



Istituto di Istruzione Superiore “Leonardo da Vinci”
Villafranca in Lunigiana

PROGRAMMA SVOLTO DI: INGLESE		
LICEO: Scienze applicate		
A.S. 2024/25	CLASSE: 4	SEZ. BSA
DOCENTE: Prof. Roberto DI SCALA		

Textbook: Ballabio Silvia, Brunetti Alessandra, Bedell Heather (2021), *Enjoy! 1 + Enjoy! Explained 1*, Milano, Europass. “Classroom” indicates materials which were shared on the Classroom platform.

BRITISH LITERATURE

<i>Enjoy! 1</i>	<p>The Restoration and the Augustan Age (1660-1776) Historical and cultural background Politics and institutions The Restoration (1660) and the Glorious Revolution (1688) (p. 178); The Bill of Rights and the growing importance of Parliament (p. 179); Big Questions: The English Bill of Rights (p. 350); The Royal Society (p. 179); The first Hanoverians. The birth of political parties: the Whigs and the Tories. The office of Prime Minister and the Cabinet (p. 180); Scotland and England, a long difficult marriage (p. 181) Global conflicts and commercial expansion The first global wars for Europe (p. 182); Commercial expansion and social problems (pp. 182-83). A new world over a coffee and a paper (p. 183); Enjoy the arts: <i>Interior of a London Coffee House</i> (pp. 184-85) + interactive analysis (online edition).</p>
<i>Enjoy! 1</i>	<p>The Restoration and the Augustan Age (1660-1776) Literary background The Restoration Age (1660-1714) Restoration poetry (p. 188); Restoration drama (pp. 188-89); Non-fiction prose (p. 189); Big Questions: The social contract theory (p. 344). The Augustan Age (1714-76) Literary models. Audience and style (p. 190); Non-fiction prose (pp. 190-91); Science, religion and philosophy in the Enlightenment (p. 191); Satire (p. 192); Poetry: the art of satire (p. 193). The new genre: the novel The novel and realism (p. 194); The rise of the novel (p. 195); The grounds in philosophy for realism: John Locke and David Hulme (pp. 194-95). Big Questions: Slavery in the British colonies (p. 347); The English Bill of Rights (p. 350).</p>
<i>Enjoy! 1 online</i>	<p>Henry Fielding Profile; <i>The History of Tom Jones, a Foundling</i> + Short plot; T12 The foundling</p>
Classroom	<p>England and racism; Colonialism and racism; Biacchessi, Daniele (2021), <i>Il sogno e la ragione. Da Harlem a Black Lives Matter</i>, Milano, Jaka Book: “Gli anni della schiavitù” (pp. 21-28).</p>
<i>Enjoy! 1 online</i>	<p>Lawrence Sterne Profile; <i>Tristram Shandy</i>; T13 Tristram’s breeches</p>
<i>Enjoy! 1</i>	<p>Daniel Defoe Profile (pp. 200-01)</p>
<i>Enjoy! 1 online</i>	<p><i>A Journal of the Plague Year</i>; T15 Shutting people in their homes</p>
Classroom	<p>Defoe – <i>Moll Flanders</i>; <i>Moll Flanders</i> – Moll’s analysis of marriage market</p>
<i>Enjoy! 1</i>	<p>Jonathan Swift Profile (pp. 210-11); The Ancients vs. the Moderns (p. 212); <i>Gulliver’s Travels</i> (pp. 212-14) + Full plot (online edition); T29 The right way to break an egg (p. 215 + EE1 p. 36) T30 Slaves of perfect reason (pp. 217-18 + EE1 p. 37)</p>
Classroom	<p>Swift – Beloved horses, hateful men; Swift – <i>A Modest Proposal</i> (+ excerpt)</p>
<i>Enjoy! 1</i>	<p>Daniel Defoe <i>Robinson Crusoe</i> (pp. 201-02) + Full plot (online edition); Robinson Crusoe, the economic man (p. 203); Races do not exist (p. 203); T27 Are cannibals like us? (p. 204 + EE1 p. 34); T28 Friday, the ‘ideal savage’ (pp. 206-07 + EE1 p. 35)</p>
Classroom	<p>Robinson – A modern myth</p>
Other	<p>Students read the abridged version of <i>Robinson Crusoe</i> during the summer of 2024</p>

Enjoy! 1	<p>The Romantic Age (1776-1837). Historical and cultural background</p> <p>The American Revolution (1775-1783)</p> <p>Stability in the UK (p. 230); American Independence: the birth of the U.S.A. (pp. 230-31); Big Questions: The Declaration of American Independence (p. 352)</p> <p>The French Revolution and Napoleon (1789-1815)</p> <p>Events and reactions (p. 232); The impact of the French Revolution on Great Britain (pp. 232-33)</p> <p>The first Industrial Revolution in the 1760s.</p> <p>A turning point in history (p. 234); The social impact of the Industrial Revolution (p. 235); The Chartists (p. 235)</p>
Classroom	Consequences of Industrial Revolution
Enjoy! 1	<p>The Romantic Age (1776-1837). Literary background</p> <p>Pre-Romanticism</p> <p>A European movement at its beginning (p. 241); New trend in poetry (pp. 241-42); New philosophical contributions (pp. 242-43).</p> <p>The Romantic movement</p> <p>Main themes of Romanticism (pp. 246-47); Romantic poetry (p. 248). Romantic fiction (p. 250); The Gothic novel (pp. 250-51); Terror and pleasure: the sublime (pp. 250-51); The Historical novel (pp. 251-52); The novel of Manners (pp. 252-53); Social conventions in the early 19th century (p. 253).</p>
Enjoy! Explained 1	The Bourgeois novel, or novel of Manners (p. 111); The Historical novel (p. 113); The Gothic novel and Gothicism (p. 113).
Classroom	Revolutionary thinkers – Rousseau, Kant, Schelling; Landscape painters – Constable and Turner; Romantic revolution in culture and arts; Romanticism and slavery; Blake – Little Black Boy; Wordsworth’s social concerns; Wordsworth – To Thomas Clarkson; Wordsworth on slavery.
Enjoy! 1	<p>William Blake</p> <p>A brief bio (p. 254); Profile (p. 254); <i>Songs of Innocence and of Experience</i> (pp. 254-55); Themes (pp. 255-56); Style (p. 256); T32 <i>The Lamb</i> (p. 257 + EE1 pp. 39-40); T33 <i>The Tyger</i> (pp. 258-59 + EE1 pp. 39-40); T34 <i>London</i> (p. 260 + EE1 p. 41)</p>
Enjoy! 1	<p>William Wordsworth</p> <p>A brief bio (p. 262); Profile (p. 262); <i>Lyrical Ballads</i> (p. 263); Themes (p. 263); Language and style (p. 264); T35 The new poetry (p. 265); T36 I Wandered Lonely As a Cloud (p. 266 + EE1 p. 42); T38 Composed upon Westminster Bridge (p. 268 + EE1 pp. 43-44)</p>
Enjoy! 1	<p>Samuel Taylor Coleridge</p> <p>A brief bio (p. 270); Profile (p. 270); Themes (pp. 270-71); Coleridge the literary critic (p. 271); Style (p. 271); <i>The Rime of the Ancient Mariner</i> (p. 272); Short plot (p. 272 – Full plot online); Themes (p. 272); Structure and style (p. 273); Interpretation (p. 273); T39 The killing of the albatross (pp. 274-75 + EE1 p. 44); T40 Lost in the land of the bright sun (pp. 276-77 + EE1 p. 45); T41 Life-in-Death. The horror! The horror! (pp. 278-79 + EE1 p. 46)</p>
Enjoy! 1	<p>George Gordon, Lord Byron</p> <p>A brief bio (p. 284); Profile (p. 284); Style (p. 285); <i>Oriental Tales. Childe Harold’s Pilgrimage</i> (p. 285); T43 The Byronic Hero (p. 286 + EE1 p. 48); The Byronic Hero, the ‘Hero of Sensibility’ (p. 287); T44 The beauty of nature – Sunset in Venice (p. 288); T45 The beauty of nature – To the Ocean (p. 289).</p>
Enjoy! 1	<p>Percy Bysshe Shelley</p> <p>A brief bio (p. 296); Profile (pp. 296-97); The role of the poet (p. 297); Style (p. 297); T47 Ode to the West Wind (pp. 298-300 + EE1 p. 51);</p>
Enjoy! 1 online	T23 Ozymandias
Enjoy! 1	<p>John Keats</p> <p>A brief bio (p. 302); Profile (pp. 302-03); Keats’ poetics: the ‘negative capability’ (p. 303); Style (p. 303); La Belle Dame sans Merci (p. 308); Structure and interpretations (p. 308); T49 La Belle Dame sans Merci (pp. 308-09 + EE1 p. 54).</p>
Enjoy! 1	<p>Ann Radcliffe</p> <p>A brief bio (p. 311); Profile (p. 311); <i>The Mysteries of Udolpho</i> (p. 312); Short plot (p. 312 + Full plot online); Themes (p. 312); Style (p. 312); T50 A love for nature (p. 313 + EE1 p. 56); T51 A Gothic world is born (p. 314 + EE1 p. 56)</p>
Classroom	Radcliffe – <i>Mysteries of Udolpho</i> (extract)
Enjoy! 1	<p>Mary Shelley</p> <p>A brief bio (p. 315); Profile (pp. 315-16); <i>Frankenstein, or The Modern Prometheus</i> (p. 316); Short plot (p. 316 + Full plot online); Themes (p. 317); Structure and characters (p. 317); A Gothic and a Sci-Fi novel (p. 317);</p>
Classroom	Mary Shelley – <i>The Last Man</i> (+ excerpts)
Other	Students read the unabridged version of <i>Frankenstein, or The Modern Prometheus</i> during the summer of 2024 (either in English or in Italian)

Classroom	Orientation (part of the 30h interdisciplinary module) Climate activism in literature: Amanda Gorman's 'Earthrise'.
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CONVERSATION

Conversation workshops throughout the school year on topics chosen by the students and by the teacher to develop and CONSOLIDARE the students' communicative competence focusing on the use of compensative communicative strategies and on level B1 grammar and syntax structures.

LISTENING

Sessions of passive listening (videos with open-endend/multiple-choice questions).

AI IN TEACHING

Main features of GenAI systems. Hallucinations and biases. Functions and structure of prompts. How to write effective prompts. Using GenAI systems (ChatGPT and Gemini) to retrieve information about Dr. Frankenstein's and the Creature's opinions on the ethics of science from *Frankenstein, or The Modern Prometheus* to create chatbots with character.ai and mizou.com.

Villafranca in Lunigiana, 10.6.25

Il docente

Prof. Roberto Di Scala

