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# DIDACTIC TOOLS

**K.C.1\_Literacy competence**

Cpia 1 Palermo



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## LEARNING UNIT 1

### Cultural heritage

## Activity 1

The **UNESCO** defines the interculturality as «a society animated by different cultures that interact in a relationship of mutual exchange safeguarding their respective identities».

This richness cannot be ignored in the activities: this is how interculture acts as a base, overlaps and intersects with our teaching unit.

The theme of interculturality then overlaps with the knowledge of cultural and environmental heritage and the conservation of the related material. Culture becomes a laboratory of memory for the knowledge of cultural heritage and its conservation and enhancement.

Living in a city means to know it deeply and try to own it, to find the space that is best suited to one's needs and to know how to safeguard it.

We propose some activities to reach these needs.



## ADOPTING A MONUMENT

### Activity 2

#### Different types of cultural heritage

Choose whether the photo is an example of **tangible** or **intangible heritage** and whether the image is an example of **natural** or **cultural heritage**.

In some cases, an area could contain both features.

Circle the answer below each photo.



Tangible  Intangible  Cultural  Natural



Tangible  Intangible  Cultural  Natural



Tangible  Intangible  Cultural  Natural



Tangible  Intangible  Cultural  Natural



Tangible  Intangible  Cultural  Natural



Tangible  Intangible  Cultural  Natural



Tangible  Intangible  Cultural  Natural



Tangible  Intangible  Cultural  Natural

### Activity 3

#### Different types of cultural heritage

What is Archaeology?

Look at the images and choose whether the photo is an example of **architectural** or **archaeological** heritage.



Architectural  Archaeological



Architectural  Archaeological



Architectural     Archaeological



Architectural     Archaeological

### Activity 4

## Identification of a country or a people through its cultural heritage

Frequently, a country or city can be **identified** through its heritage.

Look at the two photos:



Do you think of **Paris, France** and **ancient Egypt**?

**What kind of heritage would make someone think about the United States?**



Image A



Image B



## Activity 5

### City-Cultural heritage

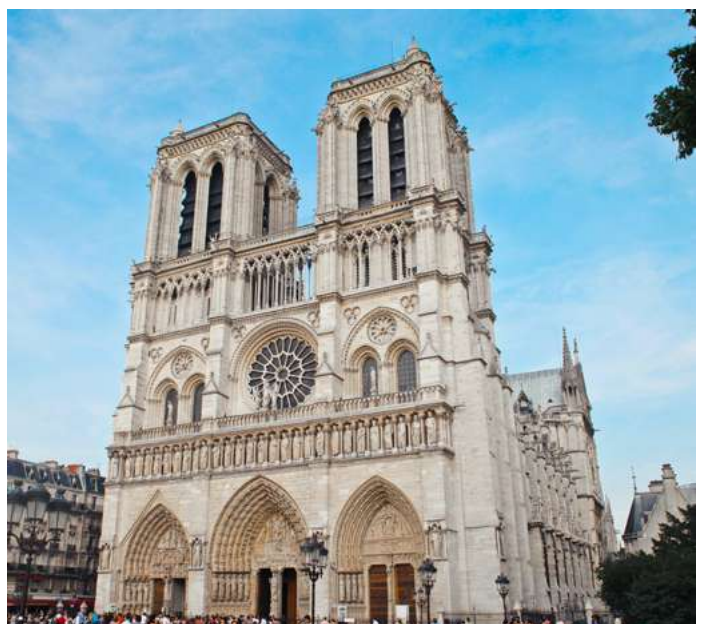
Think about this... in an urban context what monuments or things of interest can you find? What sights?

Write some words of typological classification of the historical-artistic heritage on the board and discuss them with the class. Share these images with the class.

#### Monumental complexes



#### Public, private and religious buildings (churches, theatres, townhalls...)



Castles, villas and historical houses



Statues and fountains



Fortified architectures (Towers and walls)



Activity 6

Learn to describe a cultural heritage

How can you describe it? Complete with appropriate adjectives



old

young



- UNIQUE
- ANONYMOUS
- ORIGINAL
- HISTORICAL
- ANCIENT
- MODERN

**Activity 7**

**The evocative power of image in a work of art**

Look at the images: what do they remind you of?



- a) An elegant embroidery
- b) A beautiful sunflower
- c) A square

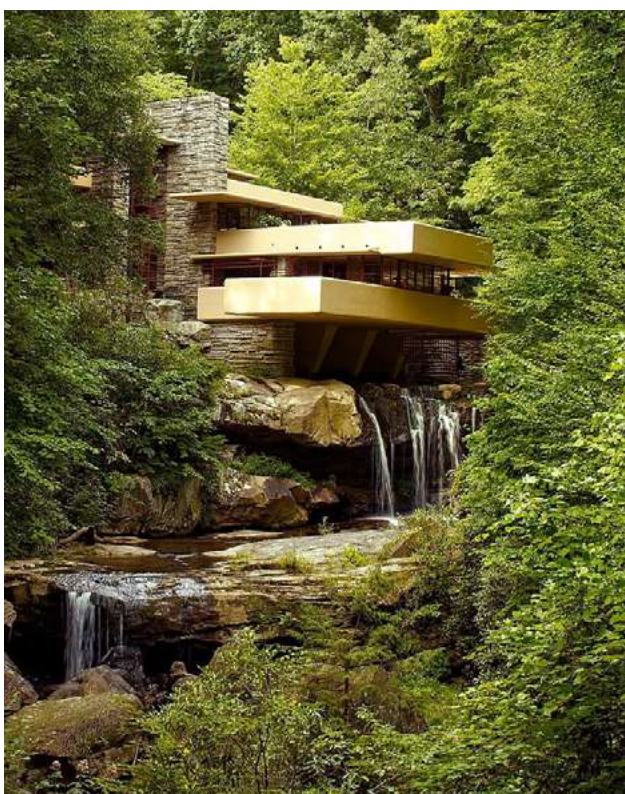


- a) Nothing
- b) A typical country house
- c) A nice shoe

**Activity 8**

**Look at Fallingwater (Frank Lloyd Wright)**

What's left in your mind?



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**Activity 9**

**Complete the diagram using the suitable adjectives**

**You can enter two adjectives for each answer**

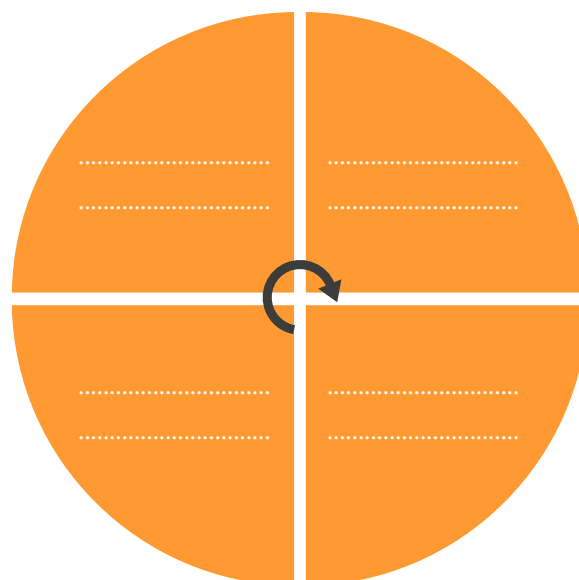


WORTHLESS	VALUABLE	IMPRESSIVE	AMAZING
INSIGNIFICANT	INTERESTING	UNFORGETTABLE	ASTOUNDING

**Activity 10**

**Now take a minute and think about adjectives' meaning in a level progression**

**Enter the adjectives in the correct order**



## Activity 11

### Fill in the blanks

Visiting Dresden today, it's difficult to conceive of the utter destruction it suffered during the Second World War. Dresden remains a major cultural centre of ....., owing to the city's destruction in World War II.

In 2004 Dresden became a Unesco ..... but in 2009, UNESCO removed Dresden's Elbe Valley from its World Heritage List due to the building of the Waldschlösschen Bridge, described as 'a four-lane bridge in the heart of the ..... which meant that the property failed to keep its outstanding universal ..... as inscribed.

Nevertheless, tourist numbers are up and the region's nickname of 'Silicon Saxony' reflects its reputation as a hugely important high-tech industrial centre (microelectronics and nanotech, for example). At the same time, more classic Dresden buildings have been rebuilt and restored, meaning that alongside its reputation as a hugely important high-tech capital, it has to some degree retained its ..... as Florence on the Elbe.

VALUE	WORLD HERITAGE SITE	HISTORICAL MEMORY	CULTURAL LANDSCAPE	REPUTATION
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## Activity 12

## 1. Cultural heritage is eternal.

- True
- False

## 2. Decay is:

- A slow process of degradation
- A slow process of restoration
- A period of 10 days
- A period of 10 years

## 3. What are the causes of the degradation and/or destruction of the monuments in the photos?



A



B



C



D

- Wars, vandalism
- Animal excrements
- Natural events (atmosphere agents, earthquakes, landslides, volcanic eruptions)
- Pollution

**4. Fill in the blanks**

Heritage is ..... and cannot be replaced if .....  
 or .....

Armed conflicts in the World have resulted in the destruction of many .....  
 and .....treasures. These ..... objects are now lost  
 forever.

People can only be able to see them in pictures. Other threats to ..... and  
 ..... heritage sites include natural disasters, weather, erosion, pollution,  
 deforestation and other human caused or natural events. In some cases, conservation  
 efforts can ..... heritage sites.

ARCHAEOLOGICAL	CULTURAL	TANGIBLE HERITAGE	UNIQUE	DESTROYED
NATURAL	RESTORE	HISTORICAL	DAMAGED	MONUMENTS

**5. UNESCO makes a list of important natural and cultural sites only in European Countries.**

- True
- False



**6. Identifying World Heritage Sites**

- Use the interactive map to locate World Heritage sites in Europe and in the World <https://whc.unesco.org/en/interactive-map/>
- Find World Heritage Sites located in your own Country and in the region where you live now.
- Fill the boxes below

NAME OF THE WORLD HERITAGE SITE	YEAR OF INSCRIPTION IN THE WORLD HERITAGE LIST	COUNTRY/REGION	TYPE OF SITE (CULTURAL, NATURAL OR MIXED CULTURAL AND NATURAL)



## LEARNING UNIT 2

### City and public services

## Activity 1

The L.U. focuses on the personal experiences of travelling and on the different ways to travel.

- How many times do you travel in one year?
- What is your favourite mean of transport? Train, bus, airplane, walking, car, ship...?
- Do you like travelling?

## Activity 2

1. Match the sentences of the right column with the sentences of the left column

1	The cost or the price	...	Bus ticket
2	The kind of transportation	...	Day ticket
3	The place where you buy it	...	Free ticket
4	The kind of journey	...	Ticket machine

2. Read the text and fill in the blanks.

At the ticket office:

**Passenger:** Good morning. Where can I get the bus to the train .....

.....: The bus ..... is near the exit, on the left.

**Passenger:** Can I buy the ..... here?

**Ticket clerk:** Yes, sure. What ..... of ticket do you want?

**Passenger:** I need a ticket to the ..... station. How much is it?

**Ticket clerk:** It's \$3. We have a ..... ticket too.

**Passenger:** Oh! How ..... is it?

**Ticket clerk:** It's \$4. You can ..... all day across the whole city on all the bus routes.

**Passenger:** Ok, a day ticket sounds good. Here's \$5.

**Ticket clerk:** Here's your ticket, and \$1 .....

**Passenger:** Thank you very much.

**Ticket clerk:** Have a nice day!

TICKET CLERK	MUCH	TICKET	STOP	TRAIN
STATION	KIND	DAY	TRAVEL	CHANGE

3. Choose the correct word to fill the blank

- Can I ..... (get/have) a ticket?
- Can I ..... (get/bring) in the bus?
- Where can I ..... (buy/find) the bus ticket?
- How much .....(is/goes) the bus ticket?
- The bus stop .....(is/does) over there.

**4. Match the sentences of the right column with the sentences of the left column**

1	If you want to go to the beach but you don't have much money	...	you need to wait at the bus stop.
2	If you want to go to the park with your mum, dad, brother and sister	...	you need to buy a cheap ticket.
3	If you are in Paris and you want to fly to Rome	...	you can buy a family ticket.
4	If you want to catch a bus	...	you need to buy a plane ticket.

**5. Match the sentences of the right column with the words of the left column.**

1	If you want to go to the beach but you don't have much money, you need to buy a	...	bus stop.
2	If you want to go to the park with your mum, dad, brother and sister, you can buy a	...	plane ticket.
3	If you are in Paris and you want to fly to Rome, you need to buy a	...	cheap ticket.
4	If you want to catch a bus, you need to wait at the	...	family ticket.

### Activity 3

#### 1. Match the pictures with the correct descriptions.

Pictures of transportation. What is it? Look at the picture and read the description.

**Example:**



*In a little town by the sea, a group of people are waiting at the bus stop. The bus is arriving.*

Now observe the following pictures and match them with the correct descriptions.



- A group of small boats are moored by the quay.
- A light railway train transports passengers through the city over a railway bridge.
- It's winter. The train is arriving round the bend, while the passengers are waiting on the platform.
- There are two yellow buses on the road. Some people are waiting on the sidewalk, others are waiting on the steps.
- Two planes are on an airport runway. The passengers' luggage is being transported in small yellow vehicles.
- A container ship is waiting to leave the dock, full of cargo.

## 2. Reading and understanding a short text.

### National Geographic Expedition travels

130 years ago *National Geographic Expedition* was founded on the belief in the importance of exploration, now it operates hundreds of trips each year, spanning all seven continents and more than 80 destinations.

National Geographic Expeditions span the globe and reflect its travellers' interests.

They travel on land, aboard small ships, along classic train routes, and in the comfort of a private jet, and they offer special trips for photographers, students, families, and independent travellers.

When you travel with them on an expedition, you enjoy boundless opportunities to be surrounded by natural wonders and exotic wildlife, to explore celebrated archaeological sites, to learn about different cultures and share in local traditions.

An expert team accompanies most expeditions, sharing their knowledge and passion for a region and making each experience enriching and unforgettable.

Each of the National Geographic Journeys itineraries blends hands-on exploration with opportunities to forge human connections with people we meet all around the world. Usually limited to 16 or fewer travellers, these tours offer more free time and choices with the structure and security of traveling in a small group.

National Geographic Family Journeys are designed for families with children aged seven and up. Each trip is led by two guides who are specially trained to engage with young travellers, and features interactive activities inspired by National Geographic's expertise in photography and storytelling, wildlife, history, geography, and more.

Families enjoy enlightening experiences, the freedom to explore, and quality time together - and return home with a renewed sense of wonder.

#### Read and mark if the sentence is true or false:

1. National Geographic Expedition operates hundreds of trips each year with more than 80 destinations.  T  F
2. National Geographic Expedition travel on land, aboard small ships, along classic train routes and in private jet.  T  F
3. Tourists and students accompany most expeditions, sharing their knowledge and passion for the regions.  T  F
4. During the exploration it's more difficult to forge human connections with met people all around the world.  T  F
5. It is not possible travelling in a small group or with children.  T  F

## Activity 4

**Listening and understanding videos on transport in the city or in the country.**

***Buying a train ticket***

<https://www.youtube.com/watch?v=FY9eQfdc9Gk>

**1. Listen and mark if the sentence is true or false**

- |  |   |
|--|---|
| 1. The woman wants to go to London.                      | <input type="checkbox"/> T <input type="checkbox"/> F |
| 2. The woman is buying a bus ticket.                     | <input type="checkbox"/> T <input type="checkbox"/> F |
| 3. The man is buying a ticket from the ticket clerk.     | <input type="checkbox"/> T <input type="checkbox"/> F |
| 4. The woman is buying a ticket from the ticket machine. | <input type="checkbox"/> T <input type="checkbox"/> F |
| 5. The ticket clerk is a woman.                          | <input type="checkbox"/> T <input type="checkbox"/> F |
| 6. The man wants to go to Cardiff.                       | <input type="checkbox"/> T <input type="checkbox"/> F |

**2. Answer the questions**

1. Where does the woman want to travel to?

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2. How much does her ticket cost?

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3. What day does the man want to travel to Cardiff?

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4. What time does his train arrive?

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## LEARNING UNIT 3

### Myths

### Activity 1

The myth is a tale that was born in the past from the need to give an explanation of the origin of the world, of humanity and of different aspects of reality. The myth takes shape from the human need to discover the secrets of what exists and happens around us, such as natural phenomena (rain, lightning, storms) or feelings (hate, love).

We can find several stories linked to the myths in every continent: Africa, America, Asia, Europe, Oceania.

One of the best known myths in the world is linked to the Greek people and greek culture. The myths can combine scientific elements with fantastic ones: i.g. the names of the planets of the solar system descend from Greeks and Romans.

One of the main and most spread myths is linked to the story of the world, of the heaven, earth and sea; this is the myth of Uranus and Gea.

### Activity 2

#### 1. Multiple choice

A. Put in order of size, from the smallest to the largest: the sun, the moon, the earth:

- sun, earth, moon
- sun, moon, earth
- moon, earth, sun

B. When did the earth and the solar system originate?

- 5 billion of years ago
- 50.000 years ago
- 10 million of years ago

#### 2. True or False

- A polytheist is a man/woman who believes only in one God  T  F
- The stars are planets of the solar system  T  F
- It is possible to live on the sun  T  F
- Greeks created the myths because they weren't able to explain the natural phenomena  T  F

**3. Match the elements with their characteristics (2 matching for every elements):**

..... .....	Wind	A	it's a source of life, comes into the sea
..... .....	Fire	B	it is solid and luxuriant
..... .....	Water	C	it is a purifying and vivifying element
..... .....	Earth	D	it is liquid and penetrates the depths of the earth
..... .....		E	it welcomes life and nourishes it
..... .....		F	it cannot be grasped and represents the cosmic breath
..... .....		G	it contains within itself the principle of life, which springs from its energy
..... .....		H	is the vital energy we breathe, without which it would not be possible to live

**4. Fill in the blanks with the words in the boxes (there are 2 words more)**

Millions and millions of years ago, there was ..... only in the world. The first thing that comes out of Chaos was ..... , the heaven. Then took shape Gea, the .....

Uranus and Gea got married and had many children. First came the Ecatonchiri who had ..... and 50 heads. Uranus at a certain point had a great ..... : his children might one day rebel against him.

Then he decided to ..... them all into Hell. Gea cried and she did not resign herself to..... her children in Hell, so she persuaded the Titans to rebel in Uranus and to go to free the brothers who were in Hell.

So, the Titans go to free their brothers: one of them, seems stronger than the others and Gea gives to Cronos, the ..... brother a very sharp steel sickle and Cronos assaults his father Urano who runs away, dives into the sea and disappears on the waves. Crono ..... the ruler of the world.

THROW	URANUS	50 HANDS	FEAR	STRONGEST	BECOMES
EARTH	100 HANDS	HAVE	CHAOS	CLEVER	

**Activity 3**

**1. Multiple choice**

- A. Why do we not see the same constellations in the different seasons looking at the sky?
- The sky revolves around the sun
  - Constellations rotate around the earth
  - The earth revolves around the sun

B. What is the Moon?

- A Planet
- A Satellite
- A Star

2. True or False

- The sun is at the center of the universe  T  F
- The sun is a star  T  F
- The Moon shines with its own light  T  F
- All planets in the solar system are inhabited  T  F

3. Match the elements with their characteristics (2 matchings for every element):

..... .....	Sun	A	It is a set of stars
..... .....	Earth	B	It revolves around the Earth
..... .....	Asteroid	C	It shines with its own light
..... .....	Constellation	D	They caused the black spots (craters) we see on the moon
..... .....	Moon	E	It is located in the center of the Solar System
		F	It is a rock mass that wanders in space
		G	It is a rocky planet
		H	From Earth we see only the part illuminated by the Sun.
		I	It is the only inhabited planet
		L	The most famous is that of Ursa Major

4. Fill in the blanks with the words in the boxes

Human beings have always looked to ..... for information, but also extraordinary emotions. The alternation of ..... and ..... and have helped men of all ages to mark the time, regulate agricultural work, direct their path. All civilizations have always tried to familiarize themselves with the sky by tracing ..... to unite the different ..... in order to represent particular images, the ....., to which names and a story have often been attributed to ..... and religion.

It was believed that the sky, without boundaries and placed above everything that happens in this world, was the natural home of the gods, from which they blessed or threatened human beings.

Activity 4

1. Multiple choice

- A. What does the term Mediterranean mean?:
  - White sea
  - In the middle of the lands
  - Land of Romans
  
- B. When did the people begin to sail the Mediterranean basin?
  - 1.000 years ago
  - 3.000 years ago
  - 10.000 years ago
  
- C. Who was Ulysses?
  - The king of Ithaca
  - The king of Italy
  - The king of Greece

2. True or False

- The Phoenicians were skillful navigators and equally skilled in trade  T  F
- The Mediterranean Sea is an intercontinental sea  T  F
- The crew of the ship Argo is called the Argonauts  T  F
- The navigation of Ulysses takes place along the Mediterranean Sea and lasts 20 years  T  F

3. Match the seas with the canals connecting with Mediterranean sea

	<b>seas</b>		<b>canals</b>
1	Atlantic Ocean	...	Dardanelles Strait and Bosphorus.
2	Black Sea	...	Suez Canal
3	Red Sea	...	Strait of Gibraltar

**4. Fill in the blanks with the words in the boxes (the verbs are at the infinitive: you have to conjugate them)**

*Ulysses* ..... (PAST) *to fight with the other Greek heroes against the Trojans.*

*Ulysses* ..... (PAST) *the protagonist of an assault on the Trojan field.*

*Ulysses* ..... (PAST) *numerous warriors while they slept.*

*Ulysses* ..... (PAST) *like fighting.*

*The wrath of the gods* ..... (PRESENT) *Ulysses, forced to travel all over the seas.*

*Ulysses lands on an island and* ..... (PRESENT) *the cave of the Polyphemous.*

*The hero* ..... (PRESENT) *Circe, who turns his companions into swine.*

*The navigation of Ulysses* ..... (PRESENT) *along the Mediterranean Sea.*

*Ulysses* ..... (FUTURE) *the suitors of his wife who want to kill him.*

*Ulysses* ..... (FUTURE) *power.*

TAKE PLACE

KILL

MEET

FACE

REGAIN

NOT DO

PUNISH

GO

BECOME

ENTER





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