

PROGRAMMA DI LINGUA E CIVILTÀ INGLESE

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Gli argomenti affrontati sono stati tratti da:

- Libro di testo 1: **ENGAGE! 2, Student's book and workbook, + Language mind maps**, M. Berlis, J. Bowie, H. Jones, Edizioni Pearson Longman

Revision:

Past simple of regular and irregular verbs: affirmative, negative and interrogative sentences; questions with the auxiliary verb Do/Does/Did; Present and Past continuous; conjugation of the irregular verbs (table): Infinitive/Past simple/Past participle; Zero and First conditionals from Unit 8 and from Map your language. General Functions: giving opinions and agreeing or disagreeing; asking for and giving opinions.

- **Unit 1 - "Family snapshots" – Grammar:** Used to; Verbs + gerund or infinitive; Each other/one another; Want/need/expect/force/get/someone to do something; make someone do something;

Vocabulary: Extended families; relationships;

Functions: Talking about families and relationships; Talking about past habits; Making a phone call: answering or making a call, checking the other's identity, introducing yourself, explaining your call, taking and passing on a message.

- **Unit 2 - "It's a small world" - Grammar:** Defining relative clauses: who, that/which, where; whose;

No relative pronoun (contact clauses); Indefinite pronouns; So/such...that

Vocabulary: Cultural diversities; celebrations;

Functions: Talking about cultural traditions; Inviting: declining, persuading, accepting, giving details of time and place.

America: a melting pot of cultures - individual researches concerning two or three States, for each student, belonging to the USA.

A song: "New York, New York" in the versions sung by Liza Minnelli and also by Frank Sinatra.

- **Unit 3 - "The technology revolution" – Grammar:** Present perfect simple vs Present perfect continuous;

Vocabulary: Mobile technology; touchscreen actions; the Internet;

Functions: Presenting a problem; Listening and sympathising; Offering solutions; Apologising; Asking for an explanation; Offering an explanation; Asking for actions; Making complaints; Talking about technology.

- **Unit 4 - "Crime and punishment" – Grammar:** Past perfect vs past simple; Adverbs of time: already, ever, never, once, as soon as, until, after, by the time, when, before;

Vocabulary: Crime; Justice and punishment;

Functions: Talking about past actions; Talking about crimes; Introducing a story; Sequencing; Prompting the speaker; Reacting; Checking if the listener is following; Telling about a story; Narrating events.

- **Unit 5 – "Healthy body healthy mind" – Grammar:** Modal verbs for advice or suggestions: Should/ought to; Modal verbs for obligation and necessity:

must/mustn't, have to/don't have to, Need/needn't/don't need to; Past of modal verbs;

Vocabulary: Health problems; people/places and treatments in healthcare;

Functions: Asking for advice and suggestions; Giving advice and suggestions; Accepting or refusing advice and suggestions; Talking about health/ health problems and ill health; Asking about symptoms; Describing symptoms; Reacting.

Dal libro: **BUSINESS PLAN, A MULTIMEDIAL APPROACH TO BUSINESS STUDIES:**

Unit 1 (From section 1): Introduzione alla globalizzazione e avvio alla lettura di alcuni grafici:

- What is globalization?
- A digital world – The world Wide Web – The digital divide (Gap)
- The Internet has redesigned the world (with a particular Map of the world and its legenda).

Cultural context (From section 3):

- America, a nation of immigrants; Immigration today; The “American dream”; The USA, a pluralist society; A melting pot or a mosaic?;
- New York: one city, many names! The Big Apple!

Educazione civica

- Il programma, riferito a tutte le classi terze verteva su: “La tutela del patrimonio culturale e dei beni pubblici comuni”.
- Per la parte svolta in lingua Inglese ci siamo occupati della scoperta di alcuni elementi significativi del patrimonio artistico e paesaggistico locale, o della nostra Regione, alcuni dei quali protetti dall’Unesco.
 - Poiché seguendo il programma di Inglese gli studenti all’inizio dell’anno avevano presentato alcuni Stati degli USA ho chiesto loro di presentare anche beni culturali o paesaggistici tutelati da associazioni locali, nazionali o dall’Unesco riferiti anche agli Stati Uniti.
- Dopo un’introduzione generale da parte della sottoscritta docente gli studenti hanno svolto le loro ricerche in autonomia e le hanno presentate quasi tutte in PPT.

Perugia, 09 Giugno 2021

GLI ALUNNI

IL DOCENTE
