

**ANNO SCOLASTICO 2024-2025**  
**CLASSE 4H**  
**DISCIPLINA LINGUA E CULTURA 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 altri testi e materiali su Google Classroom, “English Language and Literature”

**The art of persuasion. How to be a good speaker**

William Shakespeare

*Julius Caesar*

Brutus’s and Anthony’s speeches

The art of persuasion

How to be a good public speaker

Winston Churchill

*We shall fight them on the beaches*

Greta Thunberg

*How dare you?*

**Shakespeare Project: Presentation and Performance**

A play by Shakespeare from your literature book:

- *Romeo and Juliet*
- *The Merchant of Venice*
- *Macbeth*
- *Hamlet*

Shakespeare the dramatist

How Shakespeare changed the world

The Shakespeare authorship question

Video, from Rai Play: “Il Tempo e la Storia, William Shakespeare” con il Prof. Alessandro Barbero

**RENAISSANCE BRITAIN – RECAP MAPS**

**THE PURITAN AGE**

From the Stuarts to the Restoration

Historical and social background

The Civil War

Oliver Cromwell

The Puritans

The Commonwealth: a global partnership

The Metaphysical poetry

### **John Donne**

“Death be not proud” (connection with “Bring me the Disco King” by David Bowie)

“Go and catch a falling star”

“No Man Is an Island”

### **THE RESTORATION**

Historical background

From the Restoration to the Glorious revolution

The Scientific Revolution

### **John Milton - *Paradise Lost***

“Satan’s speech”

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

Video, Tim Parks on Milton and Donne

“The mind is its own place. Milton and Donne on individual and community”

### **THE AUGUSTAN AGE**

The historical context

The first Hanoverians

The birth of political parties

Augustan Society

The new view of nature

A changing social reality

The birth of journalism

A new means of expression

The rise of the novel

### **Daniel Defoe – *Robinson Crusoe***

“I was born of a good family”

“The journal”

“Man Friday”

### **Jonathan Swift – *A Modest Proposal***

– *Gulliver’s Travels*

“Gulliver and the Lilliputians”

“The immortals”

Videos, “Who wants to live forever”, “Gimme the prize” by Queen (from the motion picture *Highlander*, the 1986 fantasy action movie about immortal

warriors)

## **AN AGE OF REVOLUTIONS**

The Industrial Revolution

Historical background

Britain and America

The American Declaration of Independence

The French Revolution, riots and reforms

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

From *Songs of Innocence*: “The Lamb”

From *Songs of Experience*: “The Tyger”

## **Romanticism**

Romantic themes

Film, *Blade Runner* – The director’s cut (1982), by Ridley Scott, as “Romantic Dystopia”

William Blake and social themes in Ridley Scott’s *Blade Runner* – The director’s cut

## **GLOBAL PERSPECTIVES**

Libro in adozione:

Aa. Vv.

COMPLETE GLOBAL PERSPECTIVES for Cambridge IGCSE & O LEVEL

Si sono condivisi altri testi e materiali su Google Classroom, “Global Perspectives”

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

Structuring answers: how to develop a point

Claims, facts, opinions, generalizations, predictions, value judgements

How to test a knowledge claim

Harris-Trump presidential debate: the American economy. Abortion. Immigration

Fact-checking: France 24 – “Truth or fake”, “No, Haitian immigrants are not eating stolen pets in Springfield, Ohio”

Film, *Erin Brockovich* (2000) by Steven Soderbergh: How to investigate a claim (primary/secondary sources, conflict of interests, etc.)

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”

Migration and Human Trafficking: “France 24” Video, “International Women’s Day: Italy’s fight against human trafficking”

Article: “One in 200 people is a slave”

UN official website: UN’s main bodies and agencies

Referencing sources

Qualitative vs quantitative data

Evaluating possible courses of actions

Course of action and scale of impact. Stakeholders. Venn Diagram

Courses of actions and lines of reasoning

Analyzing lines of reasoning

Values

Video, “Trump’s devout followers: How Christian nationalists could sway the US election”: Puritan values in the 17th century/Puritan values today

Video, From the Star Trek Series TNG (1993): “Devil’s due” (irrational thought, logic, values, course of action, instinct-based decision-making)

Finding connections/Evaluating causes and consequences: The SDGs Wedding Cake

Video, “Johan Rockström and Pavan Sukhdev demonstrate how food connects all the Sustainable Development Goals”

Global Perspectives Glossary

## **EDUCAZIONE CIVICA**

International Day for the Elimination of Violence against Women

Video, “Reporters: Repression in Iran, ammunition made in France” (France 24 – English)

A local perspective on charity

Intervento dei volontari della Comunità di Sant’Egidio di Pavia con testimonianze riguardanti i servizi della Comunità sul territorio

Conferenza di politica internazionale

con Lucio Melandri, UNICEF Senior Emergency Manager

### **SDG 16. What makes a good leader?**

Video, From the Star Trek Series TNG (1993): “Allegiance” (Captain Jean-Luc Picard, commanding officer of the Federation starship USS Enterprise)

The qualities of a unique leader: Queen Elizabeth I

Queen Elizabeth’s speech *The heart of a king*

Civic Education/English Literature Project

- Shakespeare and the exploration of leadership
- Leadership lessons from Shakespeare

## **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. 267Studiare
  - “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:  
“*America, A Prophecy: When Blake meets Blade Runner*” di Alexis Harley (su Classroom: “English Language and Literature” e su Argo, in “Condivisione Documenti”).  
Creare delle mappe concettuali sul quaderno seguendo l’esempio fornito dalla docente (su Classroom: “English Language and Literature” e 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  
15/06/2025

La Docente  
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