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A.S.	Classe	Disciplina	Docente
2025/2026	4cc	Inglese	Maria Cristina Saccuman

Libri di testo

- Spiazzi, M., Tavella M., Layton, M. Performer B2, Seconda Edizione (Zanichelli).
- Spiazzi, M., Tavella M., Layton M. – Performer heritage, From the Origins to the Romantic Age (Zanichelli).

Programma svolto

Programma di lingua

Unit 5

Funzioni linguistiche

- esprimere opinioni (es. 1 p. 84, es. 1 p. 87, es. 1 p. 92)
- introdurre la risposta a una domanda (es. 4 p. 90)

Strutture grammaticali

- *modals of ability, permission and possibility* (p. 86)
- *could, manage to, succeed in, be able to* (p. 86)
- *modals of deduction* (p. 86)
- *articles* (p. 88) and *uses of articles* (p. 88)
- *linkers of purpose* (p. 92)

Lessico

- *expressions for the 2030 Agenda* (p. 83)
- *collocations with global* (p. 87)
- *phrasal verbs with break* (p. 89)
- *expressions for global issues* (p. 91)
- *idiomatic expressions* (p. 96)

Word formation

- *prefixes* (p. 85)

Unit 6

Funzioni linguistiche

- comparare situazioni (es. 3 p. 104)
- coinvolgere il lettore (p. 107)

Strutture grammaticali

- *modals of obligation, necessity and advice* (p. 100)
- *need* (p. 100)
- *comparatives and superlatives* (p. 102)
- *expressions using comparisons* (p. 102)
- *linkers of contrast* (p. 107)

Lessico

- *environmental issues* (p. 97)
- *environmental activism* (p. 99)
- *collocations with environment* (p. 101)
- *phrasal verbs with cut* (p. 103)

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- *endangered species* (p. 104)
- *recycling* (p. 110)

Word formation

- *negative prefixes* (p. 99)

Unit 7

Funzioni linguistiche

- descrivere e confrontare immagini (es. 3 p. 124)
- esprimere accordo (p. 124)
- formulare spiegazioni (p. 125)
- parafrasare e variare il lessico (p. 127)
- usare lessico specifico (p. 127)

Strutture grammaticali

- *the passive* (p. 120)
- *the passive with ask and tell* (p. 120)
- *passive structures* (p. 122)
- *have / get something done* (p. 122)

Lessico

- *science and medicine* (p. 117)
- *science idioms* (p. 121)
- *talking about science* (p. 121)
- *phrasal verbs with bring* (p. 123)
- *science collocations* (p. 125)
- *body and sleep* (p. 130)

Word formation

- *verb suffixes* (p. 119)

Unit 8

Funzioni linguistiche

- fornire esempi (p. 138)
- usare parole e locuzioni per ordinare gli eventi (p. 140)

Strutture grammaticali

- *relative clauses* (p. 134)
- *relative pronouns* (p. 134)
- *causative verbs* (p. 136)

Lessico

- *competing in sports* (p. 131)
- *talking about sportspeople* (p. 133)
- *sports idioms* (p. 135)
- *talking about risk and danger* (p. 135)
- *phrasal verbs with give* (p. 137)
- *doing sports* (p. 138)

Word formation

- *compound words* (p. 133)

Unit 9

Funzioni linguistiche

- descrivere immagini (es. 2 p. 158, es. 1 p. 164)

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- descrivere un'immagine e cercare possibili collegamenti con diverse materie di studio (es. 8 p. 159)
- esprimere opinioni (es. 2-4 p. 158)

Strutture grammaticali

- *reported speech* (p. 154)
- *say and tell* (p. 154)
- *reporting verbs* (p. 156)
- *reported questions* (p. 156)
- *linkers of result* (p. 161)

Lessico

- *the world of work* (p. 151)
- *talking about jobs and careers* (p. 153)
- *phrasal verbs and collocations with make and do* (p. 155)
- *phrasal verbs with look* (p. 157)
- *talking about economics* (p. 164)

Word formation

- *word families (1)* (p. 153)

Word formation

- *word families (2)* (p. 167)

Esercizi online per consolidare la preparazione all'esame B2 First – Cambridge
Practice test for B2 First. Reading, Use of English, Listening, Speaking.
Esercizi di scrittura: the essay. Using AI for feedback, peer assessment.

Programma di letteratura, da Perfomer Heritage vol. 1

1. The Restoration and the Augustan Age.

The Restoration. Whigs and Tories. Social and economic changes. The Great Plague, The Great Fire of London.
The Glorious Revolution. The Bill of Rights. Locke and Hobbes: human nature, ideal government.

Video: English Civil War: Crash Course European History.

New Approaches to Science and Philosophy: Isaac Newton, John Locke.

"Vote with your body" debate: Are You a Hobbesian or a Lockian?

2. The Rise of the Novel.

Daniel Defoe.

Robinson Crusoe. Plot and themes. The myth of the self-made man. Homo economicus.

Texts: A dreadful deliverance. I was very seldom idle. Man Friday.

Jonathan Swift.

Text: *A Modest Proposal (extract)*. The argumentative essay. Satire, sarcasm, irony.

3. The Transatlantic Slave Trade

Video: The Transatlantic Slave Trade, Crash Course Black American History.

Video: Slavery in the American Colonies, Crash Course Black American History.

Slave Voyages (slavevoyages.org). Simulation, database interrogation.



4. Industrial Revolution

Timeline, main features, environmental and health impacts. Interpreting historical and modern data about industrialization, health and the environment. Relating Industrial Revolution impacts to current challenges and Agenda 2030 goals. (**Educazione Civica**).

Video: Coal, Steam, and the Industrial Revolution: Crash Course World History.
How Did Change and Innovation Accelerate History? Big History Project

Other resources:

Gapminder (www.gapminder.org), using data to learn about global development from 1800 until today. Focus on income per person and life expectancy.

Our World in Data (<https://ourworldindata.org/>). Focus on emissions, health indicators, income and well-being. The 2030 Agenda for Sustainable Development (<https://sdgs.un.org/2030agenda>).

5. The Romantic Age

The age of revolutions. Historical, social and cultural background in England, Europe and the USA. The American Revolution. Reactions to the Industrial Revolution.

Thomas Jefferson

Declaration of American Independence, All Men are Created equal (extract)

National Constitution Center: What does the Declaration mean by Liberty?

What did the Declaration mean by the "pursuit of happiness"?

6. The Romantic spirit and Romantic poetry

Towards subjective poetry. A new concept of nature. The sublime.

William Blake

The Lamb

The Tyger

London

William Wordsworth

Preface to *Lyrical Ballads* (extract)

Composed upon Westminster Bridge

Daffodils

Samuel Taylor Coleridge

From *The Rime of the Ancient Mariner*: The killing of the Albatross, Death and Life-in-Death

George Gordon Byron

From *Childe Harold's Pilgrimage*: I have not loved the world

Darkness

7. The gothic

Gothic and Pastoral, origins of the Gothic, Gothic motifs, the uncanny.

Mary Shelley

Frankenstein, or The Modern Prometheus, introduction and context

Introduction, 1831

Walton and Frankenstein

The creation of the monster

Frankenstein and the Monster

Film: *Frankenstein*, by Guillermo del Toro (first part)

Discussion: What is human? Ai humanness.

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Video: AI pioneer Geoffrey Hinton says world is not prepared for what's coming.

Optional readings for individual projects:

- "Conceiving "Frankenstein", Deborah Blum, The New York Times, 2013
- "The strange and Twisted life of Frankenstein", Jill Lepore, The New Yorker, 2018
- "Why Frankenstein matters", Audrey Shafer, Stanford Medicine, 2018
- "Traumatic Responsibility", Josephine Johnston – Frankenbook
- "The science of life and death in Mary Shelley's Frankenstein", S. Ruston, British Library
- "Frankenstein Has Always held Up a Mirror. What Does it Show Us Now?" P. Sehgal, The New York Times Magazine, 2025
- "Why Guillermo del Toro Made Frankenstein", Guillermo del Toro, The Atlantic, 2025

8. Identity, representation and stereotypes

C. Ngozi Adichie, The danger of the single story (video TED)

Il materiale aggiuntivo è disponibile su Drive.

Desio, 6 giugno 2026

Firmato dagli studenti rappresentanti di classe con firma elettronica avanzata

Il docente

MARIA CRISTINA SACCUMAN

Firmato con firma elettronica avanzata