

LICEO SCIENTIFICO MICHELANGELO  
PROGRAMMA SVOLTO  
DI LINGUA E CIVILTÀ INGLESE - DOCENTE: Prof.ssa NICOLETTA ERBÌ  
CLASSE 2<sup>A</sup> D A.S. 2018/ 2019

Testi in adozione: Spiazzi-Tavella **Performer B1- Zanichelli**

(Open Space Grammar- consigliato)

Sono stati svolti i seguenti argomenti dai testi in adozione e da altre fonti (schede, Internet):

| U | Topics   | GRAMMAR, COMMUNICATION  |
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| 5 | London's history and landmarks.  | Revision: Present Simple, Present continuous, <b>past Simple</b> . Regular / irregular verbs<br>The Romans in Britain (Beyond)<br>Words from Latin. Research: London's history and landmarks, New York's landmarks; 9/11 2001 attacks   |
| 6 | Personalities and experiences  | Personality adjectives, past events. Biographies: Einstein, Valentina Tereshkova, S. Hawking, Amelia Earhart<br>What on Earth happened? Strange phenomena<br>Past simple of can (could) and must (have to)<br>Look vs seem, taste, etc. Food trucks   |
| 7 | Clothes and cultural identity  | Shopping: Clothes and accessories. Vocabulary<br>Pros and cons of physical shopping and online shopping.<br>The origins of blue jeans<br>Past continuous vs past simple. While.....<br>Subject/ object questions. Adverbs of manner   |
| 8 | The world around us<br>Places<br>Geography and climate                                     | The natural world. Comparisons: Comparatives (equality, majority, minority), superlatives.<br>Geography quiz<br>The most amazing natural wonders<br>Describing one's hometown, geographical area.<br>Geographical features and environments<br>Describing weather and climate<br>The Great Barrier Reef, The bleaching of coral reefs<br>Relative pronouns, passive form, linkers<br>Reading: Machu Picchu  |
| 9 | On the move<br>Travelling and holidays<br>Climate Change and Global Warming<br>Environment | Booking a holiday. Future (photocopy). Overview of the different forms (will, be going to, Present continuous) Travel in the future<br>Research about causes and effects of Global warming. Greenhouse effect, fossil fuels, CO <sub>2</sub> , melting of polar ice caps. Air and water pollution.<br>Text: Reduce, Reuse, Recycle – how to reduce pollution and greenhouse effect<br>Online materials and videos: climatekids.NASA.gov, ESL global warming |

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| 10 | Life-long learning<br>FUTURE and<br>POSSIBILITY | 0 and 1st conditionals. Different types of future. May / might.<br>Plans for the future<br>Education in Britain. The school levels; compulsory school, exams, marks, subjects. Types of schools |
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Utilizzando il lessico, le strutture e funzioni presentate, gli studenti devono sapere: Comprendere testi scritti e orali, Comunicare in attività di routine che richiedono un semplice scambio di informazioni su argomenti familiari e comuni; Descrivere in termini semplici aspetti del loro paese/ città ed esprimere gusti, preferenze, bisogni, desideri; Produrre semplici testi scritti relativi ad esperienze personali o di studio con un livello accettabile di correttezza; parlare di esperienze personali, avvenimenti, situazioni e descrivere immagini.

Si raccomanda di consolidare l'acquisizione dell'Inglese durante l'estate attraverso letture, ricerche ed esercizi online su apps o siti specializzati, visione e ascolto di film o altri contenuti in lingua originale.

Cagliari, 4 /06/2019

Gli alunni

La docente  
Nicoletta Erbì

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