

Anno Scolastico 2019-20

Classe 4[^] CL

DISCIPLINA: LINGUA INGLESE

DOCENTE: Antonella Santambrogio

CONVERSATRICE: Lucia Valtorta

Libro di testo in adozione: *Literature and Language* 1; Arturo Cattaneo, Signorelli Scuola

WILLIAM SHAKESPEARE

The Tempest, fonti, lettura integrale e visione del film in lingua originale.

Critica letteraria tratta da Michael Alexander *Reading Shakespeare* (Palgrave)

JOHN DONNE

Metaphysical poetry (spiegazione + fotocopie)

A Valediction: Forbidding Mourning

JOHN MILTON

'Satan Takes Possession of Hell', from *Paradise Lost*

UNIT 4 – THE RESTORATION AND THE 18th CENTURY (1660-1776) presentazione ppt

The Restoration and the last Stuarts

The first Hanoverian kings

London and the Court

The Augustan Age

The rise of the middle class

The printing revolution

The rise of the novel (+conferenza del prof. Arturo Cattaneo)

DANIEL DEFOE (presentazione ppt)

Robinson Crusoe:

Fotocopia del frontespizio e della prefazione

'My name is Robinson'; 'Robinson's account of his condition after the shipwreck'; 'Robinson and Friday'

Modern Myths: Robinson

JONATHAN SWIFT

Gulliver's Travels, the story.

'Politicians Playing for Power'

'Gulliver Fights the Giant Rats'

‘Gulliver Visits the Grand Academy of Lagado’
‘Beloved Horses, Hateful Men’
“ A Modest Proposal” (fotocopie)

SAMUEL RICHARDSON

Pamela

“Pamela refuses Mr B’s Advances”

The epistolary novel: Richardson, Rousseau, Goethe and Foscolo

LAURENCE STERNE

Tristram Shandy

“How to Digress and Surprise the Reader” (fotocopie)

“Putting Tristram Into Breeches” (fotocopie)

Approfondimento sulla satira e sulla stampa periodica con lettura del primo articolo dello *Spectator* di Addison.

Two newspapers: ‘The Spectator’ and ‘Il Caffè’(fotocopie)

UNIT 5 THE ROMANTICS AND THE AGE OF REVOLUTION (1776-1837)

The American Revolution

The French Revolution (+ fotocopia Focus on The Industrial Revolution)

The Industrial Revolution and consequences

MARY WOLLSTONECRAFT

“A Plea for Women’s Education”, from *A Vindication of the Rights of Woman*(fotocopie)

Pre-Romantic Poetry

THOMAS GRAY

Elegy Written in a Country Churchyard

The Gothic and The Sublime

EDMUND BURKE

“The Sublime as a source of Gothic Horror”, from *A Philosophical Enquiry Into the Origin of Our Ideas of the Sublime and Beautiful* (fotocopie)

HORACE WALPOLE

“A Midnight Escape through the Castle Cellars”, from *The Castle of Otranto*(fotocopie)

Lettura del testo drammatico *The Tempest* di W. Shakespeare.

Lettura di 6 capitoli di *The Picture of Dorian Gray*, di Oscar Wilde

La classe si è via via abituata a svolgere simulazioni integrali relative alle diverse abilità previste dagli esami di First Certificate dell’Università di Cambridge e del CAE. Durante il periodo di DAD si è lavorato principalmente sulla struttura del WRITING FCE.

POGRAMMA SVOLTO DALL'INSEGNANTE DI CONVERSAZIONE, LUCIA VALTORTA:

1. British and American political systems: a brief history
2. How a bill becomes a law
3. The role of the Supreme Court in the USA
4. The European Parliament, its political groups and the Commission
5. The security of 5G in the European Union.
6. Migration: Eu policies on migrant arrivals
 Policies on social inclusion
 the Mediterranean and the Balkan routes
7. AI Artificial Intelligence: what are the benefits and challenges & what can we do to prepare for it?
8. Genetic engineering: CRISPR technology: advantages and disadvantages.
9. Chomsky's view on Covid 19, WHO (World Health Organization) and Global Capitalism
10. Chomsky's lecture on "What principles and values rule the world?"
11. Joseph Stiglitz on progressive capitalism and the costs of inequality

COMPITI ESTIVI 4^{CL}

1. **Revise the full annual syllabus.**

2. ***Exam Booster for Advanced***, Cambridge English, ISBN 978-1-108-34907-9

3. Practice for INVALSI (invalsi-areaprove-cineca.it, esempi di domande INVALSI di inglese al termine del secondo ciclo di istruzione; media.pearsoncmg.com, prove online INVALSI 2019)

4. Finish the novel ***The Picture of Dorian Gray*** by Oscar Wilde (Liberty) and do the exercises.
Then use your imagination to write a different ending.

5. Read the novel ***Brave New World***, by Aldous Huxley (Black Cat) and do the exercises/answer the questions.