



COMPLESSO SCOLASTICO INTERNAZIONALE

## GIOVANNI PAOLO II

*Programma Annuale*

ISTITUTO: *Liceo Scientifico opzione Scienze Applicate*

CLASSE: *IV*

MATERIA: *Inglese*

| <i>Modulo n. 1</i>  | <b>Contenuti Cognitivi</b>   |
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| <b>From the Puritan Age to the Augustan Age (1625-1760)</b> | <p><b>Grammar Revision</b></p> <p><b>Revision: Elizabethan Age – W. Shakespeare: life, works, poetry</b></p> <p><b>The Historical Background</b><br/>Charles I and the Civil War<br/>Oliver Cromwell and the Commonwealth<br/>The Restoration<br/>The Augustan Age</p> <p><b>The Literary Background</b><br/>Puritan and Restoration Literature<br/>English Poetry in the 17th century<br/>Restoration Prose<br/>The New life of Drama<br/>The Age of Classicism<br/>Poetry in the Age of Newspapers and Novels<br/>The Age of Prose</p> <p>Philosophical writing<br/><b>Thomas Hobbes: <i>Leviathan; The causes, generation, and definition of a commonwealth</i></b></p> |

| <i>Modulo n. 2</i>               | <b>Contenuti Cognitivi</b>   |
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| <b>Poetry in the Puritan Age</b> | <p><b>John Donne:</b> life, style, works – <i>Songs and Sonnets; A Valediction: Forbidding Mourning</i></p> <p><b>John Milton:</b> life, style, works – <i>Paradise Lost; Satan’s Speech</i></p> |

| <i>Modulo n. 3</i>                                      | <b>Contenuti Cognitivi</b>   |
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| <b>Prose in the Augustan Age: The Rise of the Novel</b> | <p>What are Novels?<br/>           What made Novels possible?<br/>           A Versatile Genre</p> <p><b>Aphra Behn:</b> life, style, works: <i>Oroonoko, or The Royal Slave</i></p> <p><b>D. Defoe:</b> life, style, works - Robinson Crusoe: the plot, a fictional biography, <i>The Economic Man</i>, The Island as a microcosm, Defoe’s language; <i>Robinson wants to leave England - Robinson first day on the island.</i><br/>           The story on screen: <i>Cast Away</i></p> <p><b>Jonathan Swift:</b> life, style, works – <i>Gulliver’s Travels:</i> the plot, Through the eyes of Lemuel Gulliver, A hymn to relativism, a variety of meanings; <i>The Academy of Lagado.</i></p> <p><b>Samuel Richardson:</b> life, style, works – <i>Pamela:</i> the plot, 18th century ethics, politics and sexual mores; <i>Pamela’s first letter.</i></p> |

| <i>Modulo n. 4</i>                   | <b>Contenuti Cognitivi</b>  |
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| <b>The Romantic Age (1760- 1837)</b> | <p><b>Historical and Social Background</b><br/>           Britain and the American Revolution<br/>           The French and the Napoleonic Wars<br/>           The Industrial Revolution<br/>           Social Reform</p> <p><b>Literary Background</b></p> |

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|  | <p>Poetry: Pre- Romantic Trends<br/>Two Generations of Romantic Poets</p> <p><b>Edmund Burke: <i>A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful; The Sublime</i></b></p> |
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| <i>Modulo n. 5</i>     | <i>Contenuti Cognitivi</i>        |
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| <b>Civic Education</b> | <b>The Industrial revolutions</b> |

