
LICEO STATALE LICEO SCIENTIFICO - LICEO SCIENTIFICO OPZIONE SCIENZE APPLICATE -
LICEO LINGUISTICO " "MARIE CURIE" "
VIA GRAMSCI 64021 GIULIANOVA (TE)

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PROGRAMMA SVOLTO

Disciplina: Lingua e Letteratura Inglese

A.S.2025/2026

Classe 4 sez.G Liceo Linguistico

Docente: Prof.ssa Elda Tomassini

Dal libro di testo *Performer Heritage Blu* e dai video postati su TEAMS

The Augustan Age

The art of Fiction

Daniel Defoe

-Life and works

-*"Robinson Crusoe"*:

-plot

-Robinson's island

- characters

- style

-a spiritual autobiography

-*"I was very seldom idle"*

-*"Man Friday"*

Jonathan Swift

- Life and works

- A controversial writer

“Gulliver’s travels”:

- plot

- characters

- themes

- style

- levels of interpretation

“The Projectors”

“A modest proposal”

The French Revolution:riots and reforms

The Industrial Revolution in Britain

William Blake

- Life and works

- “Songs of Innocence”* and *“Songs of Experience”*

- Imagination and the Poet

- Blake’s interest in social problems

- Style

“London”

William Wordsworth

- Life and works
- The Manifesto of English Romanticism
- The relationship between man and nature
- The importance of the senses and memory
- The Poet's task and style
- “Recollection in tranquillity”
- “ *Composed upon Westminster Bridge, September 3, 1802*”
- «*Daffodils*»

The Novel of Manners

Jane Austen

- life and works
- Jane Austen and the Novel of Manners
- Austen's analysis of character
- The marriage market
- “*Pride and Prejudice*”
- Plot and setting
- Characters
- Themes
- Style
- From “*Pride and Prejudice*”: “*Mr. and Mrs. Bennet*”

The Romantic Age

John Keats

-Life and works

-Keats's theory of imagination

-Beauty

“ *Bright Star...*”

The Victorian Age

VIDEO

The Romantic Age

Know the Artist: William Blake

History of Ideas: Romanticism

Bright Star by John Keats: Detailed Analysis

The Victorian Era

Visione dei seguenti film:

-“*Pride and Prejudice*” di Joe Wright, 2005

“*Bright Star*” di Jane Campion, 2009

Dal libro di testo *Performer B2 Updated*:

Units 2,3,4.

Subject: English Language and Culture

Teacher: Prof. Lenora Annamaria Faustino

School Year: 2024–2025

Throughout the school year, class 4G engaged in a variety of activities aimed at enhancing linguistic, communicative, and critical thinking skills, with a strong emphasis on preparation for upper-secondary assessments. Lessons regularly

involved pair and group work, guided writing practice, structured listening tasks, and public speaking. Co-teaching sessions supported collaborative learning and in-depth analysis.

Key areas of focus included:

- **Speaking and Public Speaking:**

Students participated in individual and group speaking tasks, including a collaborative project to promote tourism for a fictional resort. Later in the year, they studied and delivered short persuasive speeches inspired by iconic speeches from history, developing fluency, argumentation skills, and confidence in public speaking.

- **Writing Skills:**

Students completed writing assignments modeled on Esame di Stato task formats. These included an article on inclusiveness and a structured essay on contemporary topics. The writing process included lessons on organizing ideas, using linking devices, and writing with clarity and cohesion.

- **Listening and Test Practice:**

Listening comprehension was developed through progressively challenging tasks, including B2-level exercises from the Performer B2 textbook and listening tasks modeled after INVALSI exam formats. Listening tests were administered in February and March, and were supported by focused grammar and vocabulary practice.

- **Reading and Cultural Awareness:**

Reading texts included a focus on cultural icons and societal issues, such as a biographical article about Marilyn Monroe, which served as a springboard for writing activities and discussions on fame, gender, and representation. Students also explored famous historical speeches to understand rhetorical structure and persuasive techniques.

- **Grammar and Language Structures:**

Targeted grammar review included key B2 topics such as conditionals, comparatives, and reported speech. These structures were reinforced through written and oral practice, often integrated into exam-style sentence transformation exercises.

- Civic and Cultural Competence:

Students reflected on a range of contemporary themes including identity, fame, travel, and communication. A key civics unit was dedicated to road safety and responsible behaviour, particularly focusing on the dangers of drinking and driving. Students watched real-world advertisements and a documentary highlighting the emotional and legal consequences of impaired driving. In response, they created and presented group campaigns in English, raising awareness about this issue and promoting safe decision-making. These projects developed their oral presentation skills, media literacy, and civic responsibility.

- Additional Civic Education Activities:

Participation in the Orientamenti legal studies project and assembly discussions further contributed to civic awareness

- Assessment and Review:

Assessment included listening and writing tests, speaking evaluations, and grammar reviews. Students received feedback on essays and were guided through peer and teacher-led corrections. End-of-year oral tests were held to consolidate speaking and argumentative skills.

This year's programme focused on strengthening students' academic writing and speaking abilities while fostering awareness of contemporary social issues, civic values, and cultural understanding in preparation for the final year of upper-secondary education.

Giulianova, 14 Giugno 2026

Le docenti

Prof.ssa Elda Tomassini

Prof.ssa Lenora Anna Maria Faustino

