

**SUPERIORE “G.G. TRISSINO” - VALDAGNO (VI)**

**Anno Scolastico 2025-26**

**CONTENUTI DISCIPLINARI**  
(Programma effettivamente svolto)

**Docente** GOBBATO BENEDETTA

**Materia Insegnata** LINGUA E CULTURA INGLESE

**Classe** 3<sup>^</sup>AB

**Testi adottati**

- C. Leonard, M. L. Freeman, **NEW IDENTITY CONCISE**, Student Book and Workbook, Oxford
- Carla Leonard, **Identity B2 Upper Intermediate**, Student Book and Workbook, Oxford
- M. Spiazzi, M. Tavella, M. Layton, **Compact Performer Shaping Ideas – From the Origins to the Present Age**, Zanichelli
- Files e powerpoint condivisi dall'insegnante.

**Argomenti svolti:**

Dal libro **NEW IDENTITY CONCISE**:

UNITS	GRAMMAR	VOCABULARY	LANGUAGE COMPETENCES
<b>13</b> <b><u>MY CLIMATE</u></b>	<ul style="list-style-type: none"> <li>- <i>will, won't, may, might</i></li> <li>- <i>must and mustn't</i></li> <li>- <i>have to / don't have to</i></li> </ul>	<ul style="list-style-type: none"> <li>- the climate and extreme weather</li> <li>- the weather</li> <li>- climate action</li> </ul>	<ul style="list-style-type: none"> <li>- Culture video : Environmental laws from around the world</li> <li>- Communication video: asking for, giving and refusing permission</li> <li>- Reading strategy: recognise use of intensifiers for emphasis</li> <li>- Listening strategy: identify which part of a record is relevant</li> </ul>
<b>14</b> <b><u>MY SCREEN HEROES</u></b>	<ul style="list-style-type: none"> <li>- Passive: Present Simple and Past Simple</li> <li>- Passive: interrogative form</li> <li>- Subject/object questions</li> </ul>	<ul style="list-style-type: none"> <li>- TV and film genres</li> <li>- describing films</li> <li>- screen time</li> </ul>	<ul style="list-style-type: none"> <li>- Communication video: discussing films</li> <li>- Trending topics : Women in the cinema – then and now</li> </ul>

Dal libro **IDENTITY B2**, Student Book and Workbook, Oxford, di C. Leonard, saranno svolte le strutture e funzioni grammaticali contenuti nelle seguenti “Units”:

UNITS	GRAMMAR	VOCABULARY	LANGUAGE COMPETENCES
<b>STARTER UNIT</b>	<ul style="list-style-type: none"> <li>- Present Simple vs Present Continuous</li> <li>- stative and dynamic verbs</li> </ul>		
<b>1</b> <b><u>ME, MYSELF AND I</u></b>	<ul style="list-style-type: none"> <li>- Present perfect simple</li> <li>- Present perfect simple with adverbs</li> <li>- Present perfect simple vs Present perfect continuous</li> <li>- for vs since</li> </ul>	<ul style="list-style-type: none"> <li>- personality and character</li> <li>- negative prefixes</li> <li>- talking about similarities</li> <li>- Our Uni-verse Vlog</li> <li>- Vocabulary extension</li> </ul>	<ul style="list-style-type: none"> <li>- Identity: What does your profile pic reveal about your personality ?</li> <li>- The mystery of Doppelgaengers</li> <li>- What's in a name?</li> <li>- <u>Trending Topics</u> : Does our birth order shape our identity?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Past Simple vs Past Perfect Simple</li> <li>- Past perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>- extreme adjectives</li> <li>- <i>-ed</i> and <i>-ing</i> adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- Do you love or hate horror films?</li> <li>- Celebrities speaks out about online harassment</li> </ul>

<b><u>WHAT'S YOUR STORY?</u></b>	<ul style="list-style-type: none"> <li>- used to and would</li> <li>- be used to/get used to/would</li> </ul>	<ul style="list-style-type: none"> <li>- phrasal verbs for entertainment</li> <li>- Vocabulary extension</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Global Issues</u>: Literacy - Do people still read books for pleasure?</li> </ul>
<b><u>3 LOOKING AHEAD</u></b>	<ul style="list-style-type: none"> <li>- Future forms</li> <li>- Future time clauses</li> <li>- Future continuous</li> </ul>	<ul style="list-style-type: none"> <li>-work and jobs, collocations with work and jobs</li> <li>-noun suffixes (1)</li> <li>-Vocabulary extension</li> </ul>	<ul style="list-style-type: none"> <li>- The best jobs in the world competition</li> <li>- Will Artificial Intelligence take our jobs ?</li> <li>- Why volunteer ? The benefits for teens</li> <li>- <u>Trending Topics</u>: Universal basic income : will it end poverty and unemployment?</li> </ul>
<b><u>4 HEALTY LIVING</u></b>	<ul style="list-style-type: none"> <li>- Modal verbs: ability and permission</li> <li>- Modal verbs: advice obligation and prohibition</li> <li>- Modal verbs: possibility, probability, certainty</li> <li>- Modal perfects</li> </ul>	<ul style="list-style-type: none"> <li>- food and drink</li> <li>- cooking verbs</li> <li>- mood idioms</li> <li>- Vocabulary extension</li> </ul>	<ul style="list-style-type: none"> <li>- How does your diet compare with the blue zones ?</li> <li>- Hey teens, are you sleep deprived?</li> <li>- <u>Global Issues</u>: Public health – Non-communicable diseases</li> </ul>
<b><u>5 THERE IS NO PLANET B</u></b>	<ul style="list-style-type: none"> <li>- Zero, First, Second and Third Conditional</li> <li>- unless, in case, as long as, only/even if</li> <li>- Articles</li> </ul>	<ul style="list-style-type: none"> <li>- materials</li> <li>- Adjective suffixes (-able, -ible, -ful, less, -al)</li> <li>- weather and climate change</li> <li>- Talking about cause and result</li> </ul>	<ul style="list-style-type: none"> <li>- The 5Rs of Zero Waste</li> <li>- Which of these animals superpowers would you want to have ?</li> </ul>

Dal libro di letteratura **Compact Performer Shaping Ideas – From the Origins to the Present Age:**

<b>1. FROM THE ORIGINS AND THE END OF THE MIDDLE AGES</b>		
HISTORY AND CULTURE	LITERATURE AND GENRES	AUTHORS AND TEXTS
<u>History and Society:</u> <ul style="list-style-type: none"> <li>- The Celts</li> <li>- The Romans</li> <li>- The Anglo-Saxon</li> <li>- The Vikings</li> <li>- From the Heptarchy to the Norman Conquest</li> </ul>	<u>Literature and Culture:</u> <ul style="list-style-type: none"> <li>- Anglo-Saxon Literature</li> <li>- The Epic Poem</li> <li>- The Medieval Ballad</li> <li>- The Medieval Narrative Poem</li> </ul>	<u>Beowulf:</u> <ul style="list-style-type: none"> <li>- The fight</li> </ul> <u>The medieval ballad</u> <ul style="list-style-type: none"> <li>- <u>Lord Randal</u></li> </ul> <u>Geoffrey Chaucer, The Canterbury Tales</u> <ul style="list-style-type: none"> <li>- The Wife of Bath</li> </ul>
<b>2. THE RENAISSANCE AND THE PURITAN AGE</b>		
HISTORY AND CULTURE	LITERATURE AND GENRES	AUTHORS AND TEXTS
<u>History and Society:</u> <ul style="list-style-type: none"> <li>-The Tudors</li> <li>-Elizabeth England</li> </ul>	<u>Literature and Culture:</u> <ul style="list-style-type: none"> <li>-The English Renaissance</li> <li>-The Sonnet</li> </ul>	

Valdagno, 30/05/2026

Firma degli studenti rappresentanti di classe

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Firma del Docente

Benedetta Gobbato

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