I.S.I.S. “L. da Vinci – G.R. Carli- S. de Sandrinelli
Dirigenza e Sede amministrativa via Paolo Veronese, 3 - 34144 Trieste - Tel. 040 309210 - 040 313565
Sede di Via Armando Diaz, 20 - 34124 Trieste - Tel. 040 300744 - C.F. 80020660322
e-mail: tsis001002@istruzione.it - tsis001002@pec.istruzione.it - Sito web: www.davincicarli.edu.it

A.S. 2025-2026 - CLASSE: 2^S - PROGRAMMA SVOLTO
DISCIPLINA: Lingua inglese
INSEGNANTE: prof. Andrea Valenti

Obiettivi della disciplina in termini di competenze

Competenze da sviluppare
Competenza in uscita n° 4: Acquisire informazioni sulle tradizioni culturali locali utilizzando strumenti e metodi adeguati. Illustrare le caratteristiche della cultura locale e nazionale di appartenenza, anche a soggetti di altre culture. **Competenza in uscita n° 5**: Utilizzare la lingua straniera, in ambiti inerenti alla sfera personale e sociale, per comprendere i punti principali di testi orali e scritti; per produrre semplici e brevi testi orali e scritti per descrivere e raccontare esperienze ed eventi; per interagire in situazioni semplici e di routine e partecipare a brevi conversazioni. **Competenza in uscita n° 7**: Identificare le forme di comunicazione e utilizzare le informazioni per produrre semplici testi multimediali in contesti strutturati, sia in italiano sia nelle lingue straniere oggetto di studio, verificando l’attendibilità delle fonti.

Moduli didattici realizzati

M01: Life on a Desert Island (Routine & Creativity)	
Conoscenze	**Abilità**
Vocabulary: Daily routine, nature and island life (desert island, sea, forest, insects, beach), lifestyle preferences, creative objects.	Talk, write and listen about alternative lifestyles, habits, and daily routines in an unusual environment.
Grammar: Present simple (affirmative, negative, and question forms), short answers (Yes, I do / No, she doesn't), Wh- questions (Why, What, How).	Ask and answer questions about daily life and routines using the correct auxiliary (Do/Does) and third-person singular inflections.
Culture & Communication / Task: Reading comprehension and Interview Role Play (Journalist vs. Survivor).	Read for specific information, cooperate in pairs to conduct an interview, invent a creative object, and present a short

	written summary to the class.

M02: Past Mysteries and Ghost Stories (Past Simple Review)	
Conoscenze	**Abilità**
Vocabulary: mystery and crime clues, places and settings (classroom, library, forest road, haunted house), descriptive adjectives (dusty, nervous, scared), actions and sounds (whisper, scream, break, steal, tear).	Talk, write and listen about past events, accidents, scary experiences, and mysterious situations in a clear chronological order.
Grammar: Past simple of regular and irregular verbs (affirmative, negative, interrogative forms), past simple of to be (was/were), question words, sequence and time markers for past events.	Ask and answer questions about past actions using the correct auxiliary and irregular past forms.
Task context: text analysis (true/false, multiple choice), vocabulary matching and gap-filling, logical reconstruction of stories in groups, personal text evaluation (choosing an alternative ending), and short creative writing about a local ghost story.	Analyze text clues in groups to solve a logical puzzle, express personal preferences about a story's conclusion with brief justifications, and write a short narrative about a haunted place using specific emotional and environmental vocabulary.

M03: Storytelling through Fairy Tales (UDA)	
Conoscenze	**Abilità**
Vocabulary: fairy tales characters and settings, child animation keywords, visual thinking and storyboard terminology, emotional and action verbs.	Comprehend short narrative texts in English and identify fundamental narrative sequences such as settings, characters, problems, and resolutions.
Grammar: Narrative tenses and structures for simple storytelling, descriptive adjectives for characters and scenes, sequencing connectors for narrative order.	Summarize English texts in a simple and clear written form through captions and speak about story elements within a group.
Task context: text comprehension of short fairy tales, group brainstorming, sequence analysis, creation of drawing storyboards with English captions, and final debriefing on	Transform a written story into a visual presentation, collaborate in teams with specific roles to solve creative problems, and design educational, inclusive materials

childcare and socio-sanitary applications.	suitable for child animation in socio-sanitary contexts.

M04: Actions in Progress in the Past	
Conoscenze	**Abilità**
Vocabulary: contemporary verbs of action, physical movements and everyday activities, spatial prepositions for picture description, environmental details.	Read and understand a textbook narrative focused on past actions, identifying background situations and events in progress.
Grammar: Past continuous (affirmative, negative, and interrogative forms), short answers, contrast between past continuous and past simple with time clauses.	Ask and answer questions about what people were doing at a specific moment in the past using the correct auxiliary forms.
Task context: textbook reading comprehension exercises, grammar mechanics and drills, analysis of a visual scene, and oral or written description of actions in progress within a specific image.	Analyze a picture or a visual scene to describe simultaneously occurring actions, linking visual elements with appropriate past continuous structures.

M05: Cultural Identity	
Conoscenze	**Abilità**
Vocabulary: cultural habits and traditions of Anglo-Saxon countries (United Kingdom, United States, Canada, Australia, New Zealand), country-specific items, descriptive and emotional adjectives, cross-cultural terminology, glossary words.	Read and understand specific informational texts about the cultural identity and traditions of different Anglo-Saxon countries. Identify main facts, explicit details, and specific cultural meanings from a multi-text reading selection.
Grammar: Present simple for cultural facts, general statements and universal truths, wh- question words for textual analysis, adverbs and connectors for comparison and reasoning.	
Task context: reading comprehension of text sets about different anglophone cultures, open-ended textual analysis, vocabulary practice and gap-filling, short reflective writing	Discuss the concepts of tolerance, open-mindedness, and curiosity, and collaborate to identify practical behaviors for showing respect toward different cultural traditions. Express

about a local tradition for a foreign audience, and critical reflection on civic values and intercultural respect.	personal opinions and write short narrative/descriptive passages about a native tradition or unusual cultural habit using proper supporting questions.

M06: Future Plans, Ambitions and Professions	
Conoscenze	**Abilità**
Vocabulary: jobs and professions, workplaces and professional duties, verbs of ambition and career choice, time expressions for the future.	Talk and write about future intentions, personal ambitions, and professional preferences using the appropriate future forms.
Grammar: Be going to for future intentions and predictions based on evidence, Present continuous for future arrangements and fixed plans, contrast between different future structures.	Distinguish between personal plans or resolutions and officially arranged events or appointments in the future.
Task context: explanation and analysis of future tenses, lexical exercises on professions, creative writing tasks about personal resolutions, planning of a hypothetical schedule, and descriptive writing about a preferred career path.	Write structured passages to express life goals and prospective choices, organize a daily and weekly personal agenda, and describe the main characteristics and motivations behind a favorite job.

M07: St George's Day, Shakespeare and the Globe Theatre	
Conoscenze	**Abilità**
Vocabulary: literary genres and theatrical terms (playwright, tragedies, comedies, masterpieces, audience), poetic structures (sonnets, quatrains, couplet), historical and cultural symbols (patron saint, legend, flag, groundlings).	Read, analyze, and understand historical, legendary, and biographical texts concerning national symbols and literary figures of English culture.
Grammar: Past simple for historical biography and chronological events, passive voice structures for descriptions and factual recordings, specialized prepositions for physical and digital exploration.	
Task context: reading comprehension with open-ended questions about history and legends, cloze text activities with specific literary vocabulary, true/false textual verification,	Identify specific details about the structure of Elizabethan sonnets and the main themes addressed by William Shakespeare, such as friendship, love, and the passage of time. Formulate complete written answers using information derived from

paired digital WebQuest with smartphone research, and analytical focus on the architectural features and cultural impact of the Globe Theatre.	a text and from targeted online searches. Collaborate in pairs to navigate digital resources, extract specific cultural and historical facts from a virtual context, and deduce connections between past traditions and modern cultural legacies.

M08: My Eco-Friendly Habit (Civics)	
Conoscenze	**Abilità**
Vocabulary: environmental protection and sustainability keywords, eco-friendly habits and actions, common everyday objects, recycling materials.	Understand short, simple guidelines regarding environmental care and sustainability in daily life.
Grammar: Present simple for regular actions, habits and personal routines, causal clauses with connectors like because or to infinitive to express purpose and explanation.	Express a personal habit and state its purpose or importance using a single, clear sentence structure in the present tense.
Task context: reading and analysis of simple sustainable guidelines, selection of personal ecological behaviors, creation of a digital mini-slide, and integration of concise text with representative visual elements or drawings.	Produce a basic digital slide or visual presentation combining text and graphics to communicate a positive message about civic duty.

Mediazione didattica	
Metodologie	**Ambienti di apprendimento**
Lezione frontale e partecipata Cooperative learning Flipped Classroom Debate e discussione guidata	Aula scolastica
Strumenti	**Verifiche**
Computer Libri di testo Lavagna interattiva multimediale Audiovisivi Risorse online Classroom	Prove scritte Verifiche orali

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Libri di testo adottati
Identity, A2 to B1, C. Leonard, Oxford University Press Materiale fornito dal docente

Trieste, .. giugno 2026

Firma del docente