


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	2020/2021
CLASSE	3^M
MATERIA	Lingua e letteratura inglese
DOCENTE	Prof.ssa Sonia Gagliardi

## ARGOMENTI SVOLTI IN DIDATTICA DIGITALE INTEGRATA

### GRAMMAR

**Bridging unit: modals** (revisione e approfondimento dell'ultimo argomento studiato nel precedente anno scolastico)

- Modal verbs: main characteristics (**present and past forms**)
  - ability: *can, could*
  - possibility: *can, could, may, might*
  - permission: *can, could, may*
  - requests: *would, could, will, can*
  - offers: *shall, can, will*
  - proposals: *would, shall*
  - suggestions/advice: *ought to, should*
  - obligation: *must*
  - deduction: *must, can't*
- Options to modals: *to be able to, to manage to, to succeed in, do you mind if..., would you mind..., why don't we..., how about/what about..., let's..., had better*
- Semi-modals: *need, used to, dare, have got to*
- *Must*
  - statements: necessity/deduction
  - negatives: prohibition
  - questions: asking about necessity
- *Have to*
  - statements: obligation
  - negatives: lack of necessity
  - questions: asking about rules
- *Must vs Have to: BE vs AE*
- Past functions: obligation, necessity, speculation, advisability
  
- **Unit 1: conditional sentences**
- *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)

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→ *if, when, unless, as soon as, as long as, only if, on condition that, providing/provided that* 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 perfect; wish + present conditional)
- 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)
- Inverted conditionals (all forms)

### • **Unit 2: 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
    - present simple, present progressive, present perfect simple, present perfect progressive, past simple, past perfect simple, used to + verb, past progressive, to be to + verb, to have to + verb
    - can, could, may, might, must, should, ought to, would
    - will/shall + verb, to be going to + verb, present progressive as future, to be about to + verb, present simple as future, future progressive, future perfect
    - what (subject, object, indirect object), which (subject, object, indirect object), why (object), who (subject, object, indirect object), when (indirect object), how + adj./quantifier (subject, object), where (indirect object)
  - verbs with two objects
  - agent omitted
  - infinitive and clause objects
  - verbs with object + infinitive
  - object complements
  - finished-result verbs

### • **Unit 3: comparatives and superlatives**

- Comparison: similarity and identity, difference, equality, inequality
  - majority: one-syllable adjectives (*...er than*), two-syllable adjectives (*more ... than*), two-syllable adjectives ending in an unstressed vowel or *-y* (*...er than, ...ier than*), three-syllable or longer adjectives (*more ... than*)
  - adjectives having to comparison forms: clever, quiet, polite, narrow, simple, common, handsome, pleasant
  - equality: all adjectives (*as ... as*)
  - minority: all adjectives (*less ... than*)
  - irregular comparison: *good, bad, far*
- Superlatives: relative degree
  - majority: one-syllable adjectives (*the ...est in/of/among*), two-syllable adjectives (*the most ... in/of/among*), two-syllable adjectives ending in an unstressed vowel or *-y* (*the ...est in/of/among, the ...iest in/of/among*), three-syllable or longer adjectives (*the most ... in/of/among*)


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- minority: all adjectives (*the least ... in/of/among*)
- Superlatives: absolute degree
  - very
- Double comparative (hints)

## HISTORY

### • Unit 4: From Early Britain to the Middle Ages

- Pre-Celtic tribes
- The Celts
- The Romans
- The Anglo-Saxons
- The Jutes
- The Danes
- Old English
- Hints on language families
- The Anglo-Saxon occupation
- Heptarchy
- The Britons after the conversion of Emperor Constantine the Great
- Christianity
- Old English poetry
- Anglo-Norman England
- Early Middle English
- Harold's accession
- William the Conqueror
- William Rufus
- Henry I
- The Angevin Dynasty
- Henry II
- Richard I
- King John
- Henry III
- Simon the Montfort
- Edward I
- Edward II
- Edward III
- Richard II
- Architectural insight: **Stonehenge** (BBC documentary, Stonehenge: the Lost Circle Revealed, 2021)
- Cultural insight: **Traces of King Ethelbert of Kent and Alfred the Great in England's Law**
- Political insight: **Magna Charta Libertatum** (different versions)
- **Historical claims:**
  - The concept of boundaries is crucial to delve into England's history
  - England's history proves that nation to be the evidence of contamination
  - Englishness is the key feature to understand England's history
  - Britain and duality
  - Over the centuries, England's history has been marked by heterogeneity

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- Conquest is a perspective rather than an objective
- Each actor in history may be questioned as regards wickedness and weakness
- Puzzling England: hiddenness

## LITERATURE

### • Unit 5: literary vocabulary


- Basics of poetry
  - rhythm
  - rhyme
  - run-on line
  - caesura
  - assonance
  - alliteration
  - onomatopoeia
  - repetition and refrain
  - simile
  - metaphor
  - personification
  - symbol
  - allegory
  - oxymoron
  - hyperbole
  - litotes
- Insight: Sound patterns for poetry
- Insight: Metaphor
- Insight: Pietro Santini, **Glossario di retorica e stilistica**. Metonymy and synecdoche
- Literary contrastive analysis (case study): **Going** by Liam Wilkinson, **La vergine** by Paolo Volponi, **Deux Barques** by Yves Bonnefoy
- Geoffrey Chaucer: the Canterbury Tales
  - The General Prologue: The Prioress, The Wife of Bath
  - The Miller's Tale: prologue (incipit)
  - The Miller's Tale (intensive text analysis from the beginning to the last part: "*Once upon a time there dwelt in Oxford...no more in looking than there is in deed*")

## EVENTUALI PERCORSI DI EDUCAZIONE CIVICA SVILUPPATI

Issue: the sparkling path to **environmental justice**. How to manage regenerative agriculture, improved cultivation, food waste reduction, recycling and resource protection turns to be an effective chance to enhance **gender equality** and **human rights**.

Materials provided:

- National Geographic: Are you eating plastic for dinner? (video)
- New York Times: Shift to a not-so-frozen North is well underway, scientists warn (video)
- Financial Times: A diet designed to save us, and the planet (video)
- CNN health: New planetary health diet can save lives and the planet, major review suggests (video)

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- National Geographic: Earth is our home-let's protect it (video)
- Rebecca Henderson: To save the climate, we have to reimagine capitalism (video)
- WWF: Planet-based diets. A science-based platform to encourage diets that are good for people and planet (video)
- European Commission: A European Green Deal (document)
- Chad Frischmann: 100 solutions to reverse global warming (video)
- Angel Hsu: Cities are driving climate change. Here's how they can fix it (video)
- Khan Academy: Environmental justice (video)

Menaggio, 8/6/2021

IL DOCENTE

*Sonia Gagliardi*