

**ANNO SCOLASTICO 2023-2024**  
**CLASSE 4G**  
**DISCIPLINA LINGUA INGLESE**  
**DOCENTE PASI LUANA**

**PROGRAMMA SVOLTO**

**LETTERATURA**

Libro in adozione:

Marina Spiazzi-Marina Tavella-Margaret Layton

PERFORMER SHAPING IDEAS VOL 1. From the Origins to the Romantic Age

Si sono condivisi file e materiali su Argo e su Google Classroom.

*Julius Caesar*

Brutus's and Anthony's speeches

The art of persuasion

How to be a good public speaker

Debate: “Assassination was the only way to change leaders”

Gretas' and Suzuki's speeches, differences and similarities

Works of Art and their impact on society

The Renaissance - why it changed the world

**CONCEPTUAL LINK 4 ORDER FROM DISORDER**

**THE PURITAN AGE**

Video: “From the Stuarts to the Hanoverians”

Historical and social background

The Civil War

Oliver Cromwell

The Puritans

The Commonwealth: a global partnership

A brief history of the Salem witch trials

Modern witch hunts

The Metaphysical poetry

The Metaphysical poets

**John Donne**

“Death be not proud”

“Bring me the Disco King” by David Bowie

“Go and catch a falling star”

“No Man Is an Island”

**THE RESTORATION**

Historical background

The Scientific Revolution

**John Milton - *Paradise Lost***

“Satan’s speech”

One of the most famous and interesting villains in film history: Roy Batty in Ridley Scott’s “Blade Runner” (Video of his famous monologue: “Tears in the rain”)

Video: Tim Parks on Milton and Donne

Donne’s and Milton’s points of view on the individual

**CONCEPTUAL LINK 5 REASON, RATIONALITY AND ENLIGHTENMENT**

**THE AUGUSTAN AGE**

The historical context

The first Hanoverians

Video on “The Hanoverians”

The birth of political parties

Augustan Society

Key idea: The new view of nature

A changing social reality

The birth of journalism

A new means of expression

The Spectator and Il Caffè

The rise of the novel

**Daniel Defoe – *Robinson Crusoe***

“The journal”

“Man Friday”

**Jonathan Swift – *Gulliver’s Travels***

“Gulliver and the Lilliputians”

“The immortals”

*A Modest Proposal* as a “course of action”

**CONCEPTUAL LINK 6 REVOLUTION AND RENEWAL**

**AN AGE OF REVOLUTIONS**

The Industrial Revolution. Video and Listening

Historical background

Britain and America. The American Declaration of Independence

American stereotypes and identity

The French Revolution, riots and reforms

The sublime: a new sensibility

Blake’s concept of the “sublime”

## Liceo Scientifico Statale “Niccolò Copernico”

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### **William Blake – *Songs of Innocence and Experience***

From *Songs of Innocence*: “The Lamb”

From *Songs of Experience*: “The Tyger”

### **Romanticism**

Romantic interests

Connections between William Blake and Ridley Scott’s *Blade Runner*

Film: *Blade Runner* by Ridley Scott as “Romantic Dystopia”

### **Lettura integrale e analisi del libro *Animal Farm* by George Orwell**

An Introduction to George Orwell and *Animal Farm*. Focusing on the quote: “Who controls the past controls the future: who controls the present controls the past”.

Reading in the classroom: “Animal Farm” (with parallel Italian translation).

Work in groups on “Animal Farm”:

Group 1

Characters and History

Group 2

Symbols and Themes

Group 3

The author, his poetics and its connections to the present

Refer to:

<https://www.sparknotes.com/lit/animalfarm/>

Video: “Introduction to Animal Farm and the Russian Revolution”

### **GLOBAL PERSPECTIVES**

Libro in adozione:

Jo Lally

COMPLETE GLOBAL PERSPECTIVES for Cambridge IGCSE & O LEVEL

Discussing the Individual Report and Team Projects

Focusing on the Written Exam. Example Candidate responses. Practice on the Written Exam. Self-checking the Written Exam using the Mark Scheme

Written Exam Mock Test

Linking Words: Rules and Practice

GRAMMAR FOR FIRST CERTIFICATE website on Linkers (Connectors+Text Organizers)

Structuring answers: how to develop a point

Facts, opinions, predictions, value judgements in the debate

SWOT Analysis of the elements in the debate using the SWOT Template

SWOT Analysis for finding courses of action

How to test a knowledge claim

Social issues in Prince’s song “Sign O’ The Times”

Focusing on Migration: UN website on “International Migration”. “Global Compact for Migration”

Videos: “States prepare Global Compact for Safe, Orderly and Regular Migration”. “Global Compact on Migration”

Examples of how to investigate a claim (primary/secondary sources, conflict of interests) in “Erin Brockovich” (2000) by Steven Soderbergh

How to proceed to find the required source document

Evaluating possible courses of actions

Courses of actions and Lines of reasoning

Analysing lines of reasoning

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### Global Perspectives Glossary

EU AI regulation: “AI Act: European Parliament votes on landmark regulation of artificial intelligence”  
<https://www.france24.com/en/tv-shows/business/20240313-ai-act-european-parliament-votes-on-landmark-regulation-of-artificial-intelligence>

Strengths and weaknesses in Daniele Manca’s editorial “Le regole intelligenti della UE” and in the arguments for and against AI regulation in the video “Open Sourcery: France’s Unpredictable Pact with AI • FRANCE 24 English”

Strengths and weaknesses/for and against Open Source AI

Si sono analizzati i seguenti argomenti utilizzando i past papers:

EDUCATION

EMPLOYMENT

FAMILIES

DEMOGRAPHIC CHANGES

FUEL AND ENERGY

TRANSPORT SYSTEM

### EDUCAZIONE CIVICA

International Day for the Elimination of Violence against Women:

[A Mile in Her Shoes: Changing perspective on domestic violence](#)

International Holocaust Remembrance Day: Interview with Holocaust Survivor Sami Modiano

Presentations: UDHR and the Italian Constitution

International Women’s Day. Video: “Abortion rights in France: From crime to Constitution”

<https://www.france24.com/en/tv-shows/french-connections/20>

### PROGETTO “JUST FOR ONE DAY – A DAVID BOWIE MULTI-PERFORMANCE SHOW”

“Strangers as we meet” by David Bowie (Video and Lyrics)

Lesson with director Giorgio Magarò

Video Making for “Strangers as we meet” with director Giorgio Magarò

Visione dello spettacolo: “Just For One Day – A David Bowie Multi-Performance Show”

### INDICAZIONI PER IL LAVORO ESTIVO

#### Per tutti gli studenti:

- Lettura integrale del libro:

Mary Shelley – “Frankenstein: The 1818 Text”

- Su “Performer Shaping Ideas” – Volume 1

Studiare

- “6.7 Gothic Fiction”, PP. 266-267

- Svolgere sul quaderno Ex. 2, P. 267

Studiare

- “6.8 All about Mary Shelley and *Frankenstein*”, PP. 268-269

- Svolgere sul quaderno Ex. 1, P. 268 e Ex. 2, P. 269.

- Leggere e studiare l’articolo:

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“*America, A Prophecy: When Blake meets Blade Runner*” di Alexis Harley (su Argo, in “Condivisione Documenti”).

Creare delle mappe concettuali sul quaderno seguendo l’esempio fornito dalla docente (su Argo, in “Condivisione Documenti”).

Le letture e le attività richieste saranno oggetto di verifiche scritte e/o orali nel corso del prossimo anno scolastico.

Pavia  
27/06/2024

La Docente  
Luana Pasi