

PROGRAMMA DI LINGUA E CULTURA INGLESE

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

Docente: Monica Rizzo

Conversation Teacher: Francesca Galli

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

Lettura integrale dell'opera di letteratura americana *To Kill a Mocking Bird* di Harper Lee

UNIT 5 Reason, Rationality and Enlightenment

1. The Augustan society p. 146
2. A changing social reality p. 147
3. The rise of the novel p. 150
4. Daniel Defoe p. 151
5. *Robinson Crusoe* pp. 152-153 and *The journal* pp. 154-155
6. Jonathan Swift p. 161
7. *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 Lamb* p. 186, *The Tyger* p. 187
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* 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)

Programma di English Conversation (a cura della Docente di Conversazione)

Activities on textbook Open World

UNIT 4 A trip to remember

Reading and Use of English, Listening, Writing (an Article pp. 240-241), Speaking
Grammar: countable and uncountable nouns p. 212, articles p. 213
Vocabulary: holidays and travel

UNIT 5 Grab some culture

Reading and Use of English, Listening, Writing (a Review pp. 238-239), Speaking
Grammar: Past Simple, Past Perfect Simple, Past Perfect Continuous pp. 214-215
Vocabulary: books and reading, positive and negative adjectives

UNIT 6 Closer to nature

Reading and Use of English, Listening, Writing (a Report pp. 242-243), Speaking

Grammar: Prepositions and Relative Clauses pp. 216-217

Vocabulary: The natural world

Unit 7 What's in your food?

Grammar: *Wish, If only, Hope* p. 218

Vocabulary: describing food

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/Hope + 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 defence speech in class. Lettura integrale dell'opera *To Kill a Mocking Bird* dell'autrice Americana Harper Lee and 'The Reading Club'

Roma, 3 giugno 2026

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