

INSEGNARE INGLESE



INSEGNARE INGLESE

WEBINAR

Insegnare con... Firewords

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INSEGNARE INGLESE

Words to light up your mind!

Karl Matthews



During the webinar,
we'll be considering
these topics
and more!



1. Lighting up our students' interest
2. Creating Context
3. Citizenship and Agenda 2030 (2050)
4. The Main Course
5. Language Skills and Life Skills
6. Beyond the Text
7. A New Approach



Opening Spread

4

The Augustan Age

1714-1760



Thomas Gainsborough, *Mr and Mrs Andrews*, 1748-49, National Gallery, London

READING

IN CLASS Thinking Routine
AT HOME Activity 1
IN CLASS Activity 2

ART

Thomas Gainsborough,
Mr and Mrs Andrews

A As truth distinguishes our writings from those idle romances which are filled with monsters...

John Dryden

C Reading is to the mind, what exercise is to the body.

John Dryden

D Unlimited power is apt to corrupt the minds of those who possess it.

John Dryden

TOWARDS THINKING ROUTINE

See, think, wonder

See

1 What do you see in the picture?

Think

2 The two people are a newly married couple. The man is a country landowner. What do you think is his relationship to the land he owns?

Wonder

3 Why did the couple have themselves portrayed in this way?

FIREWORDS Complete the text with the FIREWORDS. Then watch the video and check.

Age of Reason • **Augustan Age** • Enlightenment • George I • George II • landed gentry • merchant class • middle-class readers • party system • Prime Minister • prosperity • rise of the novel • first periodicals

The first half of the 18th century is known as the **1** Augustan Age of English literature, in reference to the Roman emperor Augustus, under whose reign the greatest works of Latin literature were created. The period has also been called: the **2** Age of Reason, the philosophical movement that was spreading throughout Europe at the time.

The literary scene was characterized by the **3** Enlightenment. While previous forms of fiction dealt mainly with fantastic stories, the new ones provided a realistic portrait of the society of the time and reflected the tastes of the new **4** middle-class readers.

These readers were also interested in knowing and discussing current ideas and events, and this led to the publication of the **5** first periodicals, like *The Tatler* and *The Spectator*. In general, this was a period of political stability, scientific progress, and economic **6** prosperity.

The **7** party system began to develop, with the Whigs and the Tories alternating in government. The aristocracy and the **8** landed gentry continued to own most of the land, but in the cities a wealthy **9** merchant class was growing. During the reign of **10** George I, and then of his son **11** George II, the monarch lost much of his influence on the policy of the country, and the **12** Prime Minister emerged as the key political figure.

2 Link the picture and the quotes to the largest possible number of FIREWORDS. Then explain the reasons for your choices.

DIGITAL RESOURCES

- 1 Video overview
- 2 Audio
- 3 Interactive timeline
- 4 Digitals
- 5 Revision lessons



THE NEW ON THE MENU

THEMES: **1** ENLIGHTENMENT **2** THE AGE OF REASON **3** THE RISE OF THE NOVEL

AUTHORS: **4** JOHN DRYDEN **5** DANIEL DEFOE



Historical Context

History Milestones

INTERACTIVE TIMELINE

700-55 BCE **The Celts in Britain**

Celtic culture in Britain was introduced as early as the Bronze Age through the invasion of the Gauls, Brythons and Belgae. The Celts lived throughout the territory. They acquired a considerable technological knowledge of iron working. Among the most important members of the community were the **druids**, cultural religious figures who acted as spiritual guides and doctors, administered justice and guarded valuable knowledge of the natural world.

55 BCE-430 CE **Roman Britain**

The Romans attacked England with **Julius Caesar** in 55 BCE. As well as conquering England in 43 CE, they also conquered Wales (which was called 'Roman Britain'). However, they did not subjugate Caledonia (Scotland), which was defended by the Picts. The northern limit of the Roman Empire was marked by **Hadrian's Wall**. The Romans built towns, aqueducts, roads and thermal baths; they left Britain in 430 CE during the crisis of the Empire.

430-7th CENTURY **The Anglo-Saxons and Christianity**

During the 5th century, Anglo-Saxon peoples (Angles, Saxons and Jutes) invaded Britain and later occupied a large part of England. In 597 a religious mission led by the monk **Augustine**, sent by the Pope, brought Christianity to England, which was polytheistic at the time. Augustine built a church in Canterbury and later became the first archbishop.

8th-10th CENTURIES **The Viking invasions**

The Vikings were **navigators** and raiders from Norway and Denmark. They arrived on the English coasts and preyed on the local populations. They then reached Wessex, in the southern part of the island. They were stopped by **Alfred the Great** in 878. After his death (899), Alfred's son, Edward the Elder, and grandson, Athelstan, continued the wars. Athelstan became the first **King of England** (924-939). Viking raids resumed in 991 for more than 20 years.

1066-1215 **The Normans**

William, Duke of Normandy, France, invaded England and defeated King Harold (the last Anglo-Saxon king of England) at **Hastings** in 1066. William was crowned king and became known as **King William I, the Conqueror**. He organized the government of England around the **feudal system**. William was succeeded by his son William II (1087-1100), then by his brother Henry I (1100-1135). Following a period of struggle for power, Henry I died. Peace came when Henry II became king (1154-1189). After him, **Richard the Lionheart** became king (1189-1199). He spent most of the years of his reign abroad, fighting in the crusades.

1399-1272 **Towards the end of feudalism**

When Richard died, his brother succeeded him as **King John** (1199-1216), nicknamed 'Lackland' because he lost Normandy to the French. In 1215, he was forced by the great feudal lords to sign **Magna Carta** [- page 20], a famous document which established that everybody, including the king, was subject to the law. It also stated that no taxes could be imposed without the approval of the council of the aristocracy. This important moment was a step towards the end of feudalism, because the nobles acted as a class and not as single vassals. King John was succeeded by Henry III (1216-1272).

1272-1307 **Towards the first English Parliament**

Edward I (1272-1307), the son of Henry III, fought and won against Welsh and Scots. He discussed the delicate question of taxation with representatives of the two main classes of people who produced and controlled wealth: the **gentry** (the feudal ruling class) from the shires, and the **merchants** from the boroughs. To make sure that he continued to receive taxes from his subjects, King Edward I appointed a great council. Each shire and each borough had to send two representatives to the council and, this way, there was no taxation without representation. The knights of the shires joined the citizens and burgesses and sat together as 'the commons'; the council became the **House of Commons**. Edward I summoned knights and burgesses in 1276, but it is the Parliament of 1295 that is referred to as the **Model Parliament**. It included representatives of shires, boroughs and the lesser clergy.

1337-1453 **The Hundred Years' War with France**

From the beginning of the 14th century, France had been trying to restrict England's wool trade with Flanders. Moreover, Edward III (1327-1377) wanted to regain some territories by claiming the French Crown through his mother Isabella of France. His claim was rejected, so he declared war on France in 1337. The first phase of the war, known as the **Hundred Years' War**, favored the English: then the French began to reconquer territories, thanks especially to the presence of the young **Joan d'Arc**, who led the French army for many years. Finally they defeated the English in 1453. Only Calais remained under English control until 1558, when it was reconquered by the French army.

1348 **The Black Death**

During the Hundred Years' War a **terrible plague**, the Black Death, reached southern England, and quickly spread to the north. The plague **decimated one third of the European population** and half of the English population. This influenced the development of society, as the smaller population allowed laborers to negotiate higher wages which improved their economic conditions.

1381 **The Peasants' Revolt**

After the death of Edward III, young Richard II became king (1377-1399). He became a despot and was faced with the **Peasants' Revolt**. This was a reaction to the imposition of the unpopular **Poll Tax** (four pence a head with no reference to the income of each person), and demanded the abolition of serfdom. The revolt was suppressed, but **landowners** gradually began to accept the payment of rent instead of feudal service.

1455-1485 **The Wars of the Roses**

During the reign of Henry VI of Lancaster, the **Wars of the Roses** began. These were a series of **bloody civil wars** for the throne of England between two competing royal families: the **House of York** (whose symbol was a white rose) and the **House of Lancaster** (whose symbol was a red rose). Both were members of the age-old royal Plantagenet family. After thirty years of courage and short periods of peace, the wars ended when King Richard III was killed in battle in 1485 by Henry Tudor, who became **Henry VII** (1485-1509), the first of the great Tudor dynasty. He agreed to marry Elizabeth of York, thus setting the Lancaster and York families.

IMPROVE YOUR VOCABULARY

Read the text, then match each word to its synonym or definition.

1. ☐ prey	7. ☐ burgess	a. country	g. current violence or robbery
2. ☐ resume	8. ☐ common	b. state of being a feudal laborer	h. salary
3. ☐ gentry	9. ☐ wage	c. people of good social position	i. inhabitant of a borough
4. ☐ shire	10. ☐ peasant	d. agricultural laborer	j. tradesman
5. ☐ merchant	11. ☐ serfdom	e. begin again	k. administrative unit
6. ☐ borough		f. call for	



Socio-Cultural Context

The Normans (11th-13th centuries)

FOCUS ON



The *Domesday Book*, 1086.

In 1086, the *Domesday Book* was created. This document was a register that listed the types of land and their use, the number of people living in each area, with the description of their status and the number of animals. This detailed survey was commissioned by the king as a source of information to know the amount of resources in the kingdom and how much money he could collect as taxes.

Answer the questions.

- Why was the *Domesday Book* important to collect taxes?
- Was it useful also to collect information about urban activities? Why?

QUICK CHECK

Decide if the following statements are true or false and correct the false ones.

- The feudal system was based on vassals' property of the land. ① ②
- Many Anglo-Saxons were called. ① ②
- Around the year 1000 population decreased due to political crisis. ① ②
- By the middle of the 14th century, English economy turned to animal farming. ① ②

The battle of Hastings (1066) determined the end of the Anglo-Saxon period. William Duke of Normandy, the winner, was solemnly crowned king in Westminster Abbey and became **King William I, the Conqueror**.

The feudal system

William I based the organization of the English government on the **feudal system**, which centered around the holding of land. The king granted the English owners of their land and distributed it among his Norman lords. The lords gave part of their lands to lesser nobles, knights and 'vassals'. Each knight had to swear loyalty to his lord and to give him army service. The lords, in their turn, had to swear loyalty to the king and give him part of the produce of the land. In this way, **each man had to promise loyalty and service to his superior**. In return, a lord – and the king himself – had to give his vassals protection. Many Anglo-Saxons were called and many became **serfs**, without rights. As serfs, they were bound to the land on which they lived and worked.

Towards the end of feudalism

After William's death (1087), England went through a long period of political turmoil, rivalry and power struggles, but society saw **important changes**. The population had begun to increase after the year 1000 and people gradually returned to the cities. The number of artisans grew and the greater economic activity saw the birth of professional associations (**guilds**) and a new social class, the **urban middle class**, which did not live in castles, but in the city, where fairs and markets were held. These were the places where the products of the countryside were bought and sold and where great fortunes could be made. The rebirth of the cities and the gradual appearance of the urban bourgeoisie slowly led to the overruling of feudal civilization.

Farmstead

Land management also changed a lot. In the first centuries of the Middle Ages, England's resources came primarily from its land: growing cereals, producing dairy goods and raising sheep, which offered the finest wool in Europe. The greatest landowner was the king, followed by a small number of non-religious magnates, bishops and the monasteries. Possession of land was the basis of the political and social influence of the aristocracy, as well as of the gentry's fortunes. By the middle of the 14th century this farming prosperity was nearly over, and landowners concentrated on **sheep farming**, which required less labour than agriculture. Soon the English learnt how to make cloth from Flemish artisans and the **cloth trade prospered**. As a result, in the late 13th century large sections of farmland became sheep pastures. They were closed off, taking land away from common people, thus beginning the phenomenon of the **'enclosure' of land**, which would become increasingly important in future centuries with the Industrial Revolution.



French Island, Montserrat, 15th century.

Universities and schools

These big social and economic changes were accompanied by important **cultural developments**. For example, the founding of the University of **Oxford** (12th century) and of the University of **Cambridge** (1209), which soon became points of reference for scholars from all over the continent. The circulation of clerics, students, philosophers and members of religious orders made the two universities among the most important in Europe. In addition to the universities, schools also experienced a great boost. Schools had generally been attached to monasteries, but from the 14th century onwards new schools began to be founded independently. The most famous of them is **Eton School**, opened in 1440 by King Henry VI himself. Education further improved thanks to the birth of Middle English.

The religious matter and John Wycliffe

Religion played a very important role in these centuries. The Roman Catholic Church spread its authority to the whole continent, became increasingly strong, and as a result conflicts with political power became more frequent. In addition, its growing wealth and importance divided the religious community, as a part of the clergy seemed to distance themselves from their religious mission, their behaviour and practices becoming much more secular in nature. So the clergy was often criticised, and theological matters were also brought into question.

John Wycliffe (or Wyclif, c. 1330-1384) is one of the most famous representative of religious unrest. He was a theologian and a teacher at Oxford University. He thought that the clergy shouldn't have any property and criticised the wealth of the Church. He also questioned the authority of the Pope and wrote a treatise challenging the very essence of the Eucharist. His greatest work, though, is the **translation of the Bible** from Latin into vernacular English (1382), led by the idea that everyone should be allowed to read it. Wycliffe had many followers, who were called **Lollards**, which means 'mutterers' (from the act of praying), as an insult. Although the movement was persecuted and then violently suppressed, its mission was important, also from a cultural point of view, because it gave impetus to the spread of the language.



John Wycliffe translating the Bible into English, 1380s.

QUICK CHECK

Answer the questions.

- Why did the Oxford and Cambridge universities become important in Europe?
- What did John Wycliffe think about the clergy?
- Who were the Lollards?

Summing up

Read the text and complete the map with the words given.

Cambridge • cities • class • clergy • collect taxes • distribution of the land •
Domesday Book • economic activity • feudal • feudalism • guilds • John Wycliffe • Lollards • lords •
Oxford • population • serfs • spread • urban • wealth

William the Conqueror	After the year 1000	The Later Middle Ages
Feudal system - based on 1. _____ - from the king to his 2. _____ - and on loyalty of the lords and knights to the king - many Anglo-Saxons 3. _____ or became 4. _____ - creation of the 5. _____ (1086) to list all the lands and people living in the kingdom → useful to the king to 6. _____	Social changes - increase of 7. _____ - greater 8. _____ and birth of professional associations like 9. _____ - rise of a new social 10. _____; the 11. _____ bourgeoisie - rebirth of 12. _____ and consequent fading of 13. _____	Education and religious matters - 14. _____ of cultural institutions - birth of the two universities of 15. _____ and 16. _____ - translation of the Bible by 17. _____ - 18. _____ religious movement criticizing the 19. _____ of the Church and the secular practices of part of the 20. _____



Mapping the Socio-Cultural Context

Summing up

Read the text and complete the map with the words given.

Cambridge • cities • class • clergy • collect taxes • distribution of the land •
Domesday Book • economic activity • exiled • feudalism • guilds • John Wycliffe • lollards • lords •
Oxford • population • serfs • spread • urban • wealth

William the Conqueror

Feudal system

- based on
 1.
 - from the king to his 2.
 - and on loyalty of the lords and knights to the king
 - many Anglo-Saxons 3.
 - or became 4.
 - creation of the 5.
 - (1086) to list all the lands and people living in the kingdom → useful to the king to 6.

After the year 1000

Social changes

- increase of 7.
- greater
 8.
 - and birth of professional associations like 9.
 - rise of a new social
 10. : the
 11. bourgeoisie
 - rebirth of 12.
 - and consequent fading of 13.

The later Middle Ages

Education and religious matters

- 14. of cultural institutions
- birth of the two universities of 15. and 16.
- translation of the Bible by 17.
- 18. : religious movement criticizing the 19. of the Church and the secular practises of part of the 20.



Citizenship and Global Goals

CITIZENSHIP

The long road to religious tolerance

Although humanist authors were generally religious, they refused the rigidity and complexities of medieval theology and wanted to go back to the simplicity of original Christianity. They moved their attention from religious dogmas to the individual search for God and each person's potential for living an ethical and useful life. The interest of humanists for classical authors like Plato and Aristotle led them to investigate the similarities between pagan and Christian ideals, encouraging a more tolerant religious attitude. In Thomas More's *Utopia* [- page 72] different religions are accepted, with people spontaneously evolving from the 'primitive' adoration of the sun and planets to a more elevated worship of one Supreme Being.

In the same year, the Protestant Reformation started as a reaction to the corruption of the Roman Church. In the new cultural climate there was more freedom to discuss religious matters, which previously had been a topic reserved to churchmen.

However, religion continued to be an instrument of political power and suppression of dissent. Thomas More himself was executed for refusing to support his king's decision to break with the Pope, and the Inquisition was an office of the Church used to silence all those who were suspected of heresy, including many humanists. Religious diversity continued to be seen as dangerous. As Europe became divided between Catholics and Protestants, one religious group continued to be universally discriminated against: the Jews. Even Martin Luther called for the destruction of synagogues and the burning of Jewish books.

All Jews had been expelled from England in 1290, so when Shakespeare introduced the character of the Jew Shylock in *The Merchant of Venice* [- page 104] he was presenting his audience with an exotic villain whose religious and cultural background they had had no opportunity to encounter in real life. Jewish people continued to be persecuted in Europe throughout the following centuries, culminating with the 'final solution' of the Nazis. It was to prevent the repetition of such horrors that the European Convention on Human Rights was approved in 1950. The Convention's article 9 protects 'the right to freedom of thought, conscience and religion'.

Nevertheless, religion is still often a divisive factor even in secularized European countries. Hostility between Catholics and Protestants has fueled the conflict in Northern Ireland for decades. More recently, there has been a rise in anti-Semitism, while the terrorist attacks by Islamic extremists have caused feelings of mistrust and fear towards the growing Muslim communities in the western world. In Asia, too, Muslim minorities are discriminated against or actively persecuted in a few countries, while several Islamic states limit the freedom of non-Muslim citizens. Although many religious leaders have advocated peaceful coexistence between different faiths and between believers and non-believers, religion is still deeply associated to issues of national and ethnic identity, and of political consensus. As such, it is often a factor of division rather than unity. The complete religious tolerance imagined by Thomas More in his *Utopia* is still far from being achieved.



Comprehension

1. Answer the questions.
 1. What past authors did the humanists rediscover?
 2. Who imagined an ideal society where believers of different faiths could coexist peacefully?
 3. Why did the character of Shylock appear 'exotic' to theatre audiences in Elizabethan times?
4. What was one of the main goals of the European Convention on Human Rights?
5. Name three examples of religious conflict or intolerance in today's world.

CITIZENSHIP

Debate

- Form pairs. Half the pairs in the class prepare to support the statement, the other half prepare to argue against the statement.
- Each 'For' pair joins an 'Against' pair to form a group of four.
- In each group, the students present their arguments for and against the statement.

The teaching of religion should be abolished in public schools.

FOR:

- In Italy, religious teaching inevitably means the teaching of Catholicism, and this isn't fair for students of other faiths and for non-believers.
- Students should be given objective information about all world religions when they study history, literature and philosophy.
- Our Constitution recognizes that all religious faiths are equally free before the law. No single religion should be privileged.
- (Add your own):

AGAINST:

- Catholicism is an essential part of the Italian cultural identity, so all students should learn about it.
- Religion is a universal human need, which must be addressed by teachers who have been specially trained to teach the subject.
- Religious teaching isn't discriminatory because non-Catholic students have the right to opt out of it and do different activities.
- (Add your own):

10 REDUCED INEQUALITIES

Literary Overview

Towards Modern English
[page 70]

- Prose**
[page 72]
- Philosophy**
Thomas More, *Utopia*
[page 71]
- Elizabethan drama**
Christopher Marlowe, *Doctor Faustus*
[page 76]
- William Shakespeare
[page 82]
- History plays**
- Comedies and romances**
- Tragedies and Roman plays**
- Poetry**
[page 100]
- Sonnet**
William Shakespeare, *Sonnets*
[page 140]

The 15th century saw a growth in literacy, thanks to the introduction in England of printing. Translations of the Bible started to appear, as well as philosophical works in prose. The most famous example is Sir Thomas More's *Utopia*, originally written in Latin and then translated into English.

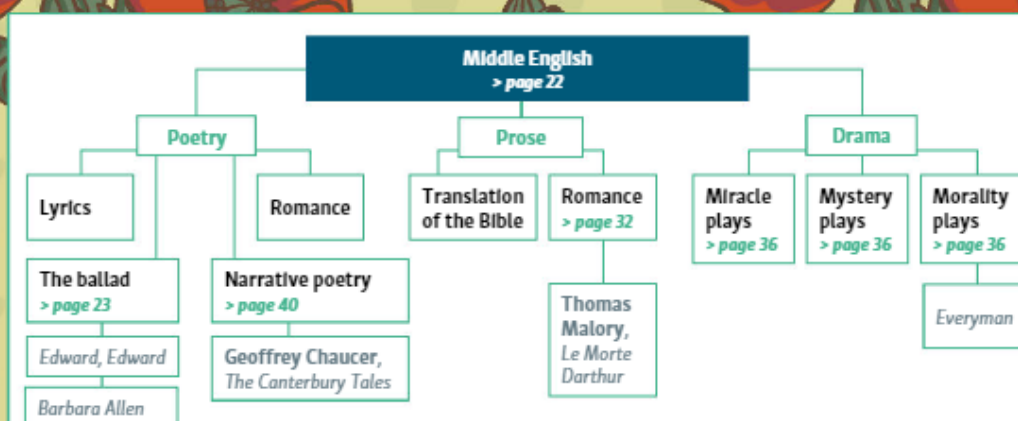
The most representative literary genre of the period, however, is drama, and William Shakespeare and Christopher Marlowe are the most important playwrights of the Elizabethan Age.

As regards poetry, the sonnet was the most popular form. Although Sir Philip Sidney and Edmund Spenser, who also wrote the allegorical romance *The Faerie Queene*, were major poets, the greatest one is Shakespeare.



Literary Overview

Literary Overview



Over the centuries, Norman domination led to a great language transformation, which resulted in what nowadays is called 'Middle English'. The literary production in Middle English is much bigger than the one in Old English.

Poetry found its expression in fresh lyrics and popular ballads. Then, in the 14th century, **Geoffrey Chaucer** used Middle English for his great narrative poem *The Canterbury Tales* giving it the dignity of a literary language.

Prose was mainly represented by the translation of the Bible [[> page 19](#)] and by Sir **Thomas Malory's** *Le Morte Darthur*.

The third main literary genre, **drama**, made its appearance in England with works of a religious nature: the **mystery** and **miracle plays**, in the 13th and 14th centuries, and the **morality plays** in the 15th century.



By your students' sides, step by step

LITERATURE

Middle English

```

graph TD
    ME[MIDDLE ENGLISH] --> P[Prose]
    ME --> Po[Poetry]
    ME --> D[Drama]
    
```

The Norman
but also cons
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The fusion

LITERATURE

Middle English (11th-15th centuries)

```

graph TD
    ME[Middle English] --> P[Prose]
    ME --> Po[Poetry]
    ME --> D[Drama]
    
```

The Norman invaders spoke an Old French dialect called 'Anglo-Norman', as it had Latin roots but also considerable Germanic influences. After the Norman Conquest (1066), this dialect became the **official language of the court and of the aristocracy**, while Old English continued to be spoken by the **lower and middle classes**.

The fusion of two languages

New words were introduced from Anglo-Norman dialect, such as beef to denote cooked meat, while some survived to denote the live animal. The different terms derived from social class structures. The reason this happened is easy to understand. The powerful Anglo-Norman aristocracy ate the cattle which the Old English-speaking common people bred. The two words still survive nowadays together in the names of some, such as pork and pig or mutton and sheep.

Old French words came to be used instead of Old English ones, as in the case of since (whose origin is the French *en*), which replaced the Old English word *eft*.

Sometimes French and Old English words were **fused** to form new words, as in portmanteau (French *port* + Old English *mund*). It also happened that two synonyms both survived. Since it comes from the fusion of two languages, Middle English has many more words than most of other European languages. Words coming from French often belong to a higher linguistic register. Here are some examples:

from Old English	from Old French	from Old English	from Old French
bravery	courage	fall	misery
stone	tempest	beam	permeation
freedom	liberty	wood	strange
small	admirer	garden	lagoon
answer	reply, response	which	doistie

In this way, Old English slowly developed into Middle English, characterised not only by **extensive changes in vocabulary**, but also by a consistent **simplification** in the complex system of inflected endings and a **gradual standardisation of spelling**. It soon became the literary language of England, and Geoffrey Chaucer used it to write his masterpiece, *The Canterbury Tales* [c. page 42]. The loss of the French territories still under English control in the early 13th century and the growing economic and social relevance of the English-speaking craftsmen and merchant classes in the following century greatly increased the importance of English. By the middle of the 14th century the **linguistic division** between the ruling class and the common people was over, and in 1362 Parliament passed the Statute in English Act, which officially made English the language of the court, justice and law.

Here is an example of Middle English (from *The Canterbury Tales* Prologue) and its Modern English translation.

Middle English	Modern English
Whan that april with his shoures soote The droghte of march hath perced to the sootes, And bathed every veyne in swich licour Of which vertu engendred is the flour...	When that April the sweet showers fall And pierce the drought of March to the root and all The veyns are bathed in liquor of such power As bringeth about the engendring of the flower...

The ballad

The ballad is a very ancient poetic genre that was widespread in medieval times. Its main characteristic is to tell a story, originally with the accompaniment of a musical instrument. As it belongs to the **oral tradition**, there are often different versions of the same story. Ballads began to be **written down in later periods**, and it was only in 1955 that Thomas Percy (1729-1811) assembled and published the famous collection known as *Reliques of Ancient English Poetry*.

The stories are often dramatic, have **no moral intent** and do not contain judgements, rather they show realistic aspects of mentality and society in the narration of events.

Most of the old ballads were probably composed between the 12th and the 16th centuries, and the best of them came from the border area between Scotland and England, a region which was the scene of frequent fighting and violence, which accounts for their tragic tone.

There are several subjects:

- ballads of love (happy and unhappy), jealousy, revenge and death;
- ballads of magic and the supernatural;
- ballads related to the frequent fighting between the English and the Scottish people and often of tragic tone;
- ballads concerning the adventures of Robin Hood, the legendary thief, a popular folk hero who existed in the 14th century [c. page 30]. These last ballads are characterised by a humorous tone, very different from the border ballads.

Structure and style

Because the ballad is characterised by oral storytelling, and addressed to the most varied strata of the population, **language is simple**, easy to follow and often musical.

It is composed of verses in which **narrative and dialogue** alternate.

The structure of the ballad is relatively simple. It is divided in **stanzas**, each one usually consisting of four lines, generally **rhyming ABCD**, and the language is often musical.

The story is **told in stanzas**, and vivid, dramatic images are used. The typical features of the ballad are the **regular rhythm, alternation and repetition** of words, lines, or even entire stanzas, as well as regular **refrains** and **incremental repetitions**.

QUICK CHECK

Decide if the following statements are true or false and correct the false ones.

- Ballads are traditional written poems. ☐ ☒
- The main themes of ballads are love, death, the supernatural. ☐ ☒
- Ballads are elegant and complex language. ☐ ☒
- The ballad has a narrative part and then dialogue. ☐ ☒
- Ballads are structured in four-line stanzas. ☐ ☒
- There is a frequent use of repetition and refrains. ☐ ☒

```

graph TD
    ME[MIDDLE ENGLISH] --> P[Prose]
    ME --> Po[Poetry]
    ME --> D[Drama]
    Po --> B[The ballad]
    Po --> NP[Narrative poetry]
    
```

DeA
FORMAZIONE

100 Authors

AUTHORS

Daniel Defoe

(1660–1733)

DO!

FIREWORDS

- Daniel Defoe is considered, along with Richardson, the **founder of the novel**.
- Defoe was a product of the **emerging middle class**, a **self-made man**, and he represented and interpreted the likes and interests of this class to perfection. It is not surprising, then, that his heroes and heroines are capable of resolving the difficult situations they find themselves in with a certain skill and free spirit, be they economic or practical.

DEAFLEX

DANIEL DEFOE

- **DISCOVERING THE AUTHOR** Video introduction
- **LIFE & WORKS** Interactive timeline
- **ADDITIONAL EXERCISE** Digital path
- **FINAL SOURCE** Interactive test

A writer and a self-made man

Daniel Defoe was born in London in 1660 to a family of Nonconformists, also called 'Dissenters'. These were Protestant groups who didn't conform to the Church of England. In his early twenties he set up as a **merchant**. This allowed him to travel widely and to become an **excellent economic theorist**. In 1692, however, Defoe went bankrupt; this marked a lifelong struggle against debt and the fear of prison. The experience, however, also gave him a deep understanding of the outcasts of society. Defoe's political and religious views are expressed in one of his most famous pamphlets, *The Shortest-Way with the Dissenters* (1702), where he shows the absurdity of intolerance. Because of the ideas expressed in it, he was arrested. After being released from prison, Defoe worked as a **secret agent** for the government. From 1704 to 1713 he wrote the periodical *The Review*, a monthly essay in support of government policies.

In 1719 he wrote *Robinson Crusoe*, which became immensely popular. Not only did he write novels, but also pamphlets and books of advice to salesmen, notably on business and accounting. Daniel Defoe died in 1733.

LIFE

Birth	Merchant and economic theorist	Family bankruptcy	Secret agent for government and journalist	Death
1660	1680s	1692	1703-1713	1733

The Shortest-Way with the Dissenters

WORK

Robinson Crusoe

• *Moll Flanders*
• *A Journal of the Plague Year*
• *Colonel Jack*

Roxana

Works

Moll Flanders The novel *Moll Flanders* (1722) is a fictional autobiography of a prostitute who appears lively, sympathetic and generous. In a realistic setting, the heroine perfectly embodies the spirit of her age in her middle-class business like attitude to life, which considers business the most important value. Moll's actions and feelings, in fact, are always inspired by economic interests.

A Journal of the Plague Year This work of 1722 is a pseudo-historical account of the terrible plague which struck London in 1665. [→ page 180]

Roxana Defoe's last novel, *Roxana* (1724), is the story of a **high-society woman** who uses her beauty to reach her goals. She marries and has a daughter, then lives many adventures. Most involve around money and romantic relationships. She prevents her husband from controlling her money, thus appearing a transgressive heroine. However, contrary to *Moll Flanders*, *Roxana* is a restless and unsatisfied woman, condemned to ambiguity and self-destruction.

The men and women Defoe writes about are all placed in unusual circumstances; they are all, in one sense or another, solitary; they all struggle, in their different ways, through a life that is a constant fight against their destiny; they all become, to some extent, obsessive.

Robinson Crusoe (1719)

The plot Robinson Crusoe, the hero, is a young man who decides to travel around the world. He embarks on a ship bound for London. Following a storm, Robinson decides to become a merchant. Then, after other travels and adventures, he becomes a plantation owner in Brazil. Interested in slave labour and its economic opportunities, he then embarks on a slave-gathering expedition to West Africa, but he is shipwrecked on a small island. Crusoe soon becomes aware that no other human being lives on the island, but he does not lose heart. Thanks to his sensible and practical spirit, he organizes his life on the island and explores all the resources that the place offers. After a number of years, to his great amusement, he sees prints in the sand. Robinson can't imagine how the foot prints ended up there, and soon frightening ideas come to his mind. His fears are more than justified, because his next discovery is terrifying: the shore is littered with skulls and other bones of human bodies. The arrival of the cannibals brings Crusoe to the acquisition of a companion, Friday, who will become his devoted servant. Twenty-eight years pass before Robinson and his companion are finally rescued and taken to England.

A fictional autobiography The first part of the story is told in the **first person** by the hero himself, who describes his life up to the moment of the shipwreck. In the second part he begins to report, in **diary form**, his experiences on the island from the first day. This second section

GO! DECK 4

DID YOU KNOW?

Robinson Crusoe is also the name given to an **economic**

principle that analyzes the purposeful actions of an individual in a situation of serious scarcity.

The main source for Robinson Crusoe was a travel book called *A Cruising Voyage Round the World* written in 1722 by a sea-captain called Woodes Rogers. It tells the story of the mariner Alexander Selkirk, who was abandoned on an island because of an argument with the captain of the ship on which he had embarked. He thought that the ship was not safe and instead of sailing with his mates, he chose to be left on the island.

During the 1660s, the Chilean Government changed the name of the island *Mis a Tierra*, where Alexander Selkirk was left, to Robinson Crusoe. The island is in the province of Valparaíso and it is inhabited by less than one thousand people.

204

205

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The **main source** for Robinson Crusoe **was a travel book** called *A Cruising Voyage Round the World* written in 1712 by a sea-captain called Woodes Rogers. It tells the story of the mariner Alexander Selkirk, who was abandoned on a desert island because of an argument with the captain of the ship on which he had embarked. He thought that the ship was not safe and instead of sailing with his mates, he chose to be left on the island.

During the 1960s, the Chilean Government changed the **name of the island** *Más a Tierra*, where Alexander Selkirk was left, to *Robinson Crusoe*. The island is in the province of Valparaíso and it is inhabited by less than one thousand people.



124 Works, 177 Texts

TEXTS

123 To be or not to be

From *Hamlet* by William Shakespeare, Act III, Scene I

This famous soliloquy takes place once Hamlet decides to find evidence for his uncle's guilt through the play he has asked the actors to perform the next day. Claudius and Polonius plan a meeting between Hamlet and Ophelia, and hide behind an arras tapestry to listen and find out if his madness has been caused by being rejected in love. Hamlet enters, and does not see Ophelia at first.

RECOVER YOUR READ The title of this extract is one of the most famous in literature. What would you answer to a question like this, considering your dreams, your fears and your ideas for the future?

TOWARDS MODERN ENGLISH

Prose Drama Poetry

Elizabethan drama

Christopher Marlowe, Doctor Faustus

William Shakespeare

History plays

Comedies and romances

Tragedies and human plays

[Enter HAMLET]

HAMLET To be, or not to be, that is the question: Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles And by opposing end them: To die - to sleep, No more; and by a sleep to say we end The heart-ache and the thousand natural shocks That flesh is heir to:¹ 'Tis a consummation² Devoutly to be wish'd. To die, to sleep; To sleep, perchance to dream - ay, there's the rub!³ For in that sleep of death what dreams may come, When we have shuffled off this mortal coil⁴, Must give us pause - there's the respect That makes calamity of so long life⁵. For who would bear the whips and stings⁶ of time, The oppressor's wrong, the proud man's contumacy⁷, The pangs⁸ of despised love, the law's delay, The insolence of office, and the spurns That patient merit of th'unworthy takes⁹, When he himself might his quietus make¹⁰ With a bare bodkin¹¹? Who would fardels¹² bear, To grunt and sweat under a weary life, But that the dread¹³ of something after death, The undiscover'd country, from whose bourn¹⁴ No traveller returns, puzzles the will¹⁵, And makes us rather bear those ills we have Than fly to others that we know not of? Thus conscience does make cowards of us all, And thus the native hue of resolution¹⁶ Is sicklied o'er with the pale cast of thought¹⁷, And enterprises of great pitch and moment¹⁸ With this regard their currents turn awry¹⁹ And lose the name of action.

COMPREHENSION

1 In the extract Hamlet asks himself: 'Who would bear all the troubles of life when he could release himself with a dagger?' (lines 16-22). What do you think Hamlet means by such a question?

a. ☐ It is better to fight than to reflect on the problems of your life.

b. ☐ It is useless to fight when the problems of your life are insurmountable.

c. ☐ You can put an end to the problems of your life by killing yourself.

d. ☐ Nobody would rather kill themselves than suffer the problems of their life.

KEYWORDS Read the explanation of Hamlet's soliloquy and complete the text below with the words given.

script • bear • death • fight • injustice • powerful • think • troubles

The soliloquy is full of questions that Hamlet asks himself about life, 1. _____ and suffering. The first question is the famous phrase 'to be or not to be'. Through it, Hamlet wonders if it is worth facing the 2. _____ of life or abandon oneself to oblivion and death. Then, he wonders if it is the ability to 3. _____ which characterises human beings, that prevents them from acting. It is this ability, he reflects, that allows people to 4. _____ all the kinds of troubles they meet in life, like unrequited love, the 5. _____ of the law, the pride of unworthy people and the contempt of 6. _____ persons. What, however, prevents people from choosing to die rather than continue to 7. _____ against such injustices is the fear of what we may find after death, which he defines as an 'undiscover'd country whose bourns / his travellers return'. Such a fear makes it possible for people to 8. _____ all sorts of problems. If, on the contrary, people were deprived of the ability to think, they would choose to die rather than to bear them.

ANALYSIS

1 Focus on lines 10-12. Hamlet is concerned with the idea of uncertainty provoked by dreams while sleeping. Would he prefer a dreamless sleep or one with dreams? Justify your choice.

2 The concept of the mystery of what happens after death, already present in line 12, is emphasised later on through a very effective metaphor. Find it and comment on its meaning.

INTERPRETATION

1 Note the imagery which refers to manifestations of health conditions (lines 30-31). What is associated with red complexion? And what renders man pale and sick?

2 The soliloquy ends with the acknowledgement of the human incapacity to make resolutions and act on them. People do not so much choose to die, but passively accept what happens for fear of facing something worse. Do you agree with such an opinion?

SUMMING UP

1 Listen to the text and complete it with the missing words.

The play is built on a pattern of vivid and tragic action: the powerful appointment of the 1. _____, the terrible revelation of the assassination of Hamlet's father, the 2. _____ of Ophelia, the play within the play, the violent slaying of Polonius, the final 3. _____ between Hamlet and Laertes. But there is more: the reality of a court is explored here, with its tough fight for 4. _____, devious figures, hidden lust and intrigues. Considerations about religion, 5. _____ the after-life, the very meaning of existence are present in the play. Together with the analysis of human beings and their 6. _____ - Ambition, murder, revenge certainly contribute to the appeal of this tragedy, but the most disturbing of its features is the operation 7. _____ action. And in the end, when all the main characters have died, it is a man of 8. _____ - Fortinbras - who takes the throne.

SPEAKING COMPETENCE

1 Use the memo to prepare a two-minute speech to sum up the main features of the play.

Hamlet: a memo

FORM Revenge tragedy

LANGUAGE AND STYLE Variety of registers: philosophical, comical, discursive, semantic, offensive...
- Sad and thoughtful

THEMES Revenge, death, parental relationships, guilt, ambiguity, suspicion, appearance vs reality

Danish Lewis as Hamlet, Act V, Scene I, 1994, Open Air Theatre

DeA
FORMAZIONE

Language Skills

CULTURE

The Elizabethan Golden Age

Elizabeth I (1558-1603) was an extremely popular queen. Her **political and diplomatic ability** was immense, and she managed to impose herself as an almost legendary queen. Elizabeth **did not marry**, so she was known as the 'Virgin Queen', 'married' only to her people. Elizabeth's decision not to marry had important political and even diplomatic reasons. For a long time her most insistent suitor was King Philip II of Spain, a fervent Catholic. This would have had consequences of internal instability, since the balance between Catholics and Protestants was very complex and precarious, and a union with Spain would have benefited Catholic claims.

Her long reign saw many difficult moments; often she was menaced by plots against her, but even in the presence of tensions and crisis, she succeeded in giving England a **sense of stability** and nationalistic fervour.

With Elizabeth, **Renaissance culture and poetry spread** and flourished so much that the period was called the 'Golden Age'. She promoted a new impulse for learning; she herself spoke five foreign languages and encouraged education. Moreover, the national language had become a powerful instrument of expression, suitable for the highest forms of writing. With Elizabeth **theatre flourished** and became an important vehicle both for **culture and political propaganda**, celebrating the exploits of the kingdom and helping to give great importance to the figure of the queen.

CULTURE
Elizabethan beliefs

Diego Velázquez, *Great Chain of Being from Rhetorica Christiana ad concionandi et orandi usum accommodata...*, 1579.



The Chain of Being

Copernicus' theory, which went against the Holy Scripture and the idea of humanity as the ultimate aim of creation, started a revolutionary method of observing the universe but it also caused feelings of insecurity and fear, which were counterbalanced by a push for **order and stability**. People found this in their queen and in the political system she had created.

A phrase coined to explain the Elizabethans' outlook on life is 'Chain of Being'. According to this phrase, **all living beings** and all that was created were linked to each other in a **hierarchical, complex order**. Therefore nothing could happen in isolation and everything was associated through the idea of **correspondences**. This hierarchy was applied to everything: the natural world, the human body and the immaterial world, in a circular design similar to that of the universe. The sun was at the centre and the planets revolved around it. God was at the centre of the universe and all creatures revolved around Him: angels, human beings, animals, plants and so on. Within each circle, there was a further hierarchy: in the human body, the brain was the centre, then came the arms and so on.

A fascination for the occult

The Elizabethans believed in fairies, magic, witches, spells and prophecies [as you can see for example in *Macbeth*, - page 124]. **Superstition and folklore** were often as important to people as the official religious beliefs taught by the Church. People believed that fairies, goblins and sprites (imaginary creatures with magic powers, which looked like a very small person) came out at night and played tricks on people. They could make you go insane or give you terrible nightmares or even attract you to the underworld.

THE ELIZABETHAN GOLDEN AGE **CULTURE** 2

Elizabethan culture was also fascinated by the occult. One of the most important personalities in this field was **John Dee** (1527-1608), mathematician, astrologer, alchemist and spiritualist, who was even consulted by Queen Elizabeth about a propitious day for her coronation. He also gave advice and instruction to courtiers, practitioners and navigators, and greatly stimulated scientific thought. John Dee had acquired many books and manuscripts over the years and his personal library was the greatest in England.



IMPROVE YOUR VOCABULARY

Match each word to its definition.

- ☐ courtier
- ☐ practitioner

a. person practicing a profession
b. person attending at a royal court

QUICK CHECK

Decide if the following statements are true or false and correct the false ones.

- Elizabeth's reign was always a peaceful one. (T) (F)
- During the Golden Age, prose flourished. (T) (F)
- Theatre was also a vehicle of political propaganda. (T) (F)
- The Chain of Being confirmed Copernicus' theory. (T) (F)

Summing up

Read the text and complete the map with the words given.

diplomatic • Elizabethan • English crown • hierarchical order • instrument • king • language • long • poetry • political • propaganda • queen • stability

Elizabeth I (1558-1603)

- virgin Queen, 'married' to her people
- choice of chastity as a 1. _____ and 2. _____ weapon
- no union with a foreign 3. _____

Golden Age: spread of Renaissance culture

- independence of the 4. _____
- 5. _____ reign
- 6. _____ and nationalistic feeling

Chain of Being

- 7. _____ outlook on life.
- all living beings organised in 8. _____
- order and stability

Spread of 9. _____

Spread of theatre

- great 10. _____ of expression
- national 11. _____
- celebration of the kingdom and the 12. _____
- vehicle of political 13. _____

IMPROVE YOUR VOCABULARY **Aa**

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Examination Practice

TEXTS

T19 If you prick us, do we not bleed?

From *The Merchant of Venice* by William Shakespeare, Act III, Scene I

Even though the penalty may appear shocking, Antonio thinks that the bond is meant as a joke and signs it. When the rumour spreads that one of Antonio's ships, full of precious goods, is lost, Shylock makes his intentions clear, at the same time expressing his frustration and desire for revenge in a very famous monologue. In the scene he is with Salarino, a Venetian gentleman, friend to Antonio and Bassanio, who has helped Jessica and Lorenzo to reach Belmont.

BEFORE YOU READ What should be the attitude towards a religion different from one's own? Answer with at least two examples.

Comprehension

1. Read the extract and answer the questions.

- What does Salarino think of Shylock? Justify your answer.
 - He is like all fathers.
 - He is a good father.
 - He is totally different from his daughter.
 - He doesn't love his daughter.
- In the extract, Shylock shows all his hatred for Antonio. What are the reasons for such hatred?
- Even though he is a moneylender, Shylock is not interested in being refunded with money by Antonio. What does he want instead?

Analysis

2. Look at lines 6-10. The list of Shylock's accusations is interrupted three times by the same sentence. What is it? What sinister meaning does it convey?

3. Which word, repeated by Shylock more than once, adds emphasis to his hatred for Antonio and what does it reveal about his intention?

4. Throughout the play, Shylock is presented as a cruel, resentful character. Do his feelings towards his daughter reinforce or soften such a view? What words show it?

5. Does Shylock passionately defend his Jewishness? What does he react against?

THE MERCHANT OF VENICE

Interpretation

6. Through Shylock, Shakespeare wanted to criticise religious intolerance. Do you agree? Justify your answer.

Speaking competence

B2 FIRST Speaking Part 3

7. Imagine you are a literary critic and you are conducting an interview with a radio journalist. Answer the journalist's questions.

Candidate A

- How does Shakespeare deal with intolerance and prejudice in *The Merchant of Venice*?
- Some scholars of Shakespeare think that in *The Merchant of Venice* money also affects love and relationships. Do you agree?
- Do women play an important role in *The Merchant of Venice*?
- What is the role of Portia in *The Merchant of Venice*?

Candidate B

- Some scholars have pointed out that Shakespeare shows a certain degree of prejudice against Shylock in *The Merchant of Venice*. Do you agree?
- What view does Shakespeare give about people's attitudes towards Jews?
- Is the theme of friendship important in *The Merchant of Venice*?
- In what way does money affect friendship in *The Merchant of Venice*?

8. Use the memo to prepare a two-minute speech to sum up the main features of the play. You can use the expressions below.

- The Merchant of Venice is a... set...
- It deals with...
- Its language is...
- The main themes are...

The Merchant of Venice: a memo

FORM Dark comedy

LANGUAGE Language of law and finance

AND STYLE

- Puns to create humorous effects
- A variety of registers, from the dramatic to the comic
- Impressive monologues rich in rhetorical questions, parallelisms, repetitions

THEMES

- Love vs money, intolerance, prejudice, revenge, mercy, contrast between appearance and reality

THE MERCHANT OF VENICE

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A Variety of Competences

Critical competence

THINKING ROUTINE

What makes you say that?

Read about the structure and the features of the Renaissance sonnet [**> page 140**], then consider this statement: 'Romeo and Juliet's ball contains a sonnet'.

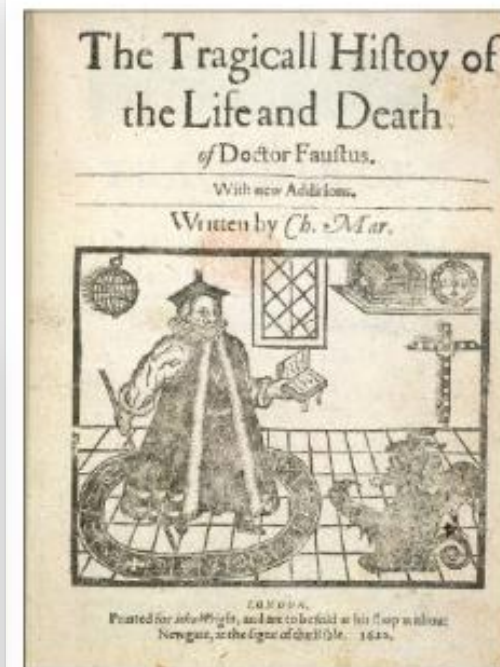
What evidence can you find in the extract to support this idea?

Focus on the following elements and add your own ideas:

- rhyme scheme; • number of lines; • turning point;
- problem; • solution to the problem.

Speaking competence

- 5 Use the memo to prepare a two-minute speech to sum up the main features of the play. You can use the expressions below.



The frontispiece of
Doctor Faustus, 1620.

VISUAL COMPETENCE

- A02 Look at the picture, listen to its explanation and complete the text below with the missing words.



Going deeper: History

HISTORY

London in the chronicles diaries of the 17th century



In the 17th century, London represented the political, social and intellectual heart of the kingdom and the events of the century further promoted its development.

In the second half of the century the population reached about a million inhabitants, but the city changed completely, unfortunately following two catastrophes. In 1665 London was hit by a **plague epidemic** that decimated the population killing 10,000 Londoners, and the following year a **devastating fire** destroyed large part of the city. What happened afterwards was an extraordinary architectural activity, thanks mainly to Christopher Wren, and a real rebirth of the city.

A Journal of the Plague Year (1722) (Daniel Defoe, 1660-1731)

The terrible plague which raged in London in 1665 is vividly described by Daniel Defoe in *A Journal of the Plague Year*. This is a creation of an historical event made convincing by the wealth of details and by the autobiographical tone of the first person narration. The author imagines that the description is given by a fictional narrator who witnessed the visitation of the plague in London. Defoe was about five at the time of the plague he relied on reports that were still circulating from people who spoke from personal experience and on documents that he had read.

Other notes:

- 1. Defoe was a journalist, a writer of the 18th century, a member of the House of Commons.
- 2. Defoe was a writer of the 18th century, a member of the House of Commons.
- 3. Defoe was a writer of the 18th century, a member of the House of Commons.
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- 79. Defoe was a writer of the 18th century, a member of the House of Commons.
- 80. Defoe was a writer of the 18th century, a member of the House of Commons.
- 81. Defoe was a writer of the 18th century, a member of the House of Commons.
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- 87. Defoe was a writer of the 18th century, a member of the House of Commons.
- 88. Defoe was a writer of the 18th century, a member of the House of Commons.
- 89. Defoe was a writer of the 18th century, a member of the House of Commons.
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- 91. Defoe was a writer of the 18th century, a member of the House of Commons.
- 92. Defoe was a writer of the 18th century, a member of the House of Commons.
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- 94. Defoe was a writer of the 18th century, a member of the House of Commons.
- 95. Defoe was a writer of the 18th century, a member of the House of Commons.
- 96. Defoe was a writer of the 18th century, a member of the House of Commons.
- 97. Defoe was a writer of the 18th century, a member of the House of Commons.
- 98. Defoe was a writer of the 18th century, a member of the House of Commons.
- 99. Defoe was a writer of the 18th century, a member of the House of Commons.
- 100. Defoe was a writer of the 18th century, a member of the House of Commons.

The Great Fire of London (1666)

(Samuel Pepys, 1633-1703)

This is an extract of Samuel Pepys' diary, in which he reports about the Great Fire that destroyed a great part of London in 1666.



On Sunday 2 September 1666 (Good Friday)

Some of our music setting up late last night to get things ready against our feast to-day, I was called to go about three in the morning, to tell us of a great fire in the City. In I rose and slipped on my night gown, and went to bed, and thought it to be in the back side of Blackfriars at the farthest, but, being waked to such fire as followed, I thought it far enough off, and so went to bed again, and to sleep. About seven next again to dawn itself, and then I looked out at the window, and saw the fire not so much as it was and further off. So to my closet to get things to-night after yesterday's dressing. By and by I saw some smoke rise that she heard that about 300 houses have been burned down to-night by the fire we saw, and that it is now burning down all Blackfriars, by London Bridge. So I made myself ready presently and walked to the Tower, and there got up upon one of the high places, Sir J. Baltham's little one going up with me, and there I did see the houses at that end of the bridge all on fire, and an infinite great fire on this end and the other side the end of the bridge.

Comprehension

- Read the extract by Defoe. Focus on the first paragraph and complete the table below with the appropriate details.

Place	
Characters	
Means of transport	
- Focus on the main in the second paragraph and answer the questions.
 - Consider again how the man is introduced in the first paragraph. Who is he and why is he so anguished?
 - The second paragraph gives more precise information about the man. Who is he and why is he so anguished?
 - How does the narrator define the attitude of the man towards the event?
 - In the second paragraph, the man changes his mood. Why?
- How does the narrator report the event?

a. ☐ He is objective.	e. ☐ He collects facts.
b. ☐ He is moved.	f. ☐ He gives comments.
c. ☐ He is imaginative.	g. ☐ He reports concrete facts.
d. ☐ He is allergic.	
- Read the extract by Pepys and decide if the following statements are true or false. Correct the false ones.
 - Pepys saw the fire before the music. (T/F)
 - Pepys was so worried about the fire that he could not sleep. (T/F)
 - The fire was bigger when he woke up again at 7 am. (T/F)
 - Pepys went somewhere for a better view of the fire. (T/F)



Going deeper: Cultures

LETTERING TIPS

CULTURES Elizabethan theatre

The age of theatres

During the last decades of the 15th century, theatre flourished in London. Plays were usually performed in courtyards or public halls, not only in private theatres. Soon special buildings were built up mostly on the south bank of the Thames, which was outside the city walls, as plays were thought to encourage bad behaviour [- map on page 75]

The first to be built was the Theatre (1566), outside the northern gate of the city. Other important theatres were the Swan, the Swan and the Swan, but the most successful of all was the Swan, Shakespeare's theatre, which was built in Southwark, south London, in 1599.

It was made of timber and thatch, and it turned to the ground in 1613, when a stage cannon shot a glowing piece of wood into the thatched roof during a performance. A new Globe was built on the same site in 1614. In 1642 it was closed by the Puritans, and in 1644 it was pulled down.

A project to rebuild the Globe was presented in 1960 but did not succeed. In 1989 the remains of the old Globe were discovered and the construction started in the same year, trying to keep the original form through observation of old documents and drawings. In 1997 the theatre reopened and the first plays of the season were Henry V and The Winter's Tale. In June of the same year Queen Elizabeth II inaugurated the official reopening of the theatre.



Reconstruction of the Globe Theatre in London.

Listening comprehension

Listen and complete the text.

The Elizabethan playhouse

Elizabethan playhouses were small and circular or 1. _____ in shape. They were built around a 2. _____, so that, when the poorest spectators stood, exposed to the sun and rain, since there was no roof. They were called the "groundlings" and were the 3. _____ people of the London streets.

Sharp and critical, they were eager for 4. _____ and strong emotions. The three rows of galleries provided 5. _____ arrangements under cover for those who paid more.

In spite of the small size, a theatre could hold over a 6. _____ people.

The most important part of the stage was a large 7. _____ which jutted out into the pit and was surrounded by the spectators on three sides.

It was called the 8. _____ stage. In some its design suggested an apron or a waiter's gown.

The 9. _____ were free to move during the performance and kept in close contact with the actors. Some even leaned on the stage. This created a unique 10. _____ between actors and spectators, which was also helped by the fact that there was no 11. _____.

The stage area was covered by a 12. _____.

At the back of the stage there were two side doors, through which the actors entered or 13. _____.

These doors could be conveniently exploited when some soldiers or a procession passed over the 14. _____, because they could enter at one door and go out by the other. Between the two doors there was the inner stage, or opening, generally hidden by curtains, which was used sometimes by the actors as a 15. _____ room. When necessary, the curtains which hid the opening were drawn and the 16. _____ was also used to represent 17. _____ lands and indoors.

Over the inner stage, in correspondence with the second 18. _____, there was the upper stage, which was either 19. _____ off or used when an upper level was required. A platform jutted out to form a 20. _____ that could be used to represent the walls of a castle or of a town.

A famous example of its use was the balcony scene from Romeo and Juliet. Above the upper stage was another room where sound and 21. _____ effects were made.

Performance organisation

Performances took place in daylight. There was no scenery, so there was no limit to the number of scenes, and much was left to the imagination of the public. A chair was sufficient to indicate indoor scenes, a ring, meaning the armour to indicate a battlefield and so on. The dialogue itself provided information, e.g. references to darkness or to the stars meant that it was night. A scene finished when the actors left the stage.

The costumes were 22. _____, and there were music and sound effects. Some attempts were made at realism, when characters were wounded they really seemed to bleed, in agreement with the taste for violence which was very strong at the time. But it must be remembered that, in the age of Shakespeare, people went to the theatre first and foremost to hear plays, not to see them.

The power of language

It was the rough language that the play made its impact. The Elizabethan theatre was not a theatre of action or of illusion, but of language - in fact of poetry - which engaged the audience with its power to appeal to the emotions and the imagination. In Elizabethan England people were accustomed to poetry. Ballads were a very popular vehicle for stories, legends and happenings of the day, while lyrics and love songs were a common means of expression for people's feelings.

The Elizabethan audience was made up of a cross section of society. All social classes went to the theatre: nobles, commoners, citizens and lawyers - people with different tastes and cultural backgrounds. It was the dramatist's business to please them all, and Shakespeare did.




The Globe Theatre in London.

Comprehension

Answer the questions.

- What is the history of the Globe Theatre?
- How important were costumes, light and scenery?
- What was the most appealing feature for an Elizabethan audience?

IMPROVE YOUR VOCABULARY

Match each word to its synonym or definition.

1. courtyard	2. stage cannon	3. incontinent	4. substantially rich
5. cloak	6. glowing	7. the side of a door and the land near it	8. a person used on the stage
9. ditch	10. burial	11. building technique for roofs using natural materials	12. open space surrounded by buildings
13. thatch		14. wood used for buildings	



Going deeper: Art

ART Gothic cathedrals: worship and grandeur

Gothic architecture is a European style of architecture, an evolution of the Romanesque style, that values height and exhibits an intricate and delicate aesthetic. Gothic architecture employs strong vertical lines and is characterised by high vaulted ceilings, pointed arches, pointed windows and stained-glass windows. Instead of thick Romanesque walls, Gothic architects used flying buttresses for support, and the stone structures allowed them to create incredibly high cathedrals that evoked eternality and reached toward the heavens.

English Gothic architecture flourished from the early 12th century to the beginning of the 16th. The antiquary and architect Thomas Bodley (1576-1643) distinguished three main periods in the development of the English Gothic:

Early English Gothic (c. 1180-c. 1300)

In this period English craftsmen and architects adapted the Norman Gothic style to English taste. The most significant innovation was the introduction of the pointed arch called ' lancet'.

These pointed arches - very often of extremely acute proportions - were used not only for wide open arches, such as those in the central nave arcade, but also for doorways and windows, which were then grouped in twos or threes, as can be seen in Salisbury Cathedral (consecrated in 1258), generally acknowledged as the leading example of this style.

Decorated Gothic (c. 1300-c. 1375)

The feature that distinguishes this period is its window tracery, a term that describes the diamond-shaped elements supporting the glass. Windows are wider and much more elaborate than before, as they are often adorned with complex floral patterns and are usually subdivided into trifolds and quadrifolds. The main window on the west front of York Minster is a fine example of this style. At first patterns were mainly geometrical, but later they evolved into flamboyant decorations.

The interior is characterised by tall and slender columns supporting elaborately carved vaulted roofs.

Perpendicular Gothic (c. 1375-c. 1520)

Also called 'International Gothic' or 'Late Gothic', this period takes its name from the great emphasis on vertical lines. Towers are tall, strong and perpendicular and windows are considerably larger than before, which gives the interior of these buildings more light and an amazing sense of spaciousness, as in Bath Abbey. They may also be decorated with very few spire-like structures, resembling lace, while the glass panels were made of stained glass, that is, elegantly carved and painted coloured glass, also called 'illuminated wall decorations'. The designs may be figurative or not, and may have various subjects such as episodes from the Bible or symbolic motifs.

Comprehension

1. What are the main features of Gothic architecture?

- a. ☐ Vertical lines
- b. ☐ Low ceiling
- c. ☐ Coloured walls
- d. ☐ Evolution from Italian architecture
- e. ☐ Pointed arches
- f. ☐ Gothic art influence
- g. ☐ Narrow spaces
- h. ☐ Elaborated windows

2. For each Gothic period, choose two key ideas.

Period	Key ideas
Early English Gothic	lanets ...
Decorated Gothic	wide windows ...
Perpendicular Gothic	...

Interpretation

3. Answer the questions.

- Why does Gothic architecture value height?
- What is the main difference with the Romanesque style?
- In what period do windows become wider and how are they decorated?

Interpretation

4. Answer the questions.

- What is your main feeling looking at a Gothic cathedral?
- In what way do you think Gothic architecture goes far beyond the spirit of the Middle Ages?

Interpretation

- Floral patterns: master touch.
- Stained glass: intricate.
- Quadrifolds: quadrifolds.
- Carved wooden roofs: intricate.
- Spire and stone arch: Gothic architecture.
- Low markets: Gothic.



Going deeper: Movies

MOVIES

The power of words

Richard III shows how words can be a powerful vehicle of persuasion that leads people to be manipulated and unable to resist or express disagreement. The theme has often been taken up in cinema. It has shown how skilled argumentation can lead to dramatic effects. Director Richard Loncraine shows a cruel, ruthless and ambitious ruler as Richard III in opposition to fragile

interlocutors unable to defend themselves. John Woodson, on the other hand, deals with the weight of words by narrating the story of an American lobbyist, a political 'influencer'. She finds herself the victim of her own words, going so far as to denounce the distortions resulting from an extreme but unrepentant use of arguments.

Miss Sloane
Director: John Madden
Main actors: Jessica Chastain, Mark Strong, Guy Pearce, Alex, Adam P. Michael, Michael Stuhlbarg
Place and year of production: USA, 2016

The story is set in the United States, where lobbyistism is legal and is defended by the constitution. A lobbyist's work consists in bringing pressure to political parties to force them to issue favourable laws for the interest group who pays them. Interest groups can spend finance political parties providing that they don't use bribery, i.e. offering them money or something valuable to persuade them to do something.

In the movie, Elizabeth Sloane works as a gifted lobbyist for the conservative party. When the agency she works for wants her to promote a campaign in favour of women's use of weapons for defence purposes, she decides to leave it. As a reaction to her decision, the gun lobby plans to send her to prison. She is once examined to find evidence for her past corrupt activities, but Sloane doesn't answer any of the questions she is asked, invoking the fifth amendment of the United States constitution, which gives an individual the right to be silent. If there is a danger, when speaking in trial, of being accused of a crime. Eventually, however, to avoid being sent to prison, she confesses her actions but giving evidence, at the same time, through video records, that both the judge and other members of Parliament had been corrupted as well. She is condemned to imprisonment but ready to start a new, more dignified life.

Before you watch

- From the information you have read from the plot, what principles do you think Miss Sloane pursues in life?

While you watch 30:37-42 / 24:37-38

- Miss Sloane reveals what the strategies of lobbyist are. Choose the ones she mentions.

a. ☐ Unpredictability	b. ☐ Reliability
c. ☐ Surprise	d. ☐ Straightforwardness
e. ☐ Revealing her moves to adversaries	f. ☐ Anticipating her moves against adversaries
g. ☐ Being the first to show her strong points	h. ☐ Being the last to show her strong points

After you watch

- Which of the strategies below does Richard III share with Miss Sloane?

a. ☐ Treachery	f. ☐ Murder
b. ☐ Conspiracy	g. ☐ Falsehood
c. ☐ Bribery	h. ☐ Deceit
d. ☐ Deceit	e. ☐ Deceit

Richard III

Director: Richard Loncraine
Main actors: Ian McKellen, Alerte Bening, Kristin Scott Thomas, Nigel Havers, John Wood
Place and year of production: GB, 1995

The story is set in England in the 15th century. The plot faithfully follows Shakespeare's original play, but is set at a time when totalitarian regimes were established in some European countries such as Germany and Italy. The role of propaganda, and therefore of language and people's ability to convince, was one of the fundamental elements behind the success of these regimes. Shakespeare's hero, Richard III, faithfully reflects the character of the manipulator, here determined to take power in a court full of intrigue, corruption and uncertainty. In the story, Richard III is portrayed as having the characteristics of the Nazi dictator who ruthlessly subordinates all those who oppose his rise to the throne.

The director Richard Loncraine aimed to recreate the atmosphere that Shakespeare had brought to the character and the whole story and not to deviate from the original language in order not to distort the story. Loncraine regarded language as one of the most important aspects of Shakespeare's works. He explained, 'We tried to make the period language not clash with the things the characters did. It was a complex passage of speech, I would get them [the actors] to move what was in the speech so that the audience would have another clue as to what the scene was about.' The story set in contemporary times is therefore, even in language, dramatically current.

Before you watch

- Answer the questions.
 - Why, do you think, did the director decide to set the film in the 1930s in England?
 - What political warning do you think such an adaptation may have?

While you watch 17:00-18:31

- Answer the questions.
 - How is Richard III dressed?
 - Can you find any physical resemblance between the actor playing Richard and historical characters of the 15th century?

After you watch

- Look at the main characters who are listening to Richard III's speech. What is their destiny? Read again the plot of the play and complete the table.

Character	Destiny
King Edward	
Lady Anne	
Elizabeth	

Speaking competences

- The film adds new interpretative possibilities to the portrayal of Richard III. Do you like them, or do you prefer the original play? Why?

Before you watch

- How does the film director help the watcher to understand Richard's purposes? Focus on the close-up and listen carefully to the words.
- Focus on Richard's language. How would you define its tone?

a. ☐ Cruel
b. ☐ Brevity
c. ☐ Grandiloquent and high-flown
d. ☐ Sarcastic and mocking
e. ☐ Detached and balanced
f. ☐ Mixture of fact and reasonable
- What aspect does such a tone reinforce about Richard's attitude towards us?



Going deeper: Women's Words

CULTURE

WOMEN'S WORDS *Elizabeth I: Woman and Queen*

Elizabeth I was one of Britain's greatest monarchs, a legendary queen who ruled during a golden age. Still, she was more than a legend. She was also a person, with hopes, fears, and weaknesses. Who was Elizabeth?

Firstly, Elizabeth **did not grow up expecting to be queen**. Her mother was Anne Boleyn, Henry VIII's second wife, who was executed in 1536 when Elizabeth was only two years old. After her mother's death, Elizabeth's title of 'princess' was taken away and she was removed from the line of succession, meaning that she had no chance to be queen.

The people around her were probably afraid to say anything good about Anne because of Henry's anger, but Elizabeth secretly treasured the memory of her mother. Although she publicly praised her father, she wore Anne's 'A' pendant in a portrait painted when she was a teenager. When she grew up, she often wore a pendant with a tiny portrait of her mother inside of it, next to a portrait of herself.

Henry's sixth wife, Catherine Parr (married to Henry in 1543), convinced her husband to reconcile with his daughter and give her an education and the right to

be queen one day. Even so, Elizabeth was third in line behind her brother Edward and her sister Mary. After both of them died with no children, Elizabeth was crowned queen. On her way to her coronation in 1559, she walked through the crowds who had come to see her and accepted their flowers and congratulations. Later, the carpet that she had walked on was cut into pieces that were sold as souvenirs.

Elizabeth came to power understanding that her life as a monarch would be dangerous and that trust and loyalty were precious. As a queen she showed **intelligence and good judgement**, and was a strong and **noble** ruler who

often had to make difficult decisions. Elizabeth was famous for her wit, her skills of persuasion and her public speaking. She brought England victory against Spain over a nineteen-year conflict and survived several plots against her. She also survived an attack of smallpox that almost killed her in 1562 and left her face scarred.

As the leader of her country, Elizabeth understood that **marriage was a matter of strategy**. The wrong choice of husband could bring notability to England and Europe. Many rich and powerful men wanted to marry her - this would give them England to rule - but she either refused or kept them waiting for an answer. This was also strategy: if a powerful man thought that she was still considering his offer, she would have his loyalty. However, her actions frustrated many who were concerned that there would be no heir when she died. In 1564 Parliament refused to give her money unless she chose a husband. She refused, telling them: 'I am already bound unto a husband which is the Kingdom of England'. Because of her refusal to marry, she was known as the Virgin Queen. Her court was full of handsome men who competed to flatter her, and there were rumours that she had romantic

over her portraits and appeared in public in rich jewels, complicated wigs, and gorgeous, oversized dresses. However, she was just as proud of her intelligence and loved to be overheard speaking Latin.

As Elizabeth grew older, her clothes became richer and brighter, while she ordered her ladies to wear only black or white. Towards the end of her life, it would take her ladies four hours to get her dressed and made up in the morning and another four hours to remove it all at night. She covered her face, neck and hands in thick white makeup made from white lead¹ and vinegar, a dangerous substance called 'ceruse'. Beauty standards at the time favoured pale white skin; anyone with a suntan² was seen as a low-born person who worked in the fields. However, this white makeup, which she wore in thicker and thicker layers as she aged, may have given her blood poisoning.

Elizabeth had over sixty residences and access to several palaces, and her court moved frequently. Elizabeth's court was **glamorous and lively**, with dancing, plays, hunting and feasting. This was partly because Elizabeth enjoyed these activities - she loved dancing especially - but also because she knew that it was important to impress visitors with displays of riches and power.

Elizabeth understood the value of **appearances**. She kept careful control

relationships with some of them, but this was never given.

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Elizabeth understood the value of **appearances**. She kept careful control

Elizabeth was famously vain, but there were other motivations for her attempts to stay young and beautiful. Youth is equated with strength, and as she got older, she wanted to keep the impression of beauty and power. She did not want to appear old and vulnerable, but **strong and unchanging**.

During her last years she became ill and depressed, regretting the times that her decisions had caused death and suffering, especially the execution of her cousin Mary Stuart. Elizabeth died on 24 March, 1603. She had lived to be 69 years old, at a time in history when the average lifespan³ was about 42 years. The throne went to Mary's son James.

Elizabeth's greatest moment as queen was her defeat of the Spanish Armada in 1588, and her famous **speech to the troops** in Tilbury in Essex as they waited for the invasion from Spain.

Let tyrants⁴ fear! I have always so beheld myself that, under God, I have placed my chiefest strength⁵ and safeguard in the loyal hearts and good-will of my subjects [...]. I know I have the body of a weak and feeble⁶ woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn⁷ that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm: to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and revenger of every one of your wrongs in the field. [...] We shall shortly have a famous victory over these enemies of my God, of my kingdom, and of my people!

1 poisoned liquids
2 tanned skin
3 average lifespan
4 tyrants
5 chiefest strength
6 weak
7 with scorn

8 based on: legato a
9 flame, hotness, zeal
10 white lead: toxic, poisonous
11 suntan
12 average lifespan
13 tyrants
14 chiefest strength
15 average lifespan
16 weak
17 with scorn

Group work

1 Find the full text of Elizabeth's speech. Read 3-5 lines of it to your group. Try to be as inspiring as possible. Your group should vote on who is the best 'Elizabeth'.

2 Find another famous speech in English and read 3-5 lines of it to your group. Your group must guess who made the speech and why he or she gave it. The speech can be from a real historical figure or from a book, film, play or TV programme.



Changing Perspectives

Changing Perspectives • THE EXPLORER

Then...

In the centuries following the arrival of Christopher Columbus in the Caribbean, most of the Americas were invaded by Spanish and Portuguese colonizers. They were adventurers, soldiers and explorers who sailed from Europe to the New World in search of fortune and became known as **conquistadors**, or conquerors. The most famous of them were the Spanish Hernán Cortés, who conquered Mexico by destroying the Aztec Empire in 1519-1521, and Francisco Pizarro, who in 1532 began the campaign culminating in the end of the South American Inca Empire and the incorporation of its territories in the Spanish Empire in 1572.

The conquistadors' armies were small but they were able to defeat vast empires inhabited by millions of people. Their victories were due in part to their use of firearms and horses, both of which were unknown to indigenous Americans. They were also able to find allies among the local populations that were hostile to Aztec and Inca rulers. Another crucial reason for their success were diseases like smallpox, malaria and measles, which had been brought from the Old World. These diseases killed millions of native Americans, who had no immunity against them.

The Spanish conquest of the Americas was driven both by the desire to expand the power of the Spanish Crown and by reports of the great treasures to be found in those lands. A third motivation was



religious: Indians were considered spiritually immature beings. The Spanish colonizers had the duty to care for them and convert them to Christianity, in return for the right to use their labour on plantations and mines.

In the Elizabethan Age England could not yet compete with Spain for maritime supremacy, but the Queen authorised **privateers** such as Francis Drake and Walter Raleigh to attack the Spanish galleons that carried treasure from the New World to Spain, and to raid Spanish settlements in America. In the 1580s Raleigh organized a failed attempt to found the first permanent British settlement in North America, which he called **Virginia**. Later he travelled to South America in search of Eldorado, the legendary city made of gold. Raleigh is also credited with bringing tobacco to Europe, and he made smoking popular at court. Francis Drake gained fame by completing the circumnavigation of the world in 1579-1580 and returning home with his ship laden with precious goods, mostly taken from the Spanish. In the following years he was given the command of British fleets that raided Spanish ports on both sides of the Atlantic.

The first British colony in North America was founded in Jamestown in 1607 as a commercial outpost. Other British colonists came to America for religious reasons. Although the European colonization of North America did not have at first the disruptive effects of the Spanish invasion of Mexico and Peru, the long-term consequences on the native inhabitants were equally devastating. In the 19th century only about 500,000 of them were left in North America.

1 reader: multiple

Comprehension

1. Read the text 'Then...', decide if the following statements are true or false and correct the false ones.

- The Aztec and the Mayan empires were both defeated by Spanish conquistadors. ☐ ☐
- The conquistadors arrived in America with huge armies. ☐ ☐
- Their victories were greatly facilitated by the epidemics that struck the local populations. ☐ ☐
- The conversion of Indians was one of the duties of the Spanish colonial rulers. ☐ ☐
- Spanish galleons often attacked British ships carrying American treasure to Europe. ☐ ☐
- Walter Raleigh founded a colony called Eldorado. ☐ ☐

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...and now

The American colonies established by the conquistadors all became independent in the following centuries. European colonies in Africa and Asia also achieved independence in the 20th century. However, many former colonies continue to be poor, which means that more developed countries can control them economically. Some critics have created the term **neocolonialism** to describe how more developed countries exploit less developed countries as a source of cheap labour and cheap raw materials.

The last unexplored areas of the world were all conquered during the 20th century. Norwegian explorer Roald Amundsen reached the South Pole in 1911, and New Zealand mountaineer Edmund Hillary reached the summit of Mount Everest in 1953 with Sherpa Tenzing Norgay. These were some of the last descendants of the explorers who sailed from European ports in the 16th century. Like the conquistadors, they were seeking **adventure and glory**, but they were not trying to steal treasure or establish colonies. Modern explorers were also motivated by **scientific curiosity**.

In the second half of the 20th century the frontier moved to outer space. In 1957 the USSR launched Sputnik, the first artificial satellite of Earth, and four years later Russian cosmonaut Yuri Gagarin was the first human being to travel in space. Alarmed by the advances of Soviet technology, the United States started to invest heavily in their own space programme. The political and military competition between the USSR and the USA - the Cold War - acquired a new dimension, the **space race**. On July 20,

1969 American astronaut Neil Armstrong was the first person to walk on the Moon. His famous first words after stepping on the lunar surface ('One small step for man, one giant leap for mankind') pointed to the fact that the conquest of the Moon was an achievement for all humanity. Yet, as for the conquests of the past, national rivalry had played a key role.

When the relations between the two superpowers improved in the 1970s, there was little motivation for both of them to continue investing in the costly space missions. Five more American missions put men on the Moon between 1969 and 1972, but since then no human being has landed there.

In the 21st century new space programmes have been developed by the European Union, China, India and Japan. Private companies like SpaceX have also started to produce and launch spacecrafts for commercial purposes. The new challenges in space exploration are to establish human colonies on the Moon and Mars. The technological complexity and the huge costs of these projects will probably require the joint efforts of national space agencies and the private sector. The example of the International Space Station, which has been orbiting Earth since 2000 and over the years has been visited by astronauts of nineteen different countries, is an indication that international cooperation, rather than competition, could be the key to further colonization of space.



THE EXPLORER CHANGING PERSPECTIVES 2

THINKING ROUTINE

Circle of viewpoints

The colonization of America can be considered from different perspectives. Work in groups of three. Choose one of the following perspectives:

- A a European missionary B a native American C a European explorer

Explore your viewpoint using these sentence-starters:

- I'm thinking of colonization from the viewpoint of _____
- I think... (describe American colonization from your viewpoint; mention your reasons for going there/your reaction to the arrival of the Europeans. Be an actor - take on the character of your viewpoint)
- A question I have from this viewpoint is... (ask a question from your viewpoint)

Writing

Write a paragraph summarizing the viewpoints that emerged in your group.

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Final Review

FINAL REVIEW

EXERCISES Match the key terms below to their definitions.

comedy of manners - concert - empiricism - heroic tragedy - metaphysical poetry - Puritan literature - Restoration

1. An intellectual, cerebral type of poetry characterised by clever twists of language and concepts.
2. An age after the Puritan Revolution marked by the resurging of theatres and joy of living.
3. A philosophical principle which affirms that knowledge derives from experience.
4. A type of literature characterised by temperance and restraint, mainly tackling religious issues.
5. Play marking the return to the epic mood and written in a declaratory language, with the hero fighting against fate.
6. Humorous play making fun of the fashionable English society of the 17th century with amusing sketches.
7. A literary device in which objects which seem to be different are boldly associated.

2 Complete the text about John Donne with the words and expressions given.

amuse the reader - as if it were a - lost - death - did not hesitate - himself and his friends - inspired by his own sorrowful - paradoxes - politics - secretly married - spite of financial - the religious current of the time - to preaching - well as a great scholar - wife's early death

John Donne was a fascinating person as 1. _____ . He hoped to have a brilliant diplomatic career, but 2. _____ to give it up when he 3. _____ the woman he loved without her guardian's consent. In 4. _____ difficulties, he wrote his best poems to please 5. _____ , and ran with the aim of publication. His 6. _____ was a terrible blow for him, and some of his finest poems were 7. _____ feelings. In the last years of his life he devoted himself 8. _____ , and became widely known for his magnificent sermons. Donne's poems deal with the thoughts of 9. _____ , physical love and religious devotion. The poet often wants to 10. _____ through the unusual and the shocking: he addresses death 11. _____ person, and considers it as a reward for the 12. _____ of humanity. The imagery is drawn from the most various subjects, like theology, 13. _____ , war, or even medicine and science. His poetry is based on wit, and contains 14. _____ , pun and conceits; it reflects 15. _____ as well as the conflicts in his own mind, and represents the resounding expression of a troubled soul.

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REVISION LESSONS

3 Answer the questions about Milton's *Paradise Lost*.

1. What is the main theme of *Paradise Lost*?
2. Who is the real hero of the poem according to scholars of Milton?
3. List the main stylistic features of the poem.

4 Answer the questions. Then point out author (choose from the authors below) and genre (poem, play, philosophical treatise, diary, novel) for each work. Works and authors can be repeated more than once.

Thomas Hobbes - Daniel Defoe - John Locke - William Congreve - Samuel Pepys - John Donne

Which work:

1. claims that the author belongs to his lady completely?
2. makes fun of the use for disturbing the author and his lover?
3. argues that knowledge can only be achieved through direct experience?
4. deals with a marriage settlement in London fashionable society?
5. maintains that human beings fight against each other to pursue their personal interests?
6. holds that the author's love is the only true one, while the others are false?
7. privileges absolute monarchy over other forms of government?
8. uses frivolous, witty language to criticize society?
9. protests that when a child was born he or she has no innate ideas?
10. reports in a detailed way a disaster which destroyed large parts of London of the 17th century?
11. describes in the 18th century a pandemic disease which broke out in 17th century England?



Towards the Exam

1

TOWARDS THE EXAM

Living together in war and peace

The **Middle Ages** was an age of territorial and social fragmentation. It was an age afflicted by many **wars and invasions**, and therefore by clashes between peoples. At the same time it was an age of **uncertainty** and of need for social interaction as a reassurance of the survival of one's own group. The Anglo-Saxons are an example of this behaviour: although divided into many kingdoms and institutionally unstable, they met in a place, the **mead hall**, which also symbolically reinforced the clan and the security of the survival of the lineage.

The Middle Ages was also a time of faith and **pilgrimages**, with people departing from all over Europe, and heading for Rome, Jerusalem, Canterbury or Compostela, where the tombs of the saints or the sacred relics are still worshipped to this day. These journeys were hundreds of kilometers long and dangerous. Pilgrims joined together in groups to feel safer. In the meantime, **networks of knowledge and communication** were created across the continent, which over time shaped European mentality and culture.


Spanish
El cantar de mio Cid


German
Gottfried von Strassburg, Tristan and Isolde


English
Geoffrey Chaucer, The Canterbury Tales


Art
Ambrigo Lorenzetti, L'effigie e gli effetti del buono e del cattivo governo


Italian
Giovanni Boccaccio, Il Decamerone


French
La Chanson de Roland


Latin
Gregorio, Satiro X, Panen et Gramen

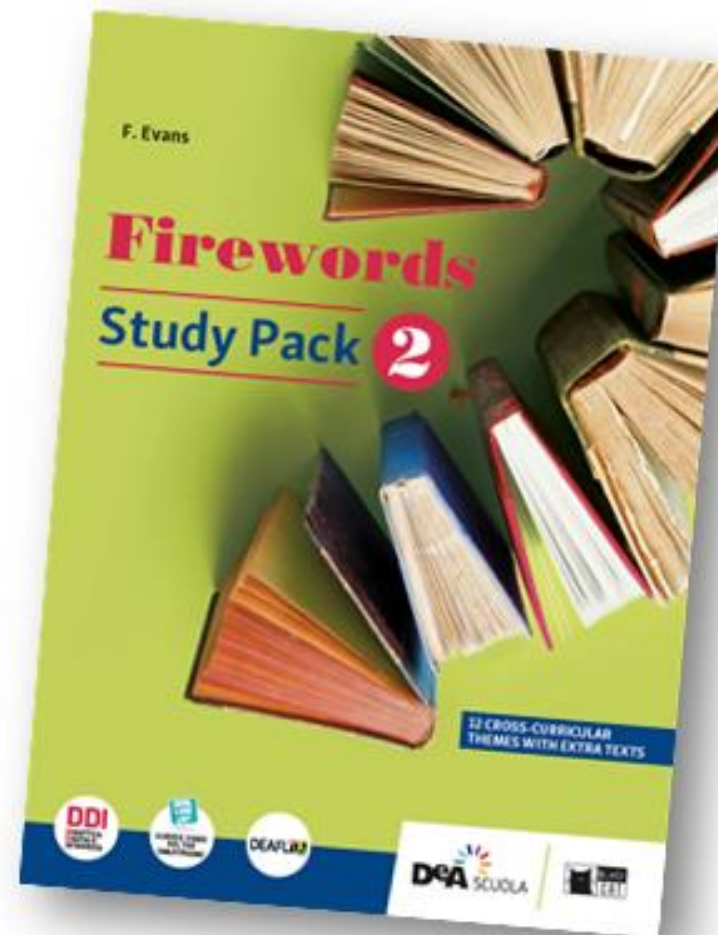

Philosophy
Abeard, The story of Abeard's Adventures

Living together in war and peace

Project

Prepare a presentation, individually or in groups, on the proposed topic. You can use quotations from the proposed works, accompany with pictures, use also materials from the section.

57



Contemporary Times: A New Approach

9

Between two millennia
1950-Today

THEME 1. Beyond the Empire

As the **British Empire** vanished, writers from the former colonies appropriated the language of the coloniser to express their own meanings and **rewrite** the history of colonialism from the **point of view of the colonised**. In their works, English is often contaminated by local words and expressions, so that a new, more diverse language results. Explore this Theme to learn what happens when 'the Empire writes back'.



THEME 2. Life stages

Growing up and getting old are natural, inevitable processes, but the passage from one life stage to the next often involves **struggle and profound changes** in the way we perceive ourselves. The texts included in this Theme throw a sorrowful, nostalgic or humorous light on the difficult task of **developing** as a human being.



THEME 3. Everyday conflicts

You may think that 'everyday' is synonymous with boring, and that only unusual or exceptional events make interesting reading. You may wonder why anyone would want to hear **stories about ordinary things** that could happen to you and me. However, the authors in this Theme reveal the tensions and emotions that lie **under the apparently calm surface of daily life**.



THEME 4. Rights and identities

The texts in this Theme deal with **inequality in society**. It can take the form of open injustice, as in the case of the racial **discrimination** suffered by African Americans, or it can be a matter of implicit social expectations preventing girls from enjoying the same opportunities as boys. These authors show how **social injustice** is often rooted in individual prejudice.



THEME 5. Contemporary anxieties

Some of these texts focus on the struggle to live a meaningful life in an increasingly **technological world**, where cultures and races mix, and neither religion nor science can provide reassuring answers to existential questions. Other authors deal with **threats that can potentially affect everyone** in our globalised world, such as terrorism, disease, and environmental disasters.



THEME 6. Visions of the future

Narratives about the future are usually called **science-fiction** and focus on technological advances. In this Theme, some great authors explore the possible **developments** not only of present technologies, but also of today's social and cultural trends. Take a trip to the **future** in their company to discover what these imaginary worlds have in common with the one where we live.





Contemporary Times: A New Approach

THEME 4

Rights and Identities

- Martin Luther King** *I Have a Dream* (1963) **RACIAL DISCRIMINATION**
- Alice Walker** *The Colour Purple* (1982) **RACE AND GENDER**
- Toni Morrison** *A Mercy* (2008) **FEAR OF "THE OTHER"**
- Angela Carter** *The Werewolf* (1979) **MAGIC AND SUPERSTITION**
- Alice Munro** *Boys and Girls* (1968) **GENDER ROLES**

Identity is one of the basic human rights recognised by international conventions. According to article 8 of the International Convention on the Rights of the Child, from the moment a child is born he or she has a right to identity, including nationality, name and family relations. As children grow up, this identity is **developed on different social and psychological levels** and, as we have seen in the Overview of Theme 2 [-page 136], the process often involves struggle and suffering. Any society which cares for the wellbeing of its members should make sure that they can assert their identity without any discrimination based on race, sexuality, gender or religion.

Racial and gender discrimination

Racial discrimination is one way in which collective identity is often denied. The famous "I have a dream" speech [-page 164] was delivered by Christian minister Martin Luther King at a march for the political and economic rights of African Americans in Washington in 1963. Although one hundred years had passed since the formal abolition of slavery, in the USA black people were still discriminated in all spheres of public life. In demanding **equality for African Americans**, King appeals to the founding documents of American democracy - the Declaration of Independence and the Constitution - and invites the marchers to respond to injustice with nonviolent resistance.

In his speech, King uses clear-cut oppositions - slavery and freedom, poverty and prosperity, segregation and justice - to inspire and encourage his listeners.

Writers of fiction can paint a more subtle picture to show the **many shades of discrimination**. The extract from *The Colour Purple* by Alice Walker [-page 162] is a letter that Nettie, an African American woman now working in Africa as a missionary, writes to her sister Celie. The two girls grew up in a poor family in the South of the USA. When Nettie arrives in Africa, she is shocked to learn that black slaves were sold to European traders by other Africans, so there have been black people benefiting from the enslavement of other black people. Moreover, she realises that the oppression she and her sister suffered in their family is quite similar to the oppression of the women in the African village where she is now living. Walker combines themes of racial and gender oppression to show the complexity of unequal social relations.

Prejudice and superstition

Toni Morrison's novel *A Mercy* [-page 172] brings us back to the 17th century, when slavery was still marginal in the economy of the American colonies. Florens, a black slave girl who has been sent on a dangerous journey by her mistress, is given shelter in a widow's house. The sympathetic widow belongs to a religious group whose members look at Florens with horror, associating her black skin to the "Black Man" (i.e. the devil). Morrison tells us of a time in American history when the word "slave" wasn't synonymous with African American - not all slaves were black, and not all blacks were slaves. The hostility that Florens meets in this episode stems more from **superstitious fears** than from a feeling of racial superiority.

Authors like Alice Walker and Toni Morrison create historically accurate settings to tell the stories of **marginalised people** that never appear in history books.

Other stories, set in **imaginary worlds**, can be equally effective in questioning the identities and social roles that are forced upon people. In *The Werewolf* [-page 172] British novelist and short story writer Angela Carter reworks the classic fairy tale of Little Red Riding Hood and sets it in a northern country where "they have cold weather, they have cold hearts". The story is disturbing because it defies our expectations about the characters' behaviour, and because it is difficult to decide whether the cruelty of the cold-hearted villagers is a defence against real enemies or the irrational consequence of fanatical prejudice.

Denied identities

In *Boys and Girls* [-page 174], a short story by Canadian author Alice Munro, a young girl living on a farm is approaching puberty and experiences new feelings and desires. At the same time, she **resists conforming to social expectations** of how "a girl" should behave. She is especially proud of her skill in helping her father on the farm and feels imprisoned when her mother makes her do the housework. Her one act of rebellion leads her to realise the difficulty of escaping gender stereotypes.

The right to freely express one's sexual, religious or ethnic identity is still being denied to individuals and groups in many parts of the world today. Sometimes the repression is sanctioned by the law, in other cases the main obstacles are bigotry and fear of anyone who looks or behaves "differently". Great literature can give us an insight into the roots of this hatred and incomprehension and help us to question the validity of all prejudices, including our own.

Comprehension

HELPS Academic Reading

Complete the table below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Author	Novel/Short story	Setting	What happens
Alice Walker	<i>The Colour Purple</i>	an African village where Nettie, the protagonist's sister, is working as a...	Nettie compares the oppression of African women to the oppression she and S... suffered at home
Toni Morrison	<i>A Mercy</i>	a religious community in 17th-century America	A young girl finds shelter in a widow's house
Angela Carter	<i>The Werewolf</i>	an imaginary country with cold weather and cruel people	A famous 17th-century tale has an unexpected ending
Alice Munro	<i>Boys and Girls</i>	a Canadian 19th-century farm where the protagonist's family live	A young girl finds it difficult to fit in with social expectations

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Contemporary Authors

12 Seamus Heaney

From *Death of a Naturalist* (1966)

Seamus Heaney (1939-2013) is considered the greatest Irish poet of his age. He was born in Northern Ireland and grew up on the family farm. His first major collection of poems - which includes the following one - was *Death of a Naturalist*, published in 1966. From the beginning, Heaney's work was concerned with Irish rural life and traditions, as well as with exploring the limitations that traditions impose on creativity. Heaney, who received the Nobel Prize for Literature in 1995, also worked as a playwright and translator, producing an innovative version of the Old English epic poem *Beowulf* [*→ vol. 1, page 100*]. The speaker in *Digging* describes his father's and his grandfather's work as farmers and reflects on his own work as a poet.

Between my finger and my thumb
The squat pen rests; snug' as a gun.
Under my window, a clean rasping' sound
When the spade' sinks into gravelly ground:
My father, digging, I look down
Till his straining rump among the flowerbeds
Bends low, comes up twenty years away
Stooping' in rhythm through potato drills
Where he was digging.
The coarse boot nestled on the lug', the shaft
Against the inside knee was levered'.
He moved out tall tops', bursted the bright edge deep
To scatter' new potatoes that we picked
Laving their cool hardness in our hands.
By God, the old man could handle a spade.
Just like his old man!
My grandfather cut more turf' in a day
Than any other man on Tirone's bog'.
Once I carried him milk in a bottle
Corked sloppily' with paper: he at nightboarded up
To drink it, then fell to right away'
Nicking' and slicing neatly, heaving sods'
Over his shoulder going down and down
For the good turf. Digging.
The cold small of potato mould', the squelch and slap'
Of soggy peat', the cut' cuts of an edge
Through living roots' awaken in my head.
But I have no spade to follow men like them,
Between my finger and my thumb
The squat pen rests.
I'll dig with it.

- | | |
|--|---|
| 1. squat fisso. | 15. turf zolla di toro coperte di erba. |
| 2. snug fisso, stretto. | 16. lug palaio. La parte centrale dell'isola è coperta da ampie zone paludose. Le sue torle, disposte in acqua e parzialmente carbonizzate, è usate come carburante. |
| 3. rasping raschiare. | 17. worked sloppily lappato alla rinfusa. |
| 4. spade aratro. | 18. fell , away immediatamente riparte a lavorare. |
| 5. gravelly ground terreno ghiaioso. | 19. slicing tagliando. |
| 6. straining rump schiena sotto sforzo. | 20. heaving sods ricoprire di zolle erbacee. |
| 7. stooping abbassandosi, chinandosi. | 21. mould terreno. |
| 8. potatoes patate. | 22. squelch and slap i rumori del piuma sulla terra soffice e bagnata. |
| 9. scattered sparsi. | 23. soggy peat torle bagnate. |
| 10. levered sollevato. | 24. cut taglio. |
| 11. boot scarpa. | 25. living roots le radici delle piante, delle famiglie e culture. |
| 12. scatter spargere. | |
| 13. cool fresco. | |
| 14. hardness durezza. | |

Esame di Stato

Comprehension and interpretation

1. Read from line 1 to line 24. Say whether each of the following statements is True (T), False (F) or Not Stated (N). Put a cross in the correct box.

- | | |
|---|---|
| 1. At the beginning of the poem the speaker hears the sound of digging in the garden. | ☐ T ☒ F ☐ N |
| 2. Looking out of the window, he sees his father digging out potatoes. | ☐ T ☒ F ☐ N |
| 3. The 'lug' and the 'shaft' at line 10 are parts of a spade. | ☐ T ☒ F ☐ N |
| 4. In the episode that the speaker describes at lines 19-24, his grandfather was over 70 years old. | ☐ T ☒ F ☐ N |
| 5. The speaker compares the spade of his ancestors to his gun. | ☐ T ☒ F ☐ N |

2. Consider the whole text and answer the questions below. Use complete sentences and your own words.

- The poem describes the speaker's father digging now, the speaker's father digging twenty years before, and the speaker's grandfather digging when the speaker was a child. What different things were they digging for?
- The speaker remembers his grandfather as a skilful and eager worker. What, in the episode that he describes, reinforces this idea?
- In what ways has the speaker broken away from the tradition of his ancestors? In what ways does he see himself continuing in that tradition?

Written production

3. According to a saying attributed to the German writer Johann Wolfgang Goethe (1749-1832),

There are two things children should receive from their parents: roots and wings.

The saying suggests that parents should provide their children with guidance but also leave them free to choose their own path in life. Discuss the quotation in a 100-word essay. Support your ideas by referring to your reading and/or to your personal experience.

IELTS Academic Reading

4. Complete the summary below. Choose NO MORE THAN TWO WORDS from the poem for each answer.

At the beginning of the poem the speaker is sitting at his desk with a **1** _____ in his hand and he hears the sound of his father digging in the garden. He goes back in time and sees his father digging in a potato field **2** _____ years before. He remembers how skilfully his father could handle a **3** _____. The narrator then remembers when, as a child, he brought a **4** _____ milk to his grandfather - his father's father - while he was digging in a peat bog. As the speaker recalls his father's and grandfather's competence and eagerness in their work, his childhood memories evoke in him the smells and sounds of digging. The speaker doesn't possess his ancestor's manual skills, but he is proud of his poetic talent. The 'living **5** _____' through which they were digging become a metaphor for the family traditions and for the Irish cultural heritage that the speaker wishes to keep alive with his poetry.



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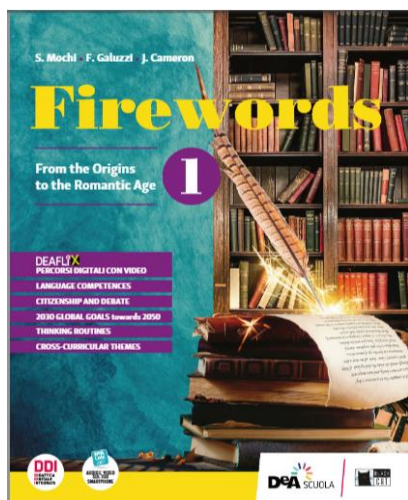


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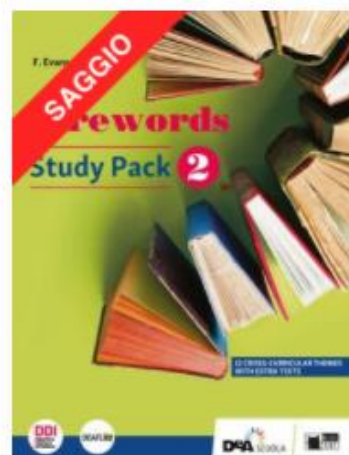
Novità



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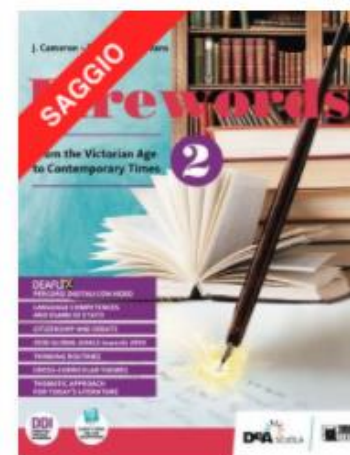
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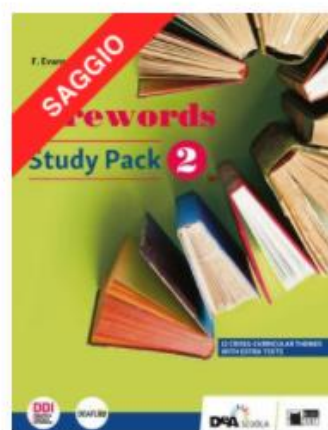
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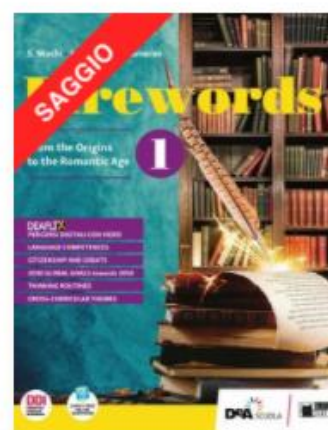
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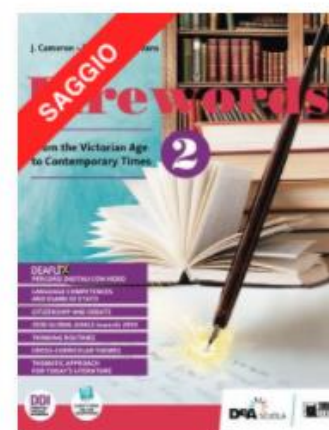
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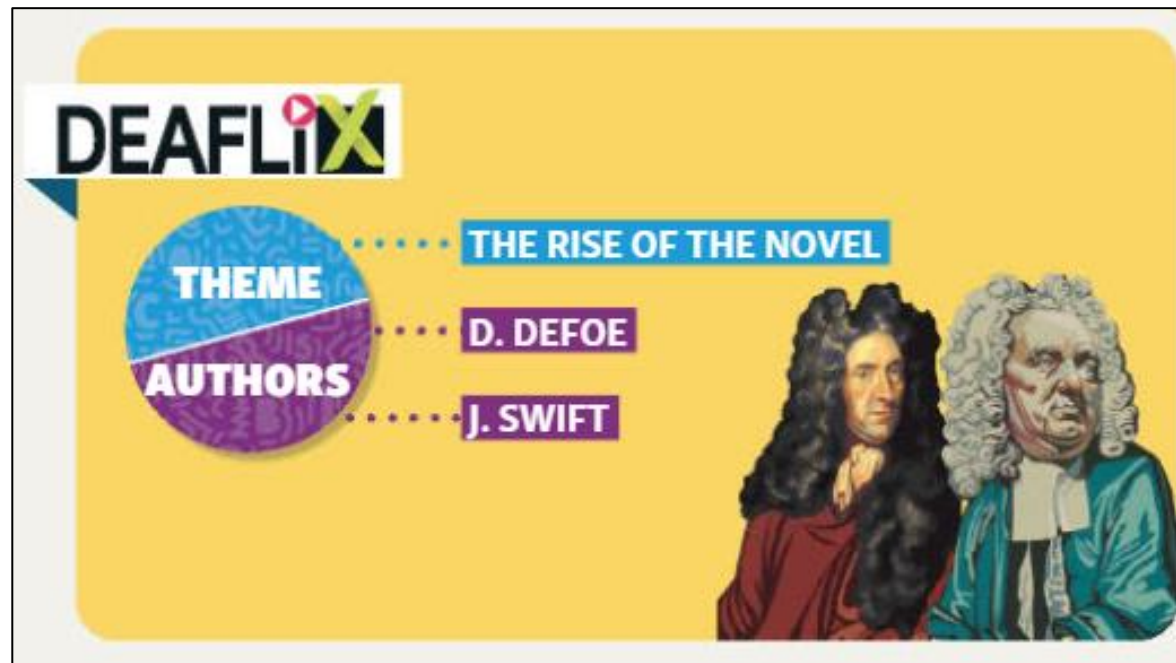
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- AZIONI DI BRANCO IN POSTERIOR
- TUTTI I BRANZI E GLI ESERCIZI AD ALTA LEGIBILITÀ
- NUMEROSI BRANZI E BOVETE EXTRA
- DEALINK: Audio e video su mobile
- createST plus: Migliaia di esercizi da condividere
- CHIAVETTA USB per il docente con tutti i materiali del corso
- DDI - Strumenti e risorse per la LINGUA INGLESE



Sempre con te. In classe, a casa.

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Tutte le risorse digitali organizzate per argomenti e tipologia, **immediatamente accessibili** anche senza attivare l'eBook e **condivisibili** su tutte le piattaforme. <https://deascuola.it/>

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Il blog dei Black Cat readers con articoli di attualità e letteratura per fare lezione in maniera diversa e coinvolgente. <https://blog.blackcat-cideb.com/>

SOCIAL BLACK CAT **NOVITÀ**
CATchy English: video di **grammatica**, **lessico**, **cultura** per imparare l'inglese divertendosi con Facebook e Instagram; in più, molte attività gratuite per le tue lezioni facebook.com/BlackCatCideb/ instagram.com/blackcat.cideb/

EREADERS
L'app con la **versione digitale** delle letture graduate Black Cat.
Su [Google Play](#) e [App Store](#) oppure qui <https://www.blackcat-cideb.com/it/ereaders>

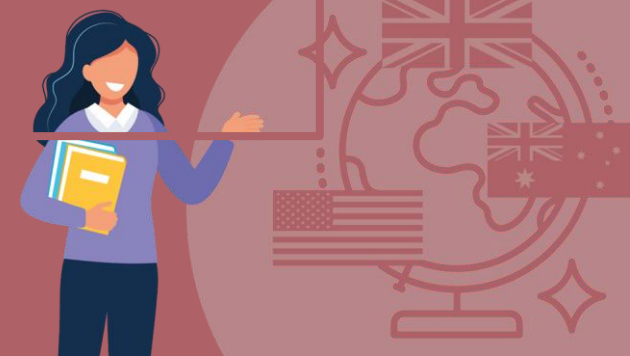
E per il docente **Chiavetta USB** con tutti i materiali del corso e risorse extra!



INSEGNARE INGLESE

Debate and MLTV

Michele Gabbanelli



**Dalla grande
oratoria classica...**



Una disciplina da tempo affermata nel mondo anglosassone, con insegnante e materia dedicati!

D E B A T E

**Un'occasione ludo-didattica volta
al conseguimento di diversi obiettivi**





1. Consolidare le conoscenze lessicali e morfosintattiche grazie alla realizzazione di un prodotto (i *punti di forza*, le *motivazioni* e la *performance*).

2. Migliorare l'abilità dello *speaking*.

3. Allargare i propri orizzonti culturali.

4. Vincere la timidezza.

6. Imparare a parlare in pubblico.

7. Imparare a lavorare in gruppo e con le ICT.

5. Maturare il carattere, in quanto lo studente si trova spesso a difendere posizioni che personalmente non condivide: l'*uscire da sé* favorisce il rispetto per gli altri e una visione multilaterale della realtà.



Format di Debate

- Class debate → in *Firewords*
- Rete weDebate
- Speed debate
- British Parliamentary debate

e molti altri...



Class debate

topic (tema)

claim (affermazione)

speaker (oratore)

argument (argomentazione)

rebuttal (confutazione)

chairman (moderatore)



The Class debate format

The scheme below explains the phases of the Class debate format. This is particularly flexible and fit to be used in curricular lessons. Your teacher may want to adapt this format to their (his/her) teaching needs and to their (his/her) students' ones.

FIRST ARGUMENT

First argument **for the statement/claim** (supported by evidence) →
First argument **against the statement/claim** (supported by evidence) →
The **against team rebuts** the first argument of the pro team →
The **pro team rebuts** the first argument of the against team.

SECOND ARGUMENT

Second argument **against the statement/claim** (supported by evidence) →
Second argument **for the statement/claim** (supported by evidence) →
The **pro team rebuts** the second argument of the against team →
The **against team rebuts** the second argument of the pro team.

THIRD ARGUMENT

Third argument **for the statement/claim** (supported by evidence) →
Third argument **against the statement/claim** (supported by evidence) →
The **against team rebuts** the third argument of the pro team →
The **pro team rebuts** the third argument of the against team.

EPILOGUE

- The teacher and/or the jury **declare the winner**.
- A **compromise** (teams recognize that both of them spoke well and delivered good arguments) → acceptable epilogue if the topic did not involve scientific issues, in which case the teacher will correct mistakes and debunk false information.

(page 5 *Study Pack*)



From *Citizenship*(page 199 *Firewords 1*; page 133 *Firewords Concise*)

CITIZENSHIP

CULTURE

4

Debate

- Form pairs. Half the pairs in the class prepare to support the statement, the other half prepare to argue against the statement.
- Each 'For' pair joins an 'Against' pair to form a group of four.
- In each group, the students present their arguments for and against the statement.

European monarchies still perform a useful role in the third millennium.**FOR:**

- Monarchs represent the identity of the nation, so they are an important unifying factor.
- Members of royal families are often engaged in social causes and charitable institutions.
- (Add your own):

AGAINST:

- Monarchy is an expensive institution that has no real political function in today's democracies.
- Members of royal families are often rich, lazy people who don't contribute to society.
- (Add your own):

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS

From *Changing perspectives*

(page 139 *Firewords 2*; page 339 *Firewords Concise*)

Debate

- Form pairs. Half the pairs in the class prepare to support the statement, the other half prepare to argue against the statement.
- Each 'For' pair joins an 'Against' pair to form a group of four.
- In each group, the students present their arguments for and against the statement.

Distance learning is a valid alternative to in-presence education.

FOR:

- By using a variety of tools (videos, PDF files, podcasts, etc.) teachers can adapt the lessons to the students' different learning styles.
- It can be usefully integrated with in-presence learning, allowing students to follow the lessons from home one or two days a week.
- (Add your own):

AGAINST:

- It makes you feel isolated. Direct physical interaction with the teacher and other students is essential for learning.
- It is unfair to those students who don't have a reliable internet connection or a quiet room at home.
- (Add your own):

4 QUALITY EDUCATION



Taming the Wild & Wilding the Tame

 **MLTV** 
Making Learning and Thinking **V**isible

con

Thinking Routines
pensiero



Routine di

Protocols



Protocolli

Documentation



Documentazione



Thinking Routines

di Michele Gabbanelli

(pages 21-24

Teacher's Guide to Firewords)

THINKING ROUTINES

Firewords

Volume 1

THINKING ROUTINE



• See, think, wonder	p. 3	http://www.pz.harvard.edu/resources/see-think-wonder
• Word, phrase, sentence	p. 15	http://www.pz.harvard.edu/resources/word-phrase-sentence
• See, think, wonder	p. 59	http://www.pz.harvard.edu/resources/see-think-wonder
• What makes you say that?	p. 97	http://www.pz.harvard.edu/resources/what-makes-you-say-that
• Red light, yellow light	p. 147	http://www.pz.harvard.edu/resources/red-light-yellow-light
• See, think, wonder	p. 155	http://www.pz.harvard.edu/resources/see-think-wonder
• 3-2-1 Bridge	p. 176	http://www.pz.harvard.edu/resources/3-2-1-bridge
• See, think, wonder	p. 191	http://www.pz.harvard.edu/resources/see-think-wonder
• What makes you say that?	p. 211	http://www.pz.harvard.edu/resources/what-makes-you-say-that
• See, think, wonder	p. 243	http://www.pz.harvard.edu/resources/see-think-wonder
• Connect, extend, challenge	p. 261	http://www.pz.harvard.edu/resources/connect-extend-challenge
• Headlines	p. 329	http://www.pz.harvard.edu/resources/headlines
• See, think, wonder	p. 341	http://www.pz.harvard.edu/resources/see-think-wonder

Volume 2

THINKING ROUTINE



• See, think, wonder	p. 3	http://www.pz.harvard.edu/resources/see-think-wonder
• Circle of viewpoints	p. 19	http://www.pz.harvard.edu/resources/circle-of-viewpoints
• Word, phrase, sentence	p. 116	http://www.pz.harvard.edu/resources/word-phrase-sentence
• See, think, wonder	p. 143	http://www.pz.harvard.edu/resources/see-think-wonder
• Red light, yellow light	p. 185	http://www.pz.harvard.edu/resources/red-light-yellow-light
• What makes you say that?	p. 247	http://www.pz.harvard.edu/resources/what-makes-you-say-that
• See, think, wonder	p. 267	http://www.pz.harvard.edu/resources/see-think-wonder
• Tug of war	p. 269	http://www.pz.harvard.edu/resources/tug-of-war
• Step inside	p. 287	http://www.pz.harvard.edu/resources/step-inside



T21 The Lamb

From *Songs of Innocence* by William Blake

The poem *The Lamb* belongs to the collection *Songs of Innocence*, published in 1789, where children and the world are described as happy and full of joy, not yet corrupted by the evil of experience. The lamb is described here as a symbol of innocence and purity.



BEFORE YOU READ What comes to your mind when you think about the word *lamb*? List three points.

(page 261 *Firewords 1*)

(page 173 *Firewords Concise*)

THINKING ROUTINE



Connect, extend, challenge

Connect

- 1 Are the ideas presented in the poem *The Lamb* connected to the three points you found in the *Before you read* activity?

Extend

- 2 What new ideas did you get that extended, broadened and deepened your thinking?
- 3 What new points would you add?
- 4 What points would you modify/cancel?

Challenge

- Observe very carefully the picture that gives the poem its title.
- 5 What feeling do you think the author wanted to communicate to the observer?
 - 6 How does Blake challenge the concept of innocence?



THINKING ROUTINE



Before you read

Surf the internet and find out about the extent of the British Empire. What countries did it include? Which peoples lived there? Learn more about South Africa and find out what Apartheid used to be.

What makes you say that?

Read the extract *Man Friday* from Defoe's *Robinson Crusoe* and scan the text searching for textual evidence to explain the racism possibly implied.

- In lines 1-13, notice the details in the description of Man Friday's:
 - shape - complexion - face
 - countenance - hair
- In lines 16-37, focus on Robinson's attitude towards the native and the latter's reaction to that.

You can work in pairs/groups or individually. Finally, report on your findings and explain what makes you say that *Robinson Crusoe* is a racist or at least a colonialist novel.

(page 211 **Firewords 1**)

(page 143 **Firewords Concise**)



Taming the Wild & Wilding the Tame



“Spoon feeding
in the long run teaches us
nothing but the shape
of the spoon.”

— **E.M. Forster**

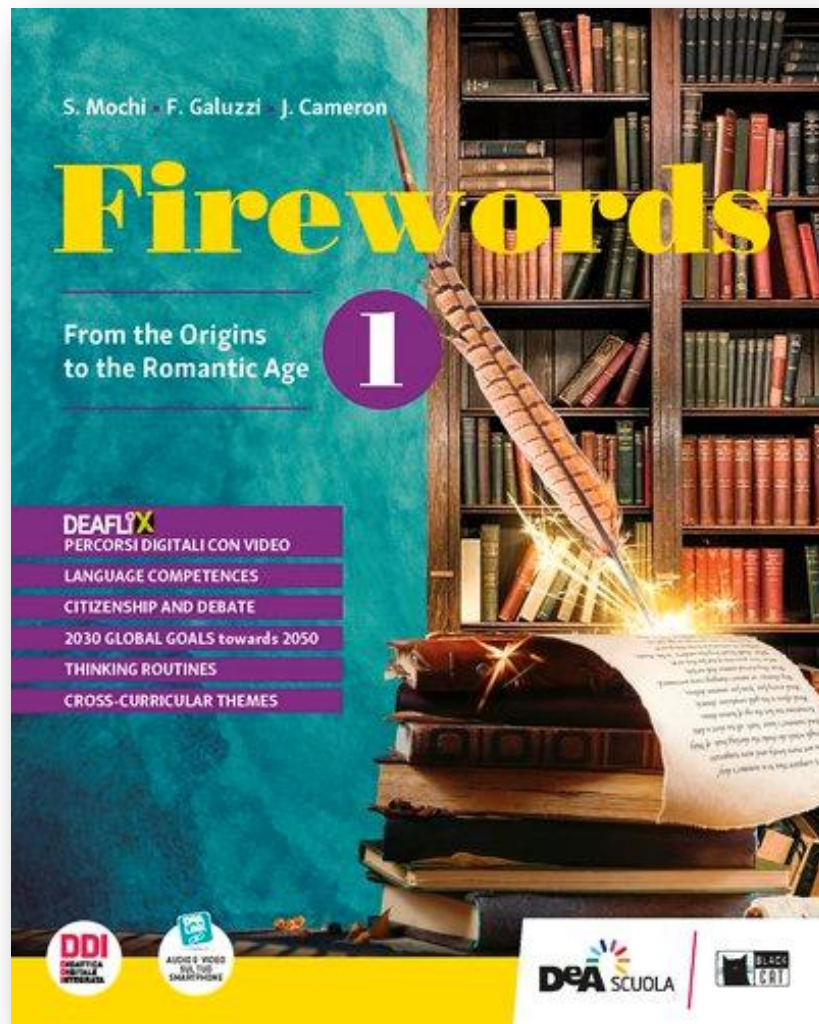


Firewords

[Scheda del libro](#)

[Videopresentazione](#)

Per maggiori
informazioni contatta il
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Thank you

