

Classe **2B**

Prof.ssa **Piras Maria Gilda**

Dalla grammatica **English Grammar In Use - Fifth Edition** di Raymond Murphy ed. Cambridge

The Futures: Present simple and Present continuous with future meaning .

To be going to future. Will and Shall. Difference between I will and I'm going to (Units 19-20-21-22-23)

Dal libro di testo **Both Sides A2/B1** di Clare Kennedy, Eoin Higgins and Weronika Salandyk

Unit 8 The World of Work - watching the vlog, translating and answering some questions on it

Focus on Reading: What job are you going to do?

Oracy: The students speak about the jobs they would like to do and say why.

How to speak about the order of events using linkers (first, then, after that etc).

Talking about jobs and giving opinion about them.

Focus on Interaction: Job interviews

Focus on Culture: British Women at Work

Reading the letter of Enquiry at page 115

Unit 9 Our Earth - watching the vlog, translating and answering some questions

Watching a video about the relationship between man and nature by Jamiroquay: Corner of the earth

Grammar

Introduction to Zero and First Conditional. Use of commas in if-clauses.

Verb patterns: verbs followed by infinitive with to - infinitive without to - ING form - *make / let someone do something - allow someone to do something / to be allowed to do something* and the verb *dare / to dare* (osare).

Focus on Reading: You can always blame the weather

Vocabulary: Weather. Vocabulary Extension: Noun + y = adjective

Functions: Suggesting

Listening and Reading: Stepping into nature

Vocabulary: Nature

Speaking: Which animal do you think you are most similar to? Why?

Writing: write a list of things you can do to reduce your carbon footprint

Unit 10 A World of Sport – watching the vlog, translating and answering some questions

Grammar

Present Perfect; adverbs *just / already / yet / ever / never / still*. Practice in class. Present perfect with *how long / for / since* (duration form). Present perfect vs Past simple

Speaking: The students speak about some past experiences in a role play, using Present perfect and Past simple

Listening: The most popular sports in the world (page 135)

Focus on interaction: Emphasising

Focus on Listening: Pushing the Limits (reading, listening to the passage and exercises.

Unit 12 Keeping in Touch – watching the vlog, translating and answering some questions

Grammar

Adjectives with *-ed* and *-ing*

Present passive. Past passive. Sentences with two possible passive forms: Passive sentences with the indirect object used as subject.

Functions: Complaining

Reading: Why learn a language? (page 160) and A brief history of communication (page 164)

Vocabulary: Language. Extension: the prefix *mis-*

Speaking: The students speak about the importance of languages and which ones they can speak.

Integrated Skills: the future of handwriting.

Writing: the students wrote a passage about digital communication.

Unit 11 Urban or Rural? – watching the vlog, translating and answering some questions

Grammar

Both ... and. Eitheror. Neither ... nor. Possessive 's and double genitive.

Adverbs of manner. Infinitive of purpose.

Dal libro di testo **Both Sides B1/B2** di Liz Kilbey and Philip Wood with Vicki Anderson and Clare Kennedy

Unit 6

Grammar

Relative pronouns: that; which; who; whose; where; when; whom. Defining relative clauses and

Non-defining relative clauses.

Unit 1

Grammar

Revision of Stative verbs (not used in the Present continuous) and of Past continuous.

Ability in the present and past (can / could / be able to)

Focus on Reading: Vive la difference!: reading, doing the exercises and listening

Never Give Up! (page 22)

Vocabulary 1: Personal description. Vocabulary 2: Experiences.

Speaking: The students speak about a person they admire.

Focus on Interaction (dialogue at page 20).

Functions: Adding information.

Unit 2 The Environment - watching the vlog, translating and answering some questions

Grammar

Used to. Subject vs Object questions. Past perfect. Indefinite pronouns. Past continuous as a narrative tense.

Focus on Reading: Saving the Planet to save ourselves.

Vocabulary: Conservation.

Focus on interaction: reading and listening to the dialogue at page 32

Functions: Contrasting ideas (though, although, even if, while)

Unit 3 Social Circles - watching the vlog, translating and answering some questions

Grammar

Revision of Present perfect and time adverbs. Present perfect continuous. Difference between the two tenses.

Focus on Reading: Six degrees of separation.

Vocabulary 1: Relationships. Vocabulary 2: Interacting.

Focus on interaction: reading and listening to the dialogue at page 46.

Focus on listening: Money problems. Is it a good idea to lend some money to friends? (some students express their opinion)

Functions: Confirming and contradicting.

Focus on Exam Preparation (pages 52-53)

Unit 4 Too much stuff - watching the vlog, translating and answering some questions
Grammar: verbs of perception

Unit 5 Home life - watching the vlog, translating and answering some questions
Grammar

Uses of *get*. Infinitive of purpose. *Should / Ought to / had better* to give advice. *(don't) have to / (don't) need to, mustn't, Needn't*.

Focus on Reading: To share or not to share?

Vocabulary 1: Housing. Vocabulary 2: Housework.

Focus on Interaction: reading and listening to the dialogue at page 72.

Functions: Giving and receiving advice

Focus on listening: A woman's job?

Focus on Speaking: the students spoke about the housework they do to help at home

Unit 6

Grammar

Revision of Defining and Non-defining relative clauses.

From a file uploaded to the register: **Conditional sentences** (Zero, First, Second and Third conditional)

At the end of each couple of units, the class did exercises from the section Focus on Consolidation and the exercises from the Workbook.

Reading, translation and comment of ***The Happy Prince***, a fairy tale by Oscar Wilde (from a file uploaded to the register).

Programma di Educazione Civica (7 hours)

The theme we talked about was Healthy Eating: the students read and memorised the vocabulary contained in a food pyramid and watched a video on the same subject <https://vimeo.com/378522818>. Then they were given a series of questions on their eating habits, they linked their answers using connectors and presented their text, answering some more questions. The goal was to learn some new vocabulary and make them aware of the bad habits to correct.

Selargius, 6 giugno 2026

L'insegnante
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