

## PROGRAMMA SVOLTO IN LINGUA E CIVILTÀ' INGLESE

Prof.ssa Stefania Cerasomma

a.s. 2022/2023

CLASSE: 5 BET

### Libri di testo:

- 1) Annie Broadhead, Ginni Light, Manuela Kelly Calzini, Alessandra Seita, Victoria Heward, Silvia Minardi, Cult student's book and workbook B2, Dea Scuola.
- 2) K.O'Malley, Working with New Technology-Electricity and Electronics, Information technology and Telecommunications, Pearson/Longman.
- 3) Michael Vince, Grazia, Cerulli, M Muzzarelli, D. Morini, New Get Inside Language, Macmillan Education

### From CULT:

#### UNIT 7/8 "Magazine": Wonder World - World Food

#### Grammar (revision):

- Use of present tense
- Use of past tenses
- Use of conditional
- Use of future

**Vocabulary/Topics:** Food, tourism, and travels

**Functions and Knowledge:** Talking about and commenting on food and express opinions about different type of food habits in different cultures, making suggestions and encouraging.

**Skills:** To be able to talk about future life-plans and projects, write short texts and essays in the past tense, expressing opinions and preferences in regard to food. To be able to understand an oral dialogue/interview/conversation about food, tourism and travels.

#### UNIT 9: If It hadn't happened....

#### Grammar:

- Second conditional
- Third conditional
- Mixed conditional
- *I wish if only*
- Should have + past participle

**Vocabulary:** war, nations and politics; antonyms, synonyms, and homonyms.

**Functions and knowledge:**

To know the formation rules of the conditional tenses in order to talk about consequences; to know how to talk about past events; To know the regular and irregular past simple, past participle and past perfect in order to talk about historical events such as Hiroshima and Nagasaki, The twin towers attack, President Truman etc....

**Skills:** To be able to talk about causes and consequences of past events/historical events; to be able to write short sentences using the conditional tenses; to be able to write short paragraphs or essays in the past tenses; to be able to listen and understand a historical documentary or interview; to be able to read and understand a short literary or historical text.

**UNIT 10: The environment****Grammar:**

- Reported speech
- Reported questions, commands and requests
- Have/get something done

**Vocabulary:** The environment, reporting verbs, word formation

**Functions and knowledge:** To know the basic vocabulary and grammar points mentioned above for discussing plans, talking about biodiversity and functions of the honeybees. To know how to talk about the Vietnam war and expose historical facts.

**Skills:** To be able to talk about causes and consequences of past events/historical events; to be able to understand reported speeches and making a good use of them in describing a past event/story; to be able to write short paragraphs or essays in the past tense; to be able to listen and understand a historical documentary or interview; to be able to read and understand a short literary or history text.

**Listening and Readings about culture history and literature:**

- Moby Dick or, The Whale by Herman Melville 1851 (pp.194-195)
- Comfort food (pp.198-199)
- My Amazing Gap year (p.200)
- Eating on the street (p.202)
- If it hadn't happened...Hiroshima and Nagasaki (p.204)
- Lucky escape (p.206)
- Truman: the guy next door (pp. 210-211)
- Earth day A message from climate action (p.222)
- Loss of biodiversity: will all die if honeybees disappear? (pp.228-229)
- Cowspiracy (pp.242-243)
- Uncontacted tribes (pp.244-245)
- No more Vietnam (p. 246)
- Flower Power p.(248)
- Remembering Pearl Harbour (p. 268)
- Rice to power (p. 269)
- Gandhi (p. 274)

## **From Working with New Technology (microlingua):**

### **UNIT 3: ELECTROMAGNETISM AND MOTORS**

- Electricity and magnetism
- Applications of electromagnetism – Fuel gauge system
- The electric motor
- Types of electric motor
- Electric cars
- Electric cars: advantages and disadvantages
- Maglev: the transport of the future?

### **UNIT 4: GENERATING ELECTRICITY**

- Methods of producing electricity
- Fossil fuel power station
- The generator
- Nuclear power station
- Controlling a nuclear reactor
- Renewable energy 1: water and wind
- Changing our source of energy (fossil fuel, nuclear, renewables)
- The transformer

### **UNIT 5: DISTRIBUTING ELECTRICITY**

- Storing energy on the grid
- The battle of the currents

### **UNIT 6: ELECTRONIC COMPONENTS**

- Semiconductor
- The transistor
- Basic electronic components
- The electronic waste

### **Argomenti e approfondimenti trattati in classe con presentazioni e dispense su classroom:**

- “1984” by G. Orwell (lettura di un estratto da entrambi i testi e spiegazione su slides e classroom).
- “Animal Farm” by G. Orwell (lettura di un estratto da entrambi i testi e spiegazione su slides e classroom).
- I superconduttori (slides su classroom)
- Distribution grid: [https://energyeducation.ca/encyclopedia/Distribution\\_grid](https://energyeducation.ca/encyclopedia/Distribution_grid)
- Advantages and challenges of wind energy:  
<https://www.energy.gov/eere/wind/advantages-and-challenges-wind-energy>
- Hannah Arendt “the banality of evil”
- Causes and consequences of the WWII
- Fossil fuels: <https://www.nationalgeographic.com/environment/article/fossil-fuels>

- Video Eating our way to extinction: <https://youtu.be/LaPge01NQTQ>

**KEY-SKILL: How to make an oral presentation**

Lucca, 02/06/2023

Prof.ssa Stefania Cerasomma

Gli Studenti

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