

**ISTITUTO D'ISTRUZIONE SECONDARIA SUPERIORE "FIANI - LECCISOTTI"**

**TORREMAGGIORE (FG)**

**Programma svolto – LINGUA E CIVILTÀ INGLESE**

**A.S. 2021/2022**

**CLASSE: 3 A AFM**

**DOCENTE: Prof.ssa Daniela Coppola**

**LIBRO DI TESTO:**

- Bowen, Cumino, *Think Business Plus*, DeA Scuola/Petrini

<b><u>BUSINESS, FINANCE AND MARKETING</u></b>	
<b>UNIT 1 THE ECONOMIC ENVIRONMENT</b>	<ul style="list-style-type: none"><li>- Production: goods and services, needs and wants;</li><li>- Factors of production;</li><li>- Sectors of production;</li><li>- The Supply Chain;</li><li>- Economic Systems;</li><li>- Economic indicators: the GDP and the GNP;</li></ul> <p><i>In the News: Uk Films on a Role</i></p>
<b>UNIT 2 GLOBAL TRADE</b>	<ul style="list-style-type: none"><li>- Commerce and Trade</li><li>- Home trade;</li><li>- International Trade</li><li>- Import and export;</li><li>- Visible and Invisible Trade;</li><li>- The BOT and the BOP;</li><li>- E-commerce companies and classification;</li><li>- Inequalities in trade.</li></ul>
<b>ASKING FOR AND GIVING OPINIONS  WORK-RELATED SKILLS</b>	<ul style="list-style-type: none"><li>- Asking for and giving opinions;</li><li>- Agreeing and disagreeing;</li><li>- Asking for and making suggestions.</li></ul>
<b>DESCRIBING TRENDS AND CHARTS  WORK-RELATED SKILLS</b>	<ul style="list-style-type: none"><li>- Describing trends: describing the direction of a trend, describing the speed of a trend;</li><li>- How to read graphs, describing the extend of a trend;</li><li>- Describing pie charts and bar charts: focus on vocabulary and phraseology;</li><li>- Expressing opinion and forecasting using charts.</li></ul>
<b>UNIT 3  BUSINESS STRUCTURE AND</b>	<ul style="list-style-type: none"><li>- Business Structures: sole traders, partnerships (limited and unlimited), limited companies, co-operatives;</li></ul>

<b>ORGANISATION</b>	- Franchising and Multinationals.
---------------------	-----------------------------------

<b><u>INTO WORK</u></b>	
<b>UNIT A METHODS OF COMMUNICATION</b>	- Types of Communication: methods of communication – visual, oral, and written communication.
<b><u>VISUAL COMMUNICATION</u>  WORK-RELATED SKILLS</b>	- How to interpret and describe signs and pictures (must/mustn't, have to/don't have to, should/shouldn't).
<b><u>ORAL COMMUNICATION</u>  WORK-RELATED SKILLS</b>	<p><u>Simulating Phone calls:</u></p> <ul style="list-style-type: none"> <li>- Starting a phone call;</li> <li>- Asking to speak to someone;</li> <li>- Leaving a message;</li> <li>- Saying goodbye;</li> <li>- Simulating a phone call.</li> </ul> <p><u>TARGET ORIENTATED ACTIVITY</u></p> <p><u>Presenting a company:</u></p> <ul style="list-style-type: none"> <li>- Speaking about your own company through a multimedia work</li> <li>- Explaining and presenting the logo, the slogan, the catalogue and the price list;</li> <li>- Showing trends and charts regarding sales and products;</li> <li>- Writing emails to customers.</li> </ul>
<b><u>WRITTEN COMMUNICATION</u>  WORK-RELATED SKILLS</b>	<ul style="list-style-type: none"> <li>- Types of messages</li> <li>- Reading and Writing Business: e-mails and letters;</li> <li>- Parts of an e-mail;</li> <li>- Netiquette: examples of netiquette mistakes.</li> </ul>

<b><u>PROGETTO DI EDUCAZIONE CIVICA IN PCTO</u></b>	
<b>2030 Agenda – Goal 12 – Responsible Consumption and Production</b>	
<p>Attraverso lo studio di video e documenti online, la classe ha creato manifesti e poster inerenti il Goal 12 dell'Agenda 2030 "Responsible Consumption and Production" tramite la piattaforma online <i>Canva</i>. Sulla base delle informazioni raccolte e studiate, in collaborazione con la 3B AFM, gli studenti hanno sviluppato un questionario sulla piattaforma online <i>Kahoot</i>. Il questionario è stato somministrato ad entrambe le classi.</p>	

Torremaggiore,

Gli studenti

La docente