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Programma svolto

Anno scolastico:	2022/23
Classe/i	5^D RIM
Materia:	Lingua e civiltà Inglese
Docente:	Simonetta Pelagalli
Risorse:	Libro di testo: Urbani - Marengo - Melchiori, <i>Get into Business</i> , Rizzoli Education, Milano, 2018, pp. 408. Materiali integrativi come indicato.

Moduli disciplinari

Unit 1	Jobs and Careers
Time	Sept/Oct
Objectives	<ul style="list-style-type: none">· Practise vocabulary and grammar in context.· Listening: Understand people describing a job.· Speaking: Talk about one's work experience (<i>esperienza PCTO</i>).· PowerPoint presentation about the student's work experience.· Reading: Finding information on a website about jobs and careers.· Writing: A report about one's work experience.· Reflect on the strengths and weaknesses of one's work experience.· Reflect on one's skills, attitudes and career projects.

Activities	<p>Listening: 'Five people talk about their jobs' Online resource in 'LearnEnglish Teens' by BritishCouncil. Link: https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/work</p> <p>Listening: 'Interview to a student who has just completed his work experience'. (Extra resource)</p> <p>Reading: <i>Get into Business</i>: CV p. 118-119, 121; cover letter, pp. 124-125; useful expressions in a cover letter, p. 126.</p> <p>Reading: 'Work experience report'. (Extra resource)</p> <p>Speaking: Questions and answers about the student's work experience.</p> <ul style="list-style-type: none"> · Where did you do your work experience? · What do you know about the company? · How long did your work experience last? · Who was your supervisor or tutor? · What was his/her role? · Was the environment healthy and safe? · Was the environment welcoming/ confronting/ stimulating? · What was your role? · What did your tasks consist of? · Did you work alone or within a team? · How did you get on with your co-workers? · What were your working hours? · Did you find the job interesting? · Do you feel that you developed new skills? · What do you think you have learnt from this experience? · Would you recommend the workplace to other students? · Would you like to work in the sector in the future? Why? Why not? · How did this experience influence your decision on what to do in the future?
Assessment	<p>Speaking: Talk about your work experience, the skills you developed and your future plans.</p> <p>PowerPoint presentation about one's work experience.</p>

Unit 2	Graphs, tables and charts
Time	November
Objectives	<ul style="list-style-type: none"> · Practise vocabulary and grammar in context. · Revise numbers and percentages. · Revise and expand vocabulary related to trends and statistics. · Listening: Understand economic news. · Speaking: Present and compare graphs. Speak about the main trends and focus on significant features. · Reading: An article reporting data on economic or social trends. · Writing: The description of a line graph. · Support ideas and opinions with objective data.
Activities	<p>Vocabulary revision and expansion:</p> <ul style="list-style-type: none"> · types of graphs (line graph, bar chart, pie chart, histogram, flow chart, table, diagram); · verbs describing trends (increase/ decrease, go up/ go down, rise/ fall, boom/ slump, remain stable, etc.); · prepositions and percentages (to rise by 3% a year; a rise of 1.5% in inflation; to rise to + number). <p>(Extra resource)</p> <p>Vocabulary: 'Visual communication. Graphs, tables, and charts'. <i>Get into Business</i> pp. 160-161, 163. Extra resource.</p> <p>Video listening: 'Presenting business information using charts and graphs' by ABC Australia on Youtube.com. Link: https://www.youtube.com/watch?v=L0Mr-O9AGmw</p> <p>Listening: Short dialogues containing dates, numbers, and graphs. (Extra resource)</p> <p>Reading / Writing: 'A summary of a line graph. Describing a graph about music buying habits'. Online resource in Learn English Teens by BritishCouncil. Link: https://learnenglish.britishcouncil.org/skills/writing/b2-writing/a-summary-of-a-line-graph</p> <p>Reading / Writing: 'Describing a bar chart. Describing a chart about sales of computers and smartphones'. Online resource in Learn English Teens by BritishCouncil.</p>

	<p>Link: https://learnenglishteens.britishcouncil.org/skills/writing/b1-writing/describing-a-bar-chart</p> <p>Task: European Statistical Recovery Dashboard by Eurostat. Select two or more countries, select a topic, create the graph, adjust the span of time. Compare trends.</p> <p>Link: https://ec.europa.eu/eurostat/cache/recovery-dashboard/</p> <p>Overview of the website Our world in data. Link: https://ourworldindata.org/ > Browse by topic</p>
Assessment	<p>Reading: 'World population is now 8 billion, according to UN'. BBC online article. Link: https://www.bbc.co.uk/newsround/63632981</p> <p>Writing: Describe a graph and compare trends.</p>
Unit 3	Marketing
Time	November/December
Objectives	<ul style="list-style-type: none"> · Practise vocabulary and grammar in context. · Understand an article about marketing. · Develop a marketing strategy of a given product.
Activities	<p>Listening: 'Business idea' in Ello.org. Link: https://www.ello.org/english/Mixer076/T081-Business.htm</p> <p>Listening: 'SWOT analysis. Strength Weaknesses Opportunities Threats'. (Extra resource). Reading: 'SWOT analysis'. (Extra resource) 'Strength and weaknesses refer to the product and are considered internal factors. The external factors, referring to the marketplace, are opportunities and threats'.</p> <p>Reading: 'The difference between marketing and selling' in <i>Get into Business</i>, p. 280. Exercises, pp. 286-287.</p> <p>Reading: 'The marketing mix. Product. Price. Place/Placement. Promotion' in <i>Get into Business</i>, pp. 281-283.</p>

	<p>Reading: 'The marketing mix. Product. Price. Placement. Promotion. People' (Extra resource)</p> <p>Reading: 'The marketing mix'. In: BBC.co.uk. Link: https://www.bbc.co.uk/bitesize/guides/z4wtmfr/revision/1</p> <p>Reading: 'Marketing strategies and techniques'. In: <i>Get into Business</i>, pp. 288-289.</p> <p>Reading: 'Advertising media. Promoting products' in <i>Get into Business</i>, pp. 296-297.</p> <p>Revision - Image: Maslow's Hierarchy of Needs. Pyramid of basic needs by Abraham Maslow (1943) (Extra resource)</p>
Assessment	<p>Questions and answers:</p> <ul style="list-style-type: none"> · What is a SWOT analysis? · What does the definition 'marketing mix' refer to? <p>Worksheet: 'The marketing mix. Marketing a new product.' (Extra resource)</p> <p>Task: Choose a product and devise a marketing strategy based on the example. Consider the following aspects:</p> <p>Product: · What product or service is it? · Is it new or already present in the market? · What is the advantage given by the product or service?</p> <p>Placement: · What about distribution and delivery?</p> <p>Promotion: · How would you advertise it?</p> <p>Price: · What about price? · Would it be in line with the market? · Would you apply special deals or discounts under certain conditions?</p> <p>People: · Who are the customers? · Who are the competitors? · Are there any employees in direct contact with customers? (sales assistants, sales people, customer support agents, customer service assistants)</p>

Unit 4	The European Union
Time	Jan/Feb
Objectives	<ul style="list-style-type: none"> · Practise vocabulary and grammar in context. · Listening: Understand someone describing the EU. · Speaking: Talk about the most important moments in the history of the EU. · Reading: Understand an article about the European Union. · Writing: Summarize an article about the EU. · Understand the historical context when the European Union was created. · A Citizenship and Civic Education Module (<i>Educazione Civica</i>)
Activities	<p>BASIC FACTS AND DATA</p> <p>Reading: 'The EU in brief' <i>Get into Business</i>, pp. 310-311.</p> <p>Listening and Reading: 'What is the European Union?' (Extra resource)</p> <p>Map: 'The EU at a glance. The Schengen area'. In the brochure 'A Short Guide to the EU' by the European Commission, p. 8.</p> <p>HISTORY OF THE EU – KEY TREATIES – DECISION-MAKING INSTITUTIONS</p> <p>Reading: 'Main steps' in <i>Get into Business</i>, pp. 316-317.</p> <p>Reading: 'History of the European Union. Brexit'. (Extra resource)</p> <p>A timeline: 'EU milestones', in <i>A Short Guide to the EU</i> by the European Commission, pp. 24-25.</p> <p>Reading: 'Twelve historic steps' in <i>Europe in 12 lessons</i> by the European Commission, pp. 10-15.</p> <p>'The History of the European Union: a Cooperation/Integration Process'. (Extra resource).</p> <p>Poster: 'The Treaties of the European Union from Paris to Lisbon: 1951-2022' by the European Council (www.consilium.europa.eu).</p> <p>Poster: 'The European Union. A Union of law' (key treaties)</p>

	<p>by the European Council (www.consilium.europa.eu).</p> <p>Video listening: 'How does the EU work? CNBC Explains' by CNBC International. Link: https://www.youtube.com/watch?v=9eufLQ3sew0&t=112s</p> <p>Reading: 'Who does what? The European Parliament. The Council of the European Union. The European Commission'. In <i>A Short Guide to the EU</i> by the European Commission, pp. 27-28.</p> <p>Reading: 'How does the EU work? The Council of the European Union. The European Parliament. The European Commission'. The decision-making institutions, in <i>EU facts and figures</i> by the Council of the European Union, pp. 11-19.</p> <p>Reading: 'Aims and values of the European Union' in: www.european-union.europa.eu > Principles and values > Aims and values</p>
Assessment	<p>Writing: A report on the European Union. Include the most important historical steps and treaties, the most important institutions, its aims and values.</p>
Unit 5	Banking and finance
Time	March/April
Objectives	<ul style="list-style-type: none"> · Practise vocabulary and grammar in context. · Listening: Understand someone talking about banks and finance. · Reading: Understand an article about banking and finance. · Speaking: Interact in a dialogue at the bank. · Speaking and Writing: Report on the Wall Street Crash of 1929.
Activities	<p>Vocabulary revision: 'Types of banks' in <i>Get into Business</i>, p. 248. 'Banking services' in <i>Get into Business</i>, p. 249.</p> <p>Vocabulary: current account, to open a bank account, to withdraw money, credit card, cash card, bank card, loans and mortgages, leasing, to give advice, to provide a consultancy, home banking, to make an appointment with the bank manager.</p>

	<p>Dialogue: 'At the bank' in <i>Get into Business</i>, ex. 4 p. 251. Phrases in Speaklanguages: www.speaklanguages.com > Phrases > At the bank.</p> <p>Video listening: 'Learn How to Speak English at the Bank' by Bob the Canadian in Youtube.com.</p> <p>Reading: 'Finance' in <i>Get into Business</i> pp. 258-259. Definitions: What is finance? What is profit? What is gross profit?</p> <p>Reading: 'The Stock Exchange' Vocabulary: Stock Exchange, Stock Market, shares or stocks, shareholders, stock brokers, bonds (<i>obbligazioni</i>), securities (<i>titoli</i>), listed companies. in <i>Get into Business</i>, p. 260</p> <p>Reading: 'When finance goes wrong. Speculations. Bubbles. Crashes' (Extra resource)</p> <p>The Stock Market Crash of 1929</p> <p>Reading: 'The Stock Market Crash of 1929' (Extra resource)</p> <p>Reading: 'The end of prosperity'. Link: https://www.bbc.co.uk/bitesize/guides/zcb4srd/revision/1</p> <p>Reading: 'Germany and the Depression, 1929-1933' Link: https://www.bbc.co.uk/bitesize/guides/zcwxdm/revision/3</p> <p>Photo and document: 'Migrant Mother' by Dorothea Lange, 1936.</p>
Assessment	<p>Speaking: At the bank. Writing: The Wall Street crash of 1929. Causes and consequences.</p>
Unit 6	Society matters
Time	Through the year to May/ June
Objectives	<ul style="list-style-type: none"> · Reinforce language structures. · Expand vocabulary.

	<ul style="list-style-type: none"> · Practise the language in context. · Explore additional and/or complementary topics.
Activities	<p>Reading: 'Welfare state'. (Extra resource)</p> <p>Reading: 'Free and regulated markets'. Market economy, planned economy, mixed economy. (Extra resource)</p> <p>Reading: 'Young people's rights'. (Extra resource)</p> <p>Reading: 'The new market on the Net' (Extra resource)</p> <p>Reading: 'Green marketing' (Extra resource)</p> <p>Reading: 'Microcredit. Ethical banks. Microfinancing' (Extra resource)</p> <p>Speaking: Using the telephone</p> <p>Listening and Speaking: 'Dealing with phone calls' in <i>Get into Business</i>, pp. 164-165.</p> <p>Functional language: https://www.speaklanguages.com/english/phrases/using-the-telephone</p> <p>Last part of the school year:</p> <p>Revision of topics. Speaking and writing practice.</p>
Assessment	<p>Listening: Understand the main points of a speech about current events/economics and finance.</p> <p>Speaking: Summarize and present a topic.</p> <p>Reading: Understand an article about economic trends.</p>

Altre attività inerenti alla lingua inglese

06/05/2022	Prova delle competenze. UDA interdisciplinare. Inglese: ' <i>Job interview. Questions and answers</i> '
27/02/2023	Simulazione delle prove INVALSI.
06/03/2023	Prova INVALSI di Inglese.

Trieste, 09/05/2023