

**Anno Scolastico 2025-26**

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, DIGITAL GOLD, Oxford
- M. Spiazzi, M. Tavella, M. Layton, PERFORMER HERITAGE 1 - 2<sup>nd</sup> edition – FROM THE ORIGINS TO THE ROMANTIC AGE, Zanichelli
- OXFORD GRAMMAR 360° - Oxford University Press

**Argomenti svolti**

Dal libro di testo **LANGUAGE FOR LIFE B2, DIGITAL GOLD:**

ARGOMENTO	OBIETTIVI PER COMPETENZE		CONTENUTI	
UNIT	<u>SPEAKING AND WRITING</u>	<u>LIFE SKILLS</u>	<u>GRAMMAR</u>	<u>VOCABULARY</u>
4 <b>HOME SWEET HOME - REVIEW</b>	- 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>	- Make and cancel arrangements - Write an outline	- How to write and say figures - Managing your time	- Future perfect and Future continuous - Future forms: review - Future time clauses - Zero, 1st, 2nd conditional: review	- Figures and trends - Build your vocab: hyphenated adjectives - Looking ahead
6 <b>OPPORTUNITY!</b>	- Presentation – make a motivational speech - Write from an outline	- Motivating yourself	- <i>Wish/if only</i> - 3rd and mixed conditional: - Advice and obligation: review - Past modals	- Regrets - Build your vocab: negative prefixes - Managing problems
7 <b>POST - INDUSTRY</b>	- Give instructions - Check and revise your writing	- Leading a team	- <i>one/ones</i> - <i>get/have</i> : causative uses - Active and passive verb forms	- Industry - Build your vocab: verbs from adj./nouns
8 <b>TWO SIDES</b>		- How to disagree politely	- <i>let/make</i> : causative uses - Addition and contrast: review	- Journalism - Build your vocab: nouns from verbs

			- Reported speech with / without tense change - Reported questions and imperatives	
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Sono state inoltre svolte delle **attività di ascolto, di produzione orale, di comprensione del testo e di produzione scritta** proposte nel libro di testo. Ove necessario, è stato utilizzato il libro di grammatica adottato per attività mirate al rinforzo grammaticale.

Dal libro di letteratura **“PERFORMER 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 Wars 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: a national epic</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>- Elizabeth 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 - My mistress' eyes  <u>Shakespeare the dramatist</u> <u>Romeo and Juliet</u> -The Balcony Scene

Data 04/06/2026

Firma degli studenti rappresentanti di classe

Firma del Docente

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