

	SISTEMA DI GESTIONE INTEGRATO QUALITÀ-ACCREDITAMENTO UNI EN ISO 9001:2015 - MANUALE OPERATIVO ACCREDITAMENTO	<h2 style="color: red;">PROGRAMMA SVOLTO</h2>	Cod. Mod. <b>DS005</b>
	<b>I.I.S. PRIMO LEVI</b>		Pag. 1 di 2 Rev.01 <b>23.05.2022</b>

## PROGRAMMA SVOLTO ANNO SCOLASTICO 2021/2022

<b>DISCIPLINA:</b>	<b>LINGUA STRANIERA INGLESE</b>
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<b>CLASSE: 5</b>	<b>SEZ.</b> DSA	<b>INSEGNANTI:</b>	SAMANTHA CARDILLO
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-	<b>LIBRI DI TESTO:</b> Cattaneo, De Flaviis, Muzzarelli, Knipe, Vallaro, <i>L&amp;L Concise Literature and Language. From the Origins to Present</i> , Mondadori Education;
-	Revellino, Schinardi, Tellier, <i>Sport Generation</i> , CLITT;
-	Allright, Hammond, Henderson, Licari, <i>Ultimate Invalsi</i> , Liberty.

### 1. ATTIVITÀ TEORICHE/PRATICHE:

<b>MODULO 1</b>	The Restoration (1660-1776)
<ul style="list-style-type: none"> <li>• The Restoration (Cultural Background)</li> <li>• The Augustan Age and the rise of the middle class</li> <li>• The rise of the novel           <ul style="list-style-type: none"> <li>- Daniel Defoe, <i>Robinson Crusoe</i>, testo: "My Name is Robinson"</li> <li>- Samuel Richardson, <i>Pamela, or Virtue Rewarded</i>, testo: "Pamela refuses Mr B's advances"</li> </ul> </li> </ul>	


<b>MODULO 2</b>	The Romantics (1776-1837)
<ul style="list-style-type: none"> <li>• The impact of the French and American Revolutions on the British society</li> <li>• the Industrial Revolution</li> <li>• The Romantic Poetry           <ul style="list-style-type: none"> <li>- The First-Generation Romantics (Blake, Wordsworth, Coleridge)</li> <li>- The Second- Generation of Romantics (Byron, Bysse Shelley, Keats)</li> </ul> </li> <li>• The Romantic Novel</li> <li>• The Gothic Novel</li> </ul>	

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<ul style="list-style-type: none"> <li>- Jane Austen, <i>Pride and Prejudice</i>, testo: "Hunting for a Husband"</li> <li>- Mary Shelley, <i>Frankenstein or Modern Prometheus</i>, testo: "An Outcast of Society"</li> <li>-</li> </ul>
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<b>MODULO 3</b>	<b>The Victorian Age (1837-1901)</b>
<ul style="list-style-type: none"> <li>• Social/political/cultural background           <ul style="list-style-type: none"> <li>- An Age of Industry and Reforms</li> <li>- The British Empire</li> <li>- The Victorian Compromise</li> </ul> </li> <li>• The Victorian Poetry           <ul style="list-style-type: none"> <li>- The Dramatic Monologue</li> <li>- The Pre-Raphaelite Brotherhood</li> <li>- The Aesthetic Movement</li> </ul> </li> <li>• Early Victorian Novel           <ul style="list-style-type: none"> <li>- Charles Dickens, <i>Oliver Twist</i>, testo: "Oliver asks for more"</li> <li>- Emily Brontë, <i>Wuthering Heights</i>, testo: "Catherine marries Linton but loves Heathcliff"</li> <li>- Charlotte Brontë, <i>Jane Eyre</i></li> </ul> </li> <li>• Late Victorian Novel           <ul style="list-style-type: none"> <li>- Robert Louis Stevenson, <i>The Strange Case of Dr Jekyll and Mr Hyde</i></li> <li>- Oscar Wilde, <i>The Picture of Dorian Gray</i></li> </ul> </li> </ul>	

<b>MODULO 4</b>	<b>The Modern Age (1901-1945)</b>
<ul style="list-style-type: none"> <li>• The Twenties and the Thirties (Social and Cultural Background)</li> <li>• The Modern Novel and the Stream of Consciousness technique           <ul style="list-style-type: none"> <li>- James Joyce, <i>Dubliners; Ulysses</i>: testo "Yes I said, Yes I Will Yes"</li> <li>- Virginia Woolf, <i>Mrs Dalloway</i>, testo: "She Loved Life, London, This Moment of June"; <i>To the Lighthouse</i></li> </ul> </li> </ul>	

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<b>MODULO N. 1</b>	<b>TITOLO: EDUCAZIONE CIVICA – THE EUROPEAN UNION</b>
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- The European Union:
- History
- Organs and functions
- Values and Goals
- Brexit
- Achievements and Flaws

<b>MODULO N. 1</b>	<b>TITOLO: MODULO SPORTIVO</b>
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- Unità 9 del testo in uso “Sport Generation”, CLITT, “Health Benefits of Playing Sports”

## 2. ATTIVITÀ DI LABORATORIO:

<b>ESERCITAZIONE N.</b>	<b>TITOLO:</b>
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Torino, \_\_\_/\_\_\_/\_\_\_

I Docenti

Samantha Cardillo

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I Rappresentanti di Classe

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