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| ANNO SCOLASTICO | 2023/2024 |
|-----------------|--------------------------|
| CLASSE | 3^D |
| MATERIA | LINGUA E CULTURA INGLESE |
| DOCENTE | PROF.SSA SONIA GAGLIARDI |

ARGOMENTI SVOLTI

GRAMMAR

Conditionals

• If-clauses: conditions vs consequences

•Comparison between English and Italian

•First group (reality)

 \rightarrow 0 type (if + simple present, simple present)

 \rightarrow structure with the imperative (if + simple present, imperative)

 \rightarrow 1st type (if + simple present, future)

 \rightarrow if, when, unless, as long as, as soon as, providing/provided that, until/before in secondary clauses

•Second group (improbability)

 \rightarrow 2nd type (if + simple past, present conditional)

→ to be: subjunctive (*I were* ...)

 \rightarrow to wish (wish + simple past; wish + past continuous; wish + past perfect; wish + present conditional; wish + could have + past particle)

•Third group (impossibility)

 \rightarrow 3rd 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)

Cases of variations

→ conditionals with present continuous, present perfect simple, past continuous, to be going to

<u>The passive</u>

•Choices of passive structures: from active to passive/from passive to the active (hints)

- → all tenses and aspects
- \rightarrow questions (with and without *wh* words), affirmative and negative forms
- \rightarrow verbs with two objects
- → agent omitted
- → infinitive and clause objects

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- → verbs with object + infinitive
- \rightarrow object complements
- → finished-result verbs

Revision

•Modals

- → characteristics and peculiarities
- → meanings and use
- Stative verbs
 - → existence, thought, wants, preferences, possession, quality, emotional states, appearance
 - \rightarrow stative *vs* action verbs
- •Pronunciation: -ed verbs and adjectives

•Linkers and discourse markers

- → focusing and linking
- → balancing contrastive points
- → emphasising a contrast
- → logical consequence
- → giving examples
- → generalising
- → structuring
- → adding
- → similarity
- → contradicting
- → summing up

INTRODUCTION TO ECONOMICS

<u>Understanding Economics and its elements</u>

- → extract taken from Adam Smith
- → extract taken from Bernie Sanders
- → extract taken from Lysander Spooner
- → extract taken from Jim Stanford
- → extract taken from Marco Rubio
- → extract taken from Murray Rothbard
- → extract taken from Henry Ford
- → extract taken from Jacque Fresco

Introduction to the Classical School

→ Adam Smith's An Inquiry into the Nature and Causes of the Wealth of Nations: the concept of richness

Economic systems: advantages and disadvantages

- → planned economy: basic features
- → free market economy: basic features

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→ mixed economy: basic features



<u>Audio-visual comprehension</u>

→ "What is Capitalism? Pros and cons of Capitalism. Who is Adam Smith?" (video)
→ And Then There Were None, by Craig Viveiros

Oral comprehension

- → Kate Chopin, *The Story of an Hour*
- → Henry Cuyler Bunner, *The Nice People*
- → Sherwood Anderson, *Hands*

ARGOMENTI INERENTI LE ATTIVITA' DI ORIENTAMENTO TRATTATI

• Esercitazione (written comprehension): "Education in Britain" (competenza: essere in grado di immaginare il futuro) \rightarrow 2 ore

• The importance of economics: comment on economic thoughts" (competenza: conoscere la struttura economica del territorio) \rightarrow 1 ora

• Planned and free market economies. Introduction to the mixed economy" (competenza: conoscere la struttura economica del territorio) \rightarrow 2 ore

Menaggio, 5/6/2024

IL DOCENTE

Prof.ssa Sonia Gagliardi