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PROGRAMMA SVOLTO

Anno scolastico : 2018-2019		
Docente: Alessandra Martinelli	Classe: 5BT Indirizzo TURISMO	Disciplina: Lingua straniera inglese 3 ore settimanali

Testi in adozione:

- "TRAVEL AND TOURISM" , D. Montanari, A. Rizzo, PEARSON
- "GET INSIDE LANGUAGE", M. Vince, G. Cerulli, M. Muzzarelli, D. Morini, MACMILLAN

MODULO	CONTENUTI ANALITICI
NR. 1 UNIT 2: TRANSPORTATION	<p style="text-align: center;">Dal libro in adozione: "TRAVEL AND TOURISM", ed. Pearson</p> <p><u>AIR TRAVEL</u></p> <p>KNOW-HOW -At the airport -Airlines and flights -Booking an e-ticket</p> <p>VOCABULARY -The airport -The aeroplane</p> <p>PROFESSIONAL COMPETENCES -At the check-in desk (listening) -Understanding on board announcements (listening) -Writing a letter of complaint and acknowledgement</p> <p><u>LAND AND SEA TRAVEL</u></p> <p>KNOW-HOW -Railroad travel: the "Iron Horse" -Road travel: coaches, buses and cars -Water travel</p> <p>VOCABULARY -Transport by rail and road -Transport by sea</p> <p>-INTEGRAZIONE CON VIDEO tratti dal seguente sito web: www.youtube.com</p>

	<p>-“Airlines explained: how plane ticket prices are formed” -“Car rental tips - How to get the best deal on rental cars”</p>
<p><u>NR. 2</u> UNIT 3: ACCOMODATION</p>	<p><u>SERVICED ACCOMODATION</u></p> <p>KNOW-HOW -From inns to hotels: the development of the hospitality industry -Types of serviced accommodation -Hotel grading -Comparing and selecting accommodation</p> <p>VOCABULARY -Hotels</p> <p>PROFESSIONAL COMPETENCES -Taking a booking on the phone (listening) -Writing letters of booking and confirmation -Creation of a <u>leaflet</u> to promote a hotel using a template downloaded from the following open-source website: https://www.canva.com/templates/</p> <p><u>SELF-CATERING ACCOMODATION</u></p> <p>KNOW-HOW -Types of self-catering accommodation -Caravans, camping and motor home parks -Holiday homes and hostels</p> <p>VOCABULARY -Accommodation and location</p> <p>-INTEGRAZIONE CON VIDEO tratti dal seguente sito web: www.youtube.com -“Real English for staying at a hotel”</p>
<p><u>NR. 3</u> UNIT 4: RESOURCES FOR TOURISM</p>	<p><u>NATURAL RESOURCES</u></p> <p>KNOW-HOW -Travel destinations and climates -Coastal resources – Barbados -Mountain resources – The Valais -Protecting natural resources: national parks – Yellowstone</p> <p>VOCABULARY -At the seaside -In the mountains -Sport activities</p> <p>PROFESSIONAL COMPETENCES -ESSAY WRITING: “Is tourism always a good thing? Analyse the positive and negative impact that tourism may have on the environment and the local communities” -Writing a CIRCULAR LETTER – PAIR WORK: the students are given cards with different holiday destinations and have to write a circular letter</p>

	<p>to promote them. List of destinations: <i>The Maldives; Madagascar; honeymoons in the Caribbean; Iceland; St. Moritz; Chamonix-Mont Blanc; French Polynesia; New Zealand; Tuscany countryside; Cinque Terre National Park.</i></p> <p><u>HISTORIC, CULTURAL AND MANMADE RESOURCES</u></p> <p>KNOW HOW</p> <ul style="list-style-type: none"> -Past and present resources -An urban resource: Milan’s highlights -An archaeological resource – Stonehenge -A cultural and historic resource: museums - Louvre <p>VOCABULARY</p> <ul style="list-style-type: none"> -In the city -Monuments and historical buildings <p>PROFESSIONAL COMPETENCES</p> <ul style="list-style-type: none"> -<u>Describing a city</u> (writing) <p>-INTEGRAZIONE CON VIDEO tratti dal seguente sito web: www.youtube.com</p> <ul style="list-style-type: none"> -“Ecotourism – A Sustainable Way to Travel” -“Stonehenge prehistoric monument”
<p><u>NR. 4</u></p> <p>UNITS 6-7 HOLIDAY DESTINATIONS</p>	<p><u>NATURE AND LANDSCAPES</u></p> <p>KNOW-HOW</p> <ul style="list-style-type: none"> -The British Isles in a nutshell -The USA in a nutshell -Exploring national parks <p>VOCABULARY</p> <ul style="list-style-type: none"> -The language of promotion and advertisements <p>PROFESSIONAL COMPETENCES</p> <ul style="list-style-type: none"> -<u>ARTICLE WRITING</u>: “How important is it, for tour operators and activity providers, to keep up with emerging trends and what, in your opinion, could be innovative solutions to reach new customers who like to combine responsible travel with authentic and inspirational experiences?” -<u>TRAVEL ITINERARIES</u>: -A driving tour – Route 66: a drive itinerary into the heart of America -<u>TRAVEL ITINERARY – PAIR WORK</u>: the students are given cards with different tour destinations and have to create a travel itinerary using Power Point and present it to the class. <p>List of destinations: <i>California: a driving tour from San Francisco to Los Angeles; U.S. National Parks (Yosemite, the Grand Canyon and Monument Valley); U.S. East Coast (Boston, New York, Philadelphia, Washington); the Republic of Ireland; Northern Ireland; Edinburgh and the Scottish Highlands; the South of England; the North of England; Canada (Toronto, Niagara Falls and the Great Lakes); the Australian Outback.</i></p>

	<p><u>GREAT CITIES</u></p> <p>KNOW-HOW -Exploring New York – The city of superlatives</p> <p>-INTEGRAZIONE CON VIDEO tratti da “Business Expert” ebook, risorse online – libro liquido: “Colorado River, the Grand Canyon and Yosemite” (Unit 7)</p>
	<p>Percorso interdisciplinare: planning an itinerary in a holiday destination: Lake Garda – nell’ambito di una UDA interdisciplinare relativa alla “promozione turistica del territorio del Garda”</p>

In aggiunta al materiale offerto dai libri di testo in adozione, sono state fornite alcune fotocopie, tratte da diverse grammatiche o da websites dedicati all’apprendimento linguistico, per approfondire **argomenti relativi al registro e alla morfo-sintassi** incontrati nei brani di linguaggio tecnico analizzati. Gli argomenti trattati, in particolare, sono i seguenti:

1. Linking adverbs, conjunctions and prepositions.
2. Register: formal / informal language, writing a formal / informal letter.
3. Esercizi misti di ripasso grammaticale: articolo “the” con nomi di luoghi/ elementi geografici, preposizioni di tempo e di luogo, comparativi e superlativi, tempi verbali del presente, passato e futuro, passivo, verbi modali, pronomi e avverbi relativi.

Nel secondo pentamestre, la classe ha inoltre partecipato al progetto “**conversatore madrelingua**”, seguendo lezioni di conversazione/approfondimento linguistico con la docente madrelingua **Mary Salt** una volta alla settimana. Le lezioni, nello specifico, si sono concentrate su diverse aree:

1. Preparazione al test **INVALSI** con esercitazioni focalizzate sullo sviluppo delle competenze di listening e reading a livello B1 e B2. Simulazioni utilizzate per la preparazione: https://invalsi-areaprove.cineca.it/docs/2019/Grado_13_Esempi_Domande_Inglese.pdf
2. Approfondimento di aspetti relativi alla geografia, civiltà, attività turistiche di alcuni paesi di lingua inglese. Nello specifico, è stata trattata la sezione del **MODULO 4 “Nature and landscapes”** relativa a England and Wales, Scotland, and Ireland.
3. Alcune nozioni fondamentali sulla tematica interdisciplinare: **The European Union and Brexit**

Brescia , 30/05/2019

Firma docente

Firma studenti
