



LICEO SCIENTIFICO “L. DA VINCI”

Anno Scolastico 2021 – 2022

PROGRAMMA SVOLTO: INGLESE

CLASSE: I

SEZ: D

LIBRO DI TESTO: ENGAGE! 1 – PEARSON LONGMAN

Materiale vario: Video, E-book, powerpoint presentations, mappe concettuali, Kahoot, EdPuzzle, Wordwall

GRAMMAR	VOCABULARY	FUNCTIONS
<ul style="list-style-type: none">Subject pronounsto be – Present simpleRegular and irregular pluralsHave got – Present simplePossessive 'sPossessive adjectives and pronounsCan/Can'tWh- questionsThis/That/These/ThoseThere is/There are + a/some/anyPrepositions of placeObject pronounsArticlesImperativesPresent simple – affirmative and negativePresent simple – questionsAdverbs and adverbial phrases of frequencyPrepositions of time - at, in, on	<ul style="list-style-type: none">classroom rulesclassroom languageAlphabet - IPA phonetic alphabet pronunciationCountries and nationalitiesFamilyJobsZodiac signsDays, months and seasonsOrdinal numbers, dates and yearsMy room and personal possessionsShops and places in townPhysical appearanceFree-time activitiesVolunteer organizations	<ul style="list-style-type: none">Introducing oneself and greeting peopleclassroom rulesSpelling namesAsking for and giving personal informationTalking about nationalitiesDescribing one's familyTalking about possessionsTalking about jobsMaking requestsAsking for permissionTalking about abilitiesSaying datesTelling the timeDescribing one's roomTalking about shops and places in townGiving instructionsAsking about appearanceDescribing appearanceTalking about who you look like in your familyTalking about likes, dislikes, skillsTalking about the frequency of activitiesAsking and answering about people's hobbiesTalking about volunteer organizationsTalking about personal facts (home place, family, free time experiences)
<ul style="list-style-type: none">Present continuous – affirmative, negative and questionsPresent simple vs Present	<ul style="list-style-type: none">School subjectsPlaces in a school and schoolequipment	<ul style="list-style-type: none">Talking about daily routine at schoolTalking about school subjectsTalking about places and equipment at

continuous • Prepositions and adverbial phrases of place		school • Talking about school systems • Talking about one's ideal school • Talking about actions in progress • Describing photos • Saying where things/people are in a photo • Expressing preferences and giving reasons • Expressing wishes • Making guesses and giving reasons • Giving a general description •
• Countable and uncountable nouns • Some, any, no – affirmative, negative and questions • How much...? /How many...? • a lot/lots of, a little/a few, not much/many with countable and uncountable nouns – affirmative, negative and questions	• Food and food types • Diets, food restrictions and ethical and religious issues • Common uncountable nouns • Environmental sustainability • Traditional English Food & What to Eat in England	• Talking about food and diets • Offering /Accepting • Refusing /Requesting • Talking about cooking • Asking for food • Describing food • Talking about personal taste • Role play : at the Restaurant
• Past simple – <i>to be</i> – affirmative and negative • Past simple – regular and irregular verbs - affirmative and negative • Past simple – questions • Past simple – subject	• Biographies • Personality adjectives • Feelings and emotions	• Talking about inspirational people • Describing personalities • Asking about past events • Talking about past events • Talking about abilities in the past • Exchanging opinions • Asking for opinions • Giving opinions • Agreeing /Disagreeing • Talking about feelings and emotions
• Past continuous – affirmative, negative and <i>Wh</i> -questions • Past continuous vs Past simple <i>Must/Have to</i> and <i>Mustn't/Don't have to</i>	• Sports, sports places and equipment • Parts of the body	• Talking about sports • Talking about fair play and rules • Talking about obligations • Talking about actions in progress in the past • Apologising • Asking for explanations • Refusing explanations/Protesting • Making apologies • Accepting apologies
• Comparative of adjectives and adverbs • (not) as ... as • Superlative of adjectives and adverbs	• Geographical features • Weather • Climate changes and the environment	• Describing places • Asking about places • Talking about geographical features • Comparing places • Talking about national parks

<ul style="list-style-type: none"> • too much/too many • too/(not) enough 		<ul style="list-style-type: none"> • Asking about the weather • Describing the weather • Describing temperatures • Talking about pollution and climate change
<ul style="list-style-type: none"> • be going to (future) • Prepositions of motion • Present continuous for future arrangements • Present simple for fixed timetables 	<ul style="list-style-type: none"> • Holidays • Travel and transport • Responsible tourism 	<ul style="list-style-type: none"> • Talking about holidays • Talking about future plans • Asking for and giving directions • Asking for and giving travel information • Talking about timetables • Talking about means of transport • Talk and write about a memorable time/night or day out
<ul style="list-style-type: none"> • Will • Will vs be going to and the Present continuous • Zero and First conditionals (if and when) 	<ul style="list-style-type: none"> • Homes and contents • Technology • Cyberbullying 	<ul style="list-style-type: none"> • Making predictions about the future • Talking about arranged actions • Talking about technological devices • Talking about causes and effects • Following and giving instructions • Clarifying and checking • Asking for repetition • Asking for help • Offering help • Giving instructions • Making hypotheses
<ul style="list-style-type: none"> • Present perfect • have gone vs have been • Present perfect with ever and never • Present perfect with just/already/ yet 	<ul style="list-style-type: none"> • TV, film and theatre • Music 	<ul style="list-style-type: none"> • Talking about recent actions • Starting and continuing a conversation • Responding and showing interest • Inviting others to speak • Talk about music and music tastes • Ask and answer about favourite sports, music, TV programmes
<ul style="list-style-type: none"> • Present perfect with for/since • Present perfect vs Past simple 	<ul style="list-style-type: none"> • Clothes, fashion and style • Jewellery • Clothes factory and workers' exploitation 	<ul style="list-style-type: none"> • Talking about unfinished actions • Talking about past actions • Talking about clothes and style • Talking about celebrities • Describing personal style • Asking for and giving opinions about clothes

COMPETENZE

- Writing: a short description introducing yourself
- Writing interviews and reporting interviews to get personal information
- Writing descriptions of routines and favourite days.
- Writing: describe your ideal school

- Writing food recipe
- Writing: storytelling – Inventing a story in the past starting from a sentence
- Writing: presentation in power point of a Sports person you admire
- Writing an informal e-mail to a friend
- Listening/video: flipped classroom videos :
Unit 4 “ Mahatma Gandhi “Be the change you want to see in the world”
Unit 5 “Olympia and sports in ancient Greece”
Unit 6 :” Coral Reef in the Maldives”
Film “A Christmas Carol” + worksheet
- Reading: We look like each other; What do you like; Home schooling on the road;
Today’s thought – Inspiration; To vary or not to vary; The British in India. Indians in Britain today; It isn’t fair play; Our green heart; Where are you going to go?
It’s a long way...the history of transport in Britain.

The Jungle Book – reading of the book and activities worksheet + team quiz game

COMPETENZE DIGITALI

Gli allievi nel corso dell’anno hanno appreso le seguenti competenze digitali:

- scrivere commenti su Padlet: “Food Scavenger Hunt”
- effettuare verifiche formative sotto forma di quiz, questionari, Kahoot, EdPuzzle, Wordwall
- Preparare delle presentazioni con power point

Educazione Civica

Mozione 1: The only thing that stops people changing their lifestyle is themselves

Mozione 2:AI (Artificial Intelligence) will change our lives for the better

Il programma è stato letto agli studenti in data 04.06.2022.

La docente
Prof.ssa Anna Maria Alampi

LICEO SCIENTIFICO “L. DA VINCI”

Anno Scolastico 2021 – 2022

PROGRAMMA SVOLTO: INGLESE

CLASSE: II

SEZ: D

LIBRO DI TESTO: ENGAGE!2 – PEARSON LONGMAN

Materiale vario: Video, E-book, powerpoint presentations, mappe concettuali, Kahoot, EdPuzzle, Wordwall

Grammar	Vocabulary	Functions
<ul style="list-style-type: none">• used to• Verbs + gerund or infinitive• each other/one another• want/need/expect/force/get someone to do something; make someone do something	<ul style="list-style-type: none">• Extended families• Relationships	<ul style="list-style-type: none">• Talking about families• Talking about relationships • Making a phone call: answering a call, checking the other's identity, introducing yourself, explaining your call, talking and passing on a message
<ul style="list-style-type: none">• Defining relative clauses: who, that/which, where• No relative pronoun (contact clauses)• Indefinite pronouns • so/such ... that	<ul style="list-style-type: none">• Cultural diversity• Celebrations	Talking about cultural traditions • Inviting: declining, persuading, accepting, giving details of time and place
<ul style="list-style-type: none">• Present perfect continuous• Present perfect continuous vs Present perfect simple	<ul style="list-style-type: none">• Mobile technology• Touchscreen actions• Internet	<ul style="list-style-type: none">• Presenting a problem• Listening/Sympathising• Offering solutions• Apologising• Asking for an explanation• Offering an explanation• Asking for action• Making complaints• Talking about technology
<ul style="list-style-type: none">• Past perfect• Past perfect vs Past simple• Adverbs of time: already, ever, never, just, once, as soon as, until, after, by the time, when, before	<ul style="list-style-type: none">• Crime• Justice and punishment	<ul style="list-style-type: none">• Talking about past actions• Talking about crimes• Introducing a story• Sequencing• Prompting the speaker• Reacting• Checking the listener is following• Rounding off the story• Narrating events
<ul style="list-style-type: none">• Should/Ought to for advice and suggestions• Modal verbs of obligation and necessity: must, have to, don't have to – Revision• Need/needn't/don't need to	<ul style="list-style-type: none">• Health problems• People, places and treatments in healthcare	<ul style="list-style-type: none">• Asking for advice and suggestions• Giving advice and suggestions• Accepting advice and suggestions• Refusing advice and suggestions• Talking about health and health

<ul style="list-style-type: none"> • Past of modal verbs 		<ul style="list-style-type: none"> problems • Asking about symptoms • Talking about ill health • Describing symptoms • Reacting
<ul style="list-style-type: none"> • Modals of deduction – present • Questions tags • Modals of deduction – past 	<ul style="list-style-type: none"> • Art jobs, events and places • Types of art 	<ul style="list-style-type: none"> • Speculating • Making deductions about the present • Giving reasons • Confirming opinions • Expressing tentative agreement • Making deductions about the past • Contradicting.
<ul style="list-style-type: none"> • The Passive • Causative have/get • have something done • Reflexive pronouns 	<ul style="list-style-type: none"> • Mass media • Broadcast media 	<ul style="list-style-type: none"> • Describing processes • Explaining the stages of a process • Asking for information • Showing understanding • Showing lack of understanding
<ul style="list-style-type: none"> • Zero and First conditionals - Revision • Second conditional • I wish/If only 	<ul style="list-style-type: none"> • Money and shopping • Advertising 	<ul style="list-style-type: none"> • Identifying and discussing options • Justifying choices • Coming to a decision • Giving reasons against options • Giving up • Making choices • Expressing wishes
<ul style="list-style-type: none"> • Third conditional • Conditionals – Revision • I wish/If only + Past perfect • Non-defining relative clauses 	<ul style="list-style-type: none"> • Natural disasters • Ecology 	<ul style="list-style-type: none"> • Talking about unreal situations • Arguing • Interrupting a conversation • Regaining control of a conversation • Criticising • Responding to criticism.
<ul style="list-style-type: none"> • Reported statements • Reported question • Reported requests and imperatives 	<ul style="list-style-type: none"> • Jobs and training • Job skills and personal qualities. 	<ul style="list-style-type: none"> • Talking about careers for young people • Talking about skills • Preparing a CV and making a job interview

Educazione Civica

Si è proposta l'attività di ***Debate*** come novità metodologico-didattica, da applicare allo studio dell'**Educazione Civica**. Le mozioni scelte dal dipartimento sono:

Mozione 1: Honesty pays in the long run

Mozione 2: CCTV cameras are necessary

COMPETENZE

Writing

- Writing: choose an English -speaking country and do a research on customs and traditions and compare them to the traditions you celebrate in your country. Prepare a Power point presentation for the class and illustrate with photographs
- Writing: Essay on International day for the Elimination of Violence against women
- Writing: a film review
- Writing: send an email to friend inviting him/her to visit your town and make a visit's plan
- Writing: answering to a friend's email

Listening/video: flipped classroom videos

Unit 1 – Relationship between British teen and their families

Unit 2 - Italian immigrants in New York -Active investigation movies: “Trailer the Social Network”

Unit 3 - watch the trailer of the movie " The Social network" Active investigation. What do you know about Mark Zuckerberg make some research and explain your opinion about the importance of Facebook and social media in the digital era

Unit 5 - Trailer Patch Adams

Unit 8 -Video about consumerism and instant gratification - Active investigation: research on the song “Can’t buy me love” by The Beatles.

Unit 9 - Video on overpopulation

Unit 10 -Video on job fair; - Video: trailer of Modern Times a Charlie Chaplin movie

Film “A Christmas Carol” + worksheet

Film : “Dead poets Society” + worksheet

Reading:

Happy Families? America: a melting pot of cultures;

Let’s get together “Nottimg Hill Carnival; A voice for migrants

What’s new from Teen Tech View; The internet: good or bad for us?

There’s a fine line....; You be the Judge

4.50: from Paddington (Agatha Christie), who was Agatha Christie?

No way! ; Prevention is better than cure!

Celebrities go crazy for new anti-paparazzi scarf;

Teen shopping habits; The end of consumerism? Historic department stores; Shopping today

Renewable energy- a solution for the future? Carbon footprints: walking to disaster?

Dr. Jekyll and Mr. Hyde – reading of the book and activities worksheet + team quiz game

Il programma è stato letto agli studenti in data 06.06.2022.

La docente
Prof.ssa Anna Maria Alampi

LICEO SCIENTIFICO “L. DA VINCI”

Anno Scolastico 2021 – 2022

PROGRAMMA SVOLTO: INGLESE

CLASSE: III

SEZ: D

Libro di testo “Only Connect...New Directions” vol. I – ed. Zanichelli

“B2 Champions – ed. Pearson

Materiale vario: Video, powerpoint presentations, articoli riviste internazionali

FIRST MODULE -THE ORIGINS AND THE MIDDLE AGES

Celtic and Roman Britain

Stonehenge: webquest

The Anglo Saxons and Vikings

The Conversion to Christianity; Poems and Chronicles; Poetry as a literary genre

The epic poem: Beowulf.

The Norman conquest and feudalism; Henry II, reforms and Becket The battle of Hastings

Magna Charta and the birth of parliament; Model Parliament (video loaded on classroom)

Poetic imagery (simile, metaphor); Middle English

The Medieval Ballad; Lord Randal. The Modern Ballad. Bob Dylan:”Blowing in the Wind” . (ascolto ed analisi); A Change is Gonna come - by Sam Cooke (materiale caricato su classroom)

James Blunt “ No Bravery” (ascolto ed analisi)

The Medieval narrative poem

Geoffrey Chaucer: life and works

Canterbury Tales general features; From the “Tales”: When in April; The Prioress; The Wife of Bath

SECOND MODULE -THE RENAISSANCE AND THE PURITAN AGE –

The Tudor dynasty

The Reformation. The reign of Elizabeth I

The chain of being.

New learning.

The Elizabethan sonnet vs Petrarchan Sonnet

W. Shakespeare. –Shall I compare thee; My mistress’ eyes;

The Elizabethan Theatre

The world of theatre. The development of drama. Drama as a literary genre.

Shakespeare the dramatist: general features; Shakespeare's plays; Shakespeare’s language (material loaded on classroom)

from *Romeo and Juliet*

“Deny thy father”

from a *Merchant of Venice*

“I am A Jew”

Realizzazione video multimediale da parte degli studenti suddivisi in gruppi *“Rivisitazione in chiave moderna “Romeo e Giulietta: un amore contrastato”*

Grammar

The hard sell (pag.6-7) Present Simple and Present Continuous (pag.7)

Reading and grammar (pag.8-9-10) Past Simple -Past Continuous (pag.11)

A fresh start (pag.18 listening)

Past perfect Vs past simple

Present Perfect with just/already/yet (pag.19)

Present perfect continuous (pag.20)

Present perfect vs present perfect continuous

Speaking and listening (pag.22); Opposites (pag.23)

Know what I mean? (pag.26)

Vocabulary: prefixes (pag.31)

Speaking and listening (pag.33 es. n° 37-38-39); pag. 35 tutti gli esercizi.

Future tense revision

Would rather/prefer

writing: "Describe a person who has changed the way you see yourself"

writing: a letter of complain

Film "The Canterville Ghost" +worksheet

Film: "Dead poets Society" + worksheet

Lettura e commento articoli in lingua inglese *“International News”*: *Choose an article and prepare a report on it for your classmates. The report must be no longer than five minutes, and should include peer teaching on new vocabulary that encounters in your article.*

Educazione Civica

Si è proposta l'attività di Debate come novità metodologico-didattica, da applicare allo studio dell'Educazione Civica. Le mozioni scelte dal dipartimento sono:

Mozione 1: Western Democracies guarantee the respect of human rights to their citizens.

Mozione 2: UN military interventions are necessary to protect freedom all over the world

Oltre ai libri di testo sono stati utilizzati materiali preparati dall'insegnante e condivisi su classroom.

Il programma è stato letto agli studenti in data 04.06.2022.

Il docente
Prof.ssa Anna Maria Alampi

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PROGRAMMA SVOLTO: INGLESE

CLASSE: IV

SEZ: D

Libro di testo “Only Connect...New Directions” vol. I e II ed. Zanichelli

The Puritan Age:

The Stuarts

Charles I's reign

The Civil War

The Puritan mind : The New England Colonists The Pilgrims and Puritans; The Story of the Mayflower and the First Thanksgiving

Literature in Puritan Age ;

The Metaphysical poetry

J. Donne

- Batter my heart
- The Sun Rising

John Milton

- Paradise Lost “Satan’s speech “

The Restoration and The Augustan Age:

The Restoration of the Monarchy

The Glorious Revolution

The development of human rights

The early Hanoverians

From coffee houses to the Internet;

The Age of Reason : Reason and sense

Dossier Hogarth's London : Satire and Street life

A survey of Augustan literature

The rise of the novel

Daniel Defoe; “Robinson Crusoe”

- The island
- Evil vs Good
- Man Friday

Jonathan Swift; “Gulliver’s Travels”

- Gulliver in the land of giants
- The Laputians

The Romantic Age:

- American Revolution
 - Industrial and Agricultural revolutions
 - Industrial society
 - Sublime + On the Sublime (a passage from Burke’s “A philosophical enquiry”)
 - The Gothic novel;
The Gothic setting
 - Mary Shelley: life and works • Frankenstein or the Modern Prometheus . + testi:
 - Walton and Frankenstein
 - The Creation of the Monster
 - The Education of the Creature
 - Precursors of Romanticism
William Blake
Songs of Innocence and of Experience.
 - The lamb.
 - The tiger
- The Romantic Age: historical and literary context
The first and second generation of Romantic poets
The Sublime; Emotion vs Reason
William Wordsworth
 - Daffodils
- Samuel Taylor Coleridge
 - The Rime of the ancient mariner
- John Keats
 - Ode on a Grecian Urn
- P.B. Shelley
 - Ode to the West Wind

Presentazione powepoint lavoro di gruppo su Illuminismo ; Lavoro individuale su “Sublime” and “Emotions”; Debate su Pros e con della ricerca Scientifica collegato al romanzo di Mary Shelley Frankenstein or the Modern Prometheus ; “Feeling Through” -short film; Powerppoint lavoro di gruppo su Human rights

Educazione Civica

Si è proposta l’attività di Debate come novità metodologico-didattica, da applicare allo studio dell’Educazione Civica. Le mozioni scelte dal dipartimento sono:

Mozione 1: The Middle class is the source of social, cultural and economic growth

Mozione 2: Climate change is the greatest threat facing humanity today

Oltre ai libri di testo sono stati utilizzati materiali preparati dall’insegnante e condivisi su classroom.

Il programma è stato letto agli studenti in data 04.06.2022.

Il docente
Prof.ssa Anna Maria Alampi

LICEO SCIENTIFICO “L. DA VINCI”

Anno Scolastico 2021 – 2022

PROGRAMMA SVOLTO: INGLESE

CLASSE: V

SEZ: D

Libro di Testo: *Spiazzi – Tavella, Only Connect ... New Directions, vol II – III, ed. Zanichelli*

The Victorian Age:

- The Victorian Age - Victorian Reforms - The Victorian compromise
- The Victorian novel
- Charles Dickens:

from *Oliver Twist*: “Oliver wants some more”

from *Hard Times*: “Nothing but facts”

“Coketown”

- Rudyard Kipling and the British Imperialism “The White Man’s Burden”
- Darwin-Social Darwinism
- Aestheticism and Decadence
- Oscar Wilde

from *The Picture of Dorian Gray*: “I would give my soul”

- The American Dream
- Walt Whitman

from *Leaves of Grass*: “O Captain! My Captain!”

“I Hear America singing”

The Modern Age:

Introduzione storico-letteraria. From the Edwardian Age to the First World War; The Suffragettes; Britain and World War I; The Age of anxiety; The Second World War; Modernism; Modern poetry; The Modern Novel; The “interior monologue” and the “stream of consciousness”; Sigmund Freud’s theories and his influence on Modern writers

➤ The War Poets

“*The Soldier*” by Rupert Brooke

“*Dulce and Decorum est*” by Wilfred Owen

➤ T. S. Eliot

from *The Waste Land* “The burial of the dead” (vv.1-25.)

➤ Edward Morgan Forster

from *A Passage to India*- “An Intercultural encounter”

➤ Sigmund Freud’s theories and his influence on Modern writers

➤ James Joyce

from *Ulysses* – “The funeral”

from *Dubliner* – “Eveline”

➤ Virginia Woolf

from *Mrs. Dalloway* “Clarissa’s party”

➤ The dystopian novel: George Orwell

from *Animal farm*: “All animals are equal but some animals are more equal than others”

from *Nineteen Eighty-Four*: “Big Brother is watching you”

➤ The Theatre of Absurd :Samuel Beckett

from *Waiting for Godot* – “What do we do now? Wait for Godot” II act

Oltre ai libri di testo sono stati utilizzati materiali preparati dall’insegnante e condivisi su classroom.

Condiviso con la classe il 04/06/2022

La docente
Prof.ssa Anna Maria Alampi