



LICEO SCIENTIFICO STATALE “LEONARDO DA VINCI” ~ FIRENZE

Via G. dei Marignolli, 1 CAP 50127 Tel. 055 366951/2

e-mail fips030006@istruzione.it

Programma svolto del docente

A.S. 2025/2026

Docente: Ermanno Maggi

MATERIA DI INSEGNAMENTO: inglese

CLASSE __3__ SEZIONE __ESA__

1. Contenuti disciplinari affrontati

GENERAL ENGLISH level B2

Libri:

Headway Digital Gold B2 OUP (prime 6 unità)

Oxford Grammar 360° OUP

HWB2 - UNIT 1 *Home and away* – Language focus: the tense system

SB pp. 14-15 testo *Lost&Found* ed esercizi 2-3 p. 14; WB pagine W6-W7

WB pp. W6-11 the tense system, being able to identify/classify different tenses

SB p. 8, video 'A global village' e relativo worksheet condiviso su Teams

WB p. 6 and following: passive voice review, past simple vs. present perfect, some phrasal verbs

HWB2 - UNIT 2 *The ends of the Earth* – Language focus: present perfect simple and continuous

SB pp. 24-25 testo 'A planet poisoned by plastic'

SB p. 26 n. 4-5 The bucket list; listening and speaking; p. 27 n. 1- 2-3-4-5-6

Grammar reference Present perfect simple and continuous pp. HWB2 SB pp. 152-153, punti 2.1, 2.2.

Video 2, 'Making a difference' HWB2 SB p. 8

WB W14-W15 (present perfect simple and continuous in context; collocation: make or do; travel and transport lexical set); W16-W17 n. 5-6-7 (prepositions; travel idioms)

Oxford Grammar 360°, Present perfect simple and continuous p. 91 n. 1 e 3, p. 93 n. 2-3-4, p. 95, p. 97 n. 9, p. 98, p. 99 n. 2-3-4, p. 108 p. 109 n. 2-3-5

The passive, p. 194, p. 195 n. 1-2-3, p. 196 n. 5, p. 197 n. 7

HWB2 - UNIT 3 *The kindness of strangers* – Language focus: narrative tenses

SB pp. 34-35, testo 'The Clinging Woman', esercizi n. 1-2-3-4-5; WB pagine W18-W19-W20-W21

HWB2 pp. 34-35 esercizi n. 1-2-3-4-5; WB pp. 18-21 (narrative tenses)

WB pp. 22-23, time expressions and phrasal verbs

Video 3 'Courage to be kind' con worksheet 'HW5e_Upp_Int_Video_Worksheet_Unit_03 per studenti.pdf' - 'Courage to be kind' condiviso su Teams

HWB2 CLIL section

CLIL Economics , SB pp. 266- 267 Teenagers at work n.1-2-3-4-5-6

CLIL History - Conversation conventions, HWB2, pp. 260-261

Notes from the following article: <https://www.bbc.com/travel/article/20181016-how-the-finnish-survive-without-small-talk>

HWB2 - UNIT 4 *A pack of lies* – Language focus: questions and negatives

Video intro unit 4 p. 39

HWB2 WB 24-25-26 questions with prepositions and indirect questions (word order)

Video n. 4 'What's your news?' p. 8

SB p. 44-45, testo *Fake news* con esercizi 1-2-3-4

Box 'Spot the fake!' p. 45

SB p. 133, linking ideas, ex. 5 writing

Documento extra su linking words condiviso su Teams e relative esercizi:

'Linking words chart and Practice exercises.pdf'

HWB2 p. SB 136 n. 2, 3; report writing – a survey – the organic burger company; organic food meaning, lexical expansion

Project 'Food market survey and strategies to increase market share'

Video <https://www.youtube.com/watch?v=-mN4FszvsAE>

'5 Marketing Ways to Increase Sales for a Food Business', I 5 consigli che il relatore fornisce nel video Elaborazione, stesura e presentazione strategie di marketing per un food truck

HWB2 - UNIT 5 *A future perfect?* – Language focus: future forms

Future forms: future continuous and future perfect, formation and usage

WB pp. W32-33-34-35

HWB2 W36 commonly confused words; separable and inseparable phrasal verbs WB 37; pronunciation: sounds and spelling 5.8 WB 37

Video 5 'Acting robots' SB p. 8; worksheet 'HW5e_Upp_Int_Video_Worksheet_Unit_05 per studenti.pdf' condivisa su Teams

EXTRA MATERIAL:

Booklet / Handout '**Medical issues**' shared on Teams: I can describe illness and injuries...

Video Talking about being sick: <https://www.engvid.com/talking-about-being-sick/>

Role-plays medico-paziente *At the GP's*

HWB2 CLIL section

HWB2 pp. 268-269 CLIL Science: Biochemical processes: genetic engineering ex. n. 2-7

Riferimenti ai materiali video utilizzati anno scorso su DNA, ad es. video TED Ed *DNA The book of you*

HWB2 - UNIT 6 *Making it big* – Language focus: expressions of quantity

HWB2 WB p.s W38-W42; grammar reference p.s 156, 157, 158 Expressing quantity - Quantifiers

HWB2 SB p.s 64-65, testo *The Story of LEGO and Ikea*

Video su nascita e funzionamento della Borsa:

Video TED Ed 'How does the stock market work?'

https://www.ted.com/talks/oliver_elfenbaum_how_does_the_stock_market_work

A fine anno, visione film *The Half of it* (2020) diretto da Alice Wu; completamento scheda di comprensione, analisi, espansione e produzione scritta (scheda condivisa su Teams: '**film The Half of it SCHEDA studenti.pdf**')

LITERATURE

Libro *Performer Heritage* 1 ed. Zanichelli

Video 'A brief history of the English language' <https://www.youtube.com/watch?v=iSSTv8-2358>

Definitions of 'literature' provided by dictionaries, comparing and questioning them

Document 'Old English' shared on Teams

Video from Performer Heritage: 'The Middle Ages - a glimpse into the age', p. 25
Performer Heritage 1, p. 24-25-26-27 The Origins and the Middle Ages

Performer pp. 34-35, Henry II Plantagenet, con ex. 1-2-3-4; p. 36-37 con ex. 3;
p. 38 Feudal society con ex. 1

Performer pp. 44-45, The development of poetry - the Medieval oral tradition; esercizi 1-2; p. 44;
Performer p. 50, Beowulf - a national epic
Beowulf: video p. 50

Video 'The Four Major Literary Genres' <https://www.youtube.com/watch?v=l0s6hn3ujlU>

Documento *Literary genres* condiviso su Teams

Medieval ballads Lord Randal; video <https://www.youtube.com/watch?v=MMR55HoeSG4>
Performer pagine 61-62, testo ed esercizi n. 1-2-3-4 a p. 62

Video su *Allegory* e video TED Ed *The emergence of drama: Development of English drama* - Mindy Ploeckelmann

<https://ed.ted.com/lessons/the-emergence-of-drama-as-a-literary-art-mindy-ploeckelmann>

Video "What is an Allegory?": A Literary Guide for English Students and Teachers
<https://www.youtube.com/watch?v=4IOsFCieGQA>

Pagine extra su Mystery and Morality Plays condivise su Teams

Video: "Everyman" By Unknown
<https://www.youtube.com/watch?v=xZHM8YJtOI8>

Geoffrey Chaucer - The Canterbury Tales, pp. 64-67 con esercizi n. 2 p. 64 e n.1 p. 67

Su Geoffrey Chaucer, svolta a inizio anno verifica scritta su lettura estiva *The canterbury Tales* level B2.1
versione *abridged* ed. Cideb-Black Cat

G. Chaucer; The Wife of Bath pp. 71-72 analisi testo ed esercizi n. 1-2-3-4-5-6-7 a p. 72
The Wife of Bath, character description; gender stereotypes

Written review of the TED Ed video 'Why Shakespeare loved the iambic pentameter'
<https://ed.ted.com/lessons/why-shakespeare-loved-iambic-pentameter-david-t-freeman-and-gregory-taylor>

The Canterbury Tales: The general Prologue, text analysis

Compiti per pausa di Natale:

lettura trasposizione narrativa 'Romeo and Juliet' dal PDF 'Tales from Shakespeare' by the Lambs condiviso su Teams

Svolgimento questionario 'Romeo and Juliet from Tales from Shakespeare QUESTIONNAIRE' condiviso su Teams

Performer, pp. 40-41 Norman and Gothic cathedrals, esercizi 1-11; p. 355, riquadro 'How to read an image'

The Renaissance / Elizabethan Age and the Puritan Age pp. 82-83

Webpage RMG museum Greenwich, the Armada Portrait, symbols: <https://www.rmg.co.uk/stories/art-culture/symbolism-portraits-queen-elizabeth-1#:~:text=In%20the%20Armada%20Portrait%2C%20Elizabeth,the%20chaos%20of%20Catholic%2>

Dal libro Performer, pp. 82-83 con esercizi 1- 2-3; p. 84

Registrazione **podcast** su R&J e altri temi relativi a Elizabethan Age

Performer, The Tudors - Elizabeth I, p. 85 esercizi 2-3, pp. 86-87 esercizi n. 1-2 e 4

Performer pp. 104-105, The development of drama - The structure of Elizabethan theatres

Performer Heritage, pp. 95-96 the early Stuarts, 97-99 Civil War, Commonwealth, Puritans

Prologue *Romeo and Juliet*, text analysis; re-writing in modern, plain English

Performer pp. 122, The prologue to *Romeo and Juliet*; p. 100, The sonnet, con ex. 1; p. 113 The Shakespearean Sonnet; rhyme scheme, common figures of speech, themes...

TED Ed video *Should you care what your parents think*

<https://ed.ted.com/lessons/would-you-stop-dating-someoneyour-parents-didn-t-like>

Shakespeare the dramatist; a Shakespearean play: general features pp. 118-119

Performer Heritage 1, pp. 123- 124., The Masque, from R&J, reading; equivalent in plain, modern English from the Webpage <https://myshakespeare.com/romeo-and-juliet/act-1-scene-5-full-scene-modern-english>

Performer Heritage 1, pp. 123, 124, exercises 1-2-3-4-5. Document including a modern version of the text shared on Teams ('The masque Act I, Scene V in modern English.pdf')

The balcony scene, pp. 125-126, analisi del testo, exercises 1-11

The balcony scene from Zeffirelli's film: <https://www.youtube.com/watch?v=S0qao2xINsE>

Analisi del testo, rewording (parafraasi), lettura del brano in modern, plain English

Dal sito Web Sparknotes. Light/Dark Imagery in the Balcony scene:

<https://www.sparknotes.com/shakespeare/romeojuliet/motifs/>

Esercizi di analisi del testo sui due sonetti *Shall I compare thee e Like as the waves* pp. 114-115

Version in modern, plain English of the two sonnets; key topics: Time as the Grim Reaper or the Great Equalizer

Performer Heritage 1 pp. 136-137, *A global outlook, A world without violent conflict*; listening comprehension n. 2 *The reason behind conflict*; the concept of identity; listening (script su Teams)

Scheda pdf 'Windrush scandal' condivisa su Teams

Ascolto dal libro LitHUB2 su the Windrush scandal pp. 178-179

Hamlet, da Performer Heritage 1, pp. 138-139 con esercizi 1,2 p. 139

Video: Why should you read "Hamlet"? - Iseult Gillespie <https://ed.ted.com/lessons/why-should-you-read-hamlet-iseult-gillespie>

The metatheatrical dimension of Hamlet

Lettura trasposizione narrativa di Hamlet creata con Gemini AI e condivisa su Teams

Performer Heritage 1, Hamlet meets the ghost, pp. 140-141-142 testo e glossario. Documento condiviso su Teams 'Hamlet act 1 scene 5 Hamlet meets the ghost - modern plain English.pdf'

Hamlet, act III scene I, *To be or not to be*; p. 143, text analysis

Performer Heritage p. 144 exercises 2-7

Hamlet soliloquy, act III scene I, *To be or not to be*; rewording in modern English; rephrasing / rewording / paraphrasing / re-writing (literature as a palimpsest): changing register: shifting to everyday WhatsApp chat style

Video pagina Web British Council learnenglishteens indicata di seguito ed esercizi della scheda 'hamlet _exercises_1.pdf' condivisa su Teams

<https://learnenglishteens.britishcouncil.org/study-break/video-series/shakespeare/shakespeare-hamlet>

Articolo 'Article_3.pdf' condiviso su Teams, *Surviving copies of Shakespeare's First Folio to go on show*, con esercizi 1-2-3

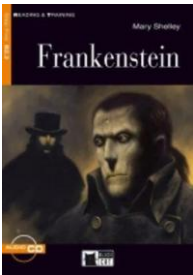
Performer Heritage 1, pp. 153-154, *Macbeth*

Libro Performer Heritage 1, *Macbeth*, p. 154 esercizi n. 1-2-3; video TED Ed 'Why should you read "Macbeth"? - Brendan Pelsue' <https://ed.ted.com/lessons/why-should-you-read-macbeth-brendan-pelsue>
Macbeth Act 5, Scene 5, monologue *A Tale told by an idiot*

Durante l'estate gli studenti leggeranno il testo indicato di seguito e svolgeranno le attività della dispensa '**Writing a story _ writing skills.pdf**' condivisa su Teams. I due materiali indicati saranno oggetto di verifica al rientro.

ISBN 9788853008374

Mary Shelley, Frankenstein step Five B2.2, ed. Cideb-Black Cat



2. Eventuali attività svolte nell'ambito dell'Educazione civica

Firenze, _____ 25 maggio 2026 _____ Il Docente _____ Ermanno Maggi _____

Gli studenti/le studentesse _____
