


Sistema di gestione per la Qualità UNI EN ISO 9001:2015	Modulo lavoro	Pagina 1 di 5	I. I. S.S. "E. VANONI" MENAGGIO 
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ANNO SCOLASTICO	2023-2024
CLASSE	3M
MATERIA	Lingua e letteratura inglese
DOCENTE	Amalia Gagliardi

GRAMMAR COMPETENCES

Relative pronouns


- ❑ functions and uses of relative pronouns
- ❑ *which, who*
- ❑ *which* referring to a whole clause
- ❑ *when, where, why*
- ❑ *whose*
- ❑ *whom*
- ❑ leaving out object pronouns
- ❑ separating a noun from its relative pronoun
- ❑ defining and non-defining relative clauses: differences
- ❑ the role of punctuation
- ❑ use of *that*
- ❑ using relative pronouns with prepositions

Passive forms

- ❑ differences between active and passive structures
- ❑ passive verb forms related to all the active tenses: auxiliary "to be" + past participle
- ❑ agent
- ❑ choices of passive structures
- ❑ verbs with two objects
- ❑ verbs with object + infinitive

Modals:

- ❑ Must: structure and uses
- ❑ Mustn't: structure and uses

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- ❑ Have to: structure and uses
- ❑ Don't have to: structure and uses
- ❑ Can: structure and uses
- ❑ Could: structure and uses
- ❑ Should: structure and uses
- ❑ Ought to: structure and uses
- ❑ Would: structure and uses
- ❑ Will: structure and uses
- ❑ Shall: structure and uses
- ❑ May: structure and uses
- ❑ Might: structure and uses
- ❑ Would you mind ...?
- ❑ How about / what about...?
- ❑ Do you want... /would you like...?
- ❑ To be allowed to
- ❑ To be forbidden to
- ❑ Had better
- ❑ Need
- ❑ Perfect modals: can't have + past participle, couldn't have + past participle, must have + past participle, should have + past participle, may have + past participle, might have + past participle


LITERARY COMPETENCES – TEXT ANALYSIS ESSENTIALS

The basics of poetry

- Differences between stanzas and lines

Rhythm:

- the concept of stress-timing: counting syllables; stressed and unstressed words; primary and secondary stress;
- metre and feet (iamb and trochee feet);
- rhyme schemes and types:

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- rhyming couplet
- alternate rhyme
- enclosed rhyme
- chained rhyme
- near/slant rhyme
- end-line rhyme and internal rhyme
- run-on-line;
- caesura;
- assonance;
- alliteration;
- consonance.

Language devices

- Simile;
- Metaphor (tenor, vehicle, common ground);
- Comparison;
- Oxymoron;
- Paradox;
- Symbol;
- Kenning;
- Allegory.

HISTORY FROM THE ORIGIN


- Pre-Celtic Britain: the Iberians;
- The Celts (farming practices, building techniques, religious beliefs, urban development, language); the Druids; Celtic pyramidal society; the role of women;
- The Romans (Julius Caesar; Claudius, Hadrian; Roman perspective in urban planning and construction; Hadrian's Wall and Antonine Wall; the influence of Latin);
- The Anglo-Saxons (sustenance activities, attitude, communal life in halls and clans; pagan values);
- Christianisation of Britain;
- The Danes;

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- King Alfred the Great and the influence of Wessex;
- The Normans: the Battle of Hastings;
- The consequences of Norman invasion: the Domesday Book, the feudal system;
- Medieval society: the three orders;
- The Anarchy;
- The Plantagenets: Henry II – the scutage, the common law, the power of the Church;
- Thomas Beckett;
- Richard I;
- King John Lackland;
- Magna Charta: textual analysis of most of the clauses;
- Henry III;
- Edward I and Model Parliament;
- Case study: architectural roots
 - Stonehenge;
 - Greek orders;
 - Roman style;
 - Romanesque style;
 - Norman cathedrals and castles (motte-and-baileys, stone-keep castles, concentric castles);
 - Gothic style.

LITERARY OVERVIEW

- The epic poem: features;
- *Beowulf*: a national epic;
- Text analysis: "Putting out at sea", "The hero comes to Heorot", "Beowulf and Grendel: the fight", "Beowulf and the battle against Grendel's mother";
- Contrastive analysis: Beowulf on screen – film version directed by Robert Zemeckis (2007) – analogies and differences between the text and the movie;
- Geoffrey Chaucer;
- *The Canterbury Tales*: plot, frame narrative, style, characters, characterization, themes, Chaucer and women;

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- General Prologue: hints – reading of the passage introducing “The Prioress”.

ARGOMENTI DI EDUCAZIONE CIVICA TRATTATI

The runic alphabet: runes meaning and functions; mother runes.

Magna Charta: analysis of clauses 6, 7, 8, 11, 20, 39, 40, 45, 52, 54, 55, subparagraphs of 61.

Influence on:

- The 1628 Petition of Rights in England;
- The 1679 Habeas Corpus Act in England;
- The 1689 Bill of Rights in England;
- The 1776 Declaration of Independence in the U.S.A.;
- The 1901 Australian Constitution;
- The 1948 Universal Declaration of Human Rights (UNDHR);
- The 1966 International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR).

ARGOMENTI INERENTI ALLE ATTIVITA' DI ORIENTAMENTO TRATTATI

PCTO/project work “Orientamento attivo”: visita a Villa Fogazzaro Roi a Oria in Valsolda.

Menaggio, 07/06/2022

DOCENTE

Amalia Gagliardi