

PROGRAMMA DI LINGUA E CULTURA INGLESE

CLASSE 4 H – Indirizzo Linguistico a.s. 2025-2026

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Conversation Teacher: Francesca Galli

Textbooks: *Compact Performer Shaping Ideas, From the Origins to the Present Age* – Zanichelli and *Open World* – Cambridge University Press

UNIT 4 Order from Disorder

1. From Charles I to the Commonwealth p. 120
2. 1649 the execution of Charles I p. 121
3. The Puritans p. 123
4. The Commonwealth: a global partnership p. 124
5. The Restoration p. 125

UNIT 5 Reason, Rationality and Enlightenment

1. The first Hanoverians p. 143
2. The birth of political parties p. 144
3. The Augustan society, Reason and Common Sense p. 146
4. A changing social reality p. 147
5. The rise of the novel p. 150
6. Daniel Defoe p. 151
7. *Robinson Crusoe* pp. 152-153 and *The journal* pp. 154-155
8. Jonathan Swift p. 161
9. *Gulliver's Travels* pp. 162-163 and *The immortals* pp. 164-165-166

UNIT 6 Revolution and Renewal

1. The Industrial Revolution pp. 174-175
2. Britain and America pp. 176-177
3. The French Revolution, riots and reforms p. 180
4. Decades of reforms p. 181
5. The Sublime, a new sensibility pp. 182-183
6. William Blake pp. 184-185 and *The Tyger* p. 187, *London*
7. Mary Shelley and *Frankenstein* pp. 192-193, *The creation of the monster* pp. 194-195
8. Romanticism p. 196
9. Romantic interests p. 197
10. William Wordsworth pp. 198-199 and *Daffodils* p. 200
11. Samuel Taylor Coleridge and *The Rime of the Ancient Mariner* pp. 202-203, *The Killing of the Albatross* pp. 204-205-206-207
12. Percy Bysshe Shelley pp. 217-218 and *England in 1819* p. 218

UNIT 7 Stability and Morality

1. The early years of Queen Victoria's reign pp. 234-235
2. City life in Victorian Britain p. 236
3. The Victorian frame of mind p. 237
4. Charles Dickens pp. 244-245
5. *Oliver Twist* p. 246 and excerpt *Oliver wants some more* pp. 247-248
6. *Jane Eyre* (plot) p. 258 and excerpt *Rochester proposes to Jane* pp. 260-261-262

UNIT 8 A two-faced reality

1. The later years of Queen Victoria's reign p. 284
2. The British empire p. 285
3. The decline of Victorian optimism p. 286 (assigned as summer homework)
4. The American Civil War (assigned as summer homework)
5. Aestheticism and the dandy p. 304 (assigned as summer homework)
6. Oscar Wilde p. 305 (assigned as summer homework)
7. *The Picture of Dorian Gray* pp. 307-308 and excerpt *I would give my soul* pp. 308-309-310 (assigned as summer homework)

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

Unit 1 Fighting fit

Reading and Use of English, Listening, Writing (an Essay pp. 234-235), Speaking

Grammar: Gerunds and Infinitives pp. 206-207, Comparing and Contrasting ideas with Linkers

Vocabulary: Health and fitness, Idioms

Unit 2 Keeping in touch

Reading and Use of English, Listening, Writing (an Essay pp. 234-235), Speaking

Grammar: The Passive, *Used to, be used to, get used to* pp. 208-209

Vocabulary: Describing your family, Phrasal verbs for describing friends and family

Unit 3 Beyond the classroom

Reading and Use of English, Listening, Writing, Speaking Part 3 and 4 (practice)

Grammar: Zero, First and Second Conditionals, Giving Advice pp. 210-211

Vocabulary: Education and study, Idioms

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 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 / e-Twinning

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

Project L.E.A.P (Languages for Empowerment, Awareness, and Peace)

This project explored how plurilingualism and strong language skills **empower** young people to become active citizens, intercultural communicators, and peace builders in a rapidly changing world. Through collaborative tasks, students taught each other their own language, investigated real-world challenges (such as climate change and social conflict) and reflected on how language, dialogue, and mutual understanding contribute to democratic participation and sustainability.

Participants acted as digital navigators, intercultural mediators, and storytellers, using different languages (their native languages + English) to express ideas, negotiate meaning, and raise **awareness** about global goals, while cultivating respect, dialogue, and **peace**.

The project was linked to:

- **SDG 4:** Promote inclusive and quality education for all
- **SDG 16:** Promote peaceful and inclusive societies
- Garantire un'educazione di qualità equa e inclusiva e promuovere opportunità di apprendimento continuo per tutti (Obiettivo per lo Sviluppo sostenibile, **OSS 4, OSS 5**)
- Costruire società inclusive, giuste e pacifiche promuovendo la libertà di espressione, la diversità culturale, l'educazione alla cittadinanza globale e la protezione del patrimonio (**OSS 10,16**)

Final product: in groups students delivered a speech of 5/6 minutes (each student spoke) which made it evident how plurilingualism and strong language skills **empower** young people to become active citizens. They delivered it in class.

Roma, 27 maggio 2026

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