

**Liceo Scientifico “G. Galilei”**  
**“Programma di Lingua e civiltà inglese”**  
**Classe I E – a.s. 2025-2026**  
**Docente: prof.ssa Laura Molinari**

**FUNZIONI LINGUISTICHE E GRAMMATICALI:**

- Revisione e consolidamento delle strutture grammaticali, delle funzioni linguistiche e del lessico acquisite negli anni precedenti negli anni della scuola secondaria di primo grado:  
**Vocabulary**: the alphabet and the spelling; personal presentation; greetings; countries and nationalities; phone numbers; jobs; colours; presentation of other people; parts of the house; furniture; feelings and emotions; numbers, classroom objects; classroom language;  
**Grammar**:  
*Simple present to be (affirmative, interrogative, negative form, short answers); personal subject pronouns; possessive adjectives; questions with who; what, how; where; prepositions of place; articles; pronunciation of “The”; demonstratives (this/that/these/those)*
- Funzioni comunicative, strutture linguistiche, grammaticali contenute nel libro in adozione **Performer B1 Phases**, dalla unit “starter” alla unit 11. Di alcune unit sono state svolte alcune parti (si vedano argomenti indicati sotto). In gran parti delle unit sono state affrontate letture, strutture grammaticali, funzioni linguistiche e vocaboli, integrate anche da appunti e approfondimenti e/o schemi sul quaderno.

Dal libro in adozione: “PERFORMER B1 PHASES” - Third edition vol.1, student’s book + workbook, Zanichelli:

- **“STARTER: “WELCOME UNIT”**

Vocabulary: Nations and Nationalities; physical description of people; Reading: pag 4; personal possessions; numbers; dates, time, directions, vocabulary about the town + workbook

Grammar: *Subject pronouns and possessive adjectives; Auxiliary/modal and ordinary verbs; Be Question words; Have got; Possessive case; Possessive pronouns; Articles: definite and indefinite; Plural nouns; This, that, these, those; There is, There are; Some, any; Prepositions of time; Prepositions of place; Past simple: be; Object pronouns; Imperatives; Can for ability, possibility, permission and requests*

- **UNIT 1 “DAY IN, DAY OUT”**

Vocabulary: Daily routine; My routine; Phrasal verbs; Collocations Idioms; Free-time activities + workbook

Grammar: *Present simple; Adverbs and expressions of frequency; Verbs of like and dislike + -ing; making suggestions: shall; what/how about...?; would you like; Let’s...; why don’t we...?*

Competences for life: Readings comprehension: “Do they have a healthy routine?”, pag. 14; “Cool things to do in London at weekends”, pag. 16-17; Making arrangements: offers and suggestions, pag. 18.“What is it like in a boarding school?”; pag. 19; Oral comprehension: Summerhill. Written production: typical day.

- **UNIT 2 “IT’S A MATTER OF STYLE”**

Vocabulary: Clothes and accessories; What’s your style? Adjectives for clothes and their position; Phrasal verbs, Idioms; Shops and shopping; Prices; Collocations + workbook.  
Readings: “Shopping for teens in London”, pag. 24 + workbook

Grammar: *Present continuous Adjective order Present simple vs present continuous*

Competences for life: Going shopping, pag. 26. Oral interaction.

- **UNIT 3 “MY CUP OF TEA”**

Vocabulary: Food and drink; Yummy breakfast bowls (listening pag. 29; Containers and quantities, pag. 32; The menu, pag. 32+ workbook; ordering food, pag. 34.

Grammar: *Countable and uncountable nouns Some, any, no How much? How many? A lot of / Lots of, much, many, (a) little, (a) few Too much, too many, (not) enough*

Competences for life: Oral interaction. Reading workbook “zero hunger”, pag.198.

- **UNIT 4: “THIS IS US”**

Vocabulary: Family, pag. 43; Celebrations pag. 46; capital letters and punctuation, pag. 49 + workbook

Grammar: *Past simple: regular verbs; Past time expressions; Past simple: irregular verbs (libro + quelli di Grammar in progress); Double genitive*

Competences for life: Oral production: growing up in a multi-ethnic or multicultural family; Oral comprehension and oral interaction: Types of families. Readings comprehension: Cultures and celebrations, pag. 46; Hogmanay, pag. 47; Oral production.

- **UNIT 5: “GET IN THE GAME”**

Vocabulary: Sports; Are you competitive?; Sports equipment, pag. 56; Phrasal verbs, pag. 56; Collocations; Idioms; how to describe a picture (schema sul quaderno) + workbook.

Grammar: *Past simple: modal verbs; Subject and object questions; Adverbs of manner; linkers for linking ideas*

Competences for life: Sports for teenagers; Reading comprehension: Who knows these sports?, pag. 56-57; Oral production; Team sports or individual sports? (wb)

- **UNIT 6: “THAT’S ENTERTAINMENT!”**

Vocabulary: Expressing opinions; Films and TV series. Description of a picture: pag. 75. Vedi anche “how to describe a picture” (appunti quaderno)

- **UNIT 7: “BE YOURSELF!”**

Vocabulary: Personality; Positive and negative adjectives; synonyms. Idioms; Feelings and emotions; definitions: pag.79, 80, 82 + workbook

Grammar: *Comparisons of majority, equality and minority; Comparisons of (in)equality; Superlatives*

Competences for life: Teens and emotions; Oral interaction: Your emotions. Reading comprehension: “Teen types”, pag. 80-81.

- **UNIT 8: “THERE’S NO PLACE LIKE HOME”**

Vocabulary: Parts of the house and furnishings, pag. 89; different parts of the house and different types of houses, pag.92

- **UNIT 9: “A JOB FOR ME”**

Vocabulary: Vocabulary:Jobs, green jobs of the future, pag. 99 + workbook

Grammar: *future tense and different types of future: to be going to/will/ present continuous, simple present for timetables.*

Competences for life: Oral interactio and written production about personl future.

- **UNIT 10 “WHAT A TRIP!”**

Vocabulary: holidays; means of transport, definitions, pag.117, pag. 120-121; 122-123 + workbook

Grammar:*the future tense present continuous for arrangements; will and its use*

Competences for life: Reading Comprehension: Copenaghen, pag.. 118; oral interaction (language functions) pag. 119.

- **UNIT 11 “MOTHER EARTH”**

Vocabulary: the natural world, pag. 129, pag. 138, + wb; differen landscapes: seaside, mountains, countryside (quaderno); the weather, pag. 132 + Workbook

Grammar:*zero and first conditional*

Competences for life: Oral interaction:\_how to describe a picture about a landscape (quaderno); Reading Comprehension: “The future of the Amazon Forest”, pag.139.

**\*EDUCAZIONE CIVICA e Didattica Orientativa:**

lavoro svolto ad inizio anno sull'accoglienza. “My fears and expectations for the new school year”: preparazione del cartellone e confronto dei dati. Questionario sugli stili di apprendimento. Momenti di riflessione a fine anno.

**STRUMENTI DI LAVORO**

-testi in adozione (cartaceo e digitale)

-lettore CD/Lim

-materiale integrativo cartaceo e/o digitale

**TESTI IN ADOZIONE**

- “PERFORMER B1 PHASES” - Third edition vol.1, student’s book + workbook; di M. Spiazzi, M. Tavella et al., ediz. Zanichelli
- Nel corso dell’anno le “Unit” proposte sono state integrate da fotocopie/materiale fornito dall’insegnante.
- Inoltre, a supporto del lavoro svolto sul testo in adozione, per ulteriori esercitazioni ed un approfondimento di carattere lessicale e grammaticale, si sono svolte le unità più appropriate del testo di Grammatica (ad es. Irregular Verbs) sul testo:

- L. Bonci; S. M. Howell “GRAMMAR IN PROGRESS”, CONCISE, 4th edition, ediz. Zanichelli

Erba, 4 giugno 2026  
La docente

Prof.ssa Laura Molinari

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I rappresentanti di classe:

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