

PROGRAMMA di LINGUA e CULTURA INGLESE Classe I H 2025-2026

Liceo N. Machiavelli, Roma

Ore di lezione: 117

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A) Libri di testo One focus A2 to B1 + mapstore, Pearson

Sono state svolte le Unit dalla 0 (=Foundation Unit) alla 9 e si sono svolti gli esercizi dei workbook (inclusi nello stesso volume) per le stesse unità. I testi verranno completati all'inizio del prossimo anno scolastico. In dettaglio si sono svolti i seguenti moduli:

Module 1: Foundation unit

CONOSCENZE

Funzioni comunicative: Asking for and giving personal information • Understanding and using classroom language • Giving instructions • Making suggestions • Talking about abilities • Talking about possessions • Asking and answering questions about family • Asking and telling the time

Strutture grammaticali: Imperatives • To be • Subject pronouns • Demonstrative pronouns • Plural nouns • Possessive adjectives • Possessive 's • Have / has got • Can / can't • Prepositions • There is / there are

Module 2

CONOSCENZE

Funzioni comunicative Talking about free time activities and routines • Talking about facts, routines, likes and dislikes • Expressing preferences

Talking about the food people like and don't like • Talking about quantity • Ordering food and drinks in a café, Talking about jobs and work • Talking about actions happening at the time of speaking • Describing photos

Strutture grammaticali: • Present Simple: all forms • Adverbs of frequency, Countable and uncountable nouns • Quantifiers - some, any, much, many and a lot • Articles - a/an, the and no article; Present Continuous • Present Simple and Present Continuous

Module 3

CONOSCENZE

Funzioni comunicative: Describing people • Comparing people • Talking about important events in people's life • Talking about clothes • Talking about obligation • Shopping for clothes • Talking about schools • Talking about rules • Giving advice • Talking about the past • Asking for information to organise a school trip

Strutture grammaticali: Comparative and superlative adjectives • Have to / don't have to • Must / mustn't • Should / shouldn't • Past Simple: was / were • Past Simple: could

Past Simple of regular and irregular verbs

Module 4:

CONOSCENZE

Funzioni comunicative: Telling a story, • Talking about wildlife and the countryside • Talking about and predicting future events • Talking about plans • Agreeing and disagreeing, Talking about holiday and transport • Talking about actions that happened some time in the past • Asking for and giving directions • Expressing agreement and disagreement • Making suggestions • Describing places

Strutture grammaticali: • Present Perfect with ever/never • Present Perfect and Past Simple • Present Perfect with for/since

Della parte del testo denominata **Focus on culture** si sono svolte le attività alle seguenti pagine: 158,159,

Della parte del testo denominata **Focus on speaking skills** si sono svolte le attività alle seguenti pagine: 188,189,190,191

Gli studenti hanno visionato video inerenti a: cittadinanza digitale, aspetti della lingua inglese, aspetti e fenomeni relazionali e interculturali

B) Progetti a cui hanno preso parte studenti della classe

- 1) Progettazione UNESCO di Istituto
- 2) Giornata Europea delle Lingue 2025
- 3) Erasmus+ days
- 3) Safer Internet Day
- 4) lavoro al progetto eTwinning "LEAP", in particolare alla bacheca online My EU
- 5) Consultazione di testate nazionali ed estere dell'edicola digitale della scuola MLOL

C) Civic Education

DIGITAL CITIZENSHIP & EUROPEAN AWARENESS

EU Core Values

Students discuss the core values of the European Union through guided class discussion and video clips.

European Day of Languages - Project Work

Students reflect on the question: "What is the best advice you can give someone starting to learn a language?" They compare their ideas with materials and suggestions from the European Day of Languages official website.

Europe and Me - Project Work

The publication *Europe and Me* is shared with the class. Students identify which countries are members of the European Union and create stickers representing the flags of EU countries.

Understanding School Communication and Digital Platforms

Students learn what an Italian school circular ("circolare") is, who signs it, who receives it, and the meaning of DSGA and ATA.

Circular No. 40 regarding access to the school's Microsoft 365 platform is read and discussed. The procedure for accessing the platform is explained, including the use of the school licence on up to five devices, the new authentication procedure, and the educational use of the platform for students and parents.

13.11.25 - Employability by 2030 (Part I)

Students explore megatrends and the skills needed for present and future jobs through *One Focus* (p.158).

13.11.25 - Employability by 2030 (Part II)

Students analyse the top five occupations predicted to experience increased demand by 2030 and create mind maps about the future labour market (*One Focus*, pp.158-159).

SUSTAINABLE DEVELOPMENT GOALS & GLOBAL CITIZENSHIP

25.11.25 - SDGs and Gender Equality

Students learn the English meaning of "OSS" (SDGs - Sustainable Development Goals) and explore Agenda 2030, with particular attention to SDG 5: Gender Equality. On the occasion of the International Day for the Elimination of Violence against Women, students discuss the campaign message *#NoExcuse for online abuse* and log into the UNESCO website.

DIGITAL LIBRARIES & RESPONSIBLE ONLINE BEHAVIOUR (MLOL)

12.1.26 - MLOL Exploration

Students explore the MLOL digital library platform as part of Digital Citizenship activities. They navigate through open educational resources and e-learning collections, including *Crash Course World History*.

13.1.26 - Free Exploration and Presentation

Students freely explore the MLOL homepage and present the activity or resource they enjoyed the most.

15.1.26 - International Month of Education

Students watch selected segments of the interview between Prof. Jeffrey Sachs and Dr. Stefania Giannini (UNESCO Assistant Director-General for Education), with English subtitles. The interview focuses on education as a tool for peace, well-being, intercultural understanding, and sustainable development. Students take notes using keywords and answer guided comprehension questions.

15.1.26 - Secure Passwords and Access

Students receive their MLOL login credentials, access the platform, and change their passwords following guidelines for secure password creation.

19.1.26 - Technology at School

Students collect arguments for and against the use of technology at school and present oral reports based on their experience with MLOL and on the topic "Alternative Education".

20.1.26 - Waldorf Schools and Digital Education

Students compare their own primary school experience with what they have learned about American Waldorf schools and discuss their opinions on the use of technology at school. Using MLOL, students access *The Guardian*, explore part of the front page, identify a news article related to Italy, and continue exploring the platform independently.

22.1.26 - Middle School Reflection

Students compare their middle school experience with the educational approach of American Waldorf schools and discuss the role of MLOL in learning and digital citizenship.

23.1.26 - International Day of Education

Students reflect on their high school experience and compare it with information about India's platform schools, connecting the discussion to SDG 4 (Quality Education).

PEACE, SECURITY & GLOBAL CHALLENGES

26.1.26 - Peace & Security: Building Justice, Trust and Human Dignity

Students read, brainstorm and discuss themes connected to peace, human rights, democracy and social cohesion. Topics include:

- The meaning of peace and security
- The 2025 Global Peace Index
- Human rights and strong institutions
- Racism and discrimination
- Power, governance and corruption
- Inequality and access to resources
- Disinformation, AI and polarization
- Violence and cycles of trauma

Key concepts explored include peace, trust, justice, institutions, conflict, inequality, governance and human dignity.

LITERATURE, HEALTH & EUROPEAN IDENTITY

9.4.26 - Hamnet and SDG 3

Students explore connections between the novel *Hamnet* and SDG 3 (Good Health and Well-being).

16.4.26 - Hamnet and SDG 3 (Part II)

Further reflection on health, well-being and the human experience through literature.

30.4.26 - Hamnet and Europe Day

Students report on the contents of the novel *Hamnet*, on the film adaptation, and on preparations for the celebration of Europe Day 2026.

AGES OF GLOBALIZATION (AoG)

7.5.26 - The Seven Ages of Globalization

Students analyse how human societies have evolved from nomadic hunter-gatherer communities to agricultural societies and modern urban civilizations. The topic is connected to sustainable development, climate change, technological innovation and social organization.

Students explore:

- The spread of Homo sapiens
- The Neolithic Revolution and the birth of agriculture
- Urbanization and social change

- Climate and technological transformations
- Sustainability and resilience in modern societies

The topic is linked to several UN Sustainable Development Goals, including:

- Sustainable Cities and Communities
- Climate Action
- Inclusive and Resilient Societies

Students reflect on the relationship between human history, globalization and the future of humanity.

D) Formative orientation

Students developed writing skills and critical thinking through participation in collaborative online discussions on the topic "*AI and the Future of Education: Your Thoughts*". By commenting on their classmates' posts, students learned to engage respectfully with different perspectives, strengthening both their digital citizenship competences and their ability to express opinions and arguments effectively in English. The activity also promoted collaborative reflection on the impact of artificial intelligence on education and society.

Students also contributed to a Tricider discussion entitled "*AI: Is It Good or Bad?*", where they read central ideas, added arguments in favour and against AI, and evaluated different viewpoints. This activity fostered critical thinking, decision-making skills, and the ability to develop balanced and informed opinions.

As part of project work activities, students explored the Eurostat website, selected significant statistical information, and published short posts about it on the class online wall. Through reading and interpreting Eurostat data, students improved their reading and writing skills while becoming familiar with key European concepts such as the GDPR and data protection.

Students continued reflecting on the GDPR, European values, and responsible online behaviour through reading, writing, and online discussion activities. They were introduced to DIDACTA and worked on interpreting non-linear texts and navigating digital information sources.

European awareness was further developed through press review activities based on articles from *The Guardian* related to the European Union. Students read contemporary articles, selected relevant information, uploaded screenshots, and added captions to the class online wall. These activities were carried out regularly through March and April press reviews, helping students connect classroom learning with current European issues.

Gamification activities also played an important role in orientation and civic education. Students participated in online GDPR quizzes created by classmates from class 2H, developing digital competences and collaborative learning skills through peer education.

The study of *Hamnet* became an opportunity for personal and formative reflection. Students explored themes such as identity, emotions, trauma, vulnerability, self-discovery, and personal vocation. The activities encouraged students to recognize that there is not one single model of success, but many possible life paths and forms of intelligence. Reflecting on how human beings cope with loss and trauma promoted empathy, inclusion, respect for others, and the ability to discuss sensitive topics in a meaningful way.

After collaborative group work, students confidently presented and reflected on complex topics on behalf of their groups, demonstrating responsibility, effective communication skills, clarity in presenting shared ideas, and a solid understanding of the subjects discussed.

Students also reflected on the meaning and importance of celebrating Europe Day and collaboratively outlined the final agenda for the school celebrations. Europe Day activities included various forms of gamification, such as memory games on EU flags created by the students themselves, online quizzes on EU-related topics, and a "Steal the Flag" game with prizes. Students additionally worked on article writing activities describing how Europe Day was celebrated.

Finally, students practiced note-taking and active listening while attending presentations delivered by students from class 2H on the Global Action Days project and their coding activities developed through CoSpaces. These experiences promoted peer learning, collaborative reflection, and greater awareness of digital creativity and sustainability-related projects.

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Alunni

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