

## Istituto Tecnico Industriale Statale "Othoca" A.S. 2024/25

**CLASSE: 4N      PROGRAMMA DI: Inglese      DOCENTE: Cominu Francesca**

### Testi in adozione:

- *Performer Heritage.bl*– *From the Origins to the Present Age*” di M. Spiazzi, M. Tavella, M. Layton (ed. Zanichelli)
- “*Performer B2*” di M. Spiazzi, M. Tavella, M. Layton (ed. Zanichelli)

### PROGRAMMA SVOLTO

#### **Unit 2 The Renaissance and the Puritan Age Literature and genres**

##### **Author and Texts**

2.10 Shakespeare the dramatist: Macbeth, Hamlet, The merchant of Venice,

**Reading and comprehension:** “Duncan’s murder” (pag.100); “I am a Jew” (pag.87); “To be or not to be”(pag.96);

**Insights:** “*The tragedy of Hamlet – Student Worksheet*” (British Council); “*Money in Shakespeare’ The Merchant of Venice*” (British Council)

**Audiovisive comprehension:** “*Shakespeare’s Hamlet summary*” (YouTube), “*To Be Or Not To Be - Hamlet (Andrew Scott Full Soliloquy)*” (YouTube)”, “*The Merchant of Venice*” (film in lingua originale con sottotitoli); “*Shakespeare as a dramatist*” (materiale in formato digitale).

#### **Unit 3 The Restoration and the Augustan Age History and culture**

3.1 The restoration and the monarchy

3.2 From the glorious revolution to Queen Anne

3.3 The Early Hannoverians

3.4 The age of reason

##### **Literature and genres**

3.5 Restoration poetry and prose

3.6 Restoration drama

3.7 A survey of Augustan literature

3.8 The rise of the novel

##### **Author and Texts**

3.9 Daniel Defoe: Robison Crusoe

3.10 Jonathan Swift: Gulliver’s travels

**Reading and comprehension:** Robison Crusoe (pag.139); Gulliver’s travels (pag.146); “Man Friday” (pag.143); “I was born of a good family” (pag.133);

**Listening:** understanding an interview with an historian about coffee houses in 17th century London (pag.123)

**Audiovisive comprehension:** "A glimpse of the age" (pag.117), "From the Restoration to Queen Anne"; "Robinson Crusoe" (pag.138)

**Culture:** The circulation of ideas (pag.136)

## **Unit 4 The Romantic Age History and culture**

4.1 Britain and America

4.2 The Industrial Revolution

4.3 The French Revolution, riots and reforms

## LINGUA

### **Unit 1 I'm unique**

**Vocabulary :** Identity (pag.15)

**Grammar:** Present perfect simple vs Past simple (pag.18)

**Reading and comprehension:** "Do different nationalities really have different personalities" (pag.16);

**Listening:** Listen and understand a student describing his or her personality and talking about the origin of his or her name (es 4 pag 15)

**Audiovisive comprehension:** video "Identity" (pag.15);

**Writing:** Produce a map to describe self-personality (ex.5 pg.15)

### **Unit 2 Togetherness**

**Vocabulary :** A sense of community (pag.29) - Community (pag.29)

**Listening:** Listen to a teenager talking about his neighbourhood ( es 4 pag 29)

**Speaking:** speaking about your community; describing pictures (pag.29);

**EDUCAZIONE CIVICA:** "A world without violent conflict"

Oristano 11/06/2025

LA DOCENTE

Cominu Francesca