

LICEO CLASSICO STATALE "L. ARIOSTO" - FERRARA

Anno scolastico 2025-2026.

CLASSE 5 F Liceo classico

PROGRAMMAZIONE DISCIPLINARE FINALE

DISCIPLINA: Lingua e letteratura inglese

DOCENTE: Gabriella Bruschetta

LIBRI DI TESTO: Marina Spiazzi e Margaret Layton, *PERFORMER from the Origins to the Present Age*, Marina Spiazzi e Margaret Layton, *PERFORMER CONSOLIDATE B2*

La presente programmazione fa riferimento a:

1. PIANO DI LAVORO PER L'INSEGNAMENTO DI Lingua e Letteratura inglese delineato in forma comune dai docenti del dipartimento di Lingue Moderne; ad esso si rimanda per l'articolazione di contenuti, obiettivi, attività e materiali;
2. PROGRAMMAZIONE DEL CONSIGLIO DI CLASSE definita nella riunione di settembre 2025

CONTENUTI DISTINTI PER MACROARGOMENTI E ARGOMENTI SPECIFICI

CONTENUTI DI LINGUA INGLESE: dal testo *Consolidate Performer B2*: esercizi di rinforzo lessicale e grammaticale in preparazione alle certificazioni di livello B2 e C1.
Esercitazioni per: INVALSI sul sito ZANICHELLI
<https://online.scuola.zanichelli.it/INVALSI/quinta-superiore/quinta-superiore-inglese/>

Lingua inglese

Programma svolto per la lingua inglese:

Da Marina Spiazzi, Marina Tavella e Layton Margaret *Performer Consolidate B2*

Come scrivere un saggio breve in inglese: uso del registro, esercizi di stile e lessico

Inoltre, approfondimenti riguardanti:

- i phrasal verbs
- i seguenti tempi verbali: Present Simple and Present Continuous, Present Perfect, been and gone, Past Simple and past continuous, Past Perfect, used to and would, Present Perfect vs Past Simple, Present perfect continuous, uso della duration form con *for and since*, uso dell'articolo, word formation, countable and uncountable nouns, verbi modali e frasi ipotetiche di primo, secondo, terzo tipo e di tipo misto; uso di wish per esprimere un desiderio presente e futuro, per esprimere un rimpianto e rammarico
- esercizi di lettura e comprensione, produzione scritta e ascolto mirati al superamento delle certificazioni

CONTENUTI di LETTERATURA INGLESE DISTINTI PER MACROARGOMENTI E ARGOMENTI SPECIFICI

History and Culture:

- The Industrial Revolution
 - The Sublime: a new sensibility
- The Romantic Prose, The Gothic novel
- Mary Shelley: biography, style and main themes

From *Frankenstein*, reading of the passage *The Creation of a Monster*

The Novel of Manners

- Jane Austen: biography, style and main themes

From *Pride and Prejudice*, reading of the passage *Mr and Mrs Bennet*

The Romantic Poetry

The First Generation of Romantic poets:

- William Blake: biography, style and main themes

reading of the poem *London*

- William Wordsworth: biography, style and main themes

reading of the poem *Composed upon Westminster Bridge*

- Samuel Taylor Coleridge: biography, style and main themes

reading of the poem *The Rime of the Ancient Mariner*

The Romantic Age

- Byron (biography) , the archetype of the Byronic hero

- Percy Bysshe Shelley: biography, style and main themes

reading of the poem

History and Culture

- the dawn the Victorian Age
- city life in Victorian Britain
- the Victorian Frame of mind
- the Victorian philosophy of utilitarianism
- the beginning of an American Identity

British Fiction

- Charles Dickens: biography, style and themes

from *Oliver Twist* reading of the passage *Oliver Wants Some More*

from *Hard Times* reading of the passage *The Definition of a Horse* • The Bronte sisters and womanly professions

- Nathaniel Hawthorne: biography, style and themes

From *The Scarlet Letter* reading of the passage *Public shame*

- Herman Melville: biography, style and themes *Moby Dick*: plot, style and characters

The whale industry; analysis of the graph *Whaling still no End in Sight*

The Victorian Age (1837- 1861)

History and Culture

Late Victorian ideas

America in the second half of the 19th century America after the Civil War

The Victorian Novel

The Crime Novel

Jack the Ripper and his influence on Crime Novel

- Robert Louis Stevenson, biography, style and themes

The Strange Case of Dr. Jekyll and Mr Hyde

The Novel of Pessimism

- Thomas Hardy, biography, style and themes

From *Tess of the D'Urberville* reading of the passage *Tess in the Chase*

The colonial literature

- Rudyard Kipling

reading of the poem *The White Man's Burden*

The Aesthetic movement

Aestheticism: main tenets

- Oscar Wilde: biography, style and themes

From *The Ghost of Canterville* reading of the short story

American Poetry • Walt Whitman: biography, style and themes

Reading of the poem: *O Captain! My Captain!*

• Emily Dickinson: biography, style and themes

Reading of the poem: *Hope is the thing with feathers*

History and Culture

• From the Edwardian Age to the First World War

• The Irish Question

• The Roaring Twenties in the Usa and the Wall Street Crash

• The Modernist Revolution

The Late Victorian Age (1861- 1901)

The Modern Age Part 1 (1901- 1929)

• Freud's influence

The Modern poetry:

The War Poets

• Rupert Brooke: biography, style and themes

reading of the poem *The Soldier*

• Wilfred Owen: biography, style and themes

reading of the poem *Dulce et Decorum Est*

• Siegfried Sassoon: biography, style and themes

reading of the poem *Glory of Women* (materiale docente in google classroom)

Modern Poetry in Ireland

• William Butler Yeats: biography, style and themes

The Modern Novel:

• Edward Morgan Forster: biography, style and themes

From *A Passage to India* reading of the passage: *The Mosque* Approfondimento:

English as a lingua franca in India: Indian English (dispensa digitale docente) The

influence of Indian English on British English (dispensa digitale docente)

• James Joyce: biography, style and themes

reading of Molly Blooms's Monologue "Yes, I said yes, I will yes" from *Ulysses*

History and Culture

The Modern Age Part two (1929- 1949)

The literature of commitment:

• John Steinbeck: biography, style and themes

The Grapes of Wrath: characters, plot, style and structure

Listening activity: Bruce Springsteen's song *The Ghost of Tom Joad* The dystopian

Novel

• George Orwell: biography, style and themes

from *1984* reading of the passage *Newspeak*

History and Culture

• The post- war years

• The Irish Troubles

• The Thatcher years: rise and decline

• Brexit

The Present Age 1945 - today

The Theatre of the Absurd • Harold Pinter

Reading and class dramatization of the play *A Mountain Language* (lettura dell'opera integrale) (Materiale del docente)

The Kurdish Question (materiale del docente in google classroom)

CONTRIBUTO DISCIPLINARE ALL'INSEGNAMENTO TRASVERSALE DI EDUCAZIONE CIVICA

Progetto Etwinning *GenZ : Ready for Future - Shaping a Responsible Tomorrow* in collaborazione con **Kopernikus-Gymnasium Ratingen Lintorf, Germania**, **Escola Secundária de Rocha Peixoto, Póvoa do Varzim Portogallo** e **IES Juan Sebastián Elcano Spagna**

DOCUMENTI E FONTI (testi d'autore, testi critici, fonti iconografiche, altre fonti; specificare se si tratta di letture antologiche o di letture integrali):

Gli argomenti sono stati tratti dal libro di testo

Ferrara, 25 maggio 2026

LA DOCENTE
Prof. Gabriella Bruschetta