

**Anno Scolastico 2024-25**

CONTENUTI DISCIPLINARI  
(Programma effettivamente svolto)

**Docente:** Facchin Marta  
**Materia insegnata:** Lingua e cultura inglese  
**Classe:** 2EA

**Testo/i adottato/i**

- Nick Thorner, PANORAMIC B1, Student's Book and Workbook, Oxford
- Bess Bradfield, Ben Wetz, LANGUAGE FOR LIFE B2, DIGITAL GOLD, Student's Book and Workbook, Oxford
- OXFORD GRAMMAR 360° - Oxford University Press

**Argomenti svolti**

Dal libro di testo **PANORAMIC B1**:

ARGOMENTO	OBIETTIVI PER COMPETENZE		CONTENUTI	
<u>UNIT</u>	<u>READING, LISTENING, WRITING, SPEAKING</u>	<u>CULTURE, CLIL &amp; LITERATURE</u>	<u>GRAMMAR</u>	<u>VOCABULARY</u>
7 <b>SURVIVAL - REVIEW</b>	<ul style="list-style-type: none"> <li>- Understanding paraphrasing</li> <li>- Identifying linking words</li> <li>- Structuring a discussion essay</li> <li>- Giving advice and support</li> </ul>	<ul style="list-style-type: none"> <li>- Culture: British wildlife</li> </ul>	<ul style="list-style-type: none"> <li>- Giving advice and warnings: <i>should, ought to, had better</i></li> <li>- Expressing obligation and necessity: <i>must, have to, need to</i></li> <li>- <i>Too, enough, too much/many, not enough</i></li> </ul>	<ul style="list-style-type: none"> <li>- Survival kit</li> <li>- Vocabulary development: Transitive and intransitive verbs</li> <li>- Essay language</li> </ul>
8 <b>CONSUMPTION</b>	<ul style="list-style-type: none"> <li>- Search reading</li> <li>- Recognising statements used as questions</li> <li>- Expressing opinions</li> <li>- Agreeing and disagreeing politely</li> </ul>		<ul style="list-style-type: none"> <li>- Requests and permission: <i>can, could, may</i></li> <li>- <i>be able to</i></li> <li>- Expressing possibility: <i>may, might, could</i></li> </ul>	<ul style="list-style-type: none"> <li>- Shopping</li> <li>- Describing food</li> <li>- Vocabulary development: Antonyms</li> </ul>
9 <b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>- Taking notes</li> <li>- Predicting while listening</li> <li>- Giving reasons</li> <li>- Playing for time</li> </ul>	<ul style="list-style-type: none"> <li>- A day in the life of a police officer.</li> </ul>	<ul style="list-style-type: none"> <li>- Zero and first conditional</li> <li>- Verbs with two objects</li> <li>- Second conditional</li> </ul>	<ul style="list-style-type: none"> <li>- Skills</li> <li>- Personal qualities</li> <li>- Vocabulary development: Noun suffixes</li> </ul>
10 <b>INFORMATION</b>	<ul style="list-style-type: none"> <li>- Understanding pronouns</li> <li>- Focussing on key content words</li> <li>- Writing conclusions</li> <li>- Managing conversations</li> </ul>		<ul style="list-style-type: none"> <li>- Articles: <i>a/an, the, zero article</i></li> <li>- The passive: Present simple and Past simple</li> <li>- Indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- Online security</li> <li>- Technology verbs</li> <li>- Vocabulary development: words that are verbs and nouns</li> </ul>

11 <b>STORIES</b>	<ul style="list-style-type: none"> <li>- Analysing characters in a literary text</li> <li>- Understanding sequence</li> <li>- Making your story more interesting</li> <li>- Asking for explanations</li> </ul>	- Charles Dickens	<ul style="list-style-type: none"> <li>- Past perfect</li> <li>- Past perfect and Past simple</li> <li>- Future from the past</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary development: Phrases with <i>look</i></li> <li>- Books and films</li> <li>- Genres</li> </ul>
12 <b>WISDOM</b>	<ul style="list-style-type: none"> <li>- Recognising and understanding words with more than one meaning</li> <li>- Distinguishing speakers</li> <li>- Avoiding repetition</li> <li>- Giving biographical presentations</li> </ul>		<ul style="list-style-type: none"> <li>- Reported speech</li> <li>- Reported questions</li> <li>- Reflexive and emphatic pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary development: changing verbs to nouns</li> <li>- Problem solving</li> </ul>

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>	<ul style="list-style-type: none"> <li>- Arrange transport</li> <li>- Write in paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>- <i>do/does</i> in positive statements</li> <li>- Phrasal verb types</li> <li>- Present tenses: review</li> <li>- Present perfect with adverbs and <i>for/since</i></li> </ul>	<ul style="list-style-type: none"> <li>- Everyday travel</li> <li>- Build your vocab: adjectives from nouns</li> <li>- Air travel</li> </ul>
2 <b>FOOD FOR THOUGHT</b>	<ul style="list-style-type: none"> <li>- Give yourself time to think</li> <li>- Write topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>- How to describe an object and its use</li> </ul>	<ul style="list-style-type: none"> <li>- Infinitive of purpose <i>v for + -ing form</i></li> <li>- Ability and permission: review</li> <li>- Verb patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Cooking utensils and verbs</li> <li>- Build your vocab: <i>-ed/-ing</i> adjectives for feelings</li> <li>- Agriculture</li> </ul>
3 <b>FREEDOM AND CHANGE</b>	<ul style="list-style-type: none"> <li>- Presentation-defend a position</li> <li>- Write introductions and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>- Resolving conflicts</li> </ul>	<ul style="list-style-type: none"> <li>- Possibility and deduction: review</li> <li>- Past perfect and Past perfect continuous</li> <li>- Narrative tenses: review</li> <li>- Past simple <i>v</i></li> <li>- Present perfect: common errors</li> </ul>	<ul style="list-style-type: none"> <li>- Activism</li> <li>- Build your vocab: <i>-ship and -hood</i></li> <li>- Politics</li> </ul>

Sono state inoltre svolte delle **attività di ascolto, di produzione orale, di comprensione del testo** proposte nei libri di testo e all'occorrenza le strutture grammaticali sono state rinforzate grazie agli esercizi svolti sul libro di grammatica in adozione.

Data 04/06/2025

Firma degli studenti rappresentanti di classe

Firma del Docente

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