

PROGRAMMA di LINGUA E CULTURA INGLESE

CLASSE 1N a.s. 2025-2026

Docente: Monica Rizzo

Conversation Teacher: Francesca Galli

Textbook: *One Focus A2-B1*, Pearson

0 Foundation Unit

1. In class pp. 10-11 Grammar: Imperatives, *Let's*; Vocabulary: Alphabet, Classroom language
2. I'm from pp. 12-13 Grammar *to be*, Subject pronouns; Vocabulary: Numbers, Age, Countries and Nationalities
3. Favourites pp. 14-15 Grammar: Demonstrative pronouns, Plural nouns; Vocabulary: Colours, Adjectives, Objects
4. My family pp. 16-17 Grammar: Possessive adjectives and pronouns, Possessive's; Vocabulary: Family
5. Abilities pp. 18-19 Grammar: *can/can't*; Vocabulary Common verbs
6. At home pp. 20-21 Grammar: Prepositions, *there is/there are*; Vocabulary: Rooms and Furniture
7. Gadgets pp. 22-23 Grammar: *have got*; Vocabulary: Gadgets
8. Time and Dates p. 24 Vocabulary: Days of the week, Months and seasons, Times, Ordinal numbers

Unit 1 Daily life

pp. 26-27 Collocations – free time; Prepositions – free time

p. 29 Prepositions of time

p. 31 Daily routine

p. 28 Present Simple: affirmative and negative; Adverbs of frequency

p. 32 Present Simple: questions

Listening: p. 29 People's weekend routine

Reading: pp. 30-31 A sporty family

Writing: an informal e-mail pp. 176-177

Speaking: p. 33 Talking about preferences

Unit 2 Food

pp. 36-37 Food and drink; Food containers

p. 39 Cooking verbs

p. 41 Eating out; food adjectives

p. 38 Countable and uncountable nouns; *Some* and *any*; *much*, *many* and *a lot of /lots of*

p. 42 Articles

Listening: p. 39 Food and recipes

Reading: pp. 40-41 Food markets

Writing: an informal e-mail pp. 176-177

Speaking: p. 43 Ordering food

Unit 3 Career choices

pp. 48-49 Jobs; Collocations – *job/work*; *Work* + preposition

p. 51 Collocations – *learn/teach*

p. 53 *Work*

p. 50 Present Continuous

p. 54 Present Simple and Present Continuous

Listening: p. 51 Peace Corps Volunteers

Reading: pp. 52-53 My ideal job

Speaking: p. 55 Describing a photo

Unit 4 People

pp. 58-59 Appearance; Personality adjectives (1)

pp. 62-63 Clothes; Describing clothes; Personality adjectives (2)

p. 60 Comparative and superlative adjectives

p. 64 *have to/don't have to*

Listening: p. 61 Important events

Reading: pp. 62-63 Music and clothes

Speaking: p. 65 shopping for clothes

Unit 5 Education

pp. 70-71 Types of schools; At school

p. 73 School Places; Collocations – school (1)

p. 74 Phrasal verbs; Collocations – school (2)

p. 72 *Must, have to, should*

p. 76 Past Simple: *was/were, could*
Listening: p. 73 Different parts of a school
Reading: pp. 74-75 A different kind of school
Writing: an article pp. 180-181
Speaking: p. 77 asking for and giving information

Unit 6 Sport and activities

pp. 80-81 Types of sport; *do, go, play*; Sportspeople
p. 83 Likes and dislikes
p. 84 Sports competitions
p. 82 Past Simple: affirmative
p. 86 Past Simple: questions and negatives
Listening: p. 83 Giving opinions
Reading: pp. 84-85 Can sport fight against discrimination?
Speaking: p. 87 asking for and giving advice

Unit 7 Science and technology

pp. 92-93 Collocations – technology; Scientific fields and jobs (1); Collocations – science (1)
p. 95 Scientific fields and jobs (2); Collocation – science (2)
p. 97 The temperature
p. 94 Past Continuous and Past Simple
p. 98 used to
Listening: p. 95 Becoming a scientist
Reading: pp. 96-97 Working in Antarctica
Speaking: p. 99 telling a story
Writing: a story pp. 182-183

Unit 8 Nature

pp. 102-103 Natural features; Wildlife; Environmental issues
p. 105 The weather
p. 106 Word families
p. 104 Future with *will*
p. 108 Future with *be going to* and Present Continuous
Listening: p. 105 the weather
Reading: pp. 106-107 Wonderful creatures
Speaking: p. 109 Agreeing and disagreeing

Unit 9 Travel

pp. 114-115 Holidays and accommodation; Transport, Collocations – travel
p. 117 Travel
pp. 118-119 Tourism; Adjectives
p. 116 Present Perfect with *ever/never*; Present Perfect and Past Simple
p. 120 Present Perfect with *just/already/yet*
Listening: p. 117 Travel dialogues
Reading: pp. 118-119 Travelling around the world
Speaking: p. 121 Asking for and giving directions

Unit 10 Home sweet home

pp. 124-125 Inside a house; Describing houses
p. 126 Present Perfect with *for/since* (summer homework)
p. 130 Relative clauses (summer homework)

INCLUSIVE GRAMMAR from p. 300 to p. 344 included + table of irregular verbs p. 298

Esercitazioni Preparazione Cambridge B1 Preliminary Exam:

Class activities of Reading, Writing (an e-mail, an article, a story), Listening and Speaking

CIVICS / UNESCO / e-Twinning

Macroarea A (Costituzione, Legalità, Diritto Nazionale e Internazionale, Solidarietà)

Project L.E.A.P (Languages for Empowerment, Awareness, and Peace)

This project explored how plurilingualism and strong language skills **empower** young people to become active citizens, intercultural communicators, and peace builders in a rapidly changing world. Through collaborative tasks, students taught each other their own language, investigated real-world challenges (such as climate change and social conflict) and reflected on how language, dialogue, and mutual understanding contribute to democratic participation and sustainability.

Participants acted as digital navigators, intercultural mediators, and storytellers, using different languages (their native languages + English) to express ideas, negotiate meaning, and raise **awareness** about global goals, while cultivating respect, dialogue, and **peace**.

The project was linked to:

- **SDG 4:** Promote inclusive and quality education for all
- **SDG 16:** Promote peaceful and inclusive societies
- Garantire un'educazione di qualità equa e inclusiva e promuovere opportunità di apprendimento continuo per tutti
(Obiettivo per lo Sviluppo sostenibile, **OSS 4, OSS 5**)
- Costruire società inclusive, giuste e pacifiche promuovendo la libertà di espressione, la diversità culturale, l'educazione alla cittadinanza globale e la protezione del patrimonio (**OSS 10, OSS 16**)

Final output: in groups students planned and created a poster where they presented their ideas about the importance of plurilingualism and strong language skills to **empower** young people to become active citizens, intercultural communicators, and peace builders and explain the reason **why** they used specific images/photos/slogans. They presented their poster to the class.

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Le Docenti	Le Studentesse e Gli Studenti
Prof.ssa Monica Rizzo	
Prof.ssa Francesca Galli	
