

PROGRAMMA di LINGUA E CULTURA INGLESE

CLASSE 4 F a.s. 2025-2026

Docente: Monica Rizzo

Conversation Teacher: Francesca Galli

Textbooks: *Amazing Minds New Generation Compact* – Sanoma and *Open World* – Cambridge University Press

Lettura integrale del romanzo *To Kill a Mocking Bird* by Harper Lee (setting, plot, characters, themes)

Unit 3 From the Puritan age to the Augustan age (1625-1760)

The Rise of the Novel pp. 162-163

Daniel Defoe and *Robinson Crusoe* pp. 164-165-166

'Robinson's first day on the island' pp. 167-168

Jonathan Swift and *Gulliver's Travels* pp. 176-177-178

'The Academy of Lagado' pp. 179-180

Unit 4 The Romantic age (1760-1837)

Britain and the American Revolution p. 186

The French Revolution and the Napoleonic Wars p. 187

The Industrial Revolution and Social Reform pp. 188-189

Poetry: pre-Romantic Trends, two Generations of Romantic Poets, Romantic Prose pp. 190-191-192

Nature in painting: from rural to 'Sublime' pp. 194-195

Romantic Poets: What made Romanticism so revolutionary?, A new sensibility towards nature pp. 196-197

William Blake and *Songs of Innocence and Experience* pp. 198-199-200, *The Lamb* p. 210, *The Tyger* p. 203

William Wordsworth pp. 206-207, *Preface to Lyrical Ballads* pp. 208-209, *I wandered Lonely as a Cloud* p. 211

Samuel Taylor Coleridge and *The Rime of the Ancient Mariner* pp. 217-218-219, *Instead of the Cross, the Albatross* pp. 220-221-222

Percy Bysshe Shelley pp. 230-231-232, *Ode to the West Wind* pp. 233-234-235

Mary Shelley and *Frankenstein, or The Modern Prometheus* pp. 263-264-265-266, 'A spark of being into the lifeless thing' pp. 267-268

Unit 5 The Victoria Age (1837-1901)

Early Victorian Age: a changing society p. 276

The age of optimism and contrast p. 277

Late Victorian Age p. 278

The end of optimism p. 279

America: an expanding nation p. 280 (summer assignment)

Post-war America p. 281 (summer assignment)

The Age of Fiction, Early Victorian Novelists, Late Victorian Novelists, Victorian Poetry, Victorian Drama, The American Renaissance pp. 282-283-284

Charlotte Brontë and *Jane Eyre* pp. 298-299-300, 'A spiritual eye' pp. 301-302

Charles Dickens pp. 304-305-306-307 and *Oliver Twist* pp. 309-310, 'I want some more' pp. 311-312

Oscar Wilde and *The Picture of Dorian Gray* pp. 335-336-337, 'Dorian Gray kills Dorian Gray' pp. 340-341 (summer assignment)

Textbook *Open World*, Cambridge (parte a cura della Docente di Conversazione)

Unit 4 A trip to remember

Reading and Use of English, Listening, Writing, Speaking

Grammar: countable and uncountable nouns pp. 58-59 + p. 212; articles p. 61 + p. 213

Vocabulary: holidays and travel

Writing: an article

Unit 5 Grab some culture

Reading and Use of English, Listening, Writing, Speaking

Grammar: past simple, past perfect simple and continuous p. 72 + p. 214

Vocabulary: books and reading, positive and negative adjectives

Writing: a review

Unit 6 Closer to nature

Reading and Use of English, Listening, Writing, Speaking

Grammar: prepositions p. 84 + p. 216; relative clauses p. 87 + 217

Vocabulary: the natural world

Writing: a report

Unit 7 What's in your food?

Grammar: *Wish* and *If only* p. 96 + p. 218

GENERAL GRAMMAR REVISION:

Approfondimento dell'uso dei tempi verbali: Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect Simple e Continuous, Past Perfect Simple e Continuous.

Periodo ipotetico (zero, 1°, 2°, 3° tipo and mixed conditionals); Relative clauses; Uso dei modali: *must/have done, have to, can/could do/have done, may/might, to let someone do something, to make someone do something, to get someone to do something, to want/expect someone to do something*; forme passive; discorso indiretto; *to say/to tell* and other reporting verbs; *I wish + If only, I would/I did/I had done*; uso dei più frequenti phrasal verbs; *have/get something done, used to+infinito, be/get used to+ing*; uso dei principali prefissi e suffissi; ampliamento delle conoscenze lessicali e delle forme idiomatiche

CIVICS / UNESCO / CLIL

Macroarea A (Costituzione, Legalità, Diritto Nazionale e Internazionale, Solidarietà)

Project: "Tom Robinson's Defense: Arguing for Justice through America's Founding Documents"

STUDENTS Connected **Harper Lee's *To Kill a Mockingbird*** with key ideas from the **Declaration of Independence** and the **U.S. Constitution**, practised **persuasive speaking** and **critical thinking**, understood how **founding ideals** relate to **justice, equality, and human rights**.

Final output: Students wrote a **3-4 minute speech** as if they were **Tom Robinson** standing before the court (or the community), defending himself not just as a man but as an American guaranteed certain rights. Students delivered their defense speech in class.

Roma, 28 maggio 2026

Le Docenti	Le Studentesse e Gli Studenti
Prof.ssa Monica Rizzo	
Prof.ssa Francesca Galli	
