



ISTITUTO STATALE di ISTRUZIONE SUPERIORE

“ERNESTO BALDUCCI”

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CODICE FISCALE : 94052770487 | CODICE UNIVOCO: UF7R2C

ISTITUTO **ERNESTO**
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PROGRAMMA SVOLTO a.s. 2025/26

Docente: **Romano Donatella**

Materia d'insegnamento: **Lingua e cultura inglese**

Classe: **4 ALS**

Testi in adozione: **New Identity B2 Upper Intermediate ed Oxford + Lit Hub from the Origins to the Romantic Age vol. 1 ed. Rizzoli**

Dal libro di testo: **“New Identity B2”** ed. Oxford

Unit 5: Revision conditionals: Zero, First, Second and Third conditional. *Unless, in case, as long as, only/even if*. Articles. Speaking: Combating climate change; Using world knowledge. Global Culture: Protecting the environment: Paradise in peril. Attività di uso della lingua, listening, reading e writing relative all'unità.

Unit 6: Defining vs non-defining relative clauses. Reduced relative clauses. Comparatives and superlatives with adjectives and adverbs. Comparatives and superlatives with nouns. Speaking: Controversial foods. Talking about pros and cons; comparing and contrasting. Global Culture: Culinary traditions. Attività di uso della lingua, listening, reading e writing relative all'unità.

Unit 7: The passive: all tenses. Passive constructions. Have/get something done. Speaking: Dress codes; participating in a discussion. Global Culture: Japanese Youth Culture. Attività di uso della lingua, listening, reading e writing relative all'unità.

Unit 8: -ing form vs infinitive. Verbs + -ing form and infinitive. Future perfect forms. So/such....(that). Speaking: Ecotourism. Discussing options and making



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decisions. Global Culture: Two epic adventures. Attività di uso della lingua, listening, reading e writing relative all'unità.

Unit 9: Reported statements; reported questions; reporting verbs. Attività di uso della lingua, listening, reading e writing relative all'unità. Global Culture: Viral memes.

Unit 10: Mixed conditionals; vocabulary related to social issues and activism. Reading activity relativa all'uso dei mixed conditionals.

Dal libro di testo **“Lit Hub from the Origins to the Romantic Age vol. 1 ed. Rizzoli**

The Renaissance an Age of contrasts: From the Tudors to the Restoration

The Early Tudors: Henry VII – Henry VIII – Edward VI – Mary I

Elizabeth I and her reign

The Jacobean Era

The Civil War and the Restoration

The Early Stuarts

Renaissance in England and new Learning

Poetry: the early- English sonneteers. The Petrarchan and the Shakespearean sonnet

Sir Thomas Wyatt “Whoso List to Hunt” (themes and style)

Shakespeare’s sonnets “Shall I compare thee...”; “My mistress’ eyes are nothing like the sun” (analysis, structure and themes).

Renaissance Drama or Elizabethan Drama

C. Marlowe “Doctor Faustus” reading of a passage from the drama

Thomas More “Utopia and the Utopians” from “*Utopia*”

Structure of the Elizabethan Theatre

Renaissance English

William Shakespeare the Dramatist: general features of his plays



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“Romeo and Juliet” – “Macbeth” –

Da questi drammi sono stati analizzati e commentati i seguenti testi presenti sul libro:

Da Romeo and Juliet:

Is she a Capulet?

What's in a name?

Come bitter conduct

Da Macbeth:

He that's coming must be provided for

Life's but a walking shadow

The Restoration Age

The Restoration of the Monarchy

The Glorious Revolution and Queen Anne

The Augustan Age: The Enlightenment

The Early Hanoverians

The Coffee houses

The Age of Reason

The circulation of ideas: journals, magazines and newspapers

Restoration poetry and drama (the comedy of manners)

A survey of Augustan literature

The rise of the novel

The art of Fiction

Daniel Defoe and the novel

Robinson Crusoe: analysis of the novel (plot, characters, style and themes)

reading of the following passages drawn from the novel:

My name is Robinson

Crusoe considers his condition

I taught him to say Master



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Jonathan Swift and the novel “Gulliver’s travels” (plot, characters, style and themes)

reading of the following passages drawn from the novel:

A most obstinate war

Human achievements

Educazione Civica: Dopo aver letto e spiegato la tragedia di Shakespeare “Romeo and Juliet” si sono presi in considerazione diversi aspetti dell’amore, dall’amore non corrisposto, all’amore tragico e pieno di ostacoli causati da differenze razziali, di genere, di religione, ideologiche e pregiudizi. Amore caratterizzato da matrimoni forzati o combinati: lettura di testi e ascolto di interviste.

Il docente

Gli alunni
