


Sistema di gestione per la Qualità UNI EN ISO 9001:2015	Modulo lavoro	Pagina 1 di 3	I. I. S.S. "E. VANONI" MENAGGIO 
	<b>Allegato ML 2-08 PROGRAMMA SVOLTO</b>		

ANNO SCOLASTICO	2022/2023
CLASSE	3 <sup>o</sup> D
MATERIA	Lingua e cultura inglese
DOCENTE	Prof.ssa Sonia Gagliardi

## MODULE 1: FORMAL STRUCTURES

### Conditionals


- *If*-clauses: conditions vs consequences
  - Comparison between English and Italian
  - First group (reality)
    - 0 type (if + simple present, simple present)
    - structure with the imperative (if + simple present, imperative)
    - 1<sup>st</sup> type (if + simple present, future)
    - *if, when, unless* in secondary clauses
  - Second group (improbability)
    - 2<sup>nd</sup> type (if + simple past, present conditional)
    - *to be*: subjunctive (*I were ...*)
    - *to wish* (wish + simple past; wish + past continuous; wish + past perfect; wish + present conditional; wish + could have + past participle)
  - Third group (impossibility)
    - 3<sup>rd</sup> type (if + past perfect, past conditional)
  - Mixed types
    - past events producing effects in the present (if + past perfect, present conditional)
    - present events being the consequences of past happenings (if + simple past, past conditional)
  - All cases of variations
- conditionals with present continuous, present perfect simple, present perfect continuous, past continuous, past perfect continuous, future continuous, future perfect

### The passive

- Choices of passive structures: from the active to the passive form/from the passive to the active form
  - questions, affirmative and negative forms
  - verbs with two objects
  - agent omitted
  - infinitive and clause objects
  - verbs with object + infinitive
  - object complements
  - finished-result verbs

### Indirect speech

- Basic rules
  - pronouns
  - 'here and now' words
  - tenses (present simple, present continuous, present perfect, past simple)

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- modals (*can, could, may, might, must*)
- dropping *that*

### Grammar revision

- Ordinary verbs
  - questions, affirmative and negative forms
  - the role of *do* as auxiliary and ordinary verb
  - the role of *did* as auxiliary and ordinary verb
- Modal verbs (rules)

### Audiovisual comprehension


- Movie: Florian Henckel von Donnersmarck, "*The tourist*", 2010
- Movie: Harold Becker, "*Domestic disturbance*", 2001
- Movie: Robert Zemeckis, "*What lies beneath*", 2000
- Movie: Lee Tamahori, "*Along came a spider*", 2001

### MODULE 2: ESP CONTENTS

- The basics of economics
- The attractiveness of economy
- Broad principles: Smith, Sanders, Spooner, Stanford, Rubio, Rothbard (catching the meaning of assertions on economics)
- Delving into vocabulary: false friends in general English and in ESP
- Text analysis
  - What is Economics?
  - What is the role of an economist?
- Characteristics and topics of microeconomics
- Macroeconomics behaviour and performance of economy
- Hints on foreign trade, government fiscal and monetary policy, employment/unemployment rates, level of inflation, interest rates
- Video: "Introduction to economics"
- Business cycles, aggregate indicators
  - GDP
  - Industrial production
  - Employment data
  - Consumer price index
- Economic systems
  - Primitivism
  - Feudalism
  - Capitalism
  - Socialism
  - Communism

### EVENTUALI ARGOMENTI DI EDUCAZIONE CIVICA / CURRICOLO DIGITALE TRATTATI

Digital hunger: the impact of video games on our lives.  
Raising tech awareness: the exposure to screens.

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Videos: "The shocking numbers of addicted gamers", "The pros and cons of screen", "Video game addiction: causes, signs, effects, treatment".  
Text analysis: "Diagnosis and management of video game addiction" (extracts).  
The parameter terms of video games addiction.

Menaggio, 5/6/2023

FIRMA DEGLI ALUNNI

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FIRMA DOCENTE

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