

**PROGRAMMA DI INGLESE****Docente: prof. Ferdinando Montesoro**

<b>Dal Libro di testo: Engage1! - Berlis, Bowie, Jones - Pearson Longman</b>	
<b>UNIT 8 - WHAT WILL BE WILL BE</b>	
<b>Vocabulary</b>	Homes and contents; Technology
<b>Grammar</b>	Future with Will; Will vs Be going to and the present continuous; Zero and first conditionals
<b>Functions</b>	Following and giving instructions; Asking for help; Asking for repetition
<b>Skills and competences</b>	Reading comprehension: Home sweet home; Small steps and Giant leaps; Cyberbullying; How they use technology.
<b>Culture</b>	Britain on the move; The National cycle network.
<b>UNIT 9 - THAT'S ENTERTAINMENT</b>	
<b>Vocabulary</b>	TV, film and theatre Music: Musical genres; instruments; verbs related to music
<b>Grammar</b>	Present Perfect; Present perfect with ever and never; Present perfect with just/ already / yet; been vs gone.
<b>Functions</b>	Introducing a topic; Moderating criticism; Responding and showing interest; Inviting others to speak.
<b>Skills and competences</b>	Claire Jones
<b>UNIT 10 - GET THE LOOK</b>	
<b>Vocabulary</b>	Clothes, fashion and style; Verbs connected to clothes: match, suit, fit; Jewellery.
<b>Grammar</b>	Present Perfect with for and since; How long ...? ; Present perfect vs Past Simple.
<b>Functions</b>	Talking about experiences; Asking for opinions about clothes; Giving opinions about clothes; Describing personal style
<b>Skills and competences</b>	Reading comprehension: Fashions' first family; How smart are your jeans; Fast or Fair: What's behind the fashion industry?; Talking about fashion; Talking about buying clothes;
<b>Culture</b>	The History of London's West End; The West End Today
<b>Dal Libro di testo: Engage2! - Berlis, Bowie, Jones - Pearson Longman</b>	
<b>Unit 1 - "Family snapshots"</b>	
<b>Vocabulary</b>	Extended families; Relationships; Phone calls phraseology.
<b>Grammar</b>	Used to; Verbs + gerund or infinitive; Each other/one another; Want/need/expect/force/get/someone to do something; make someone do something;
<b>Functions</b>	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.
<b>Skills and competences</b>	Reading comprehension: A new Start; Happy family; Moving in the right circle.
<b>UNIT 2 – IT’S A SMALL WORLD</b>	
<b>Vocabulary</b>	Cultural diversity; Celebrations and festivals.
<b>Grammar</b>	Defining relative clauses; indefinite pronouns
<b>Functions</b>	Inviting; Persuading; Accepting, giving details of time and place; Declining.
<b>Skills &amp; competences Culture</b>	Reading comprehension: A voice for migrants; Ellis Island; Let’s get together;
<b>Altre attività e risorse</b>	
<b>Grammar topics revised</b>	Comparatives and Superlatives; Present simple and present continuous; State preposition; Possessive (adjectives and pronouns); Past simple and past continuous.
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Meet the Simpson;</li> <li>• Morgan Robertson - Titan vs Titanic;</li> <li>• Escape from the Canyon</li> </ul>
<b>Videos</b>	<p>Da “Welcome to Great Britain” (sito web: <a href="http://learnenglish.britishcouncil.org">learnenglish.britishcouncil.org</a>):</p> <ul style="list-style-type: none"> <li>• Countryside is great Part 1&amp;2</li> <li>• English is great Part 1&amp;2</li> <li>• Sport is great Part 1&amp;2</li> </ul>

Dal Testo: <b>Clickable</b> - English for specific purposes; - Ed. San Marco	
<b>STEP 1- Technology Basics</b>	
<ul style="list-style-type: none"> <li>• <b>Flip it</b> - Computer Science and Information Technology</li> <li>• <b>Hotspot</b> Clearing the ground for terminology</li> <li>• <b>Technology and society</b> - Technological development - Innovations in our daily life</li> <li>• <b>The binary system</b> - Binary versus decimal code - Bits and bytes - The hexadecimal code</li> <li>• <b>Inclusive technology</b> - Grace Hopper: the pioneer of computing</li> <li>• <b>Analog versus digital</b> - Analog devices in the past - How digital technology works - The shift towards the digital world</li> <li>• <b>Hardware and software digital literacy</b> - Reliability of information</li> <li>• <b>Tech in entertainment</b> - The Big Bang Theory and the potential of nerds</li> </ul>	
<b>STEP 2 - Computer hardware and peripherals</b>	
<ul style="list-style-type: none"> <li>• <b>Flip it</b> - Hardware: the physical components</li> <li>• <b>The brain of a PC: the CPU</b> - CPU structure</li> <li>• <b>Computer memory</b> - Random Access Memory - Read Only Memory</li> <li>• <b>Hotspot</b> - Categorizing peripherals</li> <li>• <b>Input vs. Output devices</b> - Keyboard - Mouse - Monitors</li> <li>• <b>Printers</b> - Non-impact printers</li> <li>• <b>Other output devices Inclusive technology</b> - Chester Carlson, when determination and hard work pay off</li> <li>• <b>Storage devices</b> - Hard disk drive - USB drive</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Tech in entertainment - Transcendence: is artificial intelligence a threat for humanity?</b></li> </ul>
<b>STEP 3 - The Computer World</b>
<ul style="list-style-type: none"> <li>• <b>Flip it</b> Computer classification and development</li> <li>• <b>Supercomputers</b> - The evolution of supercomputers - Applications of supercomputers</li> <li>• <b>Hotspot</b> Reading numbers</li> <li>• <b>Mainframes</b> - Features of mainframes - How they are used Summary</li> <li>• <b>Servers and workstations</b> <b>Microcomputers</b> - Development of microcomputers - Desktop computers models</li> <li>• <b>Portable computers</b> - Laptops - Ultrabooks, Chromebooks and netbooks</li> <li>• <b>Tablets and smartphones</b> <b>Wearable gadgets</b> <b>Inclusive technology</b> - Steve Jobs' legacy: the power of inspiration</li> <li>• <b>Tech in entertainment</b> Iron Man, the sarcastic superhero</li> </ul>

Programma di Educazione Civica	
Contenuto	Women's rights: is gender equality a reality in Europe?
<b>Lettura di documenti in lingua inglese e discussione relative a:</b>	<ul style="list-style-type: none"> <li>• condizione femminile di alcuni paesi dell'Unione Europea e di altre nazioni di interesse specifico (nazioni di origine degli alunni).</li> <li>• ragioni storiche, culturali, religiose che influenzano la condizione femminile nelle società moderne e i fenomeni discriminatori ad esse collegate in ambito familiare, lavorativo, politico, sociale.</li> <li>• i principi che informano le attuali politiche dell'Unione Europea atte al raggiungimento "effettivo" della parità di genere nei paesi che ne fanno parte.</li> </ul>

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