ISTITUTO D'ISTRUZIONE SUPERIORE
"CARLO PIAGGIA"
Amministrazione Finanza e Marketing / Turismo / Sistemi Informativi Aziendali
Liceo Scientifico Sportivo / Liceo Artistico Audiovisivo-Multimediale
Corso serale: Amm.ne Finanza e Marketing / Liceo Artistico Audiovisivo-Multimediale
Via Giannessi, 5 - 55049 Viareggio (Lu) Tel: 0584/38561 Fax: 0584/3856250
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Classe: 5A AFM
Disciplina: Lingua inglese
Docente: Diletta Zavattaro
A.S.: 2025 - 2026
Libri di testo:

- "Business for the future - building skills in a sustainable world", AA.VV., Zanichelli, 2023
- "Optimise B1+", Student's book and workbook, AA.VV., MacMillan, 2017
- "1984", G. Orwell, Black cat - Cideb, 2022

Metodologie e strumenti: tramite attività di gruppo, *cooperative learning*, lezione frontale classica e partecipata, *flipped classroom*, studio individuale, attività laboratoriali, esercitazioni mnemoniche e altre metodologie, sono state svolte attività per il potenziamento dei quattro assi linguistici di produzione, ricezione, interazione e mediazione, con attenzione specifica alla microlingua di indirizzo. Si è fatto uso del libro di testo cartaceo, con integrazioni di tipo digitale (LIM, audio, video, PDF) e cartaceo. Durante tutto l'anno scolastico si è proceduto al ripasso delle principali strutture grammaticali e delle principali formule linguistiche, in coerenza con il livello B1+/B2 del Quadro Comune Europeo di Riferimento per la conoscenza delle lingue.
Tipologie di verifica: verifiche diagnostiche, formative e sommative somministrate durante l'anno scolastico, in forma di verifiche orali, di ascolto, di comprensione di lettura e di produzione scritta, ma anche di correzione delle attività assegnate per casa e di lavori realizzati in coppie o piccoli gruppi.

PRIMO QUADRIMESTRE	
settembre	**Module 1: the crisis-control loop** - "UK and US history", their politics and institutions - "1984", G. Orwell: book and script reading *Students developed cultural and historical awareness by studying UK and US political systems and institutions. Reading 1984 by Orwell built critical thinking, literary analysis skills, and the ability to reflect on themes such as surveillance, propaganda, and individual freedom — connecting literature to real-world political contexts.*
ottobre	**Unit 3: Enquiring** - Contract of sale and sales terms - Incoterms and their history - General info on methods of payment, business transaction steps - How to write an enquiry and replies *This unit focused on business English and commercial correspondence. Students learned key trade vocabulary and developed written production skills by drafting enquiries and replies, gaining competence in formal register and the conventions of business communication.*

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novembre	**Unit 4: Ordering** - Documents in international trade (customs declaration, invoice) - Customs procedures within and outside the EU - How to write an order, a confirmation, a negative reply and a counteroffer, a modification or a cancellation *Students deepened their knowledge of international trade documentation and EU/non-EU customs procedures. They practised writing orders and other types of trade communication — strengthening their ability to handle transactional correspondence accurately and professionally.*
dicembre	**Unit 5: Delivering** - Logistics and its sectors - Transport and key factors - How to write a complaint and how to answer to it *The focus shifted to logistics, transport modes, and supply chain factors. Students developed the ability to write complaints and respond to them, building both persuasive and diplomatic writing skills, as well as problem-solving language in a professional context.*
gennaio	**Unit 6: Banking** - The banking system, main types of banks - Money and credit - Services to private and to businesses *Students acquired knowledge of the above mentioned topics, building their financial literacy in English and expanding their specialist vocabulary in the banking sector.*

SECONDO QUADRIMESTRE	
febbraio-marzo	**Module 3: Finance** - The stock exchange and commodities (with AI simulator) - Great economic crises of the 21st century (Wall Street crash, Great Depression, 9/11 attack, Dotcom bubble, Covid19) *Students used an AI-powered finance simulator developed through Claude to consolidate the knowledge gained in the module: they could explore stock exchange dynamics, simulate investment decisions, and analyse the impact of major economic crises in an interactive environment, reinforcing both their financial vocabulary and their ability to interpret economic data in English. This strengthened their analytical and expository skills alongside historical and economic awareness.*

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marzo-aprile	**Goal 8 of Agenda 2030: decent work and economic growth** - Key targets for 2030 (growth and productivity, achieve full employment for all, protection and sustainability - Persistent issues, inequality and external threats - The sub-targets *By studying decent work and economic growth targets, students developed awareness of global sustainability issues, inequality, and employment challenges. They built the competence to discuss social and economic policy topics in English, connecting classroom learning to real-world global goals.*
aprile	**Module 4: Understanding the EU: institutions, values and policies** - EU origins and currency - Political and non political institutions - Open issues in the EU *Students gained knowledge of EU origins, the euro, political and non-political institutions, and current challenges. This developed civic competence and the ability to describe and discuss institutional frameworks in English.*
maggio	**Final unit: Training in oral exams and for the real world** - Role plays on full trade experiences (units 3, 4, 5) - PCTO and travel experiences - Analysing job advertisements - Interviews *Students practised presenting their PCTO (work placement) and travel experiences They also engaged in role plays covering full trade experiences, integrating the skills acquired in Units 3, 4, and 5. These role plays required students to manage an entire commercial transaction in English, combining negotiation and problem-solving skills in realistic scenarios.*

I/Le rappresentanti di classe

Federico Fabbrini

Andrea Malo

La docente

prof.ssa Diletta Zavattaro