Utilitarianism
- Puritanism
- Imperialism
- The Victorian novel and its readers:
- Narrative
- Techniques,
- Characterization
- The Self-made man
- The Grotesque
- Pathos,
- Social classes
- The Factory
- The City
- Publishing, Novels and instalments
- Death and Identity in the Dramatic Monologue

CROSS SECTION

The birth, development and deconstruction of the novel

From, **D.LODGE, Nice Work**, handout

Contents

- The Traditional novel
- The Modernist novel
- The Postmodern novel
- The Concept of character in fiction
- Identity and the self

Mod 4: MODERNISM: A COSMOPOLITAN VIEW OF THE WORLD

TEXTS

- **The Modern Age** (from 1890-1930) Teacher's notes (handout)
- **Modernism** pp. 446 (textbook 3)
- **The Modernist Spirit** pp. 447 (textbook 3)
- **The Modern Novel** pp. 448 - 449 (textbook 3)

Fiction

- **J. JOYCE**, extract from Ulysses, **Penelope. Molly Bloom's Final monologue** (handout)
- **JAMES JOYCE**: a modernist writer, pp.463-464 (textbook 3)
- **J.JOYCE**, Eveline, pp465-468 (textbook 3)
- **JOYCE'S** Dublin, pp. 4471, (textbook 3)
- Epiphany , Teacher's notes (handout)
- The Impersonality of The Artist and The Modernist Concept of Art, teacher's Notes on the site

Poetry

- **THOMAS STEARNS ELIOT** and the alienation of modern man, pp.434 (textbook 3)
- **T.S.ELIOT**, from The Waste Land
 - The Burial of The Dead (hand out)
 - Unreal City pp. 191-193 (textbook 2)
- The Mythical Method (teacher's notes) at:
<http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/the_mythical_method.pdf>
- The Objective Correlative (handout)
- The Objective Correlative: Eliot and Montale, p
- of time (moments of being and relativity)
- Studies of anthropology and myth
- The birth of psychoanalysis
- Research of new literary techniques
- Subjectivity as a theme and problem
- The new concept of art
- Impersonality of art
- Intertextuality and the mythical method

L'insegnante,

Maileua DeBianchini

Gli allievi

Sofia Balboni

Daniele Zulizhi