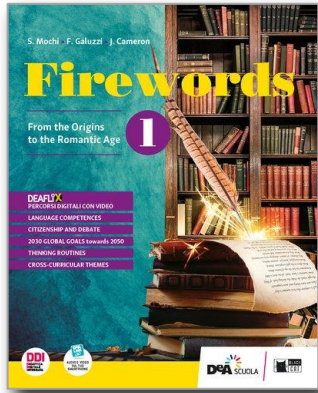


Firewords: a multi-aspect approach to teaching English literature

Relatori:
Christian Evans
Deborah Speers

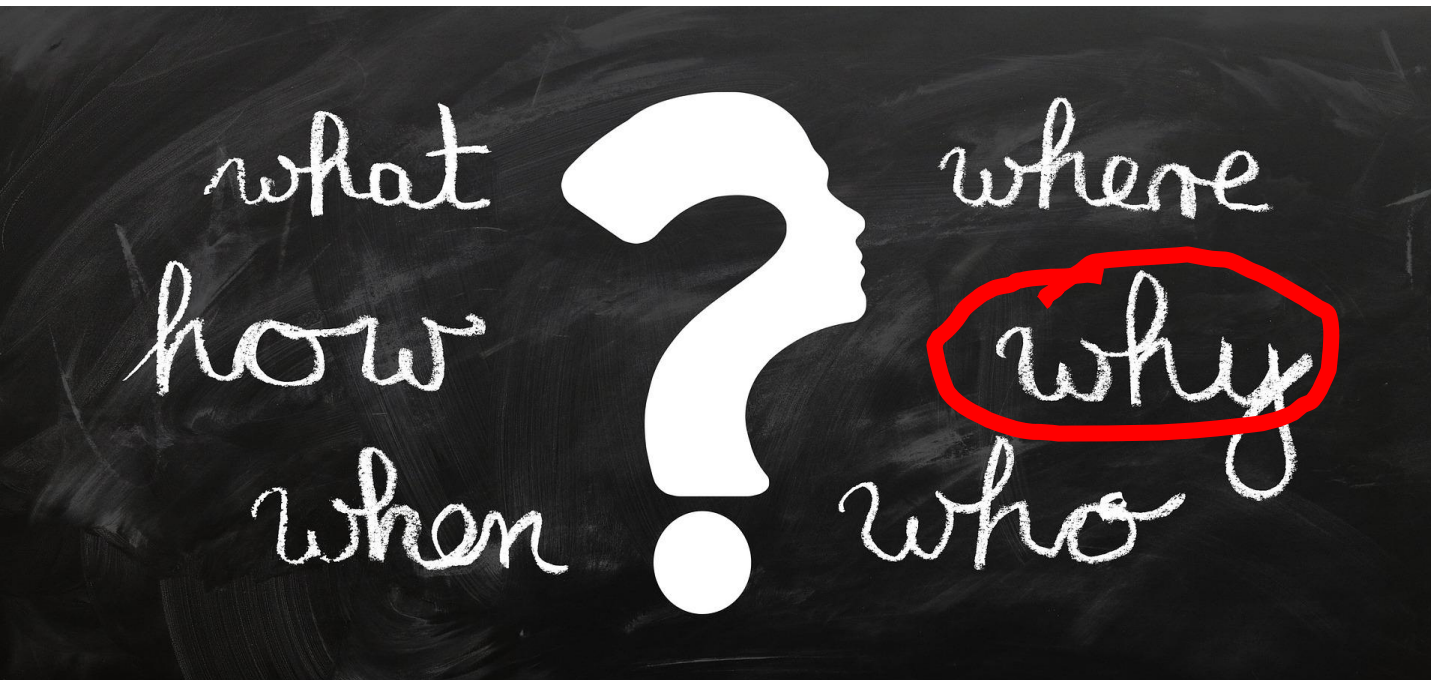




1. Why study literature?
2. How to approach literature with your students and engage them
 - Context and preparation
 - Tools and accessibility
 - Developing competences
 - Making connections and making it relevant



Literature



Educational value



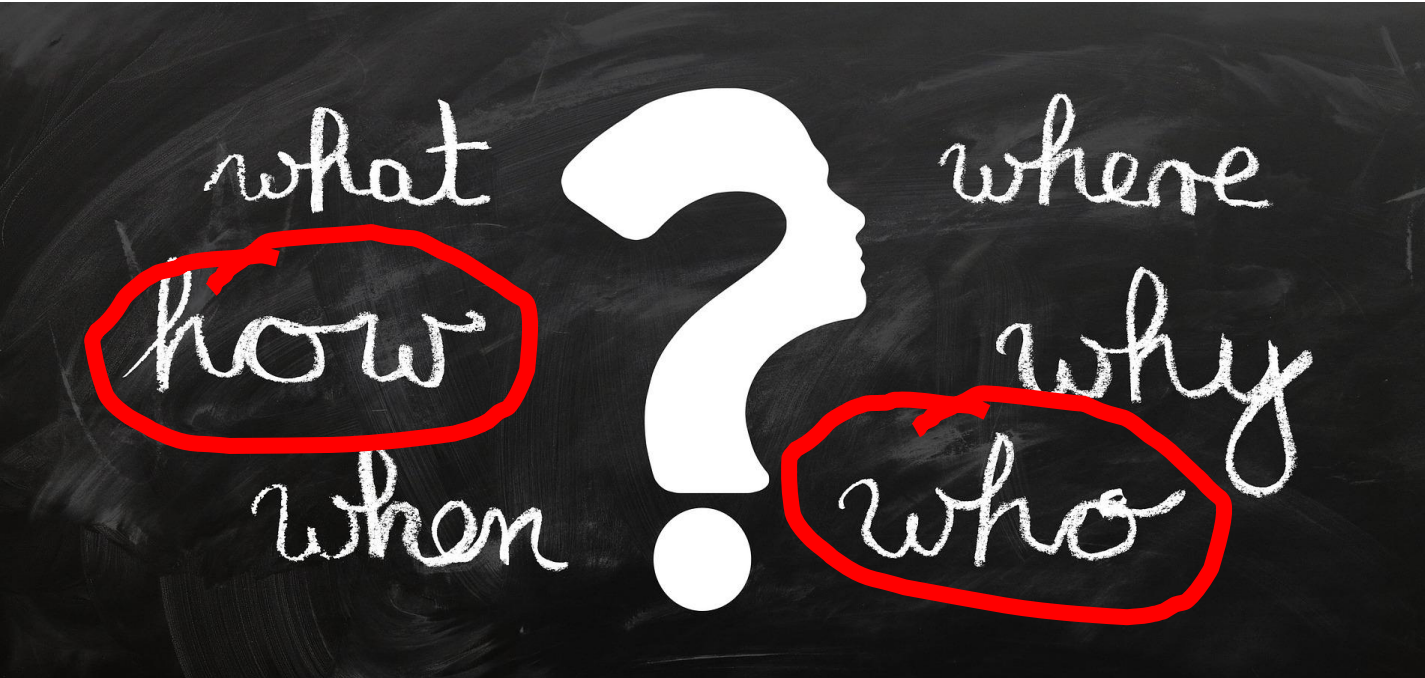
INSEGNARE INGLESE

The bigger picture



INSEGNARE INGLESE

Literature



Who are our students?



visual

immediate



accessible

relevant



INSEGNARE INGLESE

human connections



shared experiences



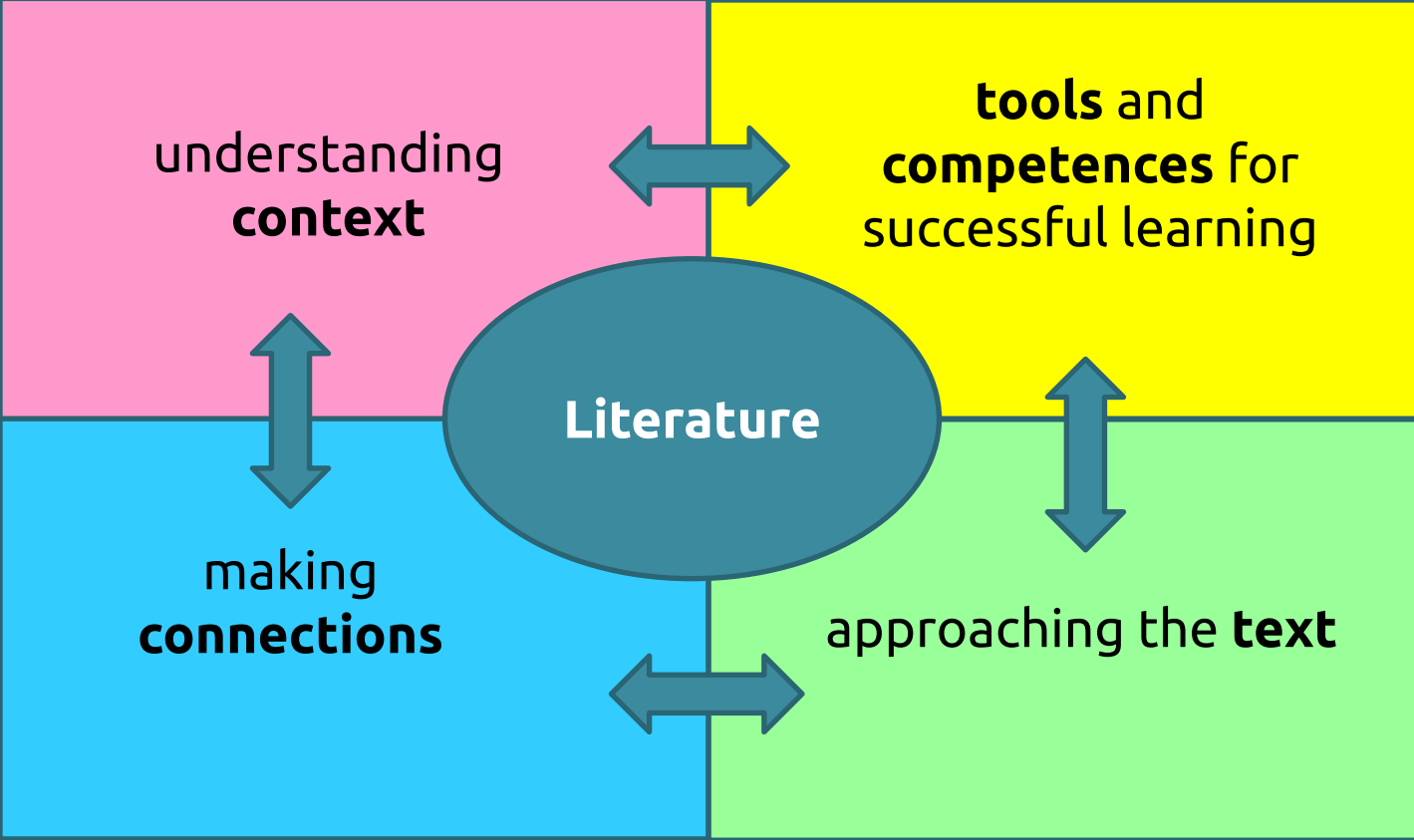
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DEASCUOLA



visual

6

The Victorian Age

1837-1901



1

FIREWORDS

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

American Civil War • abolition of slavery • British Empire • Education • factory workers • middle class • morals • prosperity • reforms • **Queen Victoria** • Victorian compromise • voting rights • world power

The years from 1837 to 1901 were a time of change and unprecedented economic progress. The woman who presided over this era was 0. Queen Victoria. Her exemplary behaviour and strict 1. _____ profoundly influenced society. Modesty, propriety and diligence became the most important values of the age.

Still, progress did not always mean improvement. Most 2. _____ were poorly paid and lived in miserable conditions. Many of them were children. This contrast between 3. _____ and poverty and also between public and private morality became known as the 4. _____.

Gradually, laws were put in place to protect child and adult labourers. Further 5. _____ lowered food prices and extended 6. _____ to nearly all male citizens. 7. _____ became compulsory and free. The 8. _____ replaced the aristocracy as the prevailing culture of the era.

During Victoria's reign, the 9. _____ expanded and Britain obtained great wealth from the colonies. By 1901, Britain had become the dominant 10. _____.

The United States also experienced profound change, especially during the 11. _____ (1861-1865), which divided the country, but led to the 12. _____ in America.



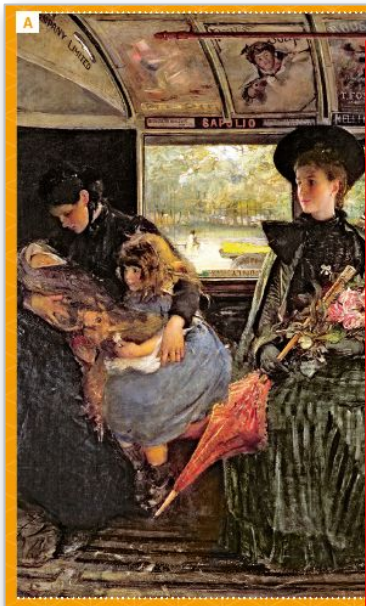
context

tools

text

connections

visual



The Origins and
the Middle Ages

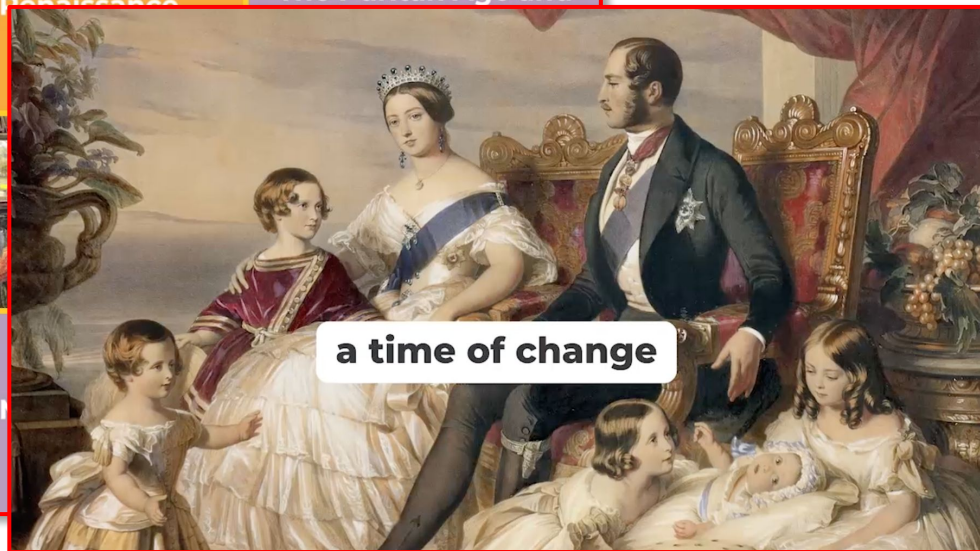
The Renaissance

The Puritan Age and

The Augustan Age

The Victorian Age

The 19th



INSEGNARE INGLESE



DEASCUOLA

context	tools
text	connections

“ It takes a great deal of
history to produce a little
literature. ”

Henry James



historical

History Milestones

INTERACTIVE TIMELINE

1901-1910 King Edward VII

When Queen Victoria died, Britain was one of the most powerful nations in the world. But the 20th century saw the decline of this powerful country. It was partly caused by the tremendous growth of German industry in key areas like steel-making, chemical manufacture and electricity generation. Germany began to build up its navy to try to equal the British fleet. In addition, new powers emerged outside Europe – the USA and Japan – and many new nations were formed, while the old Empire gradually vanished. This decade is known as the **Edwardian period** (after King Edward VII, Victoria's eldest son), when a policy of peace and good relationships with foreign countries was pursued.



1906-1911 The foundations of the Welfare State

The Liberals won the elections in 1906 and launched a programme to help the poor and the elderly, thus laying the foundations of the **Welfare State**. Among the most important reforms it is worth remembering:

- **1906 Coal Mines Regulation Act**: It secured an eight-hour day to adult male miners.
- **1908 Old Age Pension Act**: It provided a weekly pension to those over seventy whose income was low.
- **1911 National Insurance Act**: It covered health and unemployment insurance.

1903-1918 The Suffragette movement

In 1903, **Emmeline Pankhurst** and her daughter, Christabel, founded the **Women's Social and Political Union** in Manchester to obtain female suffrage (the right to vote). The 'suffragettes' [- page 148] demonstrated passionately and effectively, and finally, after women's roles in replacing men in their jobs during World War I, women's importance to the nation was officially recognised.

In 1928, the voting age of women

1914-1918 World War I

In 1914, a Serbian nationalist killed Archduke Franz Ferdinand, heir to the throne of the Austro-Hungarian Empire, and his wife. This *casus belli* triggered a series of chain events that led to World War I. The allied forces facing each other were France, Great Britain, Italy, Russia and Japan on one side, and the Austro-Hungarian Empire, Germany and the Ottoman Empire on the other. When World War I was declared, no one could imagine the horrors that lay ahead. Notably, World War I was the first international war of this nature, with **mass mobilisation of soldiers** and the use of **advanced technology** on all sides. The intervention of the United States in 1917 helped to end the war; in 1918 an armistice was signed, and in May 1919 the Treaty of Versailles established peace in Europe.



1916-1921 The Easter Rising and the Irish War of Independence

In April 1916, during the Easter week, a group of extreme nationalists, members of the **Irish Republican party** Sinn Féin, attempted to seize power in Dublin. The uprising was violently repressed by the British Army and turned Irish opinion in Sinn Féin's favour. The nationalists organised their own army and the Irish War of Independence started (1919-1921). In 1921, **Southern Ireland** – now the Irish Free State – became **self-governing**, leaving Ulster, the province in the north of the island, separate as part of the United Kingdom [- page 148].

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cultural

CULTURE

The rise of journalism

QUICK CHECK

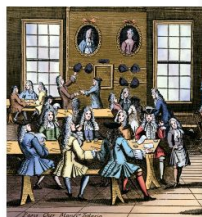
Decide if the following statements are true or false and correct the false ones.

- During the Augustan Age the reading public decreased. ①
- The Teller was one of the most important newspapers of the Augustan Age. ②
- According to Samuel Johnson's definition, coffee houses were places to enjoy oneself. ③
- Coffee houses were mainly economic centres. ④
- Coffee houses did not play any political function. ⑤
- Women were not allowed in coffee houses. ⑥

Answer the questions.

- Which factors contributed to the development of journalism and to the birth of newspapers?
- What were the main themes of newspapers? To whom were they addressed?
- What other function, apart from the economic one, did coffee houses play in 18th century England?
- The text says that coffee houses were 'democratic centres'. Why?

18th century Coffee House, engraving, illustration in *English Men and Manners in the Eighteenth Century* by A.S. Turville, 1932.



After the revolutions of the 17th century, the values of mod and they spread in the culture, art and literature of the post reading public increased significantly. This rise was due to literacy and the wish of the middle class to educate their information increased, because of the importance of civil investments. The development of journalism and the birth more efficient printing technologies.

The best-known newspapers were the *Teller* (1709) and *the* by Joseph Addison (1672-1719) and Richard Steele (1672-1717), and moral reflections were the main themes of brief papers. The two writers realised that the creation of a group of club readers, because a conversation was easier and more pleasant, created the Spectator Club, where the chief character was a landowner or refined and powerful gentleman, Sir Roger de Coverly. He was no longer a detached authority but an armchair companion.

The 18th-century coffee houses

New spaces of aggregation and discussion arose, such as defined the coffee house in his *A Dictionary of the English Language*. Such a definition sheds light on the significance these meet. They were not only places where coffee was sold, but also their role and function went beyond the commercial enter and their contribution to the social, political and literary. People meeting there, in fact, could not only read newspaper as well as discuss current affairs, political news and conduct this point of view, they were democratic centres, open to all, in which any customer could express his point of view from coffee houses. Coffee houses were also important as Exchange, for example, was created in a coffee house town.

CULTURE

The Industrial Revolution

IMPROVE YOUR VOCABULARY

Match each word to its definition.

- iron
 - steel
 - coal
 - close-knit houses
 - iron ore
 - laid off
 - trade union
- a. houses built closely together
b. organisation of workers with the purpose of advancing its members' interests
c. heavy metallic element, which is malleable, ductile and magnetic
d. native compound of iron from which the metal may be profitably extracted
e. alloy of iron and carbon
f. suspended from employment
g. solid, black combustible substance

An age of big changes

The expression 'Industrial Revolution' indicates England's economic development in 1840, which radically changed the habits, customs and outlook on life in English society. The use of materials like iron, steel and coal led to strong technological innovation. The **steam engine** (invented by Thomas Newcomen in 1712, but considerably improved by James Watt in 1769), led to the invention of new machinery that made the creation of the system and the improvements in transport and communication possible in a short time. Another important invention was the **spinning jenny**, a machine for spinning wool, invented by James Hargreaves and patented in 1770.

The result was a better exploitation of natural resources and mass production of goods. However, industrial expansion also had a dark side, for example, a strong one on the environment, as the factories produced a high level of pollution. This sight worsened the health of the working classes. The presence of large factories increased the cities. The close-knit houses where workers lived were crumbling, had no space, the risk of disease and infection was very high. In fact, mortality rates, especially of children, rose within a few years.

The factors that favoured Britain's growth were many and of different types. One factor was the availability of the capital deriving from the profits generated by agricultural improvements and increased commerce, which could be reinvested for industry. Also the expansion of international trade and the monopoly of trade towards the West Indies, which was growing in wealth. With the growth of Britain's empire overseas, trade by the end of the 18th century Britain was the most powerful trading nation in the world. It exported textiles, coal, manufactured goods and silver, and imported raw cotton, sugar from the West Indies, tea, silk and spices from India, silk from China and fur from Canada. Another factor was the powerful British merchant marine fleet, as well as

in the slave trade [- p Britain's economic growth facilitated by an excellent existing canal and road enterprise and wealth, a stable government favoured the expansion of agriculture, and, if availability of raw materials and natural resources like coal and iron ore.

Above all, it was the iron which sped up the industrial revolution. In 1814, George Stephenson built his first railway which greatly affected



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CULTURE

American culture 1900-1950

FOCUS ON

In 1913, in Michigan, **Henry Ford** radically changed American manufacturing with his moving assembly lines to make automobiles. Over the next 14 years, 15 million Model T Ford cars were produced in Ford's factories. The Model T was an affordable automobile aimed at the middle class. Its success transformed America's roads and cities. Other American manufacturers adopted Ford's ideas, leading to an economy of mass production that later became the most successful in the world.



In 1900, the population of the United States was about 70 million. Electricity was just being introduced in the cities, approximately 4,000 automobiles were manufactured and most Americans looked to Europe as their cultural leader. In 1915, the population had more than doubled, there were over 40 million automobiles on the roads, players regularly crossed the seas and American popular culture was being exported around the world. The **American dream**, the belief that anyone had a chance of success in the USA, brought millions of immigrants to the country. Until the end of the 1920s, the possibilities for progress and economic development seemed endless.

The Progressive Era

However, social problems persisted, especially in the early years of the century. Cities became overcrowded, crime rose and there was racism and hostility towards recent immigrants. In the South, restrictive laws limited the freedom and economic prospects of African Americans. Beginning from about 1916, many of them moved north to factory jobs in cities. The neighbourhood of Harlem in New York became a centre of African American culture. In the cities, industrialisation and unregulated businesses led to brutal living and working conditions, especially for recent immigrants. From 1890 to 1920, new reforms were put in place to combat social problems and political corruption. During these years, called the **Progressive Era**, journalism emerged as a major force for change. **Muckraking** journalists [- page 249] worked to expose government corruption and social problems. Often their exposures led to public awareness and inspired new regulations.

From the Roaring Twenties to the Great Depression

After World War I, it was clear that nothing would ever be the same: the conditions of the past had led millions of young people to their deaths and could no longer be trusted. Artists and writers reflected the chaos of this new world in their work.

Some responded by losing faith in society and pursuing pleasure and hedonism, in a period known as the **Roaring Twenties**. During the 1920s, American writers gathered in Paris and produced some of the most memorable literature of the century. In New York, the **Harlem Renaissance** brought a resurgence of African-American music, literature, and art. Jazz, a free-style genre of music that began in African-American communities, became hugely popular during the 1920s, leading the writer Francis Scott Fitzgerald to call this decade the **'Jazz Age'**. Jazz continued to influence popular music around the world for most of the 20th century. Across the USA, fashionable young women called **'flappers'** cut their hair short and broke with the restrictive social rules of the past. The first commercial radio station, KDKA in Pittsburgh, began broadcasting in November of 1920. Radio united the country and brought modern popular music to people outside of the cities, as well as news, sports, comedy programmes and adventure series.

By 1920, cinema had become a big business and American silent film actors were international stars. Hollywood grew from a quiet suburb of Los Angeles to the centre of the film industry. In the late 1920s, the movies became the **'talkies'** with the introduction of spoken dialogue.



Flapper girl, around 1925.

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cultural

CULTURE

The late Victorian Era



Mahel Capper and Patricia Woodcock advertising a meeting in Euston Park, Manchester, 19th July 1906.

During Victoria's reign, strict moral codes were enforced by society, especially in the middle class. Actions, social customs and even marriages were guided by what was considered proper and acceptable. This moral strictness was difficult to maintain in daily life and often led to **hypocrisy**, the practice of saying one thing while doing another. This was also referred to as the **Victorian compromise**. For example, a middle-class businessman who treated his workers cruelly could still consider himself morally upright if he did the right things, regularly appeared in church and occasionally gave to charity. For their part, charitable institutions might feed the poor and yet humiliate them in the process, while convinced of their own goodness. Many respectable men, including public figures, led secret lives indulging their vices while presenting a different face to society. In art and literature, representations of hypocrisy and double lives proliferated. Another aspect of this fascination with duality came from evolutionism. If humans had evolved from apes, it followed that there must be a hidden, animal side in everyone, waiting to emerge.

The woman question

A popular poem, *The Angel in the House*, described the ideal Victorian woman: comforting men, caring for children and happy with her role. However, these 'angels' had very few rights and no access to their own money. Many of them were beginning to make their anger known. As early as 1867, a proposal to extend voting rights to women was presented in Parliament by the philosopher John Stuart Mill (1806-1873), but was quickly rejected.

In 1869, Mill published his essay *The Subjection of Women*, which attacked inequality between the sexes. As Mill wrote: 'We have had the morality of submission, and the morality of chivalry and generosity; the time is now come for the morality of justice'. In 1872, the first British movement for women's rights, the **National Society for Women's Suffrage**, was founded. As the 19th century came to an end, social critics began talking about 'the new woman', a person who wanted to vote, own property and act with the same freedom as men.

Order and empire

Victoria's reign saw the British Empire expand to cover nearly a quarter of the surface of the world. A turning point was 1857, when England's government took over the rule of India from the British East India Company. India became England's most important colony, its 'jewel in the crown', providing valuable raw materials for English manufacturing and a huge market for British manufactured goods. The British in India lived and ruled as a separate class which treated the Indian population as their inferiors. Indian farmers were heavily taxed while British companies were charged only light import duties to sell their goods in India. Many Indian villages starved as the land around them was used to grow crops for exportation instead of food for local consumption.

By the late 19th century, it was commonly believed in Britain that colonization was not only financially advantageous, it was England's destiny. Britain was seen as the centre of its colonies, bringing them the gift of superior English civilisation. When their colonies refused this 'gift', they were met with violence. Uprisings were suppressed and independent territories made to submit to British rule. However, there were some in Britain who tried to help the colonies of other colonies. One of these was the missionary Dr David Livingstone (1813-1873) who publicised the cruelty of the African slave trade in England.

IMPROVE YOUR VOCABULARY

- Match each word to its synonym or definition.
1. ☐ upright a. revolt
 2. ☐ starve b. honest
 3. ☐ uprising c. suffer extreme hunger

Summing up

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

British imperialism • Charles Darwin • communication systems • demanding work • hypocrisy • India • Jeremy Bentham • labour movements • Poor Law • slums • Woman Question • Workhouses

Progress and social changes

Transport and communication

Railway, telegraph, underground railway → better
1.

Development of industry, trade
• business and banks

Social problems

• overcrowded
2. / inhabited by workers and poor people
• poverty as a punishment → 1834
3. established workhouses

• new 4.
• higher crime rates → 1829 formation of London Police Force

5.
• system to control poor people
• daily 6. humiliating life
• men and women separated

Progress philosophies and mentality

Utilitarianism

• 7. → rationality has to be applied in each action and decision

Theory of evolution

• 8. → the survival of the fittest and the struggle for existence

Social Darwinism

• Herbert Spencer → justifies 9.

Victorian compromise
• strict moral codes
10. → duality and secret lives

Late Victorian Age

• 11. → struggle for vote and more rights

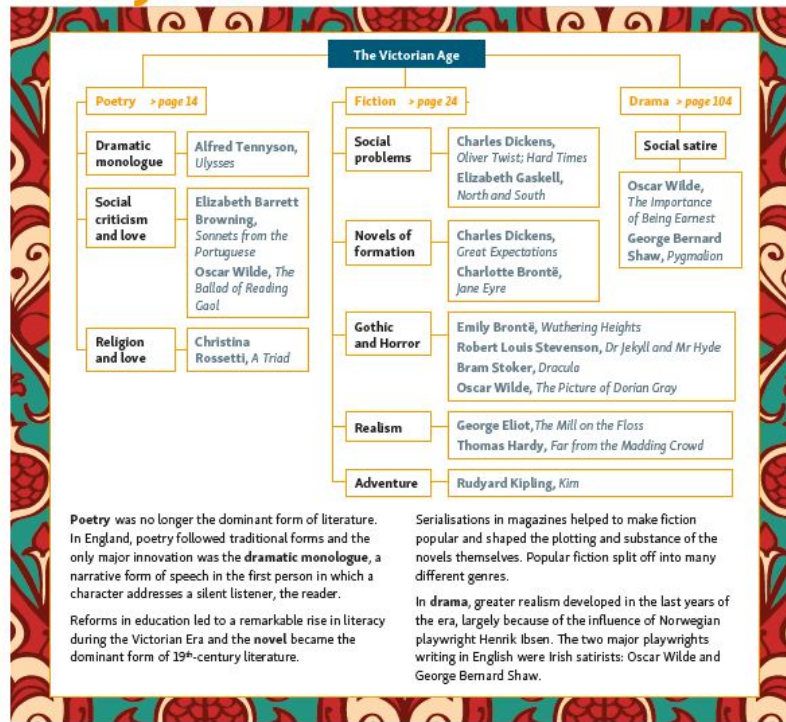
• development of British Empire → 1857 rule of 12.

colonialism considered as 'England's destiny'



navigation: mapping

Literary Overview



LITERATURE

Poetry in the Victorian Age

```

    graph TD
      A[The Victorian Age] --> B[Drama]
      A --> C[Poetry]
      A --> D[Fiction]
      C --> E[Romantic monologue]
      C --> F[Alfred Tennyson]
      C --> G[Social criticism and love]
      C --> H[Elizabeth Barrett Browning]
      C --> I[Religion and love]
      C --> J[Christina Rossetti]
  
```

It is interesting to talk about the poets of the Victorian Age as a group. Except for the five *Rapscallion* poets (page 22) a lot of shared ideas, hadn't pledged to follow a particular style of a movement. They were not and women who followed their own were experimental, many of them wrote about legends, focus on the social problems of the present, what they did do: extraordinary sense of beauty and rapid change, and were also concerned all writers and thinkers of the era.

There were a few other points that Victorian poets had in one Victorian poetry to use a lot of visual details, as if painting a scene was also influenced by the great Romantic poets, although it never had the same high place in culture that the Romantics' not poetry, were the most important form of literature. Percy Bysshe Shelley seemed to notice the need, introducing them. Oscar Wilde published anonymously his poem *The Ballad of the Impressionist* in 1894 (page 24).

The dramatic monologue

The dramatic monologue was a new form of poetry introduced by the poet of the point of view of a single character. It was that the speaker was not talking to him or herself, but that the speaker of the poem was presented as being different by character, a persona. This persona could be a figure from my past's imagination. The persona revealed his or her thoughts and the reader took on the role of the persona's only listener, with his or her subjective point of view, the persona's personal experience.

Dramatic monologues attempted to actively involve the reader when read out loud for an audience. Because the reader was sympathetic for the persona's point of view, even if he or she. Readers often had the task of deciding what to believe, using incomplete or biased versions of their status. If the persona means, as in several of Robert Browning's poems, the task is: Dramatic monologues evolved into the 20th century. The first 20th-century modernist prose, especially the development of *Ulysses*.

John William Godwin, *Wife in the House*, 1874, private collection.

LITERATURE

Victorian fiction

```

    graph TD
      A[The Victorian Age] --> B[Drama]
      A --> C[Fiction]
      A --> D[Poetry]
      C --> E[Social problems]
      C --> F[Novels of formation]
      C --> G[Gothic and Horror]
      C --> H[Realism]
      C --> I[Adventure]
  
```

DEARLIFE

The Victorian Age
→ Historical fiction: Values introduction
→ Historical fiction: Values introduction
→ Values introduction

The first novel was successful might be re-printed as a book. The first truly successful novel was *The Pickwick Papers* by Charles Dickens, which ran from 1836 to 1837 and established the trend of serialisation.

Serialized novels had several features in common. Most of these novels featured *serialisation* and conformed to a realistic picture of the world. They also needed to be for multiple characters and storylines, and often included at least one *superficial* event as a way to keep the plot moving. As time went on, writers began to adjust their plots based on readers' reactions. These novels dealt with themes that concerned their middle-class readers: solving society's problems, finding happiness and financial success and managing the right. Serials in the mid century could depend on a unified audience, at times it seemed as if society was reading the same book at the same speed. This gave many writers a *social responsibility*, leading to storylines that drew attention to injustice and social problems. Over time, different genres developed and distinctions were established between popular fiction and novels as literature.

The literary giant and his rival

Charles Dickens was the most important fiction writer of the era, dominating the time until his death in 1870. Dickens' novels were packed with dramatic scenes, humour and memorable characters from all social classes. He was also a *flamboyant* critic of social injustice, especially the harsh treatment of children and the poor. His contemporary and literary rival was **William Makepeace Thackeray** (1811-1863), who wrote witty satires of upper Victorian society. Thackeray is best known today for his novel *Vanity Fair*, published in instalments from 1847 to 1848. Thackeray's plots and characters were more realistic than Dickens', and his work presented moral lessons about the power of the past and the dangers of vanity and hypocrisy.

Women's voices

Two of the most original novelists of the 19th century were women who lived in isolated Yorkshire townships, **Charlotte and Emily Brontë**. Charlotte Brontë's novel *Jane Eyre* was remarkable for its first-person narrative and development of the protagonist, and Emily's only novel, *Wuthering Heights* (1847), presented characters in extremes of class position and in wild anger as literature.

George Eliot was the pen name of Mary Ann Evans, one of the 19th century's greatest. Eliot used detailed descriptions, psychological insights and restrained passion to bring her characters and settings to life. Her novels were usually set in small, rural towns and featured characters who were outsiders, in her masterpiece, *Middlemarch* (1871-1872), she gave life of an entire village in all its complex variety.

BOOK

```

    graph TD
      A[THE VICTORIAN AGE] --> B[Drama]
      A --> C[Fiction]
      A --> D[Poetry]
      C --> E[Social problems]
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      C --> G[Gothic and Horror]
      C --> H[Realism]
      C --> I[Adventure]
  
```

24

context

tools

text

connections

mapping

AUTHORS

Charles Dickens (1812-1870) DDI



FIREWORDS

- Dickens was a master storyteller and prose stylist. His novels were complete and fully realised worlds, bursting with invention, wit and truly memorable characters who have become part of our culture.
- In his novels and articles Dickens attacked injustice and made his readers aware of social issues such as the unfair treatment of the poor, damage caused by industrialisation, deep flaws in the education and legal systems and more.
- The popularity of Dickens' first novel established serialisation as the standard form of publication for novels in the Victorian Era. Serialisation made it possible for Dickens to address a unified audience, and his influence was enormous.
- As the editor of *Household Words* and *All the Year Round*, Dickens also had influence over other writers of the time, both as their publisher and through his reviews.

THE VICTORIAN AGE

- Poetry
- Fiction
- Drama

Social problems

- Charles Dickens, *Oliver Twist*; *Hard Times*

Novels of formation

- Charles Dickens, *Great Expectations*

DISCOVER THE AUTHOR Video introduction
LIFE & WORKS Interactive timeline

A first glimpse of the Victorian Age

Charles Dickens was born in Portsmouth in 1812. When he was ten, he and his family moved to London, and soon afterwards his father was imprisoned because he couldn't pay his debts. Charles found himself alone, working in a factory at the age of twelve and living in a boarding house. The experience gave him lifelong sympathy for the poor which is present in all of his work.

After his father's release from prison, he returned to school, and at sixteen he was a court reporter. He trained to be an actor before finding success reporting on Parliament and writing humorous short articles under the pen name 'Boz'. Because of his wit and popularity, he was asked to provide stories to go with a collection of humorous illustrations of sporting events. This collection became *The Pickwick Papers*, his wildly successful first novel.

LIFE

Birth	Marriage to Catherine Hogarth	First tour in America
1812	1836	1842

WORK

1836-1837	1837-1839	1838-1839	1840-1841	1843	1846-1848
<i>The Pickwick Papers</i>	<i>Oliver Twist</i>	<i>Nicholas Nickleby</i>	<i>The Old Curiosity Shop</i>	<i>A Christmas Carol</i>	<i>Dombey and Son</i>



INSEGNARE INGLESE



DEASCUOLA

mapping

TEXTS

171 How Do I Love Thee

From *How Do I Love Thee* by Elizabeth Barrett Browning, Sonnet 43

In this poem, from her collection *Sonnets from the Portuguese* (1850), Elizabeth Barrett Browning writes of her love for her husband Robert.

BEFORE YOU READ Think of a person you love or who is dear to you. List two reasons why they are dear to you.

How do I love thee? Let me count the ways.

I love thee best at quiet noon, by sun and candle-light.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Pride;
I love thee with the passion put to use,
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saint's, - I love thee with the breath,
Smiles, tears, of all my life! - and, if God choose,
I shall but love thee better after death.

1 breathless sighs.
2 feeling out of sight: more a nagging pain
quakes the sun at just values.
3 Grace: Grace, Justice & Dea.
4 strive for Right: combination per la
Gustavia.
5 love from Poems: religious: to look
6 my last saint: a saint: saint: perfect.
7 choose (epic) verse.

Comprehension

- Read the poem. Find lines where the speaker:
 - talks about her past: lines _____
 - tries to 'measure' her love: lines _____
 - talks about a possible future in the afterlife: lines _____
 - compares her love to the actions of people with good moral qualities: lines _____

Analysis

- Was the speaker's past happy? Which words tell you this? _____
- How does the poem change as it moves from the octet (lines 1-8) to the sestet (lines 9-14)? _____
- Find examples of each of the following devices.
 - anaphora: _____
 - assonance: _____
 - enjambement: _____

20



context	tools
text	connections

100 authors

Geoffrey Chaucer

William Shakespeare

Salman Rushdie

Daniel Defoe

Mary Wollstonecraft Shelley

John Milton

Seamus Heaney

Margaret Atwood

Edward Morgan Forster

George Orwell

Francis Scott Fitzgerald

Sylvia Plath

The Brontë sisters

Don DeLillo

Jonathan Swift

Jane Austen

Virginia Woolf

William Wordsworth

Oscar Wilde

Emily Dickinson

John Steinbeck

James Joyce

Alice Walker



authors

AUTHORS

George Orwell

(1903–1950)

DDI

FILEWORDS

- George Orwell was a highly **imaginative** and **critical** author, journalist and essayist. Orwell was a reformer by nature, and in his early novels he depicted the emptiness and squalor of working class life.
- His novels were full of ideas, satire, allegory, criticism and futuristic insight. He succeeded in blending reality and imagination in a way that recalled Swift's unique work, *Culliver's Travels*.

DEAFEN

GEORGE ORWELL

- ▶ **DISCOVER THE AUTHOR** Video introduction
- ▶ **LIFE & WORK** Interactive timeline
- ▶ **ESSENTIAL** Digital path
- ▶ **EXERCISE** Interactive test

A freedom rider

George Orwell, whose real name was Eric Arthur Blair, was born in Bengal, India, in 1903. His father, a Customs official, sent him to England for his education, and after attending a fashionable school, Orwell went to Eton on a scholarship (1917–1932). Here he was unfavourably impressed by the snobbish atmosphere and the class consciousness that he saw.

From 1932 to 1937, he served with the Indian Police in Burma, and this experience had a great influence on him, increasing his hatred of class privilege and authority, and above all of English imperialism.

When he returned to Europe, he spent a period of eighteen months in Paris, where he lived in almost abject poverty. He tried various jobs, from fish-washer to private schoolmaster, convinced that one must have as wide a range of experiences as possible.

When he left Paris for England, he continued to live in the same style for a few years. Soon after the outbreak of the Spanish Civil War, in 1936, Orwell left for Barcelona with his wife Eileen with the intention of working as a journalist. But then he decided to join the fight alongside the Republicans. He fought with the POUM (Partido Obrero de Unificación Marxista) and was wounded in the throat. He returned to Britain in 1938.

LIFE

Birth	Moves to England with his mother and sister	Attends Eton	Leaves Eton without a certificate	Moves to Burma	Back to England
1903	1904	1917	1932	1932	1937

WORK

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TECHNO CRITICAL

7

His trust in Socialism as the force that could bring about a better world was betrayed by his experience in the Spanish Civil War, and he developed the conviction that life could not be changed by political formations.

World War II further deepened his distrust of slogans and propaganda. After working as a journalist for the BBC during the first years of World War II, in 1943 he changed his job and became a literary editor for a left-wing journal, *The Tribune*. He wrote *Black Dubiousness*. (Glossary)

Orwell is a star in East Anglia.

www.orwell.org.uk

AUTHORS

Jane Austen

(1775-1817)

FIREWORKS

- Jane Austen was the greatest representative of the novel of manners in England, a genre that thanks to her, has remained a milestone in English literature.
- She gave us **quaint** portraits of the minor landed gentry that the novel is well because they were her social circle. She satirically showed and described the social relationships and values of the bourgeoisie. Her irony and wit lay in exposing to light the contradictions of this little world and the difficult rules of women, hoping for a 'good' marriage to give them social and economic security.

DEAFENING

JANE AUSTEN

- RECORDING THE AUDIO: Video introduction
- LISTEN & WRITE: Interactive timeline
- PLAY & REWIND: Digital path
- EXERCISE: Interactive test

An ironic observation of society

Jane Austen was born in 1775, the seventh of eight children. Her father was a rector of the parish of Steventon in Hampshire, the place where she lived for the first twenty-six years of her life. She studied in the town of Reading and then completed her education at home.

The years of her youth were full and happy, even though her life was spent in a very limited environment. Despite such a restricted setting, Jane Austen was a lady who enjoyed the social life she had her small world. She was a brilliant conversationalist, an accomplished dancer and a prodigious letter-writer. Her letters, especially, gave a detailed insight into her private life and reveal her intimate feelings. Her relationships with friends and relatives, gossip, information about the events she witnessed and her witty humour.

In 1801, her father married to Bath with his wife, Jane and her sister Cassandra. On his death in 1805 the three women moved to the neighbourhood of Southampton. From 1803 to 1809, there was a pause in Jane Austen's literary activity. Finally, she moved with her mother and sister to Chawton, in Hampshire, and she resumed work.

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Summing up

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

accurate descriptions • anonymously • domestic • financial certainty • gentry • humorous • middle class • observer • *Pride and Prejudice* • relationships • restricted • satire • *Sense and Sensibility* • social conventions

Life

• life in a socially- 1. _____ setting → country parish in Hampshire

• social composition: 2. _____ and country gentry

• great 3. _____ of society

• great success but she published 4. _____ under the name 'a Lady'

Works

• novels of manners (or 5. _____ novels) → portrait of the provincial middle class and the country 6. _____

Main works

7. _____ (1795-1811)

- two sisters → emotional sensibility vs rational common sense

8. _____ (1796-1813)

- marriage as a social goal vs true love
- difficulty of true 9. _____ between men and women
- social conventions and family relationships

Main themes

- description of life in little country towns
- importance of marriage as a 10. _____ for women
- 11. _____ and family relationships
- relationship between men and women
- social occasions

Style

- irony
- 12. _____ of characters in their inner thoughts
- delicate 13. _____ about conventions
- 14. _____ tone
- strong humanity

with him, because he is not rich enough. Then, through a twist of fate, the story follows the gradual revival of his love for her.

Complete the Main themes section in *Northanger Abbey*

Mosses to Chawton

Health problems

Death

1800

1801

1802-1805

1803

1807

Sense and Sensibility

• *Northanger Abbey*
• *Sense*

Pride and Prejudice

• *Northanger Abbey* (posthumous)
• *Persuasion* (posthumous)



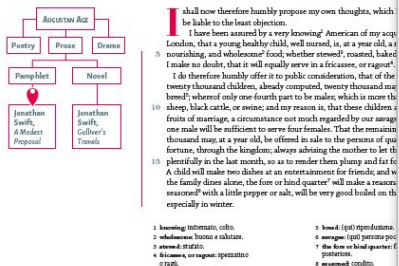
124 works, 177 texts

TEXTS

T44 Children for dinner

From *A Modest Proposal* by Jonathan Swift

The pamphlet *A Modest Proposal for Preventing the Children of Poor People from Being a Burthen to their Parents or the Country, and for Making them Beneficial to the Publick* was published in 1729. The central idea of this satirical work is that the solution to poverty in Ireland is for young kids to be eaten at the tables of landlords. In the passage below, Swift explains with subtle irony what his proposal consists of and lists a series of ideas for its realization.



Comprehension

- 1 Read the extract and answer the questions.
- 2 What does the 'proposal' consist of?
- 3 At what age can the remaining hundred thousand children be sold? What is recommended for the infants to be most successful?
- 4 How many dishes will a child provide?

Analysis

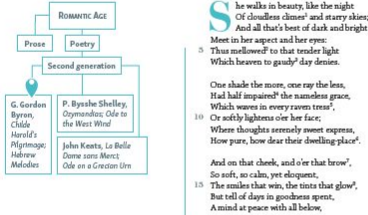
- 1 Irony is a literary device which expresses a meaning to the literal meaning. The opposite of what is said is the expression 'irony'. Who does it refer to in this text?
- 2 How would you define the tone of this passage? appropriate adjectives from the following: just a. detached b. practical c. serious d. colloquial e. cynical f. disgusted

TEXTS

T57 She Walks in Beauty

From *Hebrew Melodies* by George Gordon Byron

This lyric, from the collection *Hebrew Melodies* published in 1815, was inspired by Mrs Wilmot, the wife of Byron's cousin. One evening she appeared at a ball, wearing a black dress decorated with silver spangles. She did not dance because she was mourning; Byron could not dance either, owing to his malformed foot, and this may have created a feeling of affinity in the poet.



Comprehension

- 1 Read the poem. The lady is not described in detail, her beauty emerges from the colour of her hair, of her eyes and of her dress. Find the words and the expressions in the text which refer to her.
- 2 What other type of beauty, apart from the beauty described as having?
- 3 Read lines 7-10 again. Explain the lady's perfection.
- 4 The beauty of the lady is the result of the blending between what is beautiful in the night and in the day. Which lines highlight each type of beauty?

Analysis

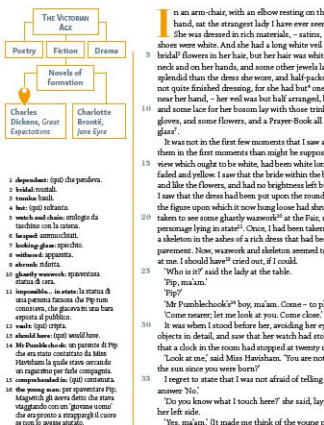
- 1 The beauty of the lady is the result of the blending between what is beautiful in the night and in the day. Which lines highlight each type of beauty?

TEXTS

T75 Meet Miss Havisham

From *Great Expectations* by Charles Dickens, Chapter 8

Pip is a child when he is invited to Miss Havisham's house. He finds her sitting in a dark room alone. He is shocked to see that she is still wearing her wedding dress from many years before. When Miss Havisham was young, she received a letter from her fiancé on their wedding day, telling her that he'd stolen her money and was leaving her. From that day on, she not only refused to change her dress, but kept everything in the house unchanged.

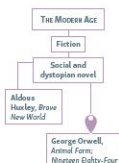


TEXTS

T123 Who controls the past, controls the future

From *Nineteen Eighty-Four* by George Orwell, Part 1, Section 3

Winston Smith works at the Ministry of Truth, where the past is altered through the correction of texts, which have to be in accordance with the Party's will. The Party has control over both current and past events: dissidents who are killed are cancelled from history as though they had never existed. Winston is reflecting on this use of the past and on what 'doublethink' means.



- 1 Since about that time, war had been literally continuous, though strictly speaking it had not always been the same war. For several months during his childhood there had been confused armed fighting in London itself, some of which he remembered vividly. But to trace out the history of the whole period, to say who was fighting whom at any given moment, would have been utterly impossible, since no written record, and no spoken word, ever made mention of any other alignment than the existing one.
- 2 At this moment, for example, in 1984 (if it was 1984), Oceania was at war with Eurasia and in alliance with Eastasia. In no public or private utterance was it ever admitted that the three powers had at any time been grouped along different lines. Actually, as Winston well knew, it was only four years since Oceania had been at war with Eastasia and in alliance with Eurasia. But that was merely a piece of future knowledge which he happened to possess because his memory was not satisfactorily under control. Officially the change of partners had never happened. Oceania was at war with Eurasia; therefore Oceania had always been at war with Eurasia. The enemy of the moment always represented absolute evil, and it followed that any act or future agreement with him was impossible.
- 3 The frightening thing, he reflected for the ten thousandth time as he forced his shoulders painfully backword (with hands on hips, they were grating) their bodies from the waist, an exercise that was supposed to be good for the back muscles) - the frightening thing was that it might all be true.
- 4 If the Party could distort its hands in this way, and say of this and that event, it never happened - that is, surely was more terrifying than mere torture and death? The Party said that Oceania had never been in alliance with Eurasia. He, Winston Smith, knew that Oceania had been in alliance with Eurasia as short a time as four years ago. But where did that knowledge enter? Only in his own consciousness, which in any case must soon be annihilated. And if all others accepted the lie which the Party imposed - all records told the same tale - then the lie passed into history and became truth. 'Who controls the past,' ran the Party slogan, 'controls the future; who controls the present controls the past.' And yet the past, though of its nature absolute, never had been altered. Whatever was true was true from everlasting to everlasting. It was quite simple. All that was needed was an unending series of victories over your own memory. 'Reality control,' they called it; in Newspeak, 'doublethink.'
- 5 'Stand easy!' barked the drillinstructor, a little more gently. Winston sank his arms to his sides and slowly refilled his lungs with air. His mind slid away into the labyrinthine world of doublethink. To know and not to know, to be conscious of complete truthfulness while telling carefully constructed lies, to hold simultaneously two opinions which cancelled out, knowing them to be contradictory and believing in both of them; to use logic against logic; to regulate morality while laying claim to it; to believe that

context	tools
text	connections

“
A word after a word after a
word is power.”

Margaret Atwood



competences

BEFORE YOU READ What is your state of mind when you realise that a person is lying to you? How do you act? Do you maintain or break off relations with the person who has lied to you?

Comprehension

- 1 Read the extract, focus on the portrayal of Marianne and find expressions relating to her personality and her physical appearance.
- 2 Focus on Elinor's physical appearance. Point out the adjectives which describe her. Is she as beautiful as her sister Marianne? Justify your answer.
- 3 Jane Austen presents Marianne in a benevolent way, pointing out the positive sides of her character. Yet, through her subtle irony she also highlights her many faults from various points of view: the narrator's, Elinor's and Marianne's herself. Complete the table with the words given.

Elinor • Marianne • narrator • rudeness • talkativeness

Who	Sentences	Fault
narrator	She could not be silent when such points were introduced (lines 15-16)	1.
2.	she proceeded to question him on the subject of books (lines 19-20)	Indelicacy
Elinor	Well, Marianne, for one morning I think you have done pretty well (lines 29-30)	3.
4.	But how is your acquaintance to be long supported, under such extraordinary dispatch of every subject for discourse? (lines 33-34)	impulsiveness
5.	I have been open and sincere where I ought to have been reserved, spiritless, dull, and deceitful (lines 39-40)	tactlessness

- 4 What are Elinor's reactions to her sister's behaviour? Justify your answer.
- 5 Now turn to Willoughby. How is he introduced and what attracts Marianne to him?

Analysis

- 6 In *Sense and Sensibility*, Jane Austen uses a third person omniscient narrator who, however, sometimes adopts the point of view of the novel's characters. Whose point of view does she adopt in this extract?
 - a. ☐ Elinor.
 - b. ☐ Marianne.
 - c. ☐ Willoughby.
 - d. ☐ The external narrator.
- 7 The title of the novel is *Sense and Sensibility*, which highlights two different personality traits. Who is sensitive in the extract and who is sensible?
- 8 Who blames the other for her faults, even if in a very benevolent way?
- 9 One of Jane Austen's main characteristics is irony. Can you find any examples of it in the extract?
- 10 Jane Austen's novel, even though chronologically set in the Romantic Age, share many of the features of the Augustan Age. How does this contrast come out in the portrayal of Elinor and Marianne? What period does each of them represent?

Interpretation

- 11 Below are two more sentences that show Elinor's and Marianne's different temperaments. Decide which of them is more fascinating, reliable, easily fooled and enjoyable.
 - Marianne: 'Always resignation and acceptance. Always prudence and honour and duty. Elinor, where is your heart?'
 - Elinor: 'Sometimes one is guided by what they say of themselves, and very frequently by what other people say of them, without giving oneself time to deliberate and judge.'

Comprehension

Summing up

- 1 Read the extract and complete the summary with the words given.

believe • cry • cut • free • fun • laughs • leaves • painful • regrets • trouble

Maggie is tired of her aunts' comments about her hair, so she decides to 1. it off and asks her brother to help her. At first, Tom tells her that she'll get in 2. with the adults, but he also thinks it would be 3. After Maggie's hair is cut, she feels 4., but then Tom 5. at her and she 6. her decision. Tom 7. and Maggie remains in the room alone and starts to 8. The narrator comments that adults have all experienced 9. moments in childhood, but can't remember the feeling and so they often don't 10. that children's suffering is real.

Analysis

- 3 **FIREWORDS** Below are the feelings Elizabeth goes through during Darcy's proposal. Match them to the sentences that highlight them. There are three words you don't need to use.

accusatory • calm • contemptuous • flattered • proud • resentful • surprised

1. Elizabeth's astonishment was beyond expression (line 12):
2. she could not be insensible to the compliment of such a man's affection (lines 20-21):
3. She tried, however, to compose herself to answer him with patience (lines 23-24):
4. 'I have never desired your good opinion' (lines 33-34):



competences

TOWARDS THINKING ROUTINE

See, think, wonder

See

1 Look at the picture of schoolchildren leaving London in November. Where was the photo taken?

2 How many children do you see? Where are they?

Think

3 Look at the woman's face.

Wonder

5 Why do you think the woman is looking at the children?

THINKING ROUTINE

What makes you say that?

At home, read the extract *Who controls the past, controls the future* from George Orwell's novel *Nineteen Eighty-Four* and find evidence for the practice of brainwashing that the Ministry of Truth carries out in the current regime. In particular, focus on:

- countries in conflict;
- the protagonist's fear that 'it might all be true' (line 21);
- the dichotomy between remembering and forgetting;
- the dichotomy between consciousness and unconsciousness;
- the fluid and flexible concept of the past.

Once back in school, compare your findings with your classmates' (3-4 students/group) and prepare to explain what makes you say that *Nineteen Eighty-Four* is a novel that is also about the totalitarian governments of the 20th century.

THINKING ROUTINE

Circle of viewpoints

After studying and analysing Tennyson's poem *Ulysses*, identify the possible characters in the text: the king, his wife, his people, Ulysses' comrades, Telemachus, Troy and the other possible ones, including the poet himself.

Choose your favourite one, sit in a circle and in turn tell the events from that viewpoint.

- 1 Start with 'The viewpoint I've chosen is...'
- 2 Continue with 'What is happening is that...'. Remember you are playing a part: use the first person and only say what you know or what you think from that very perspective.
- 3 Conclude by sharing a question or a doubt you have as the character: 'I wonder...'

THINKING ROUTINE

Word, phrase, sentence

1 Individually, review the extract *Beowulf's funeral* and underline or highlight:

- a **word** that impresses you as more powerful than others;
- a **phrase** that moved, engaged or provoked you;
- a **sentence** that is particularly meaningful to you, that captures the core idea of the text.

Remember!

A **phrase** is a group of words that does not communicate a complete thought (for example: *the black cat* or *is sleeping* or *on the chair*). A **sentence** is a group of words that communicates a complete thought and necessarily contains a subject and a verb (for example: *The black cat is sleeping on the chair*).

The phrase that you choose should not be part of the sentence that you choose for the exercise.

2 In groups, share and record your choices (first sentences, then phrases and finally words).

Explain what made you select those items.

- What common themes emerged?
- What implications or predictions did they suggest?
- What aspects were not captured?



competences

Creative competence



2 You live in London in 1837 and write the first two chapters of *Oliver Twist* as they appear in *Bentley's Miscellany*. Choose a title for the editor.

- You hated the chapters: you were in a workhouse and think the editor is doing the best you can. Write an angry letter to the editor.
- You loved the chapters: you were a free citizen. You didn't know about workhouses before and now you are writing a letter thanking the editor.

VISUAL COMPETENCE

4 Look carefully at the painting and write down the first five adjectives you think of. Compare your list with three other people.

5 Answer the questions.

- Can you see the results of Millais's painting? Look at the section on the hand and write down all of the details.
- How can we tell that Ophelia is sad?
- Do you think the artist shows sympathy for Ophelia, or is he only inviting the beauty of the scene?

Critical competence



- 8** The text emphasises gender inequality and the difference in social and economic opportunities between men and women. Prepare a short presentation for the class on these specific topics, expressing your opinions and giving reasons:
- unequal pay for the same job title;
 - difficulty in gaining access to higher career levels;
 - difficulty in reconciling family and children.



context

tools

text

connections

competences

IMPROVE YOUR VOCABULARY

Aa

Match each word to its synonym or definition.

1. ☐ surgeon
 2. ☐ tiny
 3. ☐ utterly
 4. ☐ distasteful
 5. ☐ conceal
 6. ☐ starvation
 7. ☐ beggar
- a. hunger/deprivation/famine
b. unpleasant
c. doctor who practises surgery
d. person asking for charity
e. completely/absolutely
f. hide
g. very little/small

Listening competence

A09 You will hear the stories of five choose from the list (A-H) one of the re own name. Use the letters only once. T need to use.

A

B

C

D

E

F

G

H

Speaking competence

13 Use the memo to prepare a t the main features of the play below.

- Richard III is a ... set ...
- It deals with ...
- Its language is ...
- The main themes are ...

Vocabulary

3 Find words in the text that have a similar meaning to the following.

Writing competence

10 Hemingway never explains why the killers are pursuing Ole Andreson. What do you think the reason is? Do you think Hemingway was right not to include this information? Write an essay saying why you think the killers are after Andreson and whether it was a good idea for Hemingway to leave this as a mystery for the reader. Write 120-180 words.



competences

B2 FIRST Reading and Use of English Part 3

Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Robert and Elizabeth – a literary love story

Elizabeth Barrett was a famous and well-regarded poet, but her health was poor and she lived like a 1. In her father's home.

He was 2. over-protective and only allowed her to see a few

3. every year. Robert Browning was six years younger and not as

4., although his strange poems were admired by some critics and writers. One of those writers was Elizabeth Barrett. She mentioned him by name in one of her poems and Robert sent her a letter, telling her that he loved her poems... and the poet who wrote them. Elizabeth wrote back.

The couple exchanged hundreds of letters, and 5. Robert was able to visit her, although Elizabeth's father was clear that he would never give his 6. for them to marry. However, in 1846 they ran away together, moved to Italy and began a happy 7. In 1850, Elizabeth published the love poems that she had written for Robert under the title *Sonnets from the Portuguese*, hoping that her readers would believe that they were only 8.

PRISON
EXTREME
VISIT
SUCCESS

EVENT
PERMIT
MARRY

TRANSLATE

IELTS Academic reading

Complete each sentence (1-3) with the correct ending, A-F, below.

- ☐ In *Waiting for Godot*, the characters
- ☐ Jonathan Safran Foer's novel shows how, after 9/11, a lot of Americans
- ☐ According to David Quammen, human beings
 - should try to preserve their cultural identity.
 - are not separated from the natural world.
 - are increasingly worried about environmental problems.
 - discuss the main ideas of existentialism.
 - find it difficult to deal with the consequences of trauma.
 - talk a lot but fail to communicate.



context

tools

text

connections

competences

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.

Social media should not have the power to ban politicians who post false news or hateful messages.

FOR:

- Voters, not Facebook is a liar.
- Social media are media companies of elections.
- (Add your own):

AGAINST:

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.

Athletes and media celebrities are right to publicly oppose discrimination and racism.

FOR:

- It is important to remind everyone of all forms of discrimination and racism.
- These people are role models and can positively influence their supporters, especially young ones.
- (Add your own):

AGAINST:

- These are political gestures that create division and have no place in sport or entertainment.
- They may become empty gestures without any real meaning.
- (Add your own):

10 REDUCED INEQUALITIES



INSEGNARE INGLESE



DEASCUOLA

context

tools

text

connections

digital

The screenshot shows a digital resource interface for 'DEAFliX'. On the left, under the heading 'DIGITAL RESOURCES', there is a list of five items: 'Video overview', 'Audio', 'Interactive timeline', 'Digitexts', and 'Revision lessons', each preceded by a pink icon. On the right, a yellow box contains the 'DEAFliX' logo and a circular diagram. The diagram has a blue top half labeled 'THEME' and a purple bottom half labeled 'AUTHORS'. Dotted lines connect the 'THEME' section to 'THE VICTORIAN NOVEL' and the 'AUTHORS' section to a list of authors: 'C. DICKENS', 'THE BRONTË SISTERS', 'R.L. STEVENSON', and 'O. WILDE'. In the top right corner of the interface is an orange circle with the text 'DDI'.



INSEGNARE INGLESE



DEASCUOLA

context

tools

text

connections

digital

AUTHORS

Oscar Wilde

(1854-1900)

FIREWORDS

- Oscar Wilde was the spokesman for the **Aesthetic movement** and a brilliant writer and conversationalist famous for his wit and **splurisms**.
- He wrote fluently in a **variety of genres**, including stories for children, literary and social criticism, poetry, drama and a compelling novel of psychological horror, *The Picture of Dorian Gray*.
- His **plays**, especially *The Importance of Being Earnest*, were sharp satires of Victorian society that charmed and delighted their targets. As the poet Richard Le Gallienne said, Wilde "made dying Victorianism laugh at itself, and it may be said to have died of the laughter".

DEAFLEX OSCAR WILDE

- DISCOVER THE AUTHOR Video introduction
- LIFE & WORKS Interactive timeline
- THE PICTURE OF DORIAN GRAY Digital path
- REVIEW Interactive test

The celebrity and the tragic figure

Oscar Wilde was born in Dublin, Ireland, to an upper-middle class Protestant family. He was a famous surgeon and his mother was a journalist and poet. Oscar Wilde was born in Dublin, Ireland, to an upper-middle class Protestant family. He was a famous surgeon and his mother was a journalist and poet. Oscar Wilde was born in Dublin, Ireland, to an upper-middle class Protestant family. He was a famous surgeon and his mother was a journalist and poet.

LIFE

1854	1882	1884
Birth	Tour of USA	Marriage to Constance Lloyd

WORK

1888	1889	1890	1891
<i>The Happy Prince</i>	<i>The Decay of Lying</i>	<i>The Picture of Dorian Gray</i>	<i>The Soul of Man Under Socialism</i> <i>The Critic as Artist</i> <i>The Truth of Masks</i>

86

DEAFLEX

OSCAR WILDE

- DISCOVER THE AUTHOR Video introduction
- LIFE & WORKS Interactive timeline
- THE PICTURE OF DORIAN GRAY Digital path
- REVIEW Interactive test



INSEGNARE INGLESE



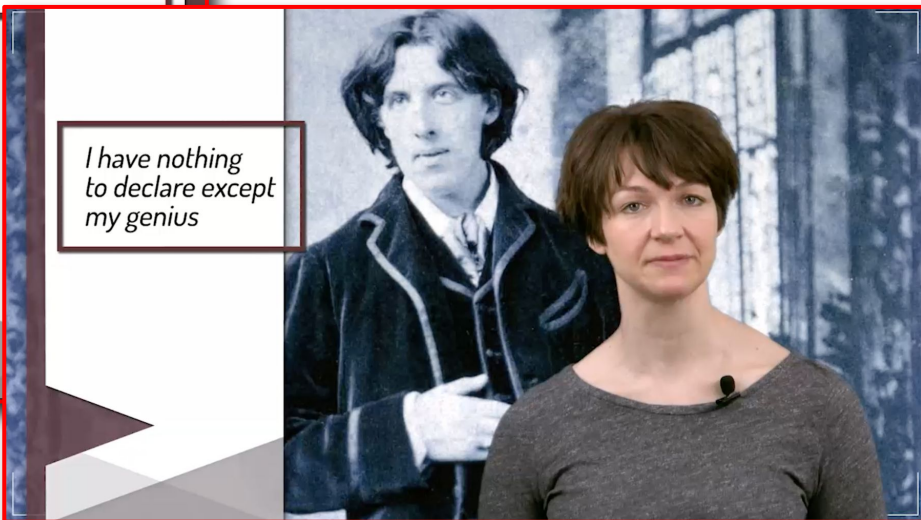
DEASCUOLA

context	tools
text	connections

digital



OSCAR WILDE



context	tools
text	connections

digital



Charles Dickens

- DISCOVER THE AUTHOR
 - Charles Dickens
- LIFE AND WORKS
 - Timeline
- FOCUS ON... *Oliver Twist*
- FOCUS ON... *Hard Times*

1812 LIFE

Birth

Charles Dickens was born in Portsmouth, on the South coast of England, the son of a clerk in the Navy Pay Office.

1822-1824 LIFE

Family problems

1825 LIFE

An unexpected inheritance

The family fortunes improved thanks to an inheritance, so after his father got out of prison, Charles...[more](#)

QUESTION 2/8

Read the timeline and choose whether the following sentences are true or false.

As a young boy he worked in a textile factory.

☐ True
☐ False

CONFERMA



context	tools
text	connections

digital

William Shakespeare

LIFE AND WORKS

Timeline

FOCUS ON... *Hamlet*

PLOT AND SETTING

CHARACTERS' PROFILE

THEMES

STYLE

THEMES

- Revenge and honour:** the main themes in Hamlet are revenge and honour. Initially Fortinbras is the representation of vengeance. Hamlet's father, the late king, has defeated Fortinbras' father in battle. As a result, young Fortinbras aspires to recover the lands and power lost by his father as a way of honouring and avenging him. Hamlet does

Eventually Hamlet's revenge occurs, but he has destroyed the family whose honour he was in love with him. Laertes is the third son who uses his base emotions to rule him, and he sees revenge as a task to be carried out in the only means of revenge. Unfortunately,

the themes: the discrepancy between the living and the dead at the very beginning of the play. The dead

QUESTION 1/10

Read the text and choose whether the following sentences are true or false.

Fortinbras seeks revenge against Hamlet's father.

☐ True
☐ False

CONFERMA



context	tools
text	connections

digital

Hamlet

- PLOT AND SETTING**
 - set in the Middle Ages
 - Hamlet, the Prince of Denmark, returns home to Elsinore to revenge his father's death (killed by Hamlet's uncle)
- CHARACTERS**
 - Hamlet**
 - the protagonist
 - he is a tragic hero
 - doubtful
 - chivalrous

SCARICA LA MAPPA



context	tools
text	connections

digital

Step 5 di 5

REVIEW

TEST DI AUTOVALUTAZIONE

- Completa le frasi in modo corretto.
- Per superare il test devi rispondere correttamente ad almeno il 60% delle domande.
- Hai a disposizione un solo tentativo per superare il test.
- Leggi con attenzione le domande prima di dare la risposta.

INIZIA



context

tools

text

connections

contemporary literature: themes

9 **Between two millennia**
1950-Today

THEME 1. Beyond the Empire
As the British Empire vanished, writers from the former colonies began to express their own meanings and experiences from the point of view of the colonized. In these texts, the language is often contaminated by local words and expressions, so that a new, mixed language is born. Explore this Theme to learn what happens when 'The Empire' ends.

THEME 2. Life stages
Growing up and getting old are two of the most often explored themes in contemporary literature. The texts included here focus on the difficult task of developing a sense of self.

THEME 3. Everyday conflicts
You may think that 'everyday' is synonymous with boring, and that exceptional events make interesting reading. You may want to hear stories about ordinary things that could and do happen. However, the authors in this Theme reveal the tensions 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**. This 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.



connecting themes

Rights and Identities

Martin Luther King | *I Have a Dream* (1963) | **RACIAL DISCRIMINATION**

Alice Walker | *The Colour Purple* (1982) | **RACE AND GENDER**

Tony Morrison | *A Mercy* (2008) | **FEAR OF THE OTHER**

Angela Carter | *The Werewolf* (1979) | **MAGIC AND SUPERSTITION**

Alice Munro | *Boys and Girls* (1968) | **GENDER ROLES**

THEME 4

Rights and Identities

Identity is one of the basic human rights recognized 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 106], 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 104] 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 362] 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 this family is quite similar to the oppression of the women in the African village where she is now living. Walker condenses themes of racial and gender oppression to show the complexity of unequal social relations.

Prejudice and superstition

Toni Morrison's novel *A Mercy* [page 376] 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, mistaking her black skin to the 'black Mark' (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.

Denied Identities

In *Boys and Girls* [page 374], 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 disappointed when her mother makes her do the housework. Her own 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

TESTS 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 a people who weather and cruel	A famous tale has an unexpected ending.
Alice Munro	<i>Boys and Girls</i>	A Canadian where the protagonist's family live	A young girl finds it difficult to social expectations.

BEYOND THE EMPIRE

LIFE STAGES

EVERYDAY CONTEXTS

RIGHTS AND IDENTITIES

CONTEMPORARY AESTHETICS

VISIONS OF THE FUTURE



context

tools

text

connections

connecting themes

THEME 1

Beyond the Empire

Nadine Gordimer *July's People* (1981)

Wole Soyinka *Telephone Conversation*

Salman Rushdie *Midnight's Children*

John Maxwell Coetzee *Youth* (2000)

Derek Walcott *Blues* (1969)

Sally Morgan *My Place* (1987)

Nuruddin Farah *Gifts* (1993)



THEME 5

Contemporary anxieties

Samuel Beckett *Waiting for Godot* (1953)

Zadie Smith *White Teeth* (2000)

Jonathan Safran Foer *Extremely Loud and Incredibly Close* (2005)

Jonathan Franzen *Freedom* (2010)

Don DeLillo *White Noise* (1985)

Ian McEwan *Solar* (2010)

David Quammen *Spillover* (2012)



THE ABSURD

MULTICULTURALISM

TERRORISM

FAMILY CONFLICTS

CONSUMERISM

CLIMATE CRISIS

PANDEMIC

THEME 4

Dignities



ities

King *I Have a Dream* (1963) RACIAL DISCRIMINATION

The Color Purple (1982) RACE AND GENDER

A Mercy (2008) FEAR OF 'THE OTHER'

The Werewolf (1979) MAGIC AND SUPERSTITION

Boys and Girls (1968) GENDER ROLES



INSEGNARE INGLESE



DEASCUOLA

past and present

CITIZENSHIP

Artistic freedom and censorship

During the reign of Charles I the theatre was a popular form of entertainment, enjoyed both by the aristocracy and the

In the 20th century, new media like photography have allowed artists to experiment with new ways of reaching wider audiences. At the same time, they have developed new ways of controlling the arts. Regimes like Fascism, Stalinism and Nazism have used art as a means to celebrate their achievements, and to suppress all freedom of expression. **Nazism**, in particular, saw the potential of cinema as an instrument of propaganda.

Freedom of artistic expression is considered one of the basic rights of the individual.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



13 CLIMATE ACTION



CITIZENSHIP

The rise of environmental awareness

At the end of the 18th century **mechanised factories** replaced the work of craftsmen, and technological developments in agriculture greatly **increased the production of food**. Britain became more prosperous, and this obscured the **human costs** of the Industrial Revolution. Masses of people moved from the countryside to the unsanitary slums of the new industrial towns. Factory work was monotonous and often dangerous. Low wages meant that both adults and children had to work for long hours if the family was to survive.

The **environmental costs** of industrialisation were even less. Natural resources (forests, rivers, etc.) were overexploited to feed the factory system. Air became polluted. The very origin of today's climate change – the increase of carbon dioxide in the atmosphere – can be traced back to the Industrial Revolution.

In 1962, Rachel Carson, an American biologist, published *Silent Spring*, a book denouncing the harmful effects of the indiscriminate use of pesticides on wildlife and humans. Carson accused the chemical industry of hiding the truth for the sake of profit, and asked for a more responsible approach to the use of pesticides. The book had a strong impact on public opinion.

CITIZENSHIP

From Magna Carta to Human Rights

In feudal times, monarchs reigned by **divine right**. People had those rights and freedoms that their monarch chose to grant them. The idea of **human rights** – rights that every human being acquires simply by being born into this world – developed later and took quite a long time to become accepted. Magna Carta – the agreement made by King John and a group of barons in England in 1215 [→ page 4] – is often celebrated as an early affirmation of human rights.

The circumstances in which the document was created have little to do with human rights as we understand them today. The barons were angry for the heavy taxes imposed on them in order to pay for King John's expensive foreign wars, and when he refused to consider their complaints they rebelled and took

the king to the Tower of London and forced him to sign the Magna Carta. The American legal system is based on the Magna Carta. The United States Constitution was written in 1787 and the **Declaration of Independence** in 1776. The Magna Carta continues to influence the legal system of the United Nations in 1948, was described by some as a

CITIZENSHIP

Child labour

One of the ugly consequences of industrialisation was the widespread employment of children in factories and mines. Children from poor families had been regularly put to work even in rural England, but as families moved to the industrial districts they faced a higher cost of living. So they were forced to send their children to work at a younger age and for longer hours. In the early 19th century, **children started to work when they were ten**, on average, and many of them worked for **sixteen hours a day**. William Blake exposed the practice of using children as chimney sweepers, for instance in his poem *London* [→ Vol. 1, page 264], and children workers appear in several novels by Charles Dickens. These literary works helped raise public awareness of child labour, and prompted Parliament to pass the first laws for the protection of children.

The exploitation of children continues today. But what exactly

As in Victorian times, the main factor forcing children into work is their families' poverty. In many developing countries the income provided by children is essential for the survival of families. Employers, on their part, prefer to hire children because they are cheaper and more easily manipulated than adults.

The worst form of child labour involves children who work as slaves, are forced into prostitution or illicit activities, or must fight as soldiers. Then there is labour that is performed by children who are under the minimum age prescribed by the law, and should be attending school instead of working. Finally, there is labour that is 'hazardous' because it affects the physical or psychological development of the child.

The United Nations **Convention on the Rights of the Child**, issued in 1989, protects children from these forms of economic

4 QUALITY EDUCATION



8 DECENT WORK AND ECONOMIC GROWTH



past and present

Changing Perspectives • THE HERO

Then

There are three main definitions of hero in the Oxford English Dictionary:

1. Greek Mythology A man of superhuman strength, courage, or ability, favoured by the gods; a demigod.
2. A man, now also a woman, distinguished by the performance of remarkably brave or noble deeds; an illustrious warrior.
3. A man, now also a woman, admired and connected for his or her achievements and noble qualities in any field.

These different definitions illustrate how the meaning of the word has changed over time. The classical hero was a semi-divine creature, connecting the immortals to the world of humans. He was favoured by the gods but also often betrayed and punished by them when his arrogance led him to offend a deity. The classical hero fought to gain glory and respect rather than to secure the good of his people.

The hero of the medieval Old English poem *Beowulf* (c. page 12) is also a warrior but, unlike his Greek predecessors, his main motivation to fight is the protection of his community from those terrible monsters. His battles against the monsters are physical fights in which Beowulf must prove his strength, skill and courage, but they are also metaphors for fights against the moral dangers that threaten the fabric of his medieval society, for example greed, a negative quality that Beowulf rejects. As he lies mortally wounded after defeating the dragon, he is happy to have

taken his treasure, but only because he can leave it to his people. I just think that I feel this treasure here is part of me, that I have been allowed to leave my people as well as endow on the day I die.

A leader's generosity towards his followers is a key quality in the pagan Scandinavian society where Beowulf is set. But when the story was written down, about the year 1000, it had been Christianised, so the Christian idea of material possessions also emerges during Beowulf when the people bury most of his treasure with

Another legendary medieval hero is King Arthur in Geoffrey of Monmouth's historical legend *Arthur*. Although it is probable that a real King Arthur may have existed, the legend acquired an enormous popularity. The military leader who defended his island from the sea and is supposed to have been the last of a line of British kings claimed Arthur as their ancestor's power. However, in the Arthurian romance the king's military virtues but on the advanced the idea of chivalry, courtly love and magic. In the kingdom of Camelot, Arthur focuses on being the king, while sending his knights on adventures.

Even more popular is Robin Hood, the hero who is an outlaw by unjust authorities, and defies the oppression. The legend of Robin Hood was probably one or more figures of real outlaws who lived in the 12th century. Then his myth grew through ballads and stories, by literary figures like Walter Scott, and finally subject of numerous film versions in the 20th century.

...and now

The word hero is still frequently used today in the media and in everyday discourse. As in the past, it is applied to military and political leaders. In general, leaders who have promoted non-violent resistance to oppression, like Gandhi, Martin Luther King Jr., Nelson Mandela and the Dalai Lama, are most likely to be recognised as heroes and models by people of different religions, ideologies and religious beliefs. But even for today's

on 23rd September 2020, as doctors and nurses during the Covid-19 pandemic are collectively celebrated as heroes. Individuals who rescue people, or put themselves in danger to protect someone from aggression are also often labelled as heroes in the media. Yet, when asked about what motivated them to risk their life, they will often deny having done anything heroic, saying that they simply felt it was their duty or followed a spontaneous impulse to save

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.

Social media influencers are important role models for young people.

FOR:

- They provide useful information on lifestyle, fashion, technology, fitness, etc.
- You can trust their advice more than you can trust traditional advertising.
- They can use their popularity to support social causes.
- (Add your own):

AGAINST:

- They provide an idealised model that may cause feelings of inadequacy and depression in their fans.
- They seem to give disinterested advice, but they are really making money by advertising products.
- They convince young people that seeking instant fame is better than studying or looking for an ordinary job.
- (Add your own):



cultures



CULTURES

Joyce and Svevo

While Joyce and his wife were in Trieste (1905-1915), he met Ettore Schmitz (1861-1928, later to be known by his pseudonym Italo Svevo), became his friend and later discovered they had a huge love of literature in common.

Svevo worked in his wife's maritime paint family business and needed English to negotiate new contracts so Joyce gave him private lessons.

Both men were dedicated writers but needed their day jobs until they found success. Initially, neither knew the other was a

writer, but in 1907, after a lesson, Joyce read his short story *The Dead* to Svevo and his wife Livia. From that day on they took long walks talking constantly about their literary plans and failures. Svevo was a Jew and so many have claimed that he became Joyce's model for Leopold Bloom in *Ulysses*. During the war Svevo started writing *La coscienza di Zeno* and Joyce went on with writing *Ulysses*. *Ulysses* was published first in 1922 and Joyce then used his fame and reputation to help promote Svevo's book with publishers and literary critics. In 1926, *La coscienza di Zeno* was published with immediate success.



Comprehension

1 Read the text and match each subject to the correct sentence (A-J). You may use any subject more than once.

- James Joyce
- Italo Svevo
- Both
 - A ☐ was earlier known as Ettore Schmitz.
 - B ☐ was a dedicated writer.
 - C ☐ used his success and connections to help his friend find a publisher for his book.
 - D ☐ could be considered a model for the Jewish character in Joyce's most famous novel.
 - E ☐ was married to a woman whose family owned a maritime paint business.
 - F ☐ was an English teacher when he met someone who would become a very good friend.
 - G ☐ read a short story to two friends.
 - H ☐ did not have his first book published until 1926.
 - I ☐ lived in Trieste with his wife for ten years.
 - J ☐ learnt English to help his job prospects.



CULTURES

Rock music and Woodstock

'Baby boomers' - the young people of the 1960s - were protesting against the Vietnam War, which was seen as morally wrong by an increasing number of Americans.

Woodstock was the high point of the 1960s protest movement. By 1973, when President John Kennedy was assassinated, the protest reflects the great changes that had already broken

rock musicians of the time. Several of the musicians who were part of the Woodstock festival were now a popular - though illegal - form of music.



- ☐ a complete break with the rock music of the 1950s.
- ☐ introduced by Woody Guthrie in the 1940s.
- ☐ not popular before Woodstock.

3 After Woodstock, the music and fashion of the 1960s changed.

- ☐ continued to ignore the youth culture of the 1960s.
- ☐ saw the marketing opportunities of the new trends in music and lifestyle.
- ☐ were scared of the radical politics associated with rock music.
- ☐ started to demand that the USA return to its traditional values.



CULTURES

Gothic is still alive!

INVALSI Reading comprehension task

Read the text about the development of the Gothic style and its influence on contemporary literature, music and cinema. Choose the correct answer (A, B, C or D) for questions 1-6. Only one answer is correct.

In the 19th century the trend of the vampire began to develop alongside the Gothic. The first prose story, *The Vampire*, was written in 1819 by John William Polidori, Byron's friend and personal doctor. The most famous vampire is Dracula, by the Irish writer Bram Stoker (1847-1912). This figure of the vampire has much in common with the Gothic villain: he is elegant, fascinating, but also cynical and untouched by the rules of society. The appeal of horror and love of the supernatural was not exhausted with the end of the 19th century. Novelists like Howard Phillips Lovecraft (1890-1937) and Stephen King (1947), both American, are the authors of stories whose ingredients are horror, the challenge of the unknown and anguish, which enjoy great popularity nowadays. The novels and stories of the British Angela Carter, particularly *The Magic Toyshop* (1967) and *The Bloody Chamber* (1979), reveal elements of the Gothic. The Gothic genre has also influenced contemporary writers such as the Americans Joyce Carol Oates (1938)

(*Bellevue*, *A Bloodmoon Romance*, *Mysteries of Winterthorn* and others) and Margaret Atwood. As well as in literature, the Gothic style is also well represented in other parts of contemporary culture. In music, Gothic rock emerged in the early 1980s as a development of punk rock. Among the most famous groups are Paradise Lost - a band whose name comes from the poem by John Milton - *The Cure* and *Bauhaus*, to mention just a few. Gothic music is characterised by dark melodies, the prevalence of keyboard and bass guitar and dramatic lyrics. In fashion, Goth style is characterised by dark colours like black or dark grey, matched with red or violet. Clothes are usually enriched by chains, buckles, clips and similar accessories. The make-up - eyeliner, lipstick, eye-shadow and so on - is also very dark. In cinema there is not a well defined genre called 'Gothic cinema', but its features appear in many movies, like horror films or adaptations of Gothic stories.



into films. The main aim of these films is to evoke feelings of fear, which they achieve through the use of sound-effects, disturbing settings and dark music. The vampire trend has inspired many successful novels by the American Anne Rice, author of the very popular interview with the Vampire (1976), the first of her Vampire Chronicles series which has made her one of the most widely read writers today.

Another example of cinema which can be associated with the Gothic tradition is the successful series *The Twilight Saga*, based on the books written by Stephanie Meyer from 2005 to 2020. It revolves around the impossible teenage love between a vampire and a girl and shares many characteristics with the Gothic tradition: an atmosphere of mystery and fear which pervades it, the constant nightmares of the characters, the presence of villains and heroes and, finally, emotional stress.

1 The first vampire story

- ☐ was written by Bram Stoker.
- ☐ dates back to the beginning of the 19th century.
- ☐ preceded the Gothic novel.
- ☐ was definitely written as an imitation of the Gothic novel.

2 The appeal that stories of horror and love of the supernatural still have today is due to

- ☐ the fascination of mystery and tension.
- ☐ the acceptance of mystery in life.
- ☐ the reputation horror produces on the reader.
- ☐ the need for distress as a form of enjoyment.

3 Gothic music is characterised by

- ☐ soft sounds.
- ☐ dramatic lyrics.
- ☐ light tones.
- ☐ low tones.

4 Goth fashion is characterised by

- ☐ light colours.
- ☐ the absence of make-up.
- ☐ black, red and violet colours.
- ☐ elegant accessories.

5 In the film industry

- ☐ Gothic effects are achieved through various devices.
- ☐ there is a specific genre called 'Gothic film'.
- ☐ Gothic films are those specifically written for the cinema.
- ☐ Gothic films are written as vampire stories.

6 The *Twilight Saga*

- ☐ can be considered a Gothic work.
- ☐ doesn't share any features with the Gothic tradition.
- ☐ deals with a happy love story.
- ☐ is characterised by an atmosphere of joy.



history



HISTORY The Irish Question

A The Irish potato famine and the rise of nationalism

By 1800, Ireland had been completely conquered and was ruled by England from London. Most rich landowners in Ireland were English, while the Irish natives were very poor and, due to farming methods used, mainly lived on potatoes. The failure of the potato crop in 1845-1846 led to famine; a million people died, and two million were compelled to emigrate to America in the following decade.

The severe economic depression and social unrest following the famine gave rise to a secret society, the Irish Republican Brotherhood (IRB) which also took root in America. The times also motivated Charles Stuart Parnell and others to campaign for 'Home Rule' (self government). A Home Rule Party was formed and Parnell was its leader. The majority of the population in southern Ireland was Catholic and wanted Home Rule, but in northern Ireland, where the population was mainly Protestant, there was violent opposition. In 1913, a unionist militia, The Ulster Volunteers, was formed to oppose Home Rule in Parliament, and in the south, the armed Irish Volunteers worked to get Home Rule passed.

In the meantime, the political party Sinn Féin, meaning 'We ourselves', was founded in 1905 and aimed at creating an Irish Republic.

B The Easter Rising

In the end, a bill giving a Dublin government full control, except over foreign and constitutional matters, passed in 1914, but it temporarily excluded six Ulster counties in northern Ireland. World War I postponed the implementation of Home Rule, and the Irish Volunteers split over participation in the war on the English side.



The minority of the group and infiltrated by 188, 1901, trade unionists and 200 v Dublin over Easter 1916 t Rising was ruthlessly rep people died and more the insurgents were executed republican cause). The Ea history and is still come Dublin today.

C The outcome of t

A significant outcome was movement under the bar crushing victory in the 19 the first Irish Parliament. In the meantime, the Irish Republican Army (IRA) an Independence: a three-ye In 1921, the war ended in negotiated.

Ireland was given indepe allowing the six counties with the UK, which they fell into civil war between of the Free State and the Valers. The pro-treaties v but in 1932 Éamon de Val formed Fianna Fáil, still a In 1937, a new constitution

southern counties official



HISTORY From the Berlin Wall to today's barriers



The Berlin Wall during the Cold War.

After World War II

At the end of the Second World War, Germany was divided. The eastern part, which had been occupied by the Soviet army, became the German Democratic Republic (GDR), under the influence of the Soviet Union. The western part became the Federal Republic of Germany, or West Germany, under the influence of the western powers. The capital Berlin was within the territory of the GDR, but the western part of the city, West Berlin, was an enclave belonging to the Federal Republic. The GDR was under the strict rule of the Communist Party and had a state-controlled economy, while West Germany was a parliamentary republic and had a free-market economy. During the 1950s, many East Germans wanted to move to the West, attracted by the higher standard of living and freer political climate. The easiest way to do it was to cross the border between East and West Berlin. To stop the flow of migrants - many of whom were professionals, skilled workers and intellectuals - the East German authorities erected a barrier around West Berlin on the night of 12th August 1961. The barrier soon became known as the Berlin Wall.

The Wall cut the city in two, separating relatives and friends and preventing East Berliners who worked in the West from going to work. It became a symbol of the Iron Curtain, the physical and political barrier that separated the Eastern countries of the Soviet Bloc from Western Europe during the Cold War. The Wall was guarded by armed soldiers and it is estimated that around 200 people were killed while trying to escape to the West between 1961 and 1989.

At the end of the 1980s, the liberalising reforms of Mikhail



The Berlin Wall today.

Gorbachev in the Soviet Union caused a series of political changes in other countries of the communist bloc. In 1989, a noncommunist party was elected to power in Poland. The demand for reforms spread to the GDR. On 9th November, the East German authorities, trying to contain popular unrest, announced that East Germans would be granted permission to visit West Germany. The measure was not meant to take effect immediately, but when it was announced in the evening news programmes tens of thousands of East Berliners gathered at the crossing points demanding to be let into the western part of the city. The guards, unprepared, let them pass and soon the crowds from the East were joined by westerners celebrating the reunion. The opening of the Wall was followed by the fall of the communist government in the GDR and by the reunification of Germany in 1990.

After the Cold War

With the end of the Cold War and the dissolution of the Soviet Union, the United States was the only remaining military superpower. The American capitalist model seemed now able to expand freely across the world. Improved means of transport, the internet and the abolition of trade barriers promised to bring all countries together into one global economy, making everybody richer and wars less likely. However, optimistic expectations were disappointed. The terrorist attacks of 11th September 2001 showed that the dangerous confrontation between the USA and the USSR had been replaced by the threat of international terrorism. The American invasion of Afghanistan and Iraq, which followed the attacks, started a long series of conflicts in the region.



art



ART

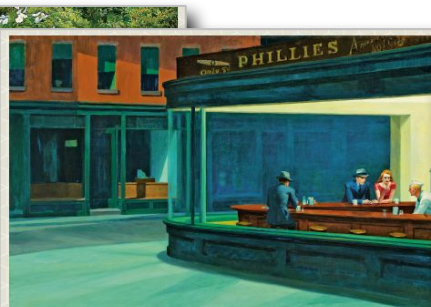
The Pre-Raphaelite Brotherhood

Acceptable art

In mid-19th century England, the standards of what was acceptable in painting were set by the Royal Academy of Arts. When judging the qualities of a work of art, they followed the guidelines set by Joshua Reynolds in his lecture series *Discourses Delivered at the Royal Academy* (1769-1790). Reynolds said that artists should not paint exactly what they saw in nature, but should pick and choose details to paint and then make those details more beautiful than in reality. They should show contrasts of light and soft shadows and follow the example of the Italian Renaissance painter Raphael Sanzio (1483-1520).

The P.R.B. makes a change

In 1848, a group of painters, critics and poets decided to take art in a different direction. John Everett Millais, Dante Gabriel Rossetti, William Holman Hunt and James Collinson were part of this group. They followed the advice of the critic John Ruskin (see page 102) and took their vessels' out to set down every tiny detail in nature, leaving nothing out. They also favoured clear, bright light, intense colours, sharp outlines, the use of symbolism, and above all, a return to the style of



ART

Edward Hopper's America

Edward Hopper was one of the most iconic artists of the 20th century. Hopper painted isolated figures in enigmatic situations, often glimpsed through windows and cut off from the viewer by panes of glass. He used light to expose and separate his figures, who seem lost in empty, geometric spaces that echo the open space and loneliness of America. Hopper had a talent for presenting ordinary settings – an empty cinema, a rural gas station, a diner at night – in a way that made them seem strange and alienating. His paintings are full of unanswered questions that compel the viewer to look more closely.

Life and career

Edward Hopper was born in 1882, in a small community just outside of New York City. When he was thirty-one, he moved into an apartment in Greenwich Village in New York and lived and worked there for the rest of his life. New York, along with rural New England, where he spent many of his summers, became the setting for most of his paintings. For several years, Hopper supported himself by providing art for advertisements and film posters. By the 1930s, he was established as a painter, with museums competing to buy his work. In 1924, he married Josephine Nivison, an artist who became the model for most of his female figures. Hopper continued to paint until his death in 1967 at the age of eighty-four.

Hopper and film

Hopper influenced many other 20th-century artists, notably those of

the Pop Art movement of the 1960s. His influence even more pronounced. Film noir, the dark, cynical, melancholy crime genre of the 1940s and 50s, saw Hopper's lonely vision of urban America. Many of his paintings, including *Alfred Hitchcock*, *David Lynch* and *Wim* are paintings of Edward Hopper could be taken from about America, each one the beginning of a new

Nighthawks (1942)

Two men and a woman gather at an all-night diner at the counter. The light from throw patterns against the deserted street window is a curve which intersects the dark wall opposite. The figures are exposed by the light as glass, as if they are in an aquarium. They are all the viewer by this glass, and it is difficult to find this diner to join them as there is no door visible a few objects present and many identifying details the diner has a legible advertisement above the restaurant itself has no name. The couple's hand not touching, and the characters are looking just without making eye contact – there is a sense of connections. Many writers have attempted to ask questions posed by this painting in short stories notably Joyce Carol Oates' series of poems that monologues for each figure.



ART

Banksy in New York

Banksy 9/11 tribute featuring the Twin Towers located at Staple Square in Tottenham, New York, 10th October 2013. This is one piece in his 'Battersea' art happening.

Banksy is the name used by an anonymous English street artist who began making graffiti and murals around Bristol and London in the 1990s. His works appeared on walls of public and private buildings, and featured subjects like rats, policemen, soldiers, children and old people, in a style that has become iconic. They offered a striking, often satirical commentary on social and political themes: consumerism, war, the authoritarian use of technology. In the following decade, Banksy began to hold exhibitions, merging graffiti with performance art and installations. In 2005, at an exhibition of his works in London, he released two hundred live rats in the gallery. In the same year he went into famous art galleries in New York and London as a regular visitor and secretly hung his works in the gallery rooms. In 2013, Banksy announced that he would spend the month of October in New York City, creating a new work of street art for each day of his stay. The title of

this project, 'Better Out Than In', expressed Banksy's intention of making art accessible to all, without any price tag attached. The works were announced daily on Banksy's website and Instagram account, but their location was not revealed, sending his fans on a sort of treasure hunt in the city streets. Banksy used a mix of graffiti, sculpture, performance art and video to touch on a variety of subjects, ranging from the treatment of animals in the meat industry to the war in Iraq. Some of the works were simply amazing graffiti incorporating existing elements like a street sign or a hydrant. Many of the New York graffiti were vandalised or painted over soon after they were discovered, others were removed by the owners of the buildings, in order to sell them. Although Banksy himself has often been accused of vandalising private property, his works are now very valuable, and one of his paintings sold for almost ten million pounds at an auction in 2019.

Listening

Academic listening

Listen and complete the notes on the artwork below. Write no more than two words and/or a number for each answer.

9/11 Tribute

Author: Banksy

Date: created on 1, October 2013

Location: a street in Lower 2, New York City

Subject: the terrorist attack on the 3, Center

Description: a silhouette of the 4, Towers and of the New York City skyline spray painted on a wall, with a single flower placed on one of the towers.

Reception: the work excited the interest of Banksy's fans, who turned it into a sort of shrine by placing flowers and 5, next to it, but a few days later someone covered it with black paint

context

tools

text

connections

movies



MOVIES 1917

Director: Sam Mendes
Main actors: George MacKay, Dean-Charles Chapman, Benedict Cumberbatch
Place and year of production: UK, 2019

During World War I, in 1917, British soldiers Scholfield (George MacKay) and Blake (Dean-Charles Chapman) are selected to deliver an urgent message to a nearby battalion. They must stop a scheduled attack. The field telephones have been cut so they must deliver the message by hand. These messengers are typically called 'runners'. The two soldiers' message could save hundreds of lives, and they too must survive their journey running through enemy territory to deliver the message. They have to cross no man's land, go through abandoned German trenches, German occupied land and open battlefield.

The film follows their journey as one long tracking shot. The camera literally moves around the two soldiers. The viewer has



a first-person viewpoint, a very realistic and touching experience of what life was like for soldiers in 1917.

- Below: What does the film tell us about the experience of war?**
1. The brightness
 2. The two lovers
 3. The two soldiers
- 5. Compare Juliet as a following and say Juliet**
- a. afraid
 - b. curious
 - c. shy
 - d. determined



MOVIES

William Shakespeare's Romeo + Juliet

Director: Baz Luhrmann
Main actors: Leonardo Di Caprio, Claire Danes, John Leguizamo, Harold Perrineau
Place and year of production: USA, 1996



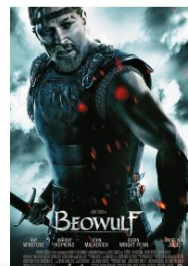
MOVIES

Beowulf

Director: Robert Zemeckis
Actors: Ray Winstone, Brendan Gleeson, Anthony Hopkins, Wright-Penn, Crispin Glover, Angelina Jolie, John Malkovich
Year of production: USA, 2007

Hrothgar, King of Denmark, and his men are revelling in a hall in Heorot, a city of the Danes. Grendel, a monster, attacks and kills all the men. After the attack, King Hrothgar offers a rich reward to anyone who can slay the monster. Beowulf, a hero famous for his courage, lands with fourteen other men in Denmark looking for fame. Grendel attacks Hrothgar's hall and Beowulf mortally wounds the monster.

Beowulf remains entranced by her beauty, since Grendel's mother appears to him in the form of a beautiful woman. She convinces Beowulf to make a pact with her: if he agrees to have a child with her, she will make him king of the Danes. Then, she asks him to give her the Golden Horn saying that the pact will last until she keeps it. Beowulf accepts. King Hrothgar, who had also been fascinated by Grendel's mother in the past, asks Beowulf if he has really killed her. When



MOVIES

Bright Star

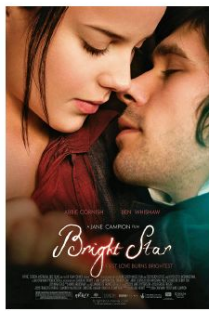
Director: Jane Campion
Cast: Abbie Cornish, Ben Whishaw, Paul Schneider, Kerry Fox, Thomas Brodie-Sangster
Place and year of production: UK, France, Australia, 2009

In 1818, John Keats meets his neighbour Fanny Browne, who is fascinated by his poems and asks him to teach her poetry. The two youths get engaged but, because of his health problems, Keats decides to leave England for Italy, hoping to recover from his illness. The journey does not prove beneficial for him and he dies shortly after arriving in Rome in 1821.

The movie revolves around the love story between the two youths and reconstructs the everyday events which marked their short relationship: their meetings, Keats reading his poems to her, the meeting with friends and the dance lessons.

Keats's close friend, Charles Brown, disapproves of the love affair with Fanny, because he thinks she has a bad influence on Keats's creative power.

The movie is narrated from the point of view of Fanny Browne and shows how, despite her fiancé's problems and his bad health, Fanny is ready to accept the consequences of her love for Keats, even though she is aware that it will bring her suffering.



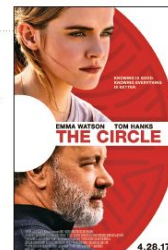
MOVIES

The Circle

Director: James Ponsoldt
Main actors: Emma Watson, Tom Hanks, John Boyega
Place and year of production: USA, 2017

Dave Eggers collaborated with director James Ponsoldt in writing the screenplay for the film adaptation of his 2013 novel The Circle. The film, released in 2017, follows quite faithfully the main plot of the book and raises the same question – what are the risks of a digital utopia in which everybody is encouraged to share all their personal experiences online?

A crucial change, however, concerns the ending. While the book ends on a dark note, with Mae totally embracing Bailey's idea of a world where everything can be known and controlled through digital technology, the film's ending is more optimistic, with Mae managing to prevent the Circle managers from achieving their goal of controlling the entire world.



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women's words



WOMEN'S WORDS

Victoria and the women of the

Queen Victoria gave her name to an era that lasted from 1837 until 1901. However, when Victoria was born, in 1819, no one expected her to be queen. She was the daughter of George III's fourth son and was the fifth in line for the throne behind her uncles and her father. It was only after all four men died without heirs that it became clear that Victoria would rule Britain after her uncle, William IV.

Victoria grew up in Kensington Palace in London. Her father died when she was a baby and she was raised by her mother, who was also named Victoria and was the sister of Leopold, the King of Belgium. Her mother and her advisor, Sir John Conroy, kept Victoria under strict control. They were hoping to rule as regents if William died while Victoria was still underage. Victoria was rarely taken to see the rest of the family in Buckingham Palace. She also wasn't allowed to play with other children, and spent hours every day taking difficult lessons with a private tutor. Adults supervised her at all times; she shared a bedroom with her mother and wasn't even permitted to walk down the stairs alone.

A few weeks after her eighteenth birthday, William IV died and Victoria became queen. Her coronation was the



following year. On February 10, 1840, she married her cousin, Prince Albert of Saxe-Coburg-Gotha. The couple's first child, a daughter named Victoria, was born on 21 November of that year.

Victoria and Albert had nine children in total, four boys and five girls. Together, they presented an image of perfect domestic happiness and respectability that the people of Britain were encouraged to imitate. The truth was more complicated. Although they loved each other deeply, the couple often



WOMEN'S WORDS

Aphra Behn

Aphra Behn (1640-1689) was a playwright, poet, novelist and translator of the Restoration era. She was also one of the first Englishwomen to call herself a professional writer. As Virginia Woolf later wrote in *A Room of One's Own* (1929), 'All women together ought to let flowers fall upon the tomb of Aphra Behn... for it was she who earned them the right to speak their minds.'

Little is known about Aphra's early life. She was born in England and probably spent part of her youth in Surinam, which at the time was a Dutch colony on the coast of South America. Around 1664 she was briefly married to a Dutch merchant named John Behn, but the marriage was over by the time she returned to England. Aphra was a passionate supporter of the English monarchy. During the second Anglo-Dutch war (1665-1667) she was a spy in Belgium, working for Charles II. She returned to England in the late 1660s and turned to writing to earn a living. During this time theatres were opening again after Cromwell's reign and Behn became a prominent playwright. She wrote 19 plays, most of them comedies. The King often attended performances of her work.

By the 1680s, theatre attendance in England had declined, and Behn wrote novels, poetry and translations. Her masterpiece, the novel *Oroonoko*, the *Royal Slave*, was published in 1686. Aphra Behn died the following year.

For over 200 years, most of her work was forgotten, but in the 20th century she was re-discovered by feminist critics and is now seen as an important writer.

Oroonoko is considered the first anti-slavery novel. It is the story of an African prince who is betrayed, sold into slavery, and sent to Surinam. There, he leads a revolt against the Dutch merchants who have imprisoned him, but the revolt fails, and he is executed. In contrast to most other European fiction of the time about people of different races, Prince Oroonoko is not

presented as a passive victim, a secondary character or an enemy. He is the hero of his own story and a tragic and admirable figure. This is very different from the portrayal of native characters in Daniel Defoe's *Robinson Crusoe* (1719). In that novel, Robinson's native friend Friday gives him the name, real name is, and tells Friday to no curiosity about his friend's

him English so that they can speak Christianity without asking about. However, in *Oroonoko*, the prince respect and admiration:

- 'I have often seen and seen and been so virtuous to me do as soon my reason, the not have produced a brave courage and mind, a safe quick, and a conversation and whenever had been in contrast of their errors, the white men, especially would have contented that soul... I am very grateful to the schools of humanity and illustrious critics.'

1. mighty power
2. diverting dramatic, open

Writing competence

1. Choose one of the following topics and write a paragraph.
a. Find out more about the most popular activities as a spy.
b. Find out more about activities as a spy.



WOMEN'S WORDS

The long struggle for equality



Millicent Fawcett.



Emmeline Pankhurst.



Emily Wilding Davison.

The fight for universal suffrage - the right of all adult British citizens, male and female, to vote - began in the Victorian era and continued into the first decades of the 20th century.

The first petition for women's suffrage was presented to Parliament in 1832. It was quickly rejected, but this was only the beginning. In 1894, the National Union of Women's Suffrage (NUWS) was founded by Millicent Garrett Fawcett (1847-1929). The union was made up of seventeen different organisations and was committed to building legal and political support for women's suffrage. However, Fawcett and her followers put middle-class women first and thought that they should get the vote before working-class women who didn't own property.

Emmeline Pankhurst (1858-1928) was not satisfied with the Union's polite tactics and its attitude towards working-class women. Pankhurst had been born Emmeline Goulden and came from a Manchester family that supported progressive political causes such as the abolition of slavery and the fight for women's rights. In 1878, she married Dr Richard Pankhurst, a lawyer who had written the Married Women's Property Act. This was the law that allowed women to keep their own property after marriage.

The couple had five children, and three of their daughters, Christabel, Sylvia and Adela, later campaigned with Emmeline for women's suffrage. Dr Pankhurst died in 1889, and although Emmeline suffered greatly from losing him, she continued to fight for women's rights. In 1903, she founded the Women's Social and Political Union (WSPU). Its slogan was 'Deeds not words' and its goal was giving votes for all adult women, not only those of the middle class.

In 1905, Emmeline's daughter Christabel and her friend Annie Kenney were arrested for interrupting a meeting of the Liberal Party and demanding that its members support women's rights. Her daughter's actions inspired Emmeline to take her organisation in a more militant direction. The WSPU's protests became more public and frequent, and they also became violent. The media ridiculed the WSPU activists, giving them the nickname 'suffragettes'. In 1908, Emmeline was arrested for trying to enter the Parliament buildings without permission to speak to the Prime Minister. In total, she would be arrested and jailed seven times before the vote was granted to women.

Comprehension

1. Answer the questions.
2. What was the difference between the NUWS and the WSPU?
3. What caused Emmeline Pankhurst to decide to make the WSPU's protests more militant?
4. Why was there a large protest after Herbert Asquith became Prime Minister?
5. How did the authorities deal with hunger strikers?
6. How did World War I lead to more support for women's suffrage?
7. When was the vote granted to all adult women in Britain?

Comprehension

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

- Victoria wasn't expected to rule Britain because she was a girl. ☐
- Victoria's mother didn't get the chance to rule as regent. ☐
- Victoria and Albert only pretended to be a loving couple. ☐
- Victoria mourned Albert for the customary period of time. ☐
- During the Victorian Age, women who had intellectual interests were respected. ☐

Creative competence

2. Find out more about the lives of the following people and write a short presentation on the following topics:
• Victoria's children
• Victoria's relationship with Albert
• Victoria's friendship with other women
• Victoria and her private life

6. After marriage, a woman belonged to her husband for the rest of her life.

7. In the 19th century, a woman was expected to be a good mother and a good wife.

8. In the 19th century, a woman was expected to be a good mother and a good wife.

9. In the 19th century, a woman was expected to be a good mother and a good wife.

context

tools

text

connections

exams

TOWARDS THE EXAM

Reason and rationality

The 18th century left behind the civil wars and institutional crises of the previous century, as well as the absolutism that had reigned throughout the century. A new sense of balance, rationality and stability now prevailed. Reason became the focus around which both the political sphere and that of scientific, artistic and philosophical thought moved. In the political sphere, the concept of **liberalism** was born, and during the course of the century the debate on citizens' rights increased in importance, becoming central with the **Enlightenment**. The **middle class** emerged and new social figures were born, such as businessmen, commercial agents and journalists, with new values based on pragmatism and economic and social advancement. In literature, this is known as the age of the **novel**. This genre observed society and narrated how it behaved, spreading its values and mentality.



Storia

- L'Europa tra assolutismo, parlamentarismo e dispotismo illuminato
- Il progresso scientifico verso la rivoluzione industriale



Storia dell'arte

- La pittura "torpente": Thomas Gainsborough e William Hogarth
- Il Neoclassicismo: Jacques-Louis David, Jean-Auguste-Dominique Ingres, Antonio Canova



Letteratura francese

- L'illuminismo: Denis Diderot e Jean-Baptiste d'Alembert, L'Encyclopédie
- Montesquieu, Lettere persiane, Du l'Esprit des lois
- Voltaire, Lettres philosophiques (suu empietate)
- Alphonse de Lamartine, Morte di Corneille
- Chateaubriand de La Rochefoucauld, Les lettres des dames



Cittadinanza e Costituzione

- La costituzione e i cittadini: l'importanza del Parlamento

Reason and rationality



Filosofia

- David Hume, Trattato sulla natura umana
- Jean-Jacques Rousseau, Discorso sull'ineguaglianza tra gli uomini
- Immanuel Kant, Critica della ragion pura, Critica della ragion pratica



Letteratura tedesca

- Gottfried Eberhard Lessing, Alceste non dormiente



Letteratura inglese

- Samuel Johnson, A Dictionary of the English Language
- Daniel Defoe, Robinson Crusoe
- Jonathan Swift, Gulliver's Travels
- Henry Fielding, Tom Jones
- Samuel Richardson, Pamela, Clarissa



Letteratura italiana

- Giuseppe Parini, Dittico sopra il cartone, Dittico sopra la realtà
- L'illuminismo: Pietro Verri, Cesare Beccaria



Scienze

- Gabriel Daniel Fahrenheit, scala di temperatura (°F)
- Anders Celsius, scala di temperatura (°C)

Project

Prepare a presentation, individually or in groups, on the proposed topic. You can use quotations from the proposed works and you can use pictures and other materials from this section.

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“ Books and doors are the same thing. You open them, and you go through into another world. ”

Jeanette Winterson



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I prossimi appuntamenti

<https://formazione.deascuola.it/insegnare-inglese/>

Webinar

**DEAFLIX, il nuovo alleato
per lo studio delle
Letterature straniere**

30 Marzo 2023, 17:00

con: Isabella Céline Zampieri
Bojana Vucelic

Iscriviti qui

Webinar

**I grandi temi sociali
attraverso le Letterature
straniere**

04 Aprile 2023, 15:00

con: Fausto Galuzzi
Michele Gabbanelli

Iscriviti qui

Webinar

INSEGNARE INGLESE

**Could you become a social
media English teacher?**

03 Maggio 2023, 17:00

con: Samuel Williams

Iscriviti qui

Webinar

INSEGNARE INGLESE

**Make your lesson a journey
with story-travelling**

09 Maggio 2023, 17:00

con: Samuel Williams

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