**LICEO SCIENTIFICO STATALE ”MORGAGNI”**

**Programma di Lingua e Civiltà Inglese**

**CLASSE: 2L**

**A.S.2021/2022 Prof.ssa: *Berto Rossella***

Libri di testo in adozione:***”Engage Plus with Grammar” Vol.1 e 2*** di M.Berlis,J.Bowie,H.Jones Ed.Pearson/Longman e “***Grammar and Vocabulary for the Real World” di*** Jon Hird Ed.Oxford University Press.

**CONTENUTI TRATTATI:**

Dal libro di testo***”Engage Plus with Grammar” Vol.1*** sono state svolte le seguenti Unità:

**UNIT 9 “THAT’S ENTERTAINMENT”**

**GRAMMAR:** Present Perfect-Present Perfect with *ever-never-Present Perfect with just/already/yet- been vs gone.*

**VOCABULARY:** TV-films and theatre.

**UNIT 10 “GET THE LOOK”**

**GRAMMAR:** Present Perfect with *for/since-Present Perfect vs Past Simple.*

**VOCABULARY:** Clothes-fashion-style.

Dal libro di testo ***“Engage Plus with Grammar” Vol.2*** sono state svolte le seguenti unità:

**UNIT 1 “FAMILY SNAPSHOTS”**

**VOCABULARY:** extended families-relationships.

**GRAMMAR:***used to-*verbs+gerund or infinitive-each other/one another-*want/need/expect/force someone to do something-make someone do something.*

**FUNCTIONS:** introducing yourself-checking the other’s identity-explaining your call-taking a message,passing on a message.

**SKILLS AND COMPETENCES:** Reading: ***“Happy families?”.***

**UNIT 2 “IT’S A SMALL WORLD”**

**VOCABULARY:** cultural diversity-celebrations.

**GRAMMAR:** defining relative clauses:who,that/which,where-no relative pronoun-indefinite pronouns-so/such………that.

**FUNCTIONS:** inviting-persuading-accepting,giving details of time and place-declining.

**America: a melting pot of cultures.**

**Skills and competences:*”A Voice for Migrants”.***

**CULTURE UNITS 1-2** Reading ***“The Gateway to the USA-Ellis Island”.***

**UNIT 3 “THE TECHNOLOGY REVOLUTION”**

**VOCABULARY:** mobile technology.

**GRAMMAR:** present perfect continuous-present perfect continuous vs present perfect simple.

**FUNCTIONS:** making complaints:presenting a problem,sympathising,apologising,asking for and offering explanations,solutions,actions.

**SKILLS AND COMPETENCES:** Reading:***”The Internet:good or bad for us?”.***

**UNIT 4 “CRIME AND PUNISHMENT”**

**VOCABULARY:** crime-justice and punishment.

**GRAMMAR:** past perfect-past perfect vs past simple-adverbs of time.

**FUNCTIONS:** narrating events:introducing a story,sequencing,prompting the speaker etc…..

**CULTURE:*”London-Scotland Yard”.***

**UNIT 5 “HEALTHY BODY HEALTHY MIND”**

**VOCABULARY:** health problems-people-places and treatments in healthcare.

**GRAMMAR:** should/ought to for advice and suggestions-modal verbs of obligation and necessity:must,have to,don’t have to,need/needn’t/don’t need to,past of modal verbs.

**Functions:** talking about health-asking for,giving,accepting,refusing advice and suggestions-asking about and describing symptoms,reacting.

**UNIT 6 Skills and Competences**

**READING: *“Festival stories”***

**CULTURE: *“London’s Museums”.***

**UNIT 7 “MEDIA MATTERS”**

**VOCABULARY:** mass media.

**GRAMMAR:** the passive-reflexive pronouns.

**Skills and competences: *“Going out of print?”***

**UNIT 8 “SHOP TILL YOU DROP”**

**VOCABULARY:** money and shopping-advertising.

**GRAMMAR:** zero and first conditionals-revision-second conditional-I wish/If only +past tense and conditional.

**FUNCTIONS:** Making choices.

**CULTURE: *“Department stores in the UK and the US”- “Shopping today”.***

**UNIT 9 “ONE WORLD”**

**VOCABULARY:** natural disasters-ecology.

**GRAMMAR:** third conditional-conditionals-revision-I wish/If only+past perfect+ would+base form.

**SKILLS AND COMPETENCES:** Reading:***”Carbon footprints:walking to dis*aster?”**

**UNIT 10 “JUST THE JOB”**

**VOCABULARY:** jobs and training.

**GRAMMAR:** reported statements-reported questions-reported requests and imperatives.

**SKILLS AND COMPETENCES:*”The Next Step?”***

**CULTURE: *“Natural disasters in the USA”- “Hurricane Katrina”.***

**SOCIAL STUDIES: European Agenda 2030 for Sustainable Development-Goal 11:**

**Make cities and human settlements inclusive,safe,resilient and sustainable.**

**PPT and Written texts.<**

**Watching the videos about reported speech:** Learn English Grammar:Reported speech/Indirect Speech <https://youtube.com/watch?v=tBtc6rpcMz4>;

SAY&TELL-Reported Speech <https://youtube.com/watch?v=gqAOeEFz7HO>.

Dal libro di testo **“Grammar and Vocabulary for The Real World”** Ed.Oxford University Press sono state svolte diverse unità ed esercizi per rafforzare l’uso delle strutture grammaticali e linguistiche e il Vocabulary studiati nel corso dell’anno scolastico.

Gli studenti hanno effettuato 10 lezioni in compresenza con una docente di madrelingua inglese.Gli argomenti trattati sono stati i seguenti: ***Introducing herself,her life and her experiences with questions asked by the students,students’hobbies and interests, holidays and festivities in the world and different types of holidays, sports and equipment- use of modals, social media and the use of passives in the different tenses,description of a picture, an image, Pet/First Exam activities, the use of Conditionals, playing a “Taboo Game”.***

Gli alunni hanno anche svolto lavori di gruppo tramite Power Point sui costumi e le tradizioni di paesi stranieri.

Roma,03 giugno 2022

LA DOCENTE GLI ALUNNI

***Prof.ssa Rossella Berto***