



MINISTERO DELL'ISTRUZIONE E DEL MERITO

LICEO NICCOLÒ MACHIAVELLI – ROMA

LINGUISTICO – SCIENZE UMANE – ECONOMICO-SOCIALE

PROGRAMMA SVOLTO

Materia	Lingua e cultura inglese
Classe	1M
Anno scolastico	2025-2026
Insegnante	Prof.ssa Roberta Fonte
Libro di testo	Leonard C. – Freeman M. New Identity A2 to B1 , Oxford

Starter

- **Grammar:** Present simple *be*; possessive adjectives; question words; possessive *'s*; *have got*; definite and indefinite articles; plural nouns; *this/that/these/those*; possessive pronouns; *there is/there are*; *Whose...?*; Imperative; Object pronouns; *can* for ability; adverbs of manner.
- **Vocabulary:** Countries and nationalities; the alphabet; family; jobs; days, months and seasons; ordinal numbers, dates and years; colours; physical appearance; possessions; classroom equipment; abilities.
- **Competences:** Talk about nationality; give personal information; talk about family and appearance; talk about possessions; give and follow instructions; talk about ability.

Unit 1: My time

- **Grammar:** Present simple; adverbs and expressions of frequency; preposition of time.
- **Vocabulary:** Daily routines; smartphones.
- **Competences:** Talk about routines; tell the time; talk about habits and technology.
- **Reading:** *The secret life of pets*; *Mobile phone detox*.
- **Culture. Focus on listening skills:** *Who are the Brits?* - Listening Strategy: Predicting.
- **Communication. Focus on speaking skills:** Meeting people.
- **Trending topics. Focus on reading:** *What does your routine say about you (agenda 2030)*. Reading Strategy: Scanning for numbers.
- **Writing** an informal email.
- **Citizenship:** *My health habits* (Agenda 2030)

Unit 2: My people

- **Grammar:** Present continuous; present simple vs present continuous; *love/like/enjoy/hate* + ing; dynamic and stative verbs.
- **Vocabulary:** Free-time activities; character adjectives.
- **Competences:** Talk about free time; talk about what's happening now and at present; talk about likes and dislikes.

- **Reading:** *Four types of people that we all need in our lives!*
- **Culture. Focus on listening skills:** *We love Manchester* - Listening Strategy: Accents.
- **Communication. Focus on speaking skills:** Agreeing and disagreeing.
- **Trending topics. Focus on reading:** *Are you a house mouse or a party animal?* - Reading Strategy: Cognates and near-cognates.
- **Writing** a personal profile.

Unit 3: My food

- **Grammar:** Countable and uncountable noun *some, any, no; much, many, a lot of, a little, a few; too much, too many; (not) enough; too + adjective; (not) adjective + enough.*
- **Vocabulary:** Food and drink; portions and containers; food adjectives.
- **Competences:** Talk about food and drink; talk about quantity and food.
- **Reading:** *How to fight food waste – with your phone!; Too many hungry people.*
- **Culture. Focus on listening skills:** *Food in Britain* - Listening Strategy: Matching speakers.
- **Communication. Focus on speaking skills:** Eating out.
- **Trending topics. Focus on reading:** *Going vegan: the pros and cons.* Reading Strategy: Skimming for main ideas.
- **Writing** a review.
- **Citizenship:** *My foodprint* (Agenda 2030)

Unit 4: My feelings

- **Grammar:** Past simple *be* and *can*; past simple regular verbs.
- **Vocabulary:** Feelings and emotions; jobs.
- **Competences:** Talk about feelings and emotions; talk about the past.
- **Reading:** *"I couldn't move": the man paralysed by emotion; The many lives of Sarah Edmons.*
- **Culture. Focus on listening skills:** *Inspiring female writers* - Listening Strategy: Listening for details.
- **Communication. Focus on speaking skills:** Showing sympathy and interest.

Unit 5: Winning at any cost

- **Grammar:** Past simple irregular verbs; prepositions of place; *should* for advice.
- **Vocabulary:** Clothes and accessories; adjectives for clothes.
- **Competences:** Talk about clothes and accessories; talk about the past; give advice about videocalls.
- **Reading:** *A history of teen fashion; I want to look good in videocalls. What should I do?*
- **Culture. Focus on listening skills:** *Traditional dress in the British Isles* - Listening Strategy: Understanding the main idea.
- **Communication. Focus on speaking skills:** Shopping for clothes.
- **Trending topics. Focus on reading:** *Fashion revolution: Upcycle your look!* - Reading Strategy: Scanning for key words.
- **Citizenship:** *The ugly truth about fast fashion* (Agenda 2030)

Unit 6: My town

- **Grammar:** Comparative adjectives; (not) as ... as; less... (than); superlative adjectives.
- **Vocabulary:** Transport and travel; places in towns; adjectives for cities.
- **Competences:** Talk about sustainable transport; make comparisons.
- **Reading:** *Dublin from a chair.*
- **Culture. Focus on listening skills:** *Getting around London* - Listening Strategy: Listening for feelings.
- **Communication. Focus on speaking skills:** Making suggestions.

- **Trending topics. Focus on reading:** *Five ideas for more sustainable cities* - Reading Strategy: Matching headings to paragraphs.

Unit 7: My studies

- **Grammar:** *be going to* for intentions and predictions; present continuous for future arrangements.
- **Vocabulary:** School subjects.

Roma, 03/06/2026

L'insegnante
Prof.ssa Roberta Fonte

Gli studenti
