

**Anno Scolastico 2025-26**

CONTENUTI DISCIPLINARI  
(Programma effettivamente svolto)

**Docente:** GOBBATO MARIA DILETTA  
**Materia insegnata:** LINGUA E CULTURA INGLESE  
**Classe:** 2 LA

**Testi adottati:**

Nick Thorner, PANORAMIC B1, Student's Book and Workbook, Oxford

Ben Wetz, LANGUAGE FOR LIFE B2, Student's Book and Workbook, Oxford

AAVV, Oxford Grammar 360°, Oxford University Press

**Argomenti svolti:**

Dal libro di testo in uso PANORAMIC B1:

**Dal testo *PANORAMIC*:**

(UNITS 11-12)

ARGOMENTO	CONTENUTI		OBIETTIVI PER COMPETENZE	
<u>UNIT</u>	<u>GRAMMAR</u>	<u>VOCABULARY</u>	<u>READING</u> <u>LISTENING</u> <u>SPEAKING</u> & <u>WRITING</u>	<u>CULTURE, CLIL</u> <u>LITERATURE AND</u> <u>VIDEOS</u>
11 <b>TIME</b>	-Past perfect -Past perfect and past simple -Future from the past	-vocabulary development (phrases with look) -books and films -genres	- analysing characters in a literary text -understanding a sequence -asking for explanations -making your story more interesting	-Story behind the photo -Culture: Charles Dickens

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<b>MAKING DIFFERENCE</b>	<b>A</b>	-Reported speech (statements, questions and orders/request)  -reflexive and emphatic pronouns	-vocabulary development: changing verbs to nouns  -problem solving	-recognising and understanding words with more than one meaning  -distinguishing speakers  -giving biographical presentations  -avoiding repetition	-Story behind the photo  -Speaking: Inspirational people

Dal testo **LANGUAGE FOR LIFE B2:**

ARGOMENTO	CONTENUTI		OBIETTIVI PER COMPETENZE
<u>UNITS</u>	<u>GRAMMAR</u>	<u>VOCABULARY</u>	<u>READING, SPEAKING, LISTENING AND WRITING</u>  <u>LIFE SKILLS</u>
1 <u>GETTING AROUND</u>	-do /does in positive statements  -phrasal verbs types  -present tenses: review  -present perfect with adverbs and for/since	-everyday travel  -adjective from nouns  -air travel	-arranging transport  -getting lost
2 <u>FOOD FOR THOUGHT</u>	-infinitive of purpose v for+ing  -ability and permission (review)  -verb patterns	-cooking utensils and verbs  -ed/-ing adjectives for feelings  -agriculture	-"What's in a name?"  -young farmers  -giving yourself time to think  -writing topic sentences

3 <u>FREEDOM AND CHANGE</u>	<ul style="list-style-type: none"> <li>-possibility and deduction: review</li> <li>-past perfect vs past perfect continuous</li> <li>-narrative tenses: review</li> <li>-past simple v present perfect (common errors)</li> </ul>	<ul style="list-style-type: none"> <li>-activism</li> <li>-nouns ending in –ship and –hood</li> <li>-politics</li> </ul>	<ul style="list-style-type: none"> <li>-The American civil rights movement</li> <li>-The generation power gap</li> <li>-presentation: how to defend a position</li> <li>-writing introductions and conclusions</li> </ul>
4 <u>HOME SWEET HOME</u>	<ul style="list-style-type: none"> <li>-used to v would v past simple</li> <li>-be/get used to</li> <li>-relative clauses: review</li> <li>-reduced relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>-home</li> <li>-any/-ever for free choice</li> <li>-factors for happiness</li> </ul>	<ul style="list-style-type: none"> <li>-living at the extremes</li> <li>-the happiest nations</li> <li>-how to confirm and contradict</li> <li>-adapting to change</li> </ul>
5 <u>BIG FUTURE</u>	<ul style="list-style-type: none"> <li>-future perfect and future continuous</li> <li>-future forms: review</li> <li>-future time clauses</li> <li>-zero, first, second conditional: review</li> <li>-past modals</li> </ul>	<ul style="list-style-type: none"> <li>-figures and trends</li> <li>-hyphenated adjectives</li> <li>-looking ahead</li> </ul>	<ul style="list-style-type: none"> <li>-making and cancelling arrangements</li> <li>-The Big Data generation</li> <li>-the future of work</li> <li>-writing an outline</li> <li>-managing your time</li> </ul>
6 <u>OPPORTUNITY</u>	<ul style="list-style-type: none"> <li>-wish/if only</li> <li>-3rd and mixed</li> <li>-advice and obligation: review</li> <li>-past modals</li> </ul>	<ul style="list-style-type: none"> <li>-regrets</li> <li>-negative prefixes</li> <li>-managing problems</li> </ul>	<ul style="list-style-type: none"> <li>-how to get lucky in science</li> <li>-the luck factor</li> <li>-presentation: how to make a motivational speech</li> <li>-motivating yourself</li> </ul>

7	-one/ones	-industry	-the last phone you'll ever need
<u>POST-INDUSTRY</u>	-get/have: causative uses	-verbs from adjectives/nouns	-the sharing economy
	-active and passive verb forms	-the sharing economy	-giving instructions
			-leading a team
8	-let/make: causative uses	-journalism	-“Are you getting both sides of the story?”
<u>TWO SIDES</u>		-media influence	

**Argomenti trattati dalla lettrice madrelingua,** prof.ssa Clara Ferrentino:

### **September – December**

Music & culture: Australian culture and stereotypes in Music Current affairs: The cell phone ban

Missing U – short. Rhymes and roleplays.

Current affairs: Refugee crisis / Brian Bilston reverse poem “Refugees”

### **January – March**

Australia's landscapes and culture

Life changing experiences

Magical homes – Ted ed. - sustainability & environment Social media - “Aspirational”

Being famous

Relationships & roleplays

### **April – June**

Travel

Best destinations / group work – Continents  
World Tour preparation

Australia tour – Sydney + Melbourne

Student travel challenge (group work presentations)

Australian vs Italian school system

\* Chat club – circle time – once a month (topics chosen by students)

## NUCLEI DI EDUCAZIONE CIVICA

<b>Percorso scelto:</b> CITTADINANZA DIGITALE	
<b>Obiettivi generali in termini di competenze</b> <ul style="list-style-type: none"><li>• Custodire l'informazione e l'elaborazione dei dati (Lettere, Matematica, Informatica)</li><li>• Social network, privacy, netiquette (Informatica, Diritto, Matematica, Lettere)</li></ul>	
<b>Materia:</b> Inglese <b>Argomento:</b> Digital footprints and fake news <b>Ore:</b> 3 <b>Periodo:</b> 1 e 2	
<b>Conoscenze</b>  Vocabulary: online security; technology verbs	<b>Abilità</b>  listening to a conversation about online security, reading about digital footprints and "like-farmers", discussion and writing task

<b>Percorso scelto:</b> SVILUPPO ECONOMICO E SOSTENIBILITA'	
<b>Materia:</b> Inglese <b>Argomento:</b> The post-industrial revolution <b>Ore:</b> 2 <b>Periodo:</b> 2	
<b>Conoscenze</b>  Vocabulary: industry, the sharing economy	<b>Abilità</b>  listening, reading and speaking activities; discussion and writing task

Data  
29/05/26

Firma degli studenti  
rappresentanti di classe

Firma del Docente

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