

**Anno Scolastico 2023-24**

CONTENUTI DISCIPLINARI  
(Programma effettivamente svolto)

**Docente:** Facchin Marta

**Materia insegnata:** Lingua e cultura inglese

**Classe:** 3EA

**Testo/i adottato/i**

- Bess Bradfield, Ben Wetz, LANGUAGE FOR LIFE B2, Oxford

- M. Spiazzi, M. Tavella, M. Layton, PERFORMER HERITAGE 1 - 2<sup>nd</sup> edition – FROM THE ORIGINS TO THE ROMANTIC AGE, Zanichelli

- M. Bonomi, V. Kaye, C. Liverani OPEN SPACE - a multi - tasking Grammar, Europass

**Argomenti svolti**

Dal libro di testo **LANGUAGE FOR LIFE B2:**

ARGOMENTO	OBIETTIVI PER COMPETENZE		CONTENUTI	
UNIT	<u>SPEAKING AND WRITING</u>	<u>LIFE SKILLS</u>	<u>GRAMMAR</u>	<u>VOCABULARY</u>
1 <b>GETTING AROUND</b>	-Arrange transport -Write in paragraphs	-Dealing with adversity	-do/does in positive statements -Phrasal verb types -Present tenses: review -Present perfect with adverbs and <i>for/since</i>	-Everyday travel - Build your vocab: adjectives from nouns -Air travel
2 <b>FOOD FOR THOUGHT</b>	-Give yourself time to think	-How to describe an object and its use - Behaving ethically	-Infinitive of purpose v <i>for + -ing form</i> -Ability and permission: review -Verb patterns	-Cooking utensils and verbs - Build your vocab: <i>-ed/-ing</i> adjectives for feelings - Agriculture
3 <b>FREEDOM AND CHANGE</b>	- Presentation-defend a position - Write introductions and conclusions	-Resolving conflicts	-Possibility and deduction: review -Past perfect and Past perfect continuous -Narrative tenses: review -Past simple v Present perfect: common errors	-Activism - Build your vocab: <i>-ship</i> and <i>-hood</i> - Politics
4 <b>HOME SWEET HOME</b>	-Confirm and contradict - Write a summary	- Adapting to change	- <i>used to</i> v <i>would</i> v Past simple - <i>Be/get used to</i> -Relative clauses: review -Reduced relative clauses	-Home -Build your vocab: <i>any</i> - / <i>-ever</i> for free choice -Factors for happiness
5 <b>BIG FUTURE</b>		-How to write and say	-Future perfect and Future continuous	-Figures and trends

		figures	-Future forms: review - Future time clauses -Zero, 1st, 2nd conditional: review	
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Sono state inoltre svolte delle attività di ascolto, di comprensione del testo proposte nel libro di testo.

Dal libro di letteratura **“PERFOMER HERITAGE 1”**:

<b>1. THE ORIGINS AND THE MIDDLE AGES</b>		
<u>HISTORY AND CULTURE</u>	<u>LITERATURE AND GENRES</u>	<u>AUTHORS AND TEXTS</u>
<ul style="list-style-type: none"> <li>- From Pre-Celtic to Roman Britain</li> <li>- The Anglo-Saxons and the Vikings</li> <li>- The Norman Conquest and <i>the Domesday Book</i></li> <li>- Anarchy and Henry Plantagenet</li> <li>- From Magna Carta to the Peasant's Revolt</li> <li>- The war of the Roses</li> </ul>	<ul style="list-style-type: none"> <li>- The development of poetry</li> <li>- The epic poem and the pagan elegy</li> <li>- The medieval ballad</li> <li>- The medieval narrative poem</li> </ul>	<u>Beowulf:</u> -Beowulf's funeral <u>Medieval ballads</u> -Lord Randal <u>Geoffrey Chaucer, The Canterbury Tales</u> -The Wife of Bath
<b>2. THE RENAISSANCE AND THE PURITAN AGE</b>		
<u>HISTORY AND CULTURE</u>	<u>LITERATURE AND GENRES</u>	<u>AUTHORS AND TEXTS</u>
<ul style="list-style-type: none"> <li>- The early Tudors</li> <li>- Elisabeth I</li> <li>- Renaissance and New Learning</li> <li>- The early Stuarts</li> <li>- The Civil war and the Commonwealth</li> </ul>	<ul style="list-style-type: none"> <li>-The sonnet</li> <li>- Metaphysical poetry</li> <li>- The development of drama</li> </ul>	<u>William Shakespeare, Sonnets</u> - Shall I compare thee to a summer's day? -My mistress' eyes are nothing like the sun <u>Shakespeare the dramatist</u> <u>Romeo and Juliet</u> -The Balcony Scene <u>Comparing perspectives: Shakespeare and Petrarch (photocopy)</u>

### **NUCLEO DI EDUCAZIONE CIVICA**

Come Educazione civica, la classe ha seguito un percorso multidisciplinare incentrato sul verbo CURARE, in esso hanno trovato spazio alcune lezioni di inglese:

<b>Percorso scelto: Curare le relazioni</b> <b>Titolo UdA: La donna ieri e oggi</b> <b>Argomento:</b> Comparing perspectives about idealised beauty and real beauty (Petrarch and Shakespeare)
<b>Conoscenze</b> Analisi e confronto dei due sonetti “Erano i capei d’oro” con “My mistress’ eyes are nothing like the sun”, per analizzare e capire le caratteristiche non convenzionali nella figura femminile del sonetto di Shakespeare.

Data 03/06/2024

Firma degli studenti rappresentanti di classe

Firma del Docente

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