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GUIDELINES FOR TEACHERS

K.C.1_Literacy competence

Cpia 1 Palermo

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	CITY – CULTURAL ASSETS
INTERCULTURALITY ELEMENTS OF THE UNIT	<p>The UNESCO definition of <i>interculturality</i> is that of a society animated by different cultures that interacts in a relationship of mutual exchange safeguarding their respective identities.</p> <p>The expression, coined in 1987, now becomes a more and more meaningful subject, in a society that is now increasingly multicultural and pluralist and in a school where the need to define cultural identity is valued, emphasizing the differences as resources. The theme then becomes indispensable in the Adult Education Centers, where a teaching body of a specific culture meets daily students who, alongside a few indigenous people, are adult migrants, young adults and unaccompanied minors, with different backgrounds, ethnicities, cultures, age and life experience.</p> <p>So much richness cannot be ignored in the design of the didactics: this is how interculture acts as a base, overlaps and intersects with each teaching unit.</p> <p>The theme of interculturality then well overlaps with one of the greatest themes of didactic research, of which the present unit is part, that of the knowledge of cultural and environmental heritage and the conservation of the related material culture: material culture becomes a laboratory of memory for the knowledge of cultural heritage and its conservation and enhancement; the intercultural perspective makes the gaze difference a precious resource.</p> <p>Living (latin <i>habitare</i>) means in an etymological sense «to keep», «to have», 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. This applies to the native who takes into consideration what always belongs to him and applies to the foreigner as well, who through the knowledge of the territory, becomes no longer a foreign guest, but the new citizen who makes his cultural baggage available to read again the city, acquiring at the same time its historical traditions.</p> <p>With this approach, you lose the lack of interest in the social and aesthetic value of the artistic and cultural heritage of the country in which you live and you assume the task of protecting what is considered your own. The protection of the goodness that becomes common, more and more shared, for the natives and the community of migrants, it is an opportunity for integration, civil coexistence and growth in diversity.</p> <p>In view of all this, the educational purpose of the entire teaching unit becomes that of making learners aware of a better interaction with the environment, helping them to understand the socio-economic</p>

value of cultural heritage, its continuous social reuse, to read the possibility of a new present and future fruition, with the aim of also improving the human and social relations that develop within it. The general objectives fit with the ministerial indications and become specifically:

- to promote a deeper and more aware knowledge of the cultural heritage of the city or of the territory to which the students belong (migrants or not) in order to train more responsible citizens because they are aware of the potential that is contained in the values of intercultural dialogue;
- to nurture the awareness that there are more points of view on a given topic; to activate critical abilities relative to the points of view on one's own experience; increase knowledge, skills and appropriate behaviour in the direction of conflict prevention.

The specific objectives are declined in the structuring of three didactic actions:

1. CULTURAL HERITAGE - with the specific objective of *“Educating to beauty to learn coexistence”*, ie providing tools and methods to read and to know the place where all those who have always looked around with a superficial glance and all those subjects who, for different reasons, live in a physical and cultural environment that is not the one in which they were born. The reflection focused on how the territory and in particular the beauty that it contains, made up of artistic, architectural, naturalistic and ethno-anthropological resources, can encourage the dynamics of coexistence and therefore, in perspective, of integration.
2. AN AMAZING CITY: ADOPTING A MONUMENT - with the specific objective of deepening the knowledge of particular cultural objects and promoting their enhancement, transforming them into a space of confrontation/dialogue on the themes of immigration and active citizenship and on the pretext to build narrative paths around the journey that has always been made by objects and people; then to enhance, in comparison with local cultural heritage, cultural products belonging to the migrant original culture to encourage the awareness of the heritage as a vehicle of belonging and peaceful coexistence.
3. CULTURAL HERITAGE IN THE CITIES OF THE WORLD AND THEIR PROTECTION: UNESCO - with the specific aim of framing the local path in an international context but also in a global context.

TARGET GROUP	ADULT MIGRANT LEARNERS
LEVEL	A1/A2

TEACHER/S	Literacy, L1 and L2, Technology		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	Duration of the Learning Unit: 9 hours Number of lesson to be developed: 3 lessons (each lesson 3 hours) Lessons: 1. CULTURAL HERITAGE 2. AN AMAZING CITY: ADOPTING A MONUMENT 3. CULTURAL HERITAGE IN THE CITIES OF THE WORLD AND THEIR PROTECTION: UNESCO		
KEY COMPETENCES INVOLVED	KC1 – Literacy competence KC6 – Citizenship competence KC8 - Cultural awareness and expression competence		
PRE-REQUISITES	Basic knowledge of the language Knowing how to orientate		
LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Attitudes)	KNOWLEDGE	SKILL	ATTITUDE
	<ol style="list-style-type: none"> 1. Knowledge of the concept of cultural and natural heritage, tangible and intangible assets, architectural and archaeological heritage. 2. Knowledge of the concept of typological classification of the historical-artistic heritage. 3. Knowledge of the specific vocabulary for cultural heritage. 	<ol style="list-style-type: none"> 1. To distinguish cultural assets and landscape, tangible and intangible assets, architectural and archaeological heritage. 2. To recognize and distinguish in a specific cultural asset the typological characteristics. 3. To use a appropriate language to describe the main characteristics of a cultural asset. 	<ol style="list-style-type: none"> 1. Recognizing the culture value of an asset and appreciate its aesthetic-formal qualities. 2. Observing the constructed reality of a given city and / or territory (belonging to it or not) with critical thinking and analytical skills. 3. Understanding the socio-economic importance connected to the enhancement and re-use of a cultural asset and

		4. To promote the protection and enhancement of a cultural asset.	approach it with respect and care.
LEARNING ENVIRONMENT	Classrooms, public gardens, museums, outdoor and architectural spaces		
METHODOLOGIES	Frontal lessons e dialogue lessons, brainstorming, cooperative learning, outdoor learning, learning by doing, peer tutoring, peer learning, role-play, flipped classroom, outdoor training, problem solving		
DIDACTIC TOOLS	Educational texts, Websites, video, PC, LIM, maps, commercials spot.		
	TIME	ACTIVITY PLAN LESSON <i>CULTURAL HERITAGE</i>	
SITUATION ANALYSIS	15 min	Circle time activity: begin by asking students what the word “heritage” means. Allow students to offer answers and then have them look up the definition in a printed or online dictionary.	
MOTIVATIONAL PHASE/STEP	15 min	Write some of the definitions down on the board and discuss them with the class.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	90 min	Step 1 Introductory phase	Ask students if they can offer some examples of “heritage” based on the definitions written down on the board. Some possible responses could include inherited property, money, or businesses that were passed down through family generations. Guide students in the discussion to other kinds of heritage that might include cultural or historical legacies passed down from our ancestors. Ask students if they can think of a few cultural or historical heritage examples. Some possible responses could include language, literature, art, music, dance, or religion or even buildings and monuments.
		Step 2	Write the words “tangible” and “intangible” “cultural” and “natural” on the board. Ask students if anyone can explain what these terms mean.

		Intermediate phase	Again, allow students to look up the definitions in a printed or online dictionary. Explain that things that are “intangible” are those that we can describe or understand but do not have a physical presence. Things that are “tangible” are those that can be physically touched or experienced. Ask students to look back at their list of heritage items on the board and identify any that might be intangible (music, dance, religion, language, etc.) or tangible (buildings, statues, monuments, etc.) (use exercise n.1).
		Step 3 conclusive phase	Write the word “ Archaeology” on the board. Ask students if anyone can explain what this term mean (use exercise n.2). Explain that Heritage Sites can reflect places that commemorate cultural heritage or natural heritage are as. Cultural heritage sites are things related to the past like buildings, townscapes, archaeological remains, but also include objects like books, documents, statues and pictures. Explain that frequently, a country or city can be identified through its heritage (use exercise n.3). Implementation of a specific section containing the words and the specific vocabulary used.
META-COGNITIVE PHASE	15 min	Self-assessment through rubrics frame work.	
AUTHENTIC TASK	45 min	Realization of a kit for tourist guide contenenent words of typological classification of the historical-artistic heritage in an urban context	
TIPS & SUGGESTIONS			
	TIME	ACTIVITY PLAN LESSON 2. AN AMAZING CITY: ADOPTING A MONUMENT	

SITUATION ANALYSIS	15 min	Circle time activity: begin by asking students <i>Which are monuments or things of interest you can find in an urban context?</i>
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		Allow students to offer answers and then write some of the words down on the board and discuss them with the class.
MOTIVATIONAL PHASE/STEP	15 min	Role-play: <i>"The evocative power of image in a work of art"</i> : the class compares itself on the aesthetic qualities of some cultural assets appropriately selected by the teacher (use exercise n.6 and n.7).
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	90 min	Step 1 Introductory phase Share images (use exercise n.4) with the class. Write the words of typological classification of the historical-artistic heritage on the board and discuss them with the class.
		Step 2 Intermediate phase Ask to describe the images about some cultural assets using appropriate adjectives (use exercise n. 5).
		Step 3 conclusive phase Improve student's vocabulary using the words in the exercises (use exercise n. 8, 9 and 10).
METACOGNITIVE PHASE	15 min	Self-assessment through rubrics frame work.
AUTHENTIC TASK	45 min	<i>"Adopting a monument"</i> : the learners, individually or organized in small work groups, will do attached activity n.1 and measure themselves concretely with the performance of a real task that sees them as protagonists in the description of a choosed cultural asset. Teacher ask the learners to extrapolate on their own experiences.
TIPS & SUGGESTIONS		

	TIME	ACTIVITY PLAN LESSON
		3. CULTURAL HERITAGE IN THE CITIES OF THE WORLD AND THEIR PROTECTION: UNESCO
SITUATION ANALYSIS	15 min	Circle time activity about: What can we do as individuals to help protecting cultural heritage? Why should we protect them for the future?

MOTIVATIONAL PHASE/STEP	15 min	Go to www.whc.unesco.org and click on the interactive map to locate World Heritage sites in the Europe and in the World. https://www.unite4heritage.org/ https://whc.unesco.org/en/danger/	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	90 min	Step 1 Introductory phase	The students are divided into groups of 3-5 people . Every group has to describe at least five examples of decay they have observed at home on different materials (textiles, paper, leather, metals, plaster, wood, etc). - Discussion with the students what measures are taken at home to prevent these different forms of damage: how they maintain the building fabric, furniture, textiles etc. in their homes. - The teacher writes some words up on the board and ask students to explain what threat each issue represents to heritage sites (e.g. climate, pollution, natural disasters, war, vandalism, etc.)
		Step 2 Intermediate phase	The students play the role of an archaeologist or art historian or an architect that has just discovered artifacts. The teacher gives them some items and asks them to guess where they would have found these items (analyse objects and make predictions). The students will discuss ways to protect and preserve the artifacts that they discover.
		Step 3 conclusive phase	Brief presentation of the role of the UNESCO for the preservation and promotion of cultural and natural heritage.
METACOGNITIVE PHASE	15 min	Self-assessment through rubrics frame work.	
AUTHENTIC TASK	45 min	The students have to arrange a visit to parts of their own country/region/ town/ where the various types of decay are visible describing any examples of decay they could observe. The students list possible solution to preserve heritage and they may also speculate about what it's possible to do to reduce the threat of future damage.	

		Identifying World Heritage Sites in their Country https://whc.unesco.org/en/interactive-map/
TIPS & SUGGESTIONS		

ACTIVITY n.1

“ADOPTING A MONUMENT”

The teacher distributes some particular maps about different continents www.nuinui.ch/upload/atlas2 and invites students, divided into appropriately selected groups, to identify and describe other examples of cultural or natural heritage in the world, asking the learners to extrapolate on their own experiences.

These images can be projected in front of the class or printed and passed out as a resource sheet.



1. **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 answers 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

2. DIFFERENT TYPES OF CULTURAL HERITAGE

What is **Archaeology**?

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

3. IDENTIFICATION OF A COUNTRY OR A PEOPLE THROUGH THE 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? Choose the right image.



IMAGE A



IMAGE B

4. CITY – CULTURAL HERITAGE

Think about this in an urban context what monuments or things of interest you can 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, town hall, ...)



Castles, villas and historical houses



Statues and fountains



Fortified architectures (Towers and walls)



5. LEARN TO DESCRIBE A CULTURAL HERITAGE

HOW CAN YOU DESCRIBE IT? COMPLETE WITH APPROPRIATE ADJECTIVES

unique - anonymous - original – historical – ancient - modern

6. THE EVOCATIVE POWER OF IMAGE IN A WORK OF ART

LOOK AT THE IMAGES: WHAT DOES THAT 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**



7. LOOK AT T *FALLINGWATER* (FRANK LLOYD WRIGHT):

WHAT'S LEFT IN YOUR MIND?



8. COMPLETE THE DIAGRAM USING THE SUITABLE ADJECTIVES. YOU CAN ENTER TWO ADJECTIVES FOR EACH ANSWER

WORTHLESS	VALUABLE	IMPRESSIVE	AMAZING
INSIGNIFICANT	INTERESTING	UNFORGETTABLE	ASTOUNDING

9. NOW TAKE A MINUTE AND THINK ABOUT ADJECTIVES'S MEANING IN A LEVEL PROGRESSION.

ENTER THE ADJECTIVES IN THE CORRECT ORDER

10. FILL IN THE BLANK

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 thewhich 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

LESSON 3 - EXERCISES

1) Cultural heritage is eternal

- Correct
- Uncorrect

2) Decay is:

- a slow process of degradation;
- a slow process of restoration;
- is a period of 10 days;
- is a period of 10 years.

3) What threats to the heritage resources are found in each of these photos?



a



b



c



d

Human-caused (*vandalism, neglect, wars, urban development, etc.*)

Pests or damage by animals

Natural events (*weather, erosion, earthquakes, floods, wildfire, volcanic eruptions, vegetation over-growth*)

Pollution

4) FILL IN THE BLANK

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
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5) UNESCO make a list of important natural and cultural sites only in European Countries

- Correct
- Uncorrect

ACTIVITY

Identifying World Heritage Sites

- Use the interactive map to locate World Heritage sites in the 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 WORLD HERITAGE SITE	YEAR OF INSCRIPTION ON THE WORLD HERITAGE LIST	COUNTRY/ REGION	TYPE OF SITE (CULTURAL, NATURAL, OR MIXED CULTURAL AND NATURAL)

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	City and Public Services		
INTERCULTURALITY ELEMENTS OF THE UNIT	<p>Knowledge the european public school system</p> <p>Supporting and helping foreiner citizens to integrate in the school</p> <p>Observing, comparing and discussing about different school system</p> <p>Encouraging individual abilities to share school system of their own society</p> <p>Acquiring self awareness of linguistic needs and language skills in mother tongue and foreign languages</p>		
TARGET GROUP	ADULT MIGRANT LEARNERS		
LEVEL	A2		
TEACHER/S	Literacy, L1 and L2, maths, sciences, technology		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	<p>Duration of the Learning Unit: 9 hours</p> <ul style="list-style-type: none"> - Number of lesson to be developed: 5 lessons (each lesson 4h hours) + 3h task of reality Lessons: - Public healthcare - Public transport - School and Education system 		
KEY COMPETENCES	LiteracyKC01		
PRE-REQUISITES	Basic knowledge of language		
LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)	KNOWLEDGE	SKILL	COMPETENCE
	<p>A basic functional grammar and of the basic functions of language.</p> <p>Recognition of the main elements of the sentence.</p> <p>Articles, nouns and adjectives, verbs, phrasal verbs,</p>	<ul style="list-style-type: none"> - Reading and writing skills - Sound understanding of literary and non literary basic texts - Listening and comprehending of oral 	<ul style="list-style-type: none"> - Listen and understand conversations with a specific vocabulary about the focus of the lessons - In a linguistic interaction express feelings, facts and opinions to communicate and discuss with others, in an appropriate and creative way.

	prepositions and vocabulary concerning the topic of the lessons Interrogative sentences, questions and auxiliary verbs main characters and elements of public service delivery.	interactions about the topic of the lessons - Oral communication skills in different situations	- Read and understand texts with a specific vocabulary about the focus of the lessons - Write basic texts to explain own experiences about the focus of the lessons
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LEARNING ENVIRONMENT	Classrooms, public gardens, stations, Hospital and emergency room, school and educational system	
METHODOLOGIES	Flipped classroom, frontal lessons, work group, leaded discussions, brainstorming, e-learning, outdoor learning, learning by doing, peer to peer, group work, case of study	
DIDACTIC TOOLS	Educational texts, websites, video, visual, sound/audio and digital materials, PC, Llm, Apple TV	
	TIME	ACTIVITY PLAN LESSON
SITUATION ANALYSIS	5m	Circle-time about the public service delivery and about some personal experiences
MOTIVATIONAL PHASE/STEP	5m	warm-up
	5m	Flipped classroom
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	1h 30m	Step 1 brainstorming
		Step 2 observe and describe photos and pictures, expressing own feelings
		Step 3 reading and understanding text
		Step 4 listening and understanding
	15m	Step 5 Summary and brief focus about grammar rules
META-COGNITIVE PHASE	1 h	Classroom activities

AUTHENTIC TASK

(It is required at the end of the Learning Unit.)

3 h

Task of Reality: Enrollment at the school office

	TIME	ACTIVITY PLAN LESSONS
		1. Public Health Care
MOTIVATIONAL PHASE/STEP	10 m	<p>Circle-time about the topic “Public Health Care” and about some personal experiences. The teacher asks the students some questions and to express their ideas and feelings .</p> <p>where do you go if you need medicines? what do you do if you have an emergency? when do you generally call a doctor’s office? where can you undergo a specialist medical examination?</p>
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	1h 20m	<p>Brainstorming:” what is it ?”</p> <p>The teacher asks the students this question and asks them to express their ideas and feelings. The teacher writes down some words about health care and matches them to different grammatical categories.</p> <p>Vocabulary and grammar</p> <p>Nouns about health and kinds of health care Verbs relating to health Adjectives Adverbs</p> <p>The teacher asks the students some questions and to express their feelings and their on personal ideas about the public health service provided.</p> <p>According to you what does public medical assistance generally include? what are the qualities of a perfect and non-discriminatory public health care?” must the right to health and the necessary care be guaranteed to everyone and in all circumstances? Does health care system differ across the world?</p>

Brief grammar focus – NOUNS and ADJECTIVES

The students are invited to talk about the topic expressing their own personal ideas; all words are written on the blackboard and separated into nouns and adjectives

Grammar revision

(Nouns and adjectives, regular and irregular plural nouns)

The students have to write 1 / 2 sentences demonstrating the use of nouns and adjectives

Step 1

The students look at and describe photos and images expressing their own feelings..

The teacher divides the students into four small groups and shows them 4 different images. The teacher invites them to describe the images :

what do you see in these pictures?

what do you think about these pictures?

How do you feel when you look at the pictures?

(File 2.1)

Step 2

Reading and Comprehension of a short text: "At the Hospital"

(File 2.2)

Step 3

Listening Comprehension activity

<https://www.youtube.com/watch?v=E0D3Cop86Yo>

<p>META-COGNITIVE PHASE</p>	<p>20 m</p>	<p>The teacher divides the class into 4 small groups. The teacher divides a map of the city into four parts and invites the four groups of students to elaborate four different maps The teacher gives instructions on how to get to the nearest public hospital on each map: find your location locate public health services identify public means of transport to get to the nearest public hospital find the shortest way</p>
<p>AUTHENTIC TASK</p>	<p>1 h</p>	<p>Webquest, online research and writing activity. The teacher divides the class into 4 small groups. Each group has to write (or find on social media) a short text such as: a newspaper article, an announcement an advert a post in a blog on one of these topics: public health services emergency medical assistance the right to health patient’s rights</p>
<p>TIPS AND SUGGESTION (End of the Learning Unit.)</p>		<p>Trip to the city and role playing The teacher divides the class into 4 small groups. Each group chooses one among studied topics, simulating to be journalists and photographers in a contest “strategies for a perfect health care”. Students talk, discuss and express their ideas. Each group has to observe, take photos and write a short text such as a newspaper article, an announcement an advert a post in a blog.</p>

LESSON PLAN 2. Transport		
MOTIVATIONAL PHASE/STEP	15 m	<p>Circle-time about personal experiences of travelling.</p> <p>The teacher asks the students some questions and to express their ideas and feelings.</p> <p>How many times do you travel in a year?</p> <p>what is your favourite kind of transportation? For example: train, bus, airplane, walking, car, ship</p> <p>why do you travel?</p> <p>who do you travel with?</p> <p>Do you like to travel?</p>
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	1.30m	<p>Brainstorming: “Transport” what is it?</p> <p>The teacher asks the students this question and asks them to express their ideas and feelings. The teacher writes down some words about transport and matches them to different grammatical categories.</p> <p>Vocabulary and grammar</p> <p>Nouns about transport and kinds of transportation: ticket, traveller, passenger, luggage, seat, driver, train station, bus stop, bus routes, airport, gate, port, dock, platform; by car, by ship, by boat, by bus, by train, by plane, on foot.</p> <p>movement verbs: to drive, to travel, to sail, to navigate, to fly, to walk, to run.</p> <p>Adjectives: cheap, expensive, hard, quick, low cost, slow, inefficient/efficient, comfortable/uncomfortable</p> <p>Adverbs: quickly, slowly, fast, comfortably/uncomfortably</p>

- The teacher asks the students some questions and asks them to express their ideas and feelings and to describe their daily routine.

How do you go to school? How do you get to school?

How do you go home?

what plans do you have this weekend?

what plans do you have for the Summer?

Brief grammar focus – verbs

The teacher writes on the black board a list of verbs relating to transport, providing a phrase for each verb demonstrating its meaning.

- To fly, to go, to move, to run, to walk

Students are asked to write 1/2 sentences demonstrating the use of these verbs.

Activities:

what is a ticket?

A ticket is a piece of paper that you buy when you want to travel. You can buy different types of tickets according to

The cost of the price	The kind of transportation	The kind of journey	The place where you buy it
Free ticket expensive ticket cheap ticket first class ticket second class ticket reduced-price ticket family ticket	air/airline plane ticket ticket bus ticket rail/train ticket ticket ferry ticket	One-way ticket return ticket round-trip ticket day ticket season ticket weekly ticket	ticket machine ticket office from the ticket clerk

In these examples “ticket” is a noun, the words in bold are adjectives or have an adjectival value.

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

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

2, Read the text and fill in the blanks. Use these words: ticket, stop, station, train, change, travel, clerk, kind, return, ticket, day.

At the ticket office

1. Passenger: Good morning. where can I get the bus to the train _____?

2. Ticket ____: The bus ____ is near the exit, on the left.

3. Passenger: Can I buy the _____ here?

4. _____ clerk: Yes, sure. what _____ of ticket do you want?

5. Andy: I need a __ ticket to the station. How much is it?

6. Ticket clerk: It's \$3. we have a _____ ticket too.

7. Andy: Oh! How much is it?

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

9. Andy: Ok, a day ticket sounds good. Here's \$5.

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

11. Andy: Thanks very much.

12. Ticket clerk: Have a nice day!

3. Choose the correct word to fill the blank

1. Can I _____(get/have) a ticket?

2. Can I _____(get/bring) in the bus?

3. where can I _____(buy/find) the bus ticket?

4. How much _____(is/goes) the bus ticket?

5. The bus stop___(is/does) over there.

4. 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,

a) you need to wait at the bus stop.

2. If you want to go to the park with your mum, dad, brother and sister

b) you need to buy a cheap ticket.

3. If you are in Paris and you want to fly to Rome,

c) you can buy a family ticket.

4. If you want to catch a bus,

d) you need to buy a plane ticket.

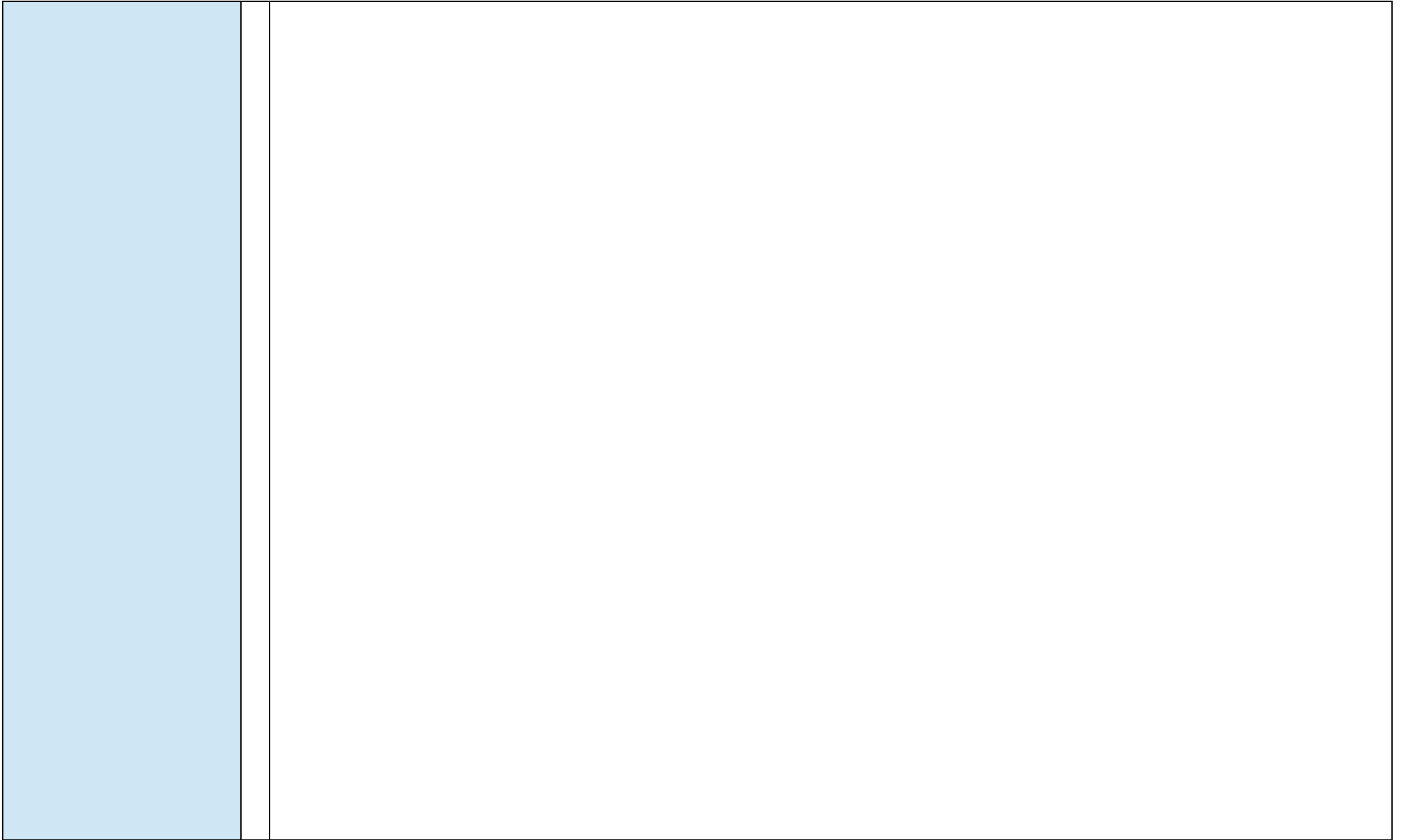
Step 1

The students observe and describe photos and pictures, expressing their feelings. The teacher divides the class into 4 small groups and presents 5 different images. The teacher asks the students to describe them:

what do the pictures show?

what do you think about the pictures?

How do you feel when you look at the picture?



Activities

6. **Pictures of transportation. what is it?** Look at the picture and read the description. In a little town by the sea, a group of people are waiting at the bus stop. The bus is arriving.



Observe these pictures. match the pictures with the correct descriptions.

a). A group of small boats are moored by the quay.
b). A light railway train transports passengers through the city over a railway bridge.
c) t's winter. The train is arriving round the bend, while the passengers are waiting on the platform.
d) There are two yellow buses in the road. Some people are waiting on the sidewalk, others are waiting on the steps.
e). Two planes are on an airport runway. The passengers' luggage is being transported in small yellow vehicles
f)). A container ship is waiting to leave the dock, full of cargo.





Step 2

Reading and understanding a short text.

National Geographic Expeditions

130 years ago National Geographic Expeditions 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 travelers' 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 travelers. 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. A 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 travelers, 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 ages seven and up. Each trip is led by two guides who are specially trained to engage with young travelers, 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.
2.	National Geographic Expedition travel on land, aboard small ships, along classic train routes and in private jet.
3.	Tourists and students accompany most expeditions, sharing their knowledge and passion for the regions.
4.	During the exploration it's more difficult to forge human connections with meteed people all around the world.
5.	It is not possible travelling in a small group or with children.

Step 3

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

Buying a train ticket

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

Listen and mark if the sentence is true or false

Answer the questions

<p>META-COGNITIVE PHASE</p>	<p>15 m</p>	<p>The teacher makes 4 different panels, one for each question. The students read the questions and write a short sentences.</p> <p>What is freedom of movement?</p> <p>Freedom of movement is an important human right. where you are born does not have to be the place where you live your whole life.</p> <p>Does everyone have the same access to transport in the city?</p> <p>maybe everyone can buy a bus ticket. But not everyone has a car, and many cities are designed for driving instead of walking.</p> <p>Does everyone have to travel to go to work?</p> <p>Yes, many people, but not everyone. Lots of people live far away from their offices or factories. Some people work from home.</p> <p>Can everyone travel to far-away countries in the holidays?</p> <p>No, holidays abroad can be very expensive. But there are now low-cost air companies, so it's not like in the past.</p>
<p>AUTHENTIC TASK</p>	<p>1 h.</p>	<p>Webquest, online research and writing activity. The teacher divides the class into 4 small groups. Each group has to write (or find on social media) a short text such as</p> <ul style="list-style-type: none"> a newspaper article, an announcement an advert a post in a blog on one of these topics: city transport transport costs the right to transport/travel rights of passengers/travellers

TIPS AND
SUGGESTION
(End of the
Learning Unit.)

Trip to the city and role playing

The teacher divides the class into 4 small groups. Each group chooses one among studied topics, simulating to be journalists and photographers in a contest “strategies for a perfect city”. Students talk, discuss and express their ideas. Each group has to observe, take photos and write a short text such as
a newspaper article,
an announcement
an advert
a post in a blog.

	TIME	ACTIVITY PLAN LESSON 3. Public school and educational system
SITUATION ANALYSIS	15m	Circle-time about the topic: "Public school and educational system"
MOTIVATIONAL PHASE/STEP	30m	warm-up Build four boxes, one for each question In your opinion, what is the school? what do you find in a school? who attends school? which schools do you know? Students have to enter between 1 and 3 simple sentences in each box
		Step 1 Observe and describe photos and pictures, expressing your own feelings The teacher divides the class into 4 small groups and presents 5 different images. The teacher asks to the students to describe them explaining: what's in the images? what do you think about these images? what do you feel by looking at these images? Folder "images"
ACTIVITIES		Step 2 Reading and understanding text
FOSTERING	1h 30m	Public school and education system (File 2)
SKILLS DEVELOPMENT		Step 3 Listening and understanding
		https://www.youtube.com/watch?v=l-d3L3F_ELo
		https://www.youtube.com/watch?v=nHHFG01610s
		https://www.youtube.com/watch?v=fKnAJCSGSdk
		Step 4 Brainstorming
		what are the qualities of a perfect city?

		Students talk, discuss and express their ideas; all words are written in a blackboard; the teacher divides nouns and adjectives
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	15m	Step 5 Summary and brief focus about grammar rules (Nouns and adjectives, singular and plural)
META-COGNITIVE PHASE	1 h.	Classroom activities Each group of students takes one of the boxes, reads and transcribes all the sentences and writes a short Paragraph expressing ideas about the question and motivating the choices.
AUTHENTIC TASK		Task of Reality: Enrollment at the school office

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	L.U. 3 KC1 - THE UNIVERSAL MYTHS		
INTERCULTURALITY ELEMENTS OF THE UNIT	Listen to other cultures and voices of others Decentralize the points of view Mutual learning among cultures		
TARGET GROUP	ADULT MIGRANT LEARNERS		
LEVEL	A1/A2		
TEACHER/S	Literacy, L1 and L2, maths and sciences		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	duration of the Learning Unit : 9 hours number of lesson to be developed: 3 lessons (each lesson 3 hours) lessons: 1. The origin of the world 2. The earth and the sky 3. The journey in Mediterranean basin		
KEY COMPETENCES INVOLVED	LiteracyKC1, science KC4		
PRE-REQUISITES	Basic knowledge of language		
LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)	KNOWLEDGE	SKILLS	COMPETENCES
	Recognize the main elements of the sentence. Use of adjectives and comparatives. To identify the central elements of a storytelling. Basic geography of Mediterranean basin and his isles.	Reading and decoding a basic text, paying attention to the elements of the sentence. To recognize the central elements of a storytelling. Knowing how to recognize some natural elements.	Acquiring and using some grammatical rules. To be able to describe the main characters and elements of myth. To be able to use a geographic map. Acquiring and interpreting some informations.

	<p>Main characters and elements of myth.</p> <p>Basic elements of astronomical geography, universe and solar system.</p> <p>Notes about evolution of the species homo sapiens.</p> <p>Migration processes.</p>	<p>Have a key to understanding some natural phenomena.</p>	<p>To be able to identify common points and differences among some cultures.</p> <p>Problem solving.</p>
LEARNING ENVIRONMENT	Classrooms, public gardens, natural museum, outdoor		
METHODOLOGIES	Frontal lessons, workgroup, led discussions, brainstorming, e-learning, outdoor learning, learning by doing		
DIDACTIC TOOLS	Educational texts, Websites, video PC, LIM, Apple TV, video Business Insider https://youtu.be/CJdT6QcSbQ0		

		ACTIVITY PLAN LESSON 1 – 3 hours
		1. The origin of the world
SITUATION ANALYSIS	10 min.	<ul style="list-style-type: none"> - Easy entry tests about the origin of the world - The teacher introduces the topic which will be discussed. He/ she speaks in an easy way about the several ideas on the origin of the world in the sciences, the cultures and in the religions and proposes to the students to fill a test with closed answer (<i>work sheet n.1</i>). <p>The test is useful also to introduce some specific words linked to the topic, to be sure to share a common vocabulary. The teacher gives 15/20 minutes to fill the test. Then all together they check only the part concerning the vocabulary.</p>

<p>MOTIVATIONAL PHASE/STEP</p>	<p>20 min.</p>	<p>- Circle time on the different hypotheses concerning the origin of the world The teacher leads the discussion with the students concerning how the world has been created. He asks to somebody what he/she thinks about it, or if there are some tales about the origin of the world in their countries or in their cultures. The teacher invites people to listen carefully to the things told by other students. Then, she/he writes on the board the main ideas of each one. - Starting from the words written on the board, the students discuss about the different hypothesis and share their opinions.</p>	
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p>2 h.</p>	<p>Step 1 Introductory phase 45 minutes</p>	<ol style="list-style-type: none"> 1. Reading and listening to a myth about the creation of Earth and Sky: the greek myth of Gea and Urano 2. Test about the myth, verify of understanding <p>- 1. Before to read the tale, the teacher explains the main issues concerning the myth in ancient civilization and how was important for many people. The teacher says that the class will focus on the Myth for the ancient Greeks but it is important have on mind that every people has had their own myths . It is enough to tell to the students that the myth has been used for explaine all the natural phenomens (rain, wind, thunder, rainbow, ...) and all feelings (love, hate, angry, jealousy, envy,) that people weren't able to understand and explaine in a rational way. Then teacher gives a copy of the tale to the students and reads carefully the tale of Gea and Urano twice (<i>work sheet n.2</i>). Before to read again, the teacher verifies if there are words no clear, writes them on the board and explains the meaning (she/he can write a synonym).</p> <p>- 2. The teacher discusses with students about the myth, gives some other clarifications. Then the whole group works on the test . Collective check of the tests</p>
		<p>Step 2 Intermedi ate phase 1 h.00</p>	<ol style="list-style-type: none"> 1. Discussion on the main natural elements seen in the tale of Gea and Urano 2. Slides on some elements of natural sciences aimed at acquiring a basic vocabulary

			<p>- 1. The teacher asks which are the natural elements seen and found in the tale and writes them on the board. Then asks if students know other natural elements. All together they make a list of them and discuss about it.</p> <p>- 2. The teacher provides a worksheet where there are a description of some natural elements, followed by a test (<i>work sheet n.3</i>), reads it to the class and discusses with students. Then she/he asks to the class to read it personally and solve the test.</p>
		<p>Step 3 conclusive phase 15 minutes</p>	<p>Discussion</p> <p>The teacher shows a video on the planet earth and a video about the origin of the universe. Discussion on these</p>
META-COGNITIVE PHASE	20 minutes	<p>1. Use of tenses: present, past</p> <p>2. Heading of learned words, Text to complete words and verbs</p> <p>- 1. Teacher explains the differences between the use of the present and past tenses and shows the different use in the tale. Then he/she gives a worksheet to test the knowledge</p> <p>- 2. The teacher verifies the learning of new words, giving a list of words to the student and asking them to match the words with the correct meanings, so they can increase their personal knowledge of learned words. Teacher asks also to write which are the words met in the lesson that students didn't understand.</p>	
AUTHENTIC TASK (It is required at the end of the Learning Unit.)	10 minutes	The learners make a personal list of the main values, feelings, goods and they have to write their “universal” list, what is important for them.	
<i>WORK SHEETS</i>			
<i>(work sheet n.1)</i>		<i>Test with closed answer on the origin of the world and some key words</i>	

How did the earth originate?

When did the earth and the solar system originate?

What is the sun?

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

What are the stars?

What does polytheist mean?

(work sheet n.2)

Uranus and Gea

The ancient Greeks had several different theories with regard to the origin of the world, but the generally accepted notion was that before this world came into existence, there was in its place a confused mass of shapeless elements called Chaos.

Therefore in the beginning, millions and millions of years ago, there was only Chaos in the world.

The first thing that took shape and comes out of Chaos is something blue: it was called Uranus, it was the heaven. Next to Uranus took shape Gea, the earth.

Then it was born a deep hole in the land that the Greeks called Tartarus, the Hell.

Uranus and Gea, heaven and earth, they get married and have many children, but these children are a little strange and with some particular characteristics. First came the Ecatonchiri who had 100 hands, 100 arms and 50 heads: in fact they had to frighten men and be very strong.

Then were born the Cyclops, giants which had only one eye in the middle of the forehead. They also are very strong.

With these sons so strong, Uranus at a certain point had a great fear: the fear that the children might one day rebel against him, the father, and take the power at his place. Then he decided to throw them all into Hell and give birth to other children, the Titans and the Titans. He didn't never worry of them, we do not know why ..

Gea cried and she did not resign herself to having her children in Hell, so she persuaded the other sons, 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, Cronos, seems stronger than the others and Gea decides to bet on him. She gives him a very sharp steel sickle and Cronos assaults his father Urano and injures him.

Urano bleeds, he cannot react, the wound bleeds a lot; then he runs away and dives into the sea and disappears between the waves. Crono, the strongest among the Titans, becomes the ruler of the world.

Natural elements

Earth

it is solid and luxuriant.

it welcomes life and nourishes it.

Wind

is the vital energy we breathe, without which it would not be possible to live;

it cannot be grasped and represents the cosmic breath.

Water

it's a source of life, comes into the sea.

it is liquid and penetrates the depths of the earth.

Fire

it is a purifying and vivifying element,

it contains within itself the principle of life, which springs from its energy.

(work sheet n.3)

		ACTIVITY PLAN LESSON 2 – 3 hours	
		2. The earth and the sky	
SITUATION ANALYSIS	10 minutes	Brainstorming about the celestial bodies and the sky. The teacher introduces the topic and leads the discussion with the students concerning how the universe and the celestial bodies has been created. He asks to somebody what he/she thinks about it, or if there are some tales about this topic in their countries or in their cultures or in their religion. The students discuss about the different hypothesis and share their opinions.	
MOTIVATIONAL PHASE/STEP	20 minutes	<ul style="list-style-type: none"> - Circle time about the relationship between man and sky. The teacher analyzes the relationship between man and sky in the history of humanity, and talk about how the observation of the sky created myths and legends all over the word. Then he/she ask to the students if they know stories about this topic in their coutry/cultures/religion. The students tell stories and discuss about the differences and similarities of the tales. The teacher invites people to listen carefully to the things told by other students. Then, she/he writes on the board the main ideas and tales of each one on both: the origin of the universe and the relationship between man and sky. - Presentation of the sky's chart - Invitation to the observation of the night sky 	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	2 h.	Step 1 Introductory phase 30 minutes	<ul style="list-style-type: none"> - After watching the sky's chart, the teachers explains the main issues concerning astronomical sciences: universe, stars, solar system (sun, planets, moon, earth movements), with the help of some slides/immages - The teacher shows a video on the solar system - The teacher proposes to the students to fill a test with opened answers (<i>work sheet n.1</i>).

		<p>Step 2 Intermediate phase 1 h.</p> <ul style="list-style-type: none"> - In the previous lesson (the origin of the world) the teacher emphasized the importance of Greek myths in European culture; in this lesson he/she will analyze tales from different traditions: European, African and Asiatic ones. - The teacher divides students into three groups. Each group gets a copy of a myth: "Quarrel between heaven and earth", "Myth of Orfeo" and "The rabbit on the moon" (<i>work sheet n.2</i>) - Each group of students reads the myths and tells it to the class - While the students are reading the stories, the teacher writes the words not known by the pupils on the blackboard and explains the meaning 	
		<p>Step 3 conclusive phase 30 minutes</p> <ul style="list-style-type: none"> - Students are divided into three groups, the teacher asks them to identify shapes and / or objects on the map of the sky and invent a story / myth relating to the figure identified - Each group tells its own story - The teacher proposes to the students to write to the board some key-words in their native language (<i>work sheet n.3</i>) 	
META-COGNITIVE PHASE	20 minutes	<ul style="list-style-type: none"> - Identification of the main elements of the myths - Writing new words encountered during the lesson - Use of tenses: present, past 	
AUTHENTIC TASK	10 minutes	The teacher asks each student which myth he appreciated most and for what reason	
<i>WORK SHEETS 1</i>		<p>Test with open answer on the origin of the Universe and celestial bodies</p> <ol style="list-style-type: none"> 1. What is the solar system? 2. What are the main movements of planet Earth? 	

3. What is the Moon?

4. Does the moon always appear in the same shape in the sky? Because?

The rabbit on the moon

The lunar rabbit is an imaginary creature found in the mythology of many Far Eastern countries, particularly in China, Korea and Japan. It is precisely a rabbit that would live on the moon. It owes its origin to an illusion for which it is possible to see, in the depressions of the illuminated face of the full Moon, the figure of a rabbit sitting on its hind legs.

In an ancient Buddhist tale, four animal friends are told about a monkey, an otter, a jackal and a rabbit who on the Buddhist sacred day dedicated to charity decided to do some good work. Having met an elderly traveler, exhausted from hunger, the four busied themselves with getting food; the monkey, thanks to its agility, managed to climb trees to pick fruit; the otter caught fish and the jackal took food from an unattended house. The rabbit, on the other hand, devoid of any particular skills, took only grass. Determined to offer something to the old man anyway, the little animal then threw himself into the fire giving his own meat to the poor old man. These, it was the Hindu deity Śakra who, moved by the heroic virtue of the rabbit, drew his image on the surface of the Moon, so that it would be remembered by everyone.

The quarrel between heaven and earth

It is a myth of the sacred tradition of the people of Dagon-Mali who want to explain how the world originates. It is a sacred story transmitted orally useful to keep the Dagon community united. According to the mythological narrative, one day there was a dispute between heaven and earth, the latter claiming to be older than heaven. The high God Amma was unhappy with this dispute and dropped the pole that supported heaven on earth, this fact had devastating consequences for animals, men and plants that were crushed. Among the men the kumogu who had managed to transform themselves into reptiles and the Yéban genes, ancestors of human beings, were saved. Then the earth admitted the superiority of the sky and the normalcy of things was restored because the God Amma raised the sky to such a small distance that women could collect the stars to give them to the children. The sky too low, however, hindered the daily

work in the fields and men could not grow. One day an old woman put him, thanks to the push of her stick, to the position she currently occupies and so men could grow and the world went on.

The constellation of the Lira and the myth of Orpheus and Eurydice

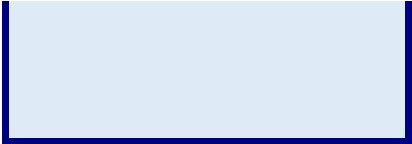
The lyra is a musical instrument that gives its name to a small constellation of the northern hemisphere, in which it concerns Vega which is the brightest star in the northern hemisphere. Greek mythology, about this constellation, tells us about Orpheus, legendary musician of ancient Greece, famous for his descent into Hades, place where the ancient Greeks and Romans thought the souls of the dead went. Orpheus used his melodies in numerous adventures: his ability to enchant stones and streams with his songs was legendary, as well as to calm the spirits of angry people.

Following the death of Eurydice, Orpheus goes to the kingdom of Hades to ask that the young bride come back to life; it was the sound of his Lyre that convinced the god of the afterlife, who grants an Orpheus the opportunity to lead the bride to the world of the living on condition that the musician does not turn back on the journey to look at the bride.

On the way, when there was little left at the end of the journey, Orpheus could not resist and turned back to see if Eurydice was still behind him. So Eurydice fell forever in the shadows and Orpheus, devastated by pain, wandered melancholy for the rest of his days. Other peoples have created their own stories around the Lira constellation. The Arabs, for example, saw in this group of stars, not a musical instrument, but a bird with closed wings; some oriental cultures (Chinese and Japanese) instead saw a shepherd and a weaver and made him protagonists of other stories.

WORK SHEETS 3

- Each student writes each of the natural elements in his or her native language on the chalkboard
- Myth / Legend
 - Sun
 - Moon
 - Star
 - Earth



- Planet
- Sky
- Constellation



ACTIVITY PLAN LESSON 3 – 3 hours

	TIME	3. The mythical travel of Ulysses in Mediterranean basin	
SITUATION ANALYSIS	15 min.	<p><i>Circle-time</i> Circle time on different travel experiences among students: The teacher leads the discussion with the students. He/she asks to somebody what they think about travels, or if they did some travel and they want to share the itinerary with the other learners; the teacher also asks if there are some tales in their countries linked to some big travels and invites people to listen carefully to the things told by other students. Then, she/he leads a brainstorming on this topic “which tools people needed when made a journey in the past”. The teacher writes on the board the main ideas of each one.</p>	
MOTIVATIONAL PHASE/STEP	15 min.	<p>Screening of two among these documentaries, to introduce the topic of Mediterranean sea: <i>Mediterranean basin</i> https://www.youtube.com/watch?v=KzytNXjpFBg <i>How humans migrated across the world</i> https://www.youtube.com/watch?time_continue=9&v=CJdT6QcSbQ0&feature=emb_title <i>Mediterranean Trade route</i> https://www.youtube.com/watch?v=l0FeavW69Vk</p>	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	2 h.	<p>Step1 Introductory phase 15 minutes</p>	<p>Short description of mediterranean area (<i>worksheet 1</i>) Brainstorming on topics of travel in tales and characters linked to the countries of origin of the students. Write on board some sentences about it, using past tenses</p>
		<p>Step2 Intermediate phase 55 minutes</p>	<p>Reading and understanding a tale on the mythical travel: The teacher proposes to work on the travels of Ulysses in Mediterranean basin. First of all the teacher describes the figure of Ulysses, his character, his main skills, his family and his enterprises of war. Then he describes briefly the travel of Ulysses on Mediterranean sea, using a map (<i>worksheet 2</i>) and illustrating the several stops during 10 year; the he/she provides to the students a sheet with the profile of Ulysses and the story of his travel, reading twice the story with the students (<i>worksheet 3</i>) The teacher gives some clarifications about the tale and vocabulary. The group discusses on the topic.</p>

			<p><i>Exercice on grammar:</i> The teacher asks to the learners to pay attention on verbal tenses used on the text and to distinguish the present, the past and the future tense.</p>
		<p>Step 3 conclusive phase 50 minutes</p>	<p>The teacher introduces another myth, some eroic character who did a mithical travel i.g. Iason and the ship Argo, (<i>worksheet 4</i>). Then splits the students in two work group and ask to find to found the main points of contact and difference between the two character smyths analyzed coming from different cultures (if some student propose a myth from his country, is better work with this one to involve more the learners in the activities).</p> <p>The teacher explain the use of adjectives comparatives and superlatives, and the invite the students to work on this, comparing learned myths (<i>worksheet 5</i>)</p>
<p>META-COGNITIVE PHASE</p>	<p>15 min.</p>	<p>- Location on the map of the world of the places learned during the path: the students have to follow the travel of Ulysses, identifying the actual names of the countries he crossed. They will use the map of the ancient travel (<i>worksheet 2</i>) and a map of the contemporary mediterranean area (<i>worksheet 6</i>). To make sentences about the places using teacher explain the use of adjectives comparatives and superlatives, and the invite the students to work on this, comparing learned myths</p> <p>- Heading of learned word</p>	
<p>AUTHENTIC TASK (It is required at the end of the Learning Unit.)</p>	<p>20 min.</p>	<p>- brainstorming about what people need when travel in the present. Make a list of 10 things useful to take with us and then and use this list to create 3 sentences using present, past and future tenses</p>	
<p>TIPS & SUGGESTIONS</p>			
<p><i>WORK SHEETS</i></p>			
<p>(<i>work sheet n.1</i>)</p>		<p><i>The</i></p>	<p><i>Mediterranean</i></p> <p><i>Sea</i></p>

The Mediterranean Sea is an intercontinental sea between Europe, North Africa and Western Asia

The Mediterranean Sea is an almost closed sea, with few connections to other seas, through straits and canals :

to the West with the Atlantic Ocean via the Strait of Gibraltar ;

South East with the Red Sea via the Suez Canal;

East with the Black Sea through the Dardanelles Strait and the Bosphorus.

The term Mediterranean refers to both the sea and the land it bathes, and comes from the Latin Mediterranean: it means « in the middle of the lands ». Many peoples of the Mediterranean were skillful navigators and equally skilled in trade: among them the Phoenicians, the Greeks and the Romans

(work sheet n.2)

Map of the travel of Ulysses



- | | | | |
|----------------|--------------------------------------|--------------|--------------|
| 1 Troy | 5 Island of Aeolia | 9 Circe | 13 Thrinakia |
| 2 Cicones | 6 Laestrygonians | 10 Sirens | 14 Calypso |
| 3 Lotus Eaters | 7 Circe | 11 Charybdis | 15 Phaeacia |
| 4 Cyclops | 8 Teiresias and the Land of the Dead | 12 Scylla | 16 Ithaca |



(work sheet n.3)

Ulysses

	<p>Ulysses is the king of the Isle of Ithaca, in Greece. He went to fight with the other Greek heroes against the Trojans; he did not like fighting in a duel and preferred to use cunning; he became the protagonist of an assault on the Trojan field, where he killedp numerous warriors while they slept.The most famous enterprise is he horse’s deception, the decisive action of the long war. The wrath of the gods punishes Ulysses, forced to travel all over the seas and pass terrible trials before he can return home.</p> <p>Odysseus lands on an island, enters the cave of the Polyphemous Cyclops, a giant with only one eye, to take away his food; the giant, once back, locks Ulysses in the cave and the companions, devouring some of these. The hero manages with a trick to get him drunk; after making him blind he manages to escape. The god of the sea Neptune, father of Polyphemous, unleashes terrible storms against him. Travelling in distant western regions, the hero meets Circe, who turns his companions into swine, and is forced to summon the shadows of the dead to know his future. After having overcome the danger of the Sirens - that they enchant the sailors with their enchanting voice - and of Scylla and Charybdis - monstrous creatures that crush the ships at their passage - he lands alone in the island of Calypso, a nymph who falls in love with him and does not let him leave for a long time</p> <p>The last stop is in the island of the Phaeacians and Ulysses and from there he can, by decision of the gods, return to Ithaca, where he will face the suitors of his wife who want to kill him. Once again, with cunning, he will regain power and will avenge his enemies mercilessly. The navigation of Ulysses takes place along the Mediterranean Sea.</p>
(work sheet n.4)	<p><i>Jason and the Argonauts</i></p> <p>The crew of the ship Argo (the Argonauts) is formed by the most famous heroes of all Greece, called by Jason to his aid in order to bring back home the golden fleece, symbol of power, from the distant Colchis in the Black Sea. Along a fantastic route that runs from the Mediterranean to the extreme regions of the East, and then, through imaginary river connections between Danube, Po and Rhône, and to the Greek West and again to Libya, Jason and the Argonauts come into contact with men and societies very far from the Greek, testing the principles on which their civilization is based: love, loyalty, friendship.</p>
(work sheet n.5)	<i>Myths in comparison</i>

write 5 sentences comparing learned myths (remember to use “more”, “less” and the terms and majority and majority suffixes)

The mediterranean area today



(work sheet n.6)



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