

Dipartimento di Inglese
PROGRAMMAZIONE Di Lingua e Cultura Inglese

Le competenze chiave di cittadinanza da acquisire al termine del corso di studi sono trasversali ai vari assi culturali e vengono di seguito riportate

Competenze chiave di cittadinanza comuni a tutte le discipline	
A	Imparare ad imparare
B	Progettare
C	Comunicare
D	Collaborare e partecipare
E	Agire in modo autonomo e responsabile
F	Risolvere i problemi
G	Individuare collegamenti e relazioni
H	Acquisire e interpretare l'informazione

Le competenze dell'asse dei linguaggi a conclusione dell'obbligo dell'istruzione sono le seguenti

Competenze disciplinari primo biennio	
1	Utilizzare gli strumenti espressivi indispensabili per comunicare e interagire in semplici contesti, distinguendo fra diversi registri linguistici. (speaking / interacting).
2	Comprendere semplici testi orali e scritti relativi ad argomenti familiari o di interesse personale (reading / listening).
3	Produrre testi semplici e coerenti su temi di interesse personale, quotidiano e sociale, utilizzando anche strumenti multimediali (writing)
4	Riflettere sul sistema (fonologia, morfologia, sintassi e lessico) e sulle funzioni e varietà di registri, anche in un'ottica comparativa, al fine di acquisire una consapevolezza delle analogie e differenze con la lingua italiana.
5	Conoscere aspetti relativi alla cultura e alla società usando la lingua inglese quale lingua veicolare.

Classe PRIMA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
Question Words, to be, to have, demonstratives, adjectives, numbers, date and time, plurals, pronouns, articles (1)	Asking and giving Personal information. Tell the time- Describe your family, house and friends.	1,2,4	Primo periodo (settembre, ottobre e dicembre)
Frequency Adverbs, Present Simple, Prepositions time, Possessive case	Talk about daily routines, habits, hobbies and possessions.	1,2,3,4	Primo periodo (settembre, ottobre e dicembre)
Present Continuous, Countable and Uncountable nouns, Quantifiers (some, any, no) like -ing form, Preposition of place can	Talk about present and future planned activities. Ask for prices, ordering in restaurants and shops. Ask for permission and talk about abilities	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Simple Past, Past Continuous	Talk about past experiences, telling stories and past events	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Future Tenses (will, to be going to, Present Continuous, simple Present), Shall -will	Make plans for the future, predictions. Give advice and make invitations	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)
Comparatives and Superlatives Must and Have to.	Compare people and things Give orders	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)

Contenuti comuni per i corsi di recupero

Primo e secondo periodo:

Question Words, to be, to have, plurals, pronouns,
Frequency Adverbs, Present Simple, Possessive case, Prepositions of Time and Place

Present Continuous, Countable and Uncountable nouns, Quantifiers
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Secondo e terzo periodo:

Revision of Present Tenses - Simple Past, Past Continuous

Future Tenses (to be going to, Present Continuous, Simple Present), will)
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Comparatives and Superlatives, Quantifiers
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Classe SECONDA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
Present Perfect Simple, Present Perfect Continuous, Duration form – for, since	Expressing Recent Experiences, Talking about Ongoing Actions with Present Relevance, Talking about time spans, Differentiating between results and ongoing actions, Discussing personal achievements and challenges, Explaining shifts or changes over time	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)
Past Perfect Simple, Past Perfect Continuous, Narrative Tenses revision	Explaining previous events, Describing cause and effect, Setting up the background, Showing duration before an event, Narrating Events with Narrative Tenses, Comparing and Contrasting Events in Narratives, Creative Storytelling and Role-Playing Using Narrative Tenses	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)
The modals: can, could, be able to, may might, to be likely, must to be allowed, to have to , need	Expressing Ability, Indicating Possibility and Probability, Expressing Permission and Prohibition, Expressing Necessity, Expressing Lack of Necessity and Prohibition, Expressing Suggestions and Softened Advice	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
The Conditional - If –clauses 0,1,2,3 Types – Time Clauses (Before, after, unless....)	Expressing Real-World Facts and General Truths, Expressing Possible Future Situations and	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)

	Likely Outcomes, Expressing Hypothetical Situations,		
The passive voice – Personal form	Describing Processes and Procedures, Formal Reporting and News Headlines, General Observations and Descriptions, Expressing Rules and Policies, Talking About Changes and Developments, Writing and Giving Feedback Politely, Making Impersonal Statements of Fact	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)
Relative clauses, Defining and Non Defining	Adding Essential Information, Giving Extra Information, Combining Defining and Non-Defining Clauses for Descriptions, Talking About Places and Times, Describing Possessions and Relationships, Making Detailed Descriptions	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)

Contenuti comuni per i corsi di recupero

Primo periodo:

Present Perfect Simple, Present Perfect Continuous, Duration form – for, since

Past Perfect Simple, Past Perfect Continuous, Narrative Tenses revision

Secondo e terzo periodo:

The modals: can, could, be able to, may might, to be likely, must to be allowed, to have to, need

The Conditional - If –clauses 0,1,2,3 Types – Time Clauses (Before, after, unless....)
The passive voice – Personal form
Relative clauses, Defining and Non Defining

Nel corso del triennio l’insegnamento della Lingua Inglese prosegue e amplia il processo di preparazione umanistica e culturale con lo studio della letteratura. Vengono di seguito riportate le competenze da acquisire al termine del percorso liceale

Competenze disciplinari secondo biennio e quinto anno	
1	Applicare le conoscenze linguistico-comunicative in contesti adeguati attraverso l’uso di vari registri formali e informali (speaking/interacting).
2	Comprendere e identificare il messaggio e la dimensione storico-culturale e sociale, risalendo dal testo scritto o orale al contesto in cui è stato prodotto (listening / reading / understanding).
3	Produrre e elaborare testi in modo autonomo e personale, operando opportuni collegamenti multidisciplinari (writing).
4	Applicare le nuove tecnologie per fare ricerche, approfondire argomenti, esprimersi creativamente e comunicare con interlocutori stranieri (digital competence).
5	Utilizzare l’inglese quale lingua veicolare per l’apprendimento di contenuti non linguistici, coerentemente con l’asse culturale caratterizzante il liceo scientifico ordinario, bio-medicale e Cambridge.

Classe TERZA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti

Future Continuous, Future Perfect, Future Perfect Continuous	Describing Ongoing Actions at a Specific Future Time, Talking About Planned or Expected Activities, Talking About Completed Actions Before a Future Time, Setting Future Goals and Deadlines, Talking About Ongoing Actions Leading Up to a Future Point, Explaining Progress Over Time with an Outcome, Using All Three Tenses for Planning and Forecasting	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)
Revision If-Clauses Wish – Would rather- Had better	Expressing Dreams and Wishes, Expressing Regret and Imaginary Past Situations, Discussing Sequences and Conditions, Expressing Preferences, Giving Advice	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)
Reported Speech – Reported Questions	Reporting Everyday Conversations, Reporting Instructions, Requests or Advice, Reporting Statements of Fact, Reporting Past Events, Using Reported Speech for Narratives and Retelling Stories, Reporting Questions, Reporting Yes/No Questions, Reporting Wh- Questions, Changing the Pronouns and Tenses in Reported Speech, Handling Questions with Modal Verbs, Reporting polite questions or indirect requests, Reporting Speech with Question Tags, Handling Questions in the Future	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Verbi causativi: Have something done, make, let, get	Arranging services or tasks, Forcing or compelling someone, Giving permission or allowing, Persuading or arranging something	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Verbi di percezione	Describing experiences and observations (Observing complete action vs. ongoing action, Listening to completed speech vs. ongoing speech, Perception of physical sensations or emotions, Sensing	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)

	aromas and fragrances, Perception of flavor or food), Using Verbs of Perception to Express Intuition or Knowledge		
Linkers	Adding information to what has already been said, Showing a difference or opposition between two ideas or statements, Showing the reason something happens or the result of an action, Connecting actions or events in time, indicating the sequence or timing of actions, Showing the reason or goal behind an action, Providing specific examples to clarify or illustrate a point, Showing a contrast between two ideas, often suggesting that one thing happens despite another,	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)
The Origins .The Anglo Saxons – The Epic Poems	Analysing the development of English literature from its earliest forms, Understanding the historical context of the Anglo-Saxon period, especially its cultural and social influences on literature, Identifying and exploring the features of the epic poem, focusing on how it preserves cultural values and functions as a storytelling tradition	2,3,4,5	Primo periodo (settembre, ottobre e novembre)
The Middle Ages, the Ballads,	Identify key features of Medieval literature, including themes, language, and structure. Analyse and interpret Medieval ballads, understanding their narrative form, rhyme schemes, and cultural significance. Identify recurring motifs in Medieval ballads, such as love, death, fate, and heroism. Explore the use of repetition, simple language, and dramatic elements in Medieval ballads.	2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)

Chaucer, The Canterbury Tales	Recognize the historical and social context of The Canterbury Tales. Identify and explain the main characters of The Canterbury Tales and their social roles. Understand the structure and framework of The Canterbury Tales, including its pilgrimage motif and the storytelling format. Interpret Chaucer's use of irony, satire, and humor in his portrayal of different social classes. Compare and contrast the different tales within The Canterbury Tales in terms of tone, style, and themes. Analyze the moral lessons and societal critiques presented in The Canterbury Tales. Discuss the influence of the Medieval Church and feudal system on the characters and stories in The Canterbury Tales. Recognize the importance of allegory and symbolism in Medieval literature, particularly in Chaucer's works. Examine the use of language and dialect in Chaucer's writing, understanding its Middle English roots. Discuss the significance of pilgrimage as a theme in Medieval literature, particularly in The Canterbury Tales. Relate the values and beliefs of the Middle Ages to the themes presented in Chaucer's works and Medieval ballads.	2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio) Terzo periodo (marzo, aprile e maggio)

The Renaissance and the Tudors, The Elizabethan Drama	The Renaissance and the Tudors Understand the historical context of the Renaissance period. Identify key figures and events in Tudor history. Explain the cultural and intellectual shifts of the Renaissance. Analyze the influence of the printing press on literature and ideas. Discuss the impact of humanism on art, literature, and philosophy. Recognize the key works of Tudor authors and poets (e.g., Sir Thomas More, Edmund Spenser). Understand the social and political climate of the Tudor period. Analyze the role of religion during the Tudor era, including the English Reformation. Identify the contributions of the Tudor monarchs (e.g., Henry VIII, Elizabeth I) to literature and culture. Discuss the development of the English language and its literature during the Renaissance. The Elizabethan Drama Understand the characteristics of Elizabethan drama. Analyze the structure of Elizabethan plays (e.g., acts, scenes, soliloquies). Discuss the themes commonly found in Elizabethan drama (e.g., power, revenge, love, fate). Identify major playwrights of the period, particularly William Shakespeare.	2,3,4,5	Terzo periodo (marzo, aprile e maggio)
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	Examine the significance of the Globe Theatre and other venues. Recognize the role of actors and the audience in Elizabethan theatre. Compare and contrast different genres of Elizabethan drama (e.g., tragedy, comedy, history). Analyze key works by Shakespeare (e.g., "Hamlet," "Macbeth," "Romeo and Juliet"). Discuss the use of language, symbolism, and imagery in Elizabethan drama. Understand the social and political influence of drama during the Elizabethan era.		
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Contenuti comuni per i corsi di recupero

Primo periodo:

Revision Narrative Tenses, Reported Speech, Future Tenses, Wish

Secondo e terzo periodo:

Verbi causativi:

Have something done, make, let, get, Verbi di percezione, Linkers

Classe QUARTA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
Shakespeare, The Dramatist	Analyze and interpret key themes in Shakespeare's plays. Identify and understand the structure of Shakespearean plays (e.g., acts, scenes, soliloquies). Discuss the historical and social context of Shakespeare's works. Analyze character development and motivations in Shakespeare's plays. Recognize and understand Shakespeare's use of language, including iambic pentameter and other poetic forms. Examine the use of literary devices such as metaphor, irony, and symbolism in Shakespeare's works. Explore the role of fate, destiny, and free will in Shakespeare's tragedies. Evaluate the moral dilemmas presented in Shakespeare's plays. Identify key speeches and soliloquies and explain their significance to the plot and characters. Compare and contrast Shakespeare's tragedies, comedies, and histories. Understand the role of gender, power, and class in Shakespearean drama.	2,3,4,5	Primo periodo (settembre, ottobre e dicembre)

	Discuss Shakespeare's influence on later literature and theatre. Interpret the use of humor, satire, and wordplay in Shakespeare's comedies. Understand the conventions of Shakespearean comedy and tragedy (e.g., mistaken identity, the tragic flaw, etc.). Analyze the central conflicts in Shakespeare's plays and their resolutions.		
The Puritan Age The Augustan Age	The Puritan Age Analyze the themes of religious devotion and morality in Puritan literature. Identify and discuss the influence of Puritan beliefs on literary works. Understand the role of the Bible and religious texts in shaping literature during the Puritan Age. Interpret metaphysical poetry and its use of complex metaphors and themes of spirituality. Examine the works of key Puritan writers (e.g., John Milton, Anne Bradstreet, Edward Taylor) and their contributions. Discuss the Puritan concept of predestination and its reflection in literature. Evaluate the impact of Puritanism on American colonial literature. Compare and contrast Puritan literature with other literary periods. The Augustan Age	2,3,4,5	Primo periodo (settembre, ottobre e dicembre)

	Understand the characteristics of Augustan literature, such as reason, order, and clarity. Identify and analyze satirical techniques used in Augustan poetry and prose. Examine the social and political influences on the literature of the Augustan Age. Analyze the works of key authors (e.g., Alexander Pope, Jonathan Swift, Samuel Johnson) and their contributions to English literature. Discuss the themes of classical ideals, balance, and decorum in Augustan works. Recognize the influence of classical Greek and Roman literature on the Augustan writers. Interpret the use of irony and wit in Augustan literature, particularly in satire. Compare the moral and ethical concerns of the Augustan Age with those of the Puritan Age. Evaluate the impact of the Augustan Age on the development of the novel and periodical essays. Analyze the role of the Augustan Age in shaping modern attitudes toward society, politics, and human nature.		
The Rise of The Novel	Recognize the historical context of the rise of the novel. Identify key characteristics of early English novels. Understand the development of narrative forms and styles.	2,3,4,5	Secondo periodo (gennaio, febbraio e marzo)

	Analyze the structure and themes of novels from the 17th and 18th centuries. Distinguish between different types of novels (e.g., picaresque, gothic, epistolary). Identify major authors and works in the development of the English novel (e.g., Daniel Defoe, Samuel Richardson, Henry Fielding, and Jane Austen). Understand the social, political, and cultural influences on early novels. Compare and contrast early novels with earlier literary forms (e.g., plays, poetry). Analyze character development in early novels. Examine the role of the novel in reflecting and shaping societal values and norms. Discuss the evolution of narrative techniques (e.g., first-person narration, omniscient point of view). Recognize the impact of the novel on later literary developments. Evaluate the portrayal of gender, class, and morality in early novels. Interpret symbolism and allegory in early novels. Examine how early novels use realism to depict everyday life. Explore the rise of the novel as a popular literary form. Critically engage with themes of individualism, identity, and personal agency in the novels.		
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	Understand the influence of the novel on later literary movements (e.g., Romanticism, Victorian literature).		
From Pre-Romanticism to Romanticism	Recognize key characteristics of the Pre-Romantic period in literature. Identify and explain the influence of the Enlightenment on literary works. Analyze the contrast between reason and emotion in literary texts. Understand the role of nature and individualism Interpret themes such as the power of imagination and the sublime. Discuss key figures and works of the Pre-Romantic and Romantic period Examine the development of lyric poetry and the significance of personal expression. Assess the historical and cultural context influencing literature during this period. Gothic Novel Recognize key features of Gothic literature, including atmosphere, setting, and character types. .	2,3,4,5	Terzo periodo (Marzo , aprile e maggio)

Il recupero è individuale e fa riferimento al programma svolto durante l’anno scolastico dal docente.

Classe QUINTA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
The XIX century - From Romanticism to Victorian Age	Understanding the major themes of Romanticism (e.g., nature, individualism, emotion, imagination). Identifying key Romantic poets and writers Recognizing the characteristics of the Romantic movement (e.g., a focus on the sublime, emphasis on the individual, revolt against industrialization). Analyzing the transition from Romanticism to the Victorian Age Understanding the social, cultural, and historical contexts of the Victorian Age Identifying major Victorian writers and works Analyzing the themes of Victorian literature Exploring the use of realism and social critique in Victorian novels. Recognizing the influence of science and philosophy in the Victorian era (e.g., Darwinism, utilitarianism). Understanding the structure and characteristics of Victorian novels (e.g., serialization, character development, social issues).	2,3,4,5	Primo periodo (settembre, ottobre e novembre) Secondo periodo (dicembre, gennaio e febbraio)

	Evaluating the role of the narrator in Victorian novels . Exploring the role of poetry in both Romantic and Victorian periods . Comparing and contrasting Romantic and Victorian attitudes toward nature and industrialization. Recognizing the role of women in literature during the 19th century. Understanding the influence of industrialization and urbanization on 19th-century literature. Critically analyzing character development and moral dilemmas in 19th-century literature. Interpreting the moral, philosophical, and political implications of Victorian literature. Engaging in comparative analysis of Romantic and Victorian writers' views on progress, society, and human nature.		
XX century and Modernism in Literature	Understanding the historical, cultural, and social context of 20th-century literature. Identifying key themes in Modernist literature, such as alienation, fragmentation, and disillusionment. Analyzing the characteristics of Modernist writing, including stream of consciousness, non-linear narratives, and unreliable narrators. Recognizing the works and contributions of major Modernist authors Examining the role of individualism and the exploration	2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio) Terzo periodo (marzo, aprile e maggio)

	of inner consciousness in Modernist texts Evaluating the impact of World Wars and societal changes on literature from the 20th century. Appreciating the diversity of voices and perspectives in 20th-century literature Discussing the evolution of narrative forms, from realism to Modernist innovations.		
The contemporary scenario	Analyze and interpret contemporary themes in literature. Recognize and explore the influence of current social, political, and cultural contexts in literary works. Compare and contrast contemporary literary styles with traditional ones. Discuss the development of contemporary genres Critically evaluate the relevance and impact of contemporary literature on society. Engage in discussions on the representation of diverse voices and identities in contemporary literature. Understand the role of literature in reflecting and shaping modern societal issues. Interpret the impact of technology and media on contemporary narratives and themes.	2,3,4,5	Terzo periodo (marzo, aprile e maggio)

	Examine how contemporary literature explores globalization and multiculturalism. Demonstrate an understanding of the ethical and moral questions raised in modern literature.. Develop personal connections with contemporary texts, relating them to personal experiences and observations of the world.		
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Conoscenze e abilità

Le conoscenze e le abilità che concorrono all’acquisizione delle competenze disciplinari sono state riportate suddivise per classe. La scansione annuale riportata nelle tabelle è orientativa e va contestualizzata nelle varie classi. Può accadere che l’ordine di svolgimento degli argomenti sia diverso e che alcuni contenuti possano non essere svolti completamente. Sarà compito di ciascun docente affrontare gli argomenti indispensabili previsti per l’anno in corso.

Obiettivi minimi

Gli obiettivi minimi di apprendimento si raggiungono tramite l’acquisizione delle conoscenze riportate nella programmazione svolta e della capacità di applicarle con abilità e competenze di base accettabili.