



ISTITUTO di ISTRUZIONE SECONDARIA SUPERIORE DELLA BASSA FRIULANA

Via mons. A. Ramazzotti, 41 – 33052 Cervignano del Friuli tel. 0431.32550 C.F.90011220309
<http://www.iissbassafriulana.gov.it> e mail udis01300a@istruzione.it – pec iissbassafriulana@pec.it

ESAMI DI STATO CONCLUSIVO

Anno scolastico 2017- 2018

PROGRAMMA LINGUA E CULTURA INGLESE

Sede associata	<i>"Albert Einstein"</i>
Classe	V ASA
Indirizzo	Liceo Scienze Applicate

Cervignano del Friuli 15 maggio 2018

LINGUA E CULTURA INGLESE
PROGRAMMA SVOLTO CON LA CLASSE 5ALS

ISTITUTO: LICEO SCIENTIFICO	
CLASSE: 5ASA	N° ALLIEVI: 21 allievi, di cui 6 femmine e 15 maschi.
MATERIA: Lingua e cultura inglese	DOCENTE: Marilena Beltramini
LIBRO DI TESTO <ul style="list-style-type: none"> ▪ 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, Exit West, Penguin Books, 2017 	

MODULI REALIZZATI

MOD 1.

EXIT WEST – WE ARE ALL MIGRANTS THROUGH TIME. AN EXPERIENCE IN EXTENSIVE READING

Texts

- MOHSIN HAMID, Exit West, Penguin Books, 2017 (lettura integrale del romanzo e analisi strutturale dei capitoli)
- SALMAN RUSHDIE, About Movers, 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 commando) 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.

POSTCOLONIAL LITERATURE AND THE LITERATURE OF THE COLONISERS.

FROM R: KIPLING TO POSTCOLONIALISM

Texts

- About R. Kipling at
< http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/1rudyard_kipling.pdf>
- **R.KIPLING, Nobel Award Ceremony Speech at**
http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/kipling_the_nobel_prize_in_literature_1907.pdf
- **R. KIPLING, Lippeth at**
<https://ndla.no/en/node/105467?fag=71085>
- R. KIPLING, The White Man's Burden at
http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/kipling.pdf
- Evaluation on R. Kipling's fiction at
<http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/evaluation_on_r_kipling_fiction.docx>
- The British Empire, from The Context. A Historical and Literary Companion, a cura di B. De Luca e P. Pace, Loescher, pp.83-84, handout
- The Empire Writes Back, Contemporary Issues, handout
- Colonial India, Commonwealth of Nations, British Empire, handout
- Postcolonial Literature, Global Challenges, p. 276, handout
- Multicultural Issues: Decolonization, Migration, Place/Displacement, Multicultural Britain, Global Challenges, p. 277, handout
- Postcolonial literature (main concepts) at
http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/postcolonialism.pdf
- About Exit West: The World is Shot Through With Crime: Crime Fiction in the Postcolonial World 20.09.2017 by Molly Slavin at
http://www.marilenabeltramini.it/schoolwork1718/UserFiles/Admin_teacher/the_world_is_shot_through_with_crime.pdf
- D.DEFOE, Robinson Crusoe and the Imperial Theme at
<<https://freebooksummary.com/robinson-crusoe-and-the-imperial-theme-66636>>
- D. DEFOE, Robinson Crusoe: The Prototype of English Colonizer
<https://www.bachelorandmaster.com/britishandamericanfiction/robinson-crusoe-prototype-of-english-colonizer.html#.WuYTPmYh06Z>
- Group/Pair Work on Colonial Representation in Robinson Crusoe, Heart of Darkness and A Passage to India
<<http://dspace.bracu.ac.bd/bitstream/handle/10361/2579/10363004.pdf?sequence=4>>

Contents

- Decolonization
- The Prototype of the colonizers
- The superiority of the European
- Migration
- Place/Displacement
- Multicultural Britain
- Global Challenges
- Religion
- The Language of the coloniser and the colonised

MOD 3.

REVOLUTION – INDUSTRY - EMPIRE

Texts:

- Extract from, ARNOLD TOYNBEE, The Chief Features of the Industrial Revolution at [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 (handout)
- The Victorian novel, pp. 300 (textbook 1+2)
- The Victorian compromise, p. 299 (textbook 1+2)
- The Victorian Compromise. Teacher's notes (handout) at http://www.marilenabeltramini.it/schoolwork1415/UserFiles/Admin_teacher/the_victorian_compromise.pdf
- 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 (handout)

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)

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 Nove** pp. 448 - 449 (textbook 3)

Fiction

- **JAMES JOYCE**: a modernist writer, pp.463-464 (textbook 3)
- **J.JOYCE**, Eveline, pp.465-468 (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. 437(textbook 3)

Contents

- The crisis of traditional values
- Main influences
- Religious crisis after Darwin and effects of Darwinism
- F. Nietzsche, "God is dead"
- Theory of relativity and the new concept 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,

Marilena Beltrami

Gli allievi

Ge...

Carlo Scotti