

PROGRAMMA di LINGUA e CULTURA INGLESE Classe 2 H 2025-2026

Liceo N. Machiavelli, Roma

Ore di lezione: 124

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

Sono state svolte le Unit dalla 10 alla 12 del testo già in uso nel primo anno di studio **One focus A2 to B1** e si sono svolti gli esercizi dei workbook (inclusi nello stesso volume) per le stesse unità.

Sono state svolte le Unit dalla 1 alla 6 di **Into focus B1** e si sono svolti gli esercizi dei workbook (inclusi nello stesso volume) per le stesse unità. Il testo verrà completato nel corso del prossimo anno scolastico. In dettaglio si sono svolti i seguenti moduli:

Da One Focus A2 to B1

Module 1

Funzioni comunicative: Confrontarsi su abitudini e opinioni riferite allo shopping, discutere delle proprie abitudini e stili di vita rispetto all'uso di capi d'abbigliamento, riferire delle proprie abitudini in tema di attività fisica, confrontarsi su temi legati alla salute

Strutture grammaticali: Ripasso dei tempi verbali, the passive, quantifiers and indefinite pronouns, first conditional, second conditional
Da Into focus B1+

Module 2

Functions: Talking about photos, describing people's appearance and personality, talking about friends

Grammar: Dynamic and state verbs, present perfect continuous

Vocabulary: clothes and accessories, fashion and style, personality, relationship phrases, compound adjectives, making language less negative or extreme

Module 3

Functions: asking for and giving opinion, agreeing and disagreeing

Grammar: narrative tenses, linkers

Vocabulary: sports, people in sport, sport collocations, phrasal verbs, personal qualities, word families, rituals and routines in sports

Module 4

Functions: asking for and giving advice, talking about travelling, talking about past habits

Grammar: present and past speculation, used to/would,

Vocabulary: means of transport, travel collocations, synonyms for trip, holidays-compound names, air travel, travel-verb phrases, formazione delle parole: aggettivi negativi

Module 5

Functions: describing food, talking about future plans, predictions and conditions, ordering food in a restaurant

Grammar: future forms, future time clauses, future continuous and future perfect

Vocabulary: food, flavours and texture, describing food, food-collocations, fruit vegetables, cooking verbs

Module 6

Functions: expressing and justifying opinions, talking about geography and natural disasters; talking about jobs in medicine, medical problems and health issues

Grammar: articles: no article, a/an or the, non-defining relative clauses; second and third conditionals

Vocabulary: geographical features and measurements, geography-collocations, measurement-word families, climate change, parts of the body, injuries, body idioms

Della parte del testo denominata **Focus on BBC video** si sono svolte le attività alle seguenti pagine: 114

Gli studenti hanno visionato video inerenti a: sostenibilità, aspetti e fenomeni relazionali e interculturali

B) Progetti a cui hanno preso parte gli studenti della classe

1) Progettazione UNESCO di Istituto, Ages of globalization, Global Action Days

2) Giornata Europea delle Lingue 2025

3) Erasmus days

4) Safer Internet Day

5) Progetto eTwinning "Languages for empowerment, awareness and peace"

6) Progetto Erasmus+ KA 121 2025-2026

C) Civic Education

Module: Sustainable Development, Global Citizenship and the United Nations 2030 Agenda

The programme focused on the United Nations 2030 Agenda, Sustainable Development Goals (SDGs), global citizenship, and the Ages of Globalization (AoG) educational resources.

Topics and activities included:

- Introduction to the major challenges facing the world today, particularly those affecting young people (AoG Class 1, Chapter 3). Students developed note-taking skills, discussed global issues, and reflected on professions that can contribute to addressing contemporary challenges.

- Sustainable Development: analysis of the four pillars of sustainable development (prosperity, social justice, environmental sustainability, peace and cooperation) through AoG video lessons and guided discussions.

- SDG 12 - Responsible Consumption and Production: viewing and discussion of a BBC documentary on the environmental and social impact of distressed jeans and the fashion industry.

- Educational visit to the Museo dell'Arte Salvata. Reflection on cultural heritage as a non-renewable resource and its connection with:

SDG 4 (Quality Education)

SDG 11 (Sustainable Cities and Communities)

SDG 12 (Responsible Consumption and Production)

SDG 16 (Peace, Justice and Strong Institutions)

- The Digital Age and Sustainable Development (AoG): the role of digital technologies in education, healthcare, climate action, urban sustainability, and global development.
- Peace, Security, Justice and Human Dignity: analysis of peacebuilding, human rights, strong institutions, racism and discrimination, inequality, governance, disinformation, polarization, and conflict prevention.
- Global Population Growth and Interconnectedness (AoG): challenges and opportunities arising from a world population of eight billion people; historical population growth and globalization processes.
- Sustainable Development Goals as a global strategy to address poverty, inequality, environmental degradation, and conflict; study of the 17 SDGs and their interconnections.
- Global Action Day activities: presentation of students' digital projects on healthy and sustainable nutrition ("The Edible Rainbow").
- Historical perspectives on globalization and peace (AoG): the Silk Roads, the Peloponnesian War, the Age of Discovery, and their relevance for understanding contemporary global challenges and SDG 16 (Peace, Justice and Strong Institutions).
- SDG 13 - Climate Action: causes and consequences of global warming, climate change awareness, and discussion of environmental sustainability.
- Human societies through history: transition from hunter-gatherer societies to agricultural and urban civilizations; relationships between technological innovation, environmental change, and sustainable development.
- Reflection on Europe Day and cultural identity through students' reports on the theatre performance Hamnet and its connections with European values, cultural heritage, and citizenship education.

Methodology:

Video lessons (Ages of Globalization and BBC resources), note-taking activities, guided discussions, oral presentations, collaborative learning, educational visits, and project-based learning.

Main SDGs addressed:

SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals).

D) Formative orientation

The orientation pathway was developed through project-based learning, international collaboration, digital creativity, critical thinking activities, and reflection on future educational and career opportunities.

Topics and activities included:

Intercultural communication and language learning through the eTwinning project "Languages for empowerment, awareness and peace". Students interacted with German partners, contributed to multilingual AnswerGardens, discussed dream jobs, and reflected on effective strategies and digital tools for language teaching and learning. Exploration of future careers through creative activities based on metaphors connected to possible future professions, "What if?" scenarios related to different jobs (journalists, teachers, influencers), and reflection on personal skills, interests, and aspirations. Development of digital, communication, and collaborative skills through participation in online forums, discussions on language-learning apps, democracy, and intercultural dialogue. Critical analysis of artificial intelligence and emerging technologies. Students contributed to collaborative debates ("AI: Is it good or bad?"), evaluated advantages and disadvantages of AI, reflected on AI avatars, deepfakes, disinformation, media literacy, and the impact of artificial intelligence on society and future professional contexts. Participation in international project work on female activists, including research and exchange activities focused on biographies, values, leadership, multilingual communication, women's empowerment, environmental activism, journalism, education, and social change. Development of digital citizenship skills through activities related to online safety, GDPR awareness, responsible use of digital tools, and creation of digital quizzes and educational resources. Use of digital creation platforms (Canva, CoSpaces, Adobe Express, Genially and eTwinning tools) to design presentations, virtual environments, posters, newsletters, digital exhibitions, educational materials, and multimedia products. Reflection on democracy, participation, and active citizenship through the "Cards for Democracy" activities. Students discussed democratic values, shared perspectives, and produced multilingual materials promoting democratic principles. Participation in collaborative projects connected to Global Action Days, sustainable lifestyles, healthy nutrition ("Edible Rainbow"), and environmental awareness. Educational visit to the Museo dell'Arte Salvata, fostering awareness of cultural heritage, civic responsibility, and career opportunities related to culture, communication, education, and heritage protection. Analysis of the theatre performance Hamnet as an opportunity to reflect on personal identity, emotions, resilience, life choices, creativity, and the role of culture in personal and professional development. Participation in collaborative writing, digital publishing, preparation of e-books, creation of presentations, and dissemination events. Development of public speaking skills through oral presentations, project dissemination, peer teaching, reporting activities, and collaborative reflection on learning experiences.

Competences developed:

- Self-awareness and reflection on personal interests, strengths, and future aspirations.
- Communication and public speaking skills.
- Digital competence and responsible use of technology.
- Critical thinking and informed decision-making.
- Creativity and problem-solving.
- Intercultural competence and multilingual communication.
- Teamwork, cooperation, and project management.
- Active citizenship and democratic participation.
- Awareness of educational and professional opportunities in a global and digital society.

Roma, 8.6.2026

Alunni

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