



**ISTITUTO STATALE di ISTRUZIONE SUPERIORE
DELLA BASSA FRIULANA**

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Disciplina: Lingua e cultura inglese
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CLASSE 2 LSCA
N. 14 Alunni

PROGRAMMA SVOLTO

FROM GRAMMAR IN PROGRESS (Grammatica in adozione)

- Il plurale dei sostantivi (p.2)
- I pronomi personali soggetto (p. 4)
- Il *simple present* di *to be* (p. 6)
- Usi del verbo *to be* (p. 8)
- L'articolo determinativo *a/an* (p. 16)
- *There is/There are* (p. 18)
- Ecco qui/Ecco là (p. 20)
- Gli aggettivi e pronomi dimostrativi (p. 20)
- Gli aggettivi e pronomi possessivi (p. 22)
- *Whose* (p. 24)
- *One/Ones* (p. 24)
- I pronomi personali complemento (p. 28)
- Le preposizioni semplici (p. 30)
- Usi particolari di *to be* (p. 32)
- La data (p. 52)
- Il *simple present*: forma affermativa (p. 54)
- Il *simple present*: forme negativa, interrogativa e interrogativa-negativa (p. 56)
- Il *simple present* nelle *wh-* questions (p. 58)
- Gli avverbi di frequenza e le espressioni di tempo (p. 60)
- Costruzioni particolari dei verbi *like, want, would like* (p. 74)
- Le preposizioni di moto (p. 118)
- Il genitivo sassone (p. 144)
- Così, troppo (p. 174)
- Abbastanza, piuttosto (p. 176)
- Gli aggettivi in *-ed* e in *-ing* (p. 176)
- Il *simple past* di *to be* (p. 180)
- Il *simple past*: forma affermativa (p. 182)

- Il *simple past*: forma negativa, interrogativa e interrogativa-negativa (p. 184)
- Il *simple past* nelle *wh- questions* (p. 184)
- Usi del *simple past* (p. 184)
- Precisazioni sull'uso del *simple past* (p. 186)
- *Past continuous* (p. 188)
- *Past continuous vs simple past* (p. 190)
- L'abitudine nel passato: *used to* e *would* (p. 192)
- Il *simple present* e il *present continuous* con valore futuro (p. 196)
- *To be going to* (p. 198)
- Il *simple future* (p. 200)
- Altri usi del *simple future* (p. 202)
- Il futuro nelle frasi subordinate (p. 204)
- Riepilogo sui tempi per esprimere azioni future (p. 206)
- I verbi modali (p. 220)
- Potere: *can* (p. 222)
- Particolarità dell'uso di *can/can't* (p. 224)
- Potere: *could* (p. 226)
- Altri usi di *could* (p. 228)
- Potere: *to be able to* (p. 228)
- Riepilogo sulle funzioni comunicative di *can/can't*, *could/couldn't*, *to be able to/was/were allowed to* (p. 230)
- Dovere: *shall* (p. 232)
- Dovere: *must* (p. 234)
- Dovere: *to have to* (p. 236)
- Proibizione e assenza di necessità (p. 238)
- Il *present perfect continuous* (p. 250)
- Il *past perfect simple* (p. 254)
- Il *past perfect continuous* (p. 256)
- Riepilogo: tempi per esprimere azioni nel presente o in un passato recente (p. 258)
- I pronomi relativi nelle frasi *defining* (p. 300)
- I pronomi relativi nelle frasi *non-defining* (p. 322)
- Il *future in the past* (p. 326)
- L'intenzione e l'imminenza nel passato (p. 326)
- Potere: *can* (p. 330)
- Potere: *could* (p. 332)
- Potere: *may* (p. 338)
- *To say* e *to tell* (p. 412)
- *To speak* e *to talk* (p. 414)
- Il discorso indiretto introdotto da *simple past* (*present continuous/present perfect/simple future*) (p. 416)
- Il discorso indiretto introdotto da *simple past* (*past continuous/past perfect*) (p. 418)

- Ordini, divieti, richieste e suggerimenti nel discorso indiretto (p. 424)
- *Questions tags* (p. 430)

GRAMMAR RULES FROM TEACHER'S NOTES

- I pronomi personali soggetto
- I pronomi personali complemento
- Gli aggettivi e pronomi possessivi
- Uso dei possessivi
- Il genitivo sassone
- Aggettivi dimostrativi
- I pronomi interrogativi
- *Which*
- *Whose*
- L'articolo determinativo *the*
- *Question tags*
- *Quantifiers* (*some, any, no, molto, poco/pochi, too, enough*)
- Uncountable and countable nouns
- Costruzione della frase affermativa
- Costruzione della frase interrogativa
- Costruzione della frase negativa
- Aspetti: *Simple, Progressive, Perfect*
- Gli avverbi di frequenza
- *Simple present*
- *Simple past*
- *Simple future*
- *To be going to*
- *Simple present* con valore di futuro
- *Present progressive* con valore futuro
- *Present perfect* e forma di durata al presente
- Espressioni di tempo con cui usare il *present perfect*
- *Past perfect* e forma di durata al passato
- *Present progressive*
- *Past progressive*
- Verbi di azione e di percezione
- I verbi *to say* e *to tell*
- *Reported speech*
- Il gerundio
- L'infinito
- *Past participle*
- Avverbi di tempo o frequenza usati con il participio passato

- L'imperativo
- Le frasi ipotetiche (I – II – II)
- *Future in the past*
- *Modal verbs*
- Inviti (registro formale e informale)
- *Shall*

LANGUAGE IN CONTEXT

Songs and Lyrics:

- Halil Sezai & Tuğçe Soysop - Dolunay
- Simply Red – Holding back the years
- Tracy Chapman – Across the lines

ANTICIPATORY STRATEGY PRACTICE – TELLING AND SUMMARISING

Videos

- General's Lady (ep. 1)
<https://www.youtube.com/watch?v=dcev-YAQuY&t=559s>
- General's Lady (ep. 2)
<https://www.youtube.com/watch?v=iYSSVwz-JH4>
- General's Lady (ep. 3)
<https://www.youtube.com/watch?v=XadmrzulebM>
- General's Lady (ep. 4)
<https://www.youtube.com/watch?v=aSzRxZhhZzA>
- General's Lady (ep. 5)
<https://www.youtube.com/watch?v=JfiXYbAL8t4>
- General's Lady (ep. 6)
<https://www.youtube.com/watch?v=JfiXYbAL8t4&t=383s>
- General's Lady (ep. 7)
<https://www.youtube.com/watch?v=n6oNQIXBsmQ>
- General's Lady (ep. 8)
<https://www.youtube.com/watch?v=hrAKMastsLU>
- General's Lady (ep. 9)
<https://www.youtube.com/watch?v=i9UHfHB5-g4>
- General's Lady (ep 10)
<https://www.youtube.com/watch?v=T2ooqTIYU1c>

Listening and Writing Activity Practice:

- Activities in Listening Practice:
 1. London's Science Museum
https://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1128_london_life/page29.shtml
 2. Detroit

- <https://test-english.com/listening/b1-b2/detroit/>
3. Sleep disorders
<https://test-english.com/listening/b1-b2/sleep-disorders-overview/>
 4. A tale of two brothers
<https://learnenglishteens.britishcouncil.org/study-break/video-zone/tale-two-brothers>
 5. What kind of student are you?
<https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/what-kind-student-are-you>
 6. What's in a name?
<https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/whats-name>
 7. Films review
<https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/film-reviews>

ACTIVITIES IN WRITING PRACTICE:

1. A CV
<https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/cv>
2. A music review
<https://learnenglish.britishcouncil.org/skills/writing/advanced-c1/a-music-review>
3. A summary of a line graph
<https://learnenglish.britishcouncil.org/skills/writing/upper-intermediate-b2/a-summary-of-a-line-graph>
4. A film review (p. 50 FOCUS NOW 2)
5. A blog entry (pp. 64-65 FOCUS NOW 2)
6. An email/letter of enquiry (pp. 84-85 FOCUS NOW 2)

FROM FOCUS NOW 2 (Libro di testo in adozione)

STUDENT'S BOOK

UNIT 2: INVENTION

- Technology and science (pp. 28-29)
- Past continuous (p. 30)
- Past simple (p. 30)
- Space travel (pp. 32-33)
- Used to (p. 34)
- Telling a story (pp. 35-37)
- Revision and certification (38-39)

UNIT 3: THE ARTS

- Arts and Medias (pp. 42-43)
- Present perfect with *just*, *already* (not) *yet* and past simple (pp. 44)
- A street artist (p. 45)
- Film description and reviews (p. 46)
- Comparative and superlative adjectives (p. 48)
- Too and enough (p. 48)
- Describing a photo (p. 49)

- A film review (p. 50)
- Revision and certification (pp. 51-52-53)

UNIT 4: LIVING

- Houses and homes (pp. 56-57)
- Present perfect with for and since (p. 58)
- Teenagers' rooms (p. 59)
- Places to visit (p. 60)
- Present continuous (p. 62)
- To be going to (p. 62)
- Will (p. 62)
- A blog entry (pp. 64-65)
- Revision for certification (pp. 66-67)
- Buildings tell stories (pp. 68-69)
- Language consolidation (pp. 70-71-72-73)

UNIT 5: SCHOOL

- Education (pp. 76-77)
- First conditional (p. 78)
- Exams and getting into university (p. 79)
- Charity school (pp. 80-81)
- Relative clauses (pp. 82-83)
- An email/letter of enquiry (pp. 84-85)
- Revision for certification (pp. 86-87)
- Literature focus (pp. 88-89)

UNIT 8: SOCIETY

- Civil Right Movement (pp. 122-123)

WORKBOOK

UNIT 1

- A personal email (p. 188)
- Self-check (p. 189)
- Grammar trainer 1 (pp. 190-191)

UNIT 2

- Past Continuous and Past Simple (p. 195)
- Grammar trainer 2 (pp. 202-203)

UNIT 3

- Art and music (p. 207)
- Readers, books, films and reviews (pp. 208-209)
- Describing a photo (p. 211)
- A film review (p. 212)
- Self-check (p. 213)
- Grammar trainer 3 (pp. 214-215)

UNIT 4

- Houses and homes, Phrases with make and do (pp. 216-217)
- Present Perfect with for and since (p. 218)
- Verb-noun collocations (p. 219)
- W. J. C. Scott-Bentick, Places in the city and in the country (pp. 220-221)
- Present Continuous, to be going to and will (p.222)
- Making suggestions (p. 223)
- A blog entry (p.224)
- Self-check (p. 225)

UNIT 5

- Education, Phrasal verbs, Phrases with get (pp. 228-229)
- First Conditional (p. 230)
- Expressions with prepositions, Synonyms, Phrases with get (p. 231)
- Studying in the UK, Verbs with prepositions, Word families (pp. 232-233)
- An email/A letter of enquiry (p. 236)
- Self-check (p. 237)

CIVIC EDUCATION

Practice in telling and summarising information based on the following articles:

1. International migration: The impact of linguistic proximity on preferred destination
<https://voxeu.org/article/language-and-migration>
2. Integrating Students from Migrant Backgrounds into schools in Europe
https://eacea.ec.europa.eu/national-policies/eurydice/sites/default/files/eurydice_brief_migrants_report.pdf
3. Dr. Martin Luther King Jr. Webquest
http://www.marilenabeltramini.it/schoolwork2021/UserFiles/Admin_teacher/2LSCA/martin_luther_king_jr.pdf

Tutte le attività svolte nel corso dell'anno sia in Presenza che in DaD come da percorsi presenti nella cartella dedicata sul sito dell'insegnante:

<http://www.marilenabeltramini.it/schoolwork2021/readInteracting.php?act=taskList&id=3>

Cervignano del Friuli, 312 maggio 2021

Prof.ssa Marilena Beltramini

Gli allievi
