



Istituto di Istruzione Superiore "Leonardo da Vinci"
Villafranca in Lunigiana

PROGRAMMA SVOLTO DI: Lingua e civiltà inglese 1

LICEO "A. Malaspina" sede di Pontremoli

A.S. 2025/2026

CLASSE 4°A Linguistico

DOCENTI: Fabrizia Gavellotti e Julie Henderson

I contenuti disciplinari sono stati sviluppati dal libro di testo:

"Performer Heritage vol. 1 – from the origins to the Romantic Age (second edition)" di Marina Spiazzi, Marina Tavella e Margaret Layton– Zanichelli Lingue editore

Da **"Performer Heritage"** sono stati sviluppati i seguenti argomenti:

➤ **Unit 2 - "The Puritan Age"**

- 2.4 – The early Stuarts
- Thanksgiving - dictation
- 2.5 – The Civil War and the Commonwealth
- 2.7 - Metaphysical poetry
- 2.9 – **Christopher Marlowe and "Doctor Faustus"**
- "Faustus's last monologue"
- 2.12 – **John Donne**
- "Song" and "The sun rising"

➤ **Unit 3 - "The Restoration and the Augustan Age"** (A glimpse of the age)

- 3.1 - The Restoration of the monarchy
- 3.2 - From the Glorious Revolution to Queen Anne
- 3.3 - The early Hanoverians

- 3.4 - The Age of reason; the Enlightenment
- 3.5 - Restoration poetry and prose
- 3.6 – Restoration drama
- 3.7 - A survey of Augustan literature
- 3.8 - The rise of the novel
- Reading and comprehension of an extract from Robinson Crusoe “I was born from a good family”
- 3.10 - ***Daniel Defoe and “Robinson Crusoe”***
- “Man Friday”
- 3.11 - ***Jonathan Swift and “Gulliver’s travels”***
- “The smell of a Yahoo”

➤ **Unit 4 - "The Romantic Age"**

- 4.1 - Britain and America
- 4.2 - The Industrial revolution
- 4.3 - The French revolution, riots and reforms
- 4.4 - A new sensibility
- 4.5 – Early Romantic poetry
- 4.6 – The gothic novel
- 4.7 - Romantic poetry
- 4.9 – ***William Blake: “Songs of innocence” and “Songs of experience”***
- “The lamb” and “The tyger”
- 4.11 – ***Mary Shelley and “Frankenstein, or the modern Prometheus”***
- “The creation of the monster”
- 4.12 - ***William Wordsworth***
- “My heart leaps up” and “Daffodils”

➤ The Industrial revolution - working conditions and exploitation of women and children in the 18th and 19th centuries, Luddism, Trade Unions (sviluppati nell’ambito del modulo dell’orientamento).

➤ Approfondimenti individuali: the Commonwealth; the Union Jack; the figure of the rebel in History, music, cinema, Italian, German, French and English literature; Boyle; Wren; Evelyn; Pepys; Il Caffè e l'Encyclopedie.

➤ Alcune attività sono state svolte nell'ambito di FSL e/o modulo di orientamento.

➤ Con la docente madrelingua sono state svolte attività diversificate, finalizzate allo sviluppo delle quattro abilità, nell'ambito di Educazione civica, FSL e lettura, comprensione e analisi testi letterari e non, come da programma allegato.

- Discussion questions.

- Human rights and women's rights. Gender equality and stereotypes. Social experiment Redraw the balance. Discussion in pairs and whole class.

- Women's rights in the UK. Put timeline in chronological order- pairwork.

Discussion questions about gender equality- whole class discussion.

- Christmas escape room work in pairs.

- Suffragettes - The story of Lady Constance Lytton. Listening comprehension and discussion. Pair work.

- The History of Tattoos. Video comprehension and discussion questions in pairs.

- Holocaust Memorial Day, survivors' testimonies. Listening and reading comprehension.

- Holocaust Heroes. Preparation for presentations and oral presentations.

- Idioms- history and meaning jigsaw reading, group work.

- Idioms, roleplay, pair work.

- Learning styles- Quiz and discussion questions- Vocabulary exercise.

- Learning styles, video comprehension and online questionnaire.

- Design your ideal school planning time, pair work and discussion.

- Stress - causes, effects and solutions. Talking about problems and advice using "should".

- Moral dilemmas - "The bridge" story. Pair, group and class discussion.

- Moral dilemmas. "What would you do if ..." game.

- Presentation of end of year "awards". Class discussion: moral dilemmas.

- Educazione civica/Costituzione:
- The story of Yusra Mardini Goodwill ambassador to the UNHCR- listening comprehension. Discussion in groups "What challenges face refugees when they arrive in a new country?"
- Reading and discussion of an Amnesty International article dealing with the similarities/ differences between Refugees, Migrants, Asylum Seekers, and the dangers of assigning labels to groups of people.
- Refugees video comprehension and discussion.
- Preparation of posters on the topic of Refugees and oral presentation.

Letto alla classe e approvato.

Le docenti: Fabrizia Gavellotti
Julie Henderson

Pontremoli, 04.06.2026