


Sistema di gestione per la Qualità UNI EN ISO 9001:2015	Modulo lavoro	Pagina 1 di 4	I. I. S.S. "E VANONI" MENAGGIO 
	Allegato ML 2-08 PROGRAMMA SVOLTO		

ANNO SCOLASTICO	2023/2024
CLASSE	1^M
MATERIA	LINGUA E LETTERATURA INGLESE
DOCENTE	PROF.SSA SONIA GAGLIARDI

ARGOMENTI SVOLTI

MODULE 1: VERBAL TENSES

Unit 1: the verbs


- Auxiliary verbs
 - *to be*: questions, affirmative and negative forms
 - *to have*: questions, affirmative and negative forms
 - *to be/to have*: simple present
 - *to be/to have*: contracted forms
 - *to have*: the role of got (BE vs AE)
- *To be/to have*: special uses
 - *to be thirsty/hungry/afraid/cold/hot/in a hurry*
 - *to have a shower/a bath/a swim/breakfast/lunch/dinner/fun/a holiday*
- Difference between auxiliary and ordinary verbs
- *There + be* structures
- Modal auxiliary verbs
 - absence of infinitives or participles, absence of –s in the third person singular, auxiliary function

Unit 2: the present simple

- Ordinary verbs
 - questions, affirmative and negative forms
 - third person singular forms
 - the role of *do* as auxiliary and ordinary verb
 - the role of *have* as auxiliary and ordinary verb
- Simple present and adverbs (initial, mid- and end position)
 - *ever, never, always, sometimes, often, usually, rarely/seldom, hardly ever, every week/month/year, everyday, at weekends, once/twice/thrice a day/week/month/year, on Monday/Sunday*
- Stative verbs: *adore, like, love, prefer, hate, don't mind, can't stand*
- Simple present: use
 - permanent situations
 - things that happen regularly, repeatedly or all the time
- Suggestions, proposals, requests, offers: *how/what about ...?, shall we ...?, why don't we ...?, let's ..., imperative, would you like ...?, can I/you ...?*

Unit 3: the present progressive

- Ordinary verbs
 - questions, affirmative and negative forms

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- the *-ing* form
- gerund (particular forms): one-syllable verbs, verbs ending in silent *-e*, verbs ending in *-ie*, two-syllable verbs (stress)
- Present progressive: use
 - around now
- Present progressive and adverbs (initial, mid- and end position)
 - *at the moment, now, at present, these days/weeks/months, today*
- Simple present vs present progressive
- Action verbs vs state verbs

Unit 4: the past simple


- Ordinary vs auxiliary verbs
 - questions, affirmative and negative forms
 - the role of *did* as auxiliary verb
- Regular vs irregular verbs (paradigms)
- Simple past: use
 - short, quickly finished actions and happenings
 - longer situations
 - repeated events
- Regular verbs pronunciation: /id/, /t/, /d/
- *-Ed* adjectives pronunciation: /id/
- Contrasting English and Italian
 - the idea of past actions into Italian (passato prossimo, passato remoto, imperfetto)

Unit 5: the present perfect

- Present perfect: English verbal aspects and tenses
 - questions, affirmative and negative forms
- The role of *have* as auxiliary verb
- The past participle: regular vs irregular verbs
- Present perfect and adverbs (initial, mid- and end position)
 - *ever, never, still, just, already, yet, not...yet, recently, lately, today, so far, before, this week/month/year, it is the first/second ... time, in the past few days/years*
 - *since, for*
- Present perfect: use
 - unfinished events
 - finished events connected with the present
 - finished events with expressions of 'time up to now'
 - repetition and continuation to now
 - time not mentioned
 - result vs process
- Simple past vs present perfect: BE vs AE
- *Been* and *gone* (hints)

MODULE 2: THE SENTENCE

Unit 6: articles, nouns and quantifiers

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- Definite/indefinite articles
The vs a/an: the cases of /ju/, /jʊ/, /w/ phonemes
the cases of clarification and omission
- The plurals (all forms)
- *Wh-* words and alternatives: *who, what, which, when, where, why, how*
- Countable vs uncountable nouns
→ *some, any, much, many, too much, too many, how much, how many, a little, a few, a lot of, lots of, (not) enough*
- Quantity
→ *bottle, box, cup, glass, loaf, packet, carton, slice, piece, portion, serving, pot, can, tin, litre, kilogram*
- Cardinal and ordinal numbers (fractions, percentages, money, temperatures, phone numbers)
- The number 0
- Spoken calculations
- Dates and clock times
- Prepositions of time
→ *in, at, on*

Unit 7: text analysis (audio-visual/oral comprehension)

- Literary texts
 - C. Dickens, *The Child's Story*
 - E. A. Poe, *The Masque of the Red Death*
 - M. Twain, *The McWilliamses and the Burglar Alarm*
 - D. H. Laurence, *Odour of Chrysanthemums*
 - O. Wilde, *The Model Millionaire*
 - O. Henry, *A Cosmopolite in a Cafe*
 - E. A. Poe, *The Purloined Letter*
 - A. C. Doyle, *The Final Problem*
 - J. Joyce, *A Little Cloud*
 - S. Glaspell, *A Jury of Her Peers*
 - W. Cather, *On the Gull's Road*
 - L. M. Alcott, *Scarlet Stockings*
 - A. Quiller-Couch, *The Mystery of Joseph Laquedem*
- Films
 - H. Becker, *Domestic disturbance*
 - C. Viveiros, *And Then There Were None*

ARGOMENTI DI EDUCAZIONE CIVICA TRATTATI

- UDA "Ambiente, storia, vita". Environment and life: the difficult equilibrium between nature and humans. Audio-visual comprehension and comment: "Time-Lapse: Watch Flowers Bloom Before Your Eyes", "Nature Is Speaking", "One Earth", "Seven Billion Dreams. One Planet. Consume with Care", "Are You Eating Plastic for Dinner?" → (2 ore)
- UDA "Ambiente, storia, vita". Life: "The Biology of Lakes and Ponds" (text analysis). Introduction to the presence of freshwater organisms; the abiotic conditions → (1 ora)

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- UDA "Ambiente, storia, vita". Some characteristics and aspects of lakes and ponds (gamification activity) → (1 ora)
- UDA "Ambiente, storia, vita". Life: "The Biology of Lakes and Ponds" (text analysis). The abiotic frame: morphology, sediment conditions, nutrient concentrations, light availability, temperature, ph, oxygen. Organisms: adaptation, survival, colonization → (1 ora)
- UDA "Ambiente, storia, vita". Life: "The Biology of Lakes and Ponds" (text analysis). Organisms living in a lake or pond: specialists vs generalists (competition, protection, reproduction, abiotic constraints). Human-induced disturbances in freshwaters: small-scale and large-scale effects as regards biodiversity (disturbed lakes and ponds) → (1 ore)
- UDA "Ambiente, storia, vita". History: the origins of Limnology. Lexical research about science and Forel's new science → (1 ora)

ARGOMENTI DEL CURRICOLO DIGITALE TRATTATI

- Tech vocabulary (3G and 4G, access point, bandwidth, bluetooth, browser, firewall, GSM, ISP, malware, phishing, server, VoIP) → (1 ora)
- Vocabulary activities (to impact - to transmit - to access - to retrieve - to browse - to disrupt - to infect - to trick - to hand over - to navigate). The concept of digital literacy (text analysis) → (1 ora)
- Vocabulary activity (volatile - embedded - random - to hold - tiny - to leak - to store - to retain - to erase - field). Listening activity: SRAM and DRAM. Audio-visual comprehension: "What is netiquette?" (video) → (1 ora)

Menaggio, 5/6/2024

IL DOCENTE

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