



*KEY ACTION 1 - Learning Mobility of Individuals
School education staff mobility*

Erasmus+

*The EU programme for
Education, Training, Youth and Sport
2014-2020*



*Istituto Tecnico Economico e per il
Turismo "Pio La Torre" di Palermo,
ITALY*

*Enhancing Language and Intercultural
Competencies of Italian Teachers
(ELICIT)*



Seminario: "A scuola di CLIL"

*Liceo Scientifico A. Einstein
-Palermo
26 e 27 Novembre*

Prof.ssa: Rosaria Gualato

GCF (Greatest common factor) and LCM (Least common multiple)

GCF
(Greatest common factor)

LCM
(Least common multiple)

Learning outcomes:

*how to calculate GCF and LCM
specific vocabulary and symbols*

Activities:

Warm-up: hear and say; scrambled words

Listening/reading/speaking

age students : 14-15

previous knowledge : prime numbers -powers

difference between factor and multiple

SKILLS

*Developing observation and creative skills
(putting together pieces to construct something new)*

Knowing specific vocabulary

Remembering

Ordering

Comparing

Algebra Vocabulary

= equals or is equal to

$\frac{3}{4}$ three quarters

- Minus or take away...from

15.35 fifteen point three five

: divide..... by

15005 fifteen thousand and five

[] square brackets

() brackets

$x < 5$ x is less than five

$x > 5$ x is greater/bigger than five

$x/2$ x over two or x divide by two

$\frac{1}{4}$ a quarter

+ plus or add ...to

15.005 fifteen point nought nought five

* Times or multiply ...by

x^n x to the power n

x^2 x squared

x^3 x cubed

\sqrt{x} the square root of x

$\frac{2}{3}$ two third

$\frac{1}{3}$ a third

WARM UP

Hear and Say

- *Students will work in groups of 4/5*
- *1. HEAR and SAY activity (listening-reading-speaking)*
- *Each student is provided with a card reporting a chart with two columns respectively heading "Hear" and "Say" and a text with algebra vocabulary*
- *Instructions: The teacher begins saying the word START. The student from each groups, who has the word 'start' in the HEAR column says the corresponding word in the SAY column. The student who has the representation of this word in the 'HEAR' column then says the corresponding 'SAY' word and so on until you say all the words in the chart and the last student says "FINISH".*

Hear and Say

| <i>You hear</i> | <i>You say</i> |
|------------------|--|
| START | <i>Two times (multiply by) three</i> |
| $2+5=\leftarrow$ | <i>a (one) half</i> |
| 5^2 | <i>Zero (oh) (nought)</i> |
| " | <i>Dots</i> |
| () | <i>Square brackets</i> |
| $3+4=$ ↗ | <i>Factors of six</i> |
| 304 | <i>Four above five</i> |

| <i>You hear</i> | <i>You say</i> |
|-----------------|------------------------------------|
| > | <i>One point two</i> |
| 2×3 | <i>Six divided by two</i> |
| 0 | <i>Cube root of five</i> |
| 1, 2, 3, 6 | <i>Some multiples of three</i> |
| , | <i>Brackets</i> |
| ; | <i>Add (sum)</i> |
| 2; 3; 5; 7; 11 | <i>A (one) third</i> |

Hear and Say

You hear

1.2

<

8-5 =
↙

-4

{ }

4/5

.....

You say

*Some Prime
numbers*

Equal/makes/is

*Three hundred
and four*

Inverter commas

Semicolon

More than

Full stop

You hear

1/3

6:2

$\sqrt[3]{5}$

1/2

[]

3; 6; 9; 12

▪

You say

less than

fivesquared

Minus/subtract/less

Comma

Brace

*Minus (negative)
four*

FINISH

Warm up

Scrambled words

- *Each group is provided with pieces of paper each one reporting the part of two complete sentences that explain the meaning of the LCM and GCF.*
- *The students have to put in order the given words and read the right definition of Least Common Multiple and Greatest Common Factor*

Scrambled words

Evenly

that divides

of numbers.

integer

of a given set

The GCF(greatest common factor) is
the largest

into each

The GCF (greatest common factor) is the largest

Integer

That divides

Evenly

Into each

of a given set

of numbers

For example 6 is the GCF of 30 and 18

Scrambled words

integers divide

evenly.

the smallest

positive integer

two or more

into which

The LCM (least common multiple) is

The LCM (least common multiple) is

The smallest

Positive integer

Into which

Two or more

Integers divide

Evenly

For example 24 is the LCM of 8 and 12

*Find the factors and multiples in common
between two numbers*

Activity 1 Students will work in groups of 4/5

- Each group is provided with two A3 paper each one reporting a chart where **TWO NUMBERS** are represented.*
- In the first chart column headings are respectively **FACTORS**, and **FACTORS IN COMMON**.*
- In the second chart column headings are respectively **SOME MULTIPLES** and **MULTIPLES IN COMMON**. A set of small pieces of paper reporting several numbers are then given to each group.*

Tasks

- *TASK #1: each group has to recognise, among the given data set, all the dividing factors and some multiples of the two numbers, and stick them in the respective column in the corresponding chart.*
- *TASK #2: the students choose the factors in common between the two numbers and write them in the FACTORS IN COMMON column;*
- *TASK #3 the students have to recognise all the prime numbers among the factors in common and choose the greatest factor, that corresponds to the GCF (Great Common Factor)*
- *TASK #4 the students have to recognise the smallest common multiple that corresponds to the LCM (Least Common Factor)*

Find factors and multiples

| FACTORS | FACTORS IN COMMON | FACTORS |
|---------|-------------------|---------|
| 24 | | 36 |
| | | |

| Some multiples | Multiples in common | Some multiples |
|----------------|---------------------|----------------|
| 24 | | 36 |
| | | |

| | | | | | | | | | |
|----|----|-----|-----|-----|-----|-----|-----|----|----|
| 3 | 2 | 1 | 4 | 8 | 12 | 24 | 6 | 72 | 18 |
| 36 | 9 | 4 | 96 | 120 | 108 | 144 | 180 | 5 | 7 |
| 11 | 25 | 168 | 185 | 216 | 220 | 20 | 46 | 50 | 40 |

Find the factors and multiples in common between two numbers

| FACTORS | FACTORS IN COMMON | FACTORS | Multiples | Multiples in common | Multiples |
|---|-----------------------------|---|---|--------------------------------------|---|
| 24 | | 36 | 24 | | 36 |
| 1 2 3 4 6 8 <u>12</u> 24 | 1-2-3-4-6- 12 GCF | 1 2 3 4 6 9 <u>12</u> 18 36 | 24 72 96 120 144 168 216 | LCM 72 144 216 | 36 72 108 144 180 216 |

| | | | | | | | | | |
|----|----|-----|-----|-----|----|----|----|----|---|
| | | | | | | | | | |
| | | | 108 | | | | | 5 | 7 |
| 11 | 25 | 185 | | 220 | 20 | 46 | 50 | 40 | |

LCM and GCF calculation

Activity 2 Listening-speaking -writing

The teacher asks to the students to divide each given number (24, 36) by every prime number found between the common factors in the middle column until it's possible.

At the end if we multiply all the prime numbers in common we obtain the GCF

If we multiply all the prime numbers in common with the other factors obtained the LCM

LCM and GCF calculation



24

= 12

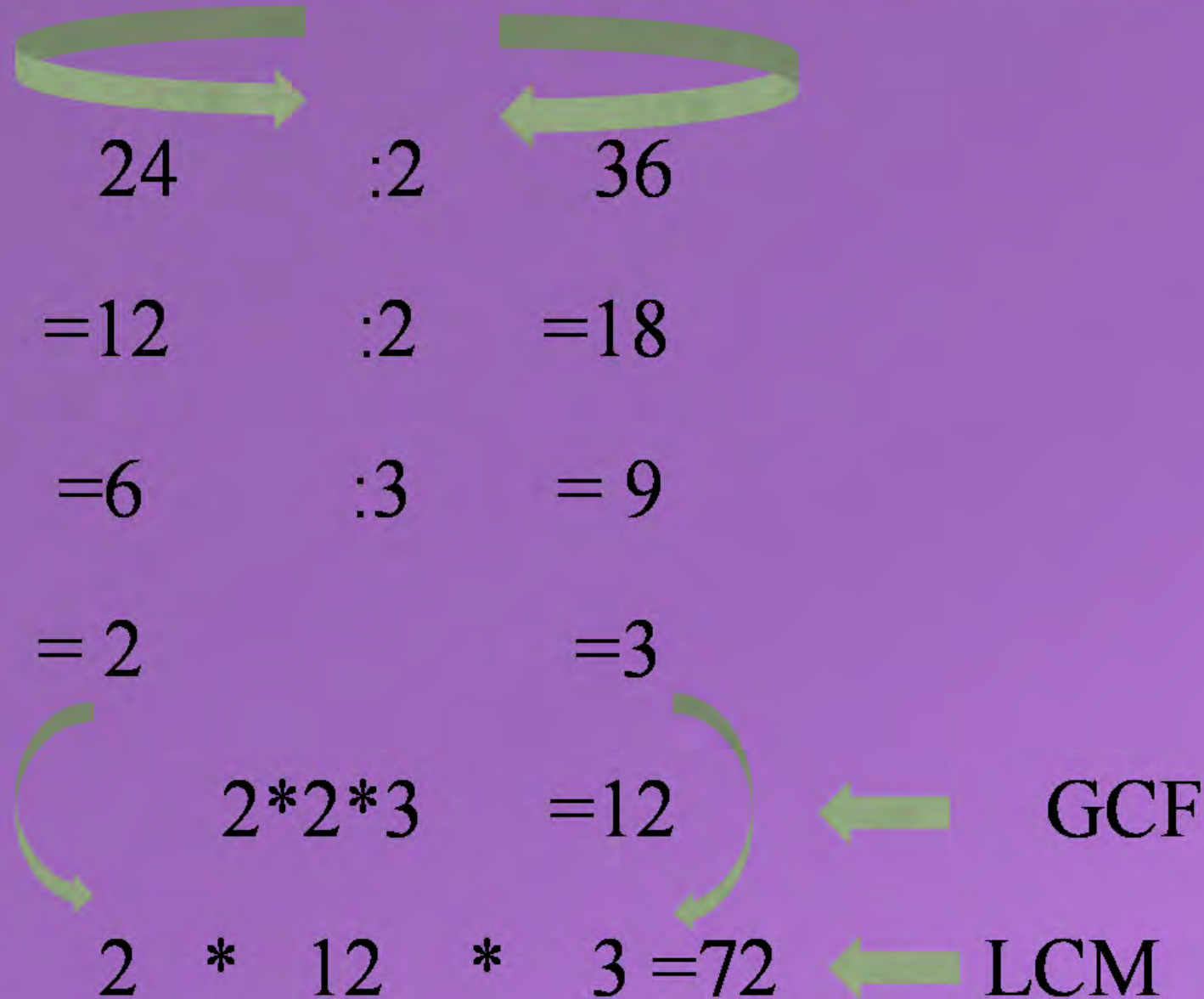
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36

= 18

LCM and GCF calculation



Subject: **HISTORY**
Lesson Plan: **MIGRATION**
Teacher: **Marina Leggio**
Students target: **B1**



Prof. Marina Leggio

- **Language Aims:** Reading, Comprehension, Speaking and communicative skills in the contest of Migration
- **Content Aims:** Contemporary problems linked with past problems
- **Materials:** anagrams, half sentence, matching activity, ordering activity + discussion, text + vocabulary activity, comprehension questions, Journey game
- **Activities:**
 - Warm-up activity – Anagram
 - Comprehension and Writing activity – Match verbs and words – Ordering sentences – Push and Pull – Journey Game – Reading – Comprehension – Vocabulary – Speaking and discuss –
 - Assessment – Final written test

Warm up

ANAGRAM

Teacher writes on the IWB the anagram of the word *MIGRATION* and shows some images about the topic, then asks students to put the letters in the right order and discover the word

TIMOQNIAR



Writing activity

MATCH WORDS and VERBS

TASK 1: There are many reasons why people choose to emigrate.

Match the verbs in column 1 with the words in column 2 in order to create sentences that express the possible reasons for migration.

WORKSHEET

| VERBS | WORDS |
|------------|--------------------------------------|
| To have | In a country with a better climate |
| To live | Someone you love |
| To have | Government persecution |
| To escape | A foreign language |
| To be with | Natural disaster |
| To escape | Better job opportunities |
| To learn | The political system |
| To have | War |
| To escape | A better education for your children |
| To have | poverty |
| To escape | good schools and hospitals |
| To escape | good economic prospects |
| To escape | affordable house |
| To find | Corruption |
| To escape | Unemployment |

| VERBS | WORDS |
|------------|--------------------------------------|
| To have | In a country with a better climate |
| To live | Someone you love |
| To have | Government persecution |
| To escape | A foreign language |
| To be with | Natural disaster |
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| To learn | The political system |
| To have | War |
| To escape | A better education for your children |
| To have | poverty |
| To escape | good schools and hospitals |
| To escape | good economic prospects |
| To escape | affordable house |
| To find | Corruption |
| To escape | Unemployment |

TASK 2:

Work in pairs:

Which are, in your opinion, the most common reasons for emigrating?

Put the reasons into order from the most important to the least important and explain your order



PUSH AND PULL

There are lots of reasons for people to move from one place to another. There are factors that make some people's countries unattractive, and there are factors that make other places attractive. These factors have been called

PUSH FACTORS

Are the reasons why people want to leave a place.

Things that push them away from their place of birth.

PULL FACTORS

Are the reasons why people want to go to one place rather than another.

Things that pull them towards a place.

PUSH FACTORS



Are the reasons why people want to leave a place.
Things that push them away from their place of birth.

PUSH AND POOL WORKSHEET

PUSH FACTORS

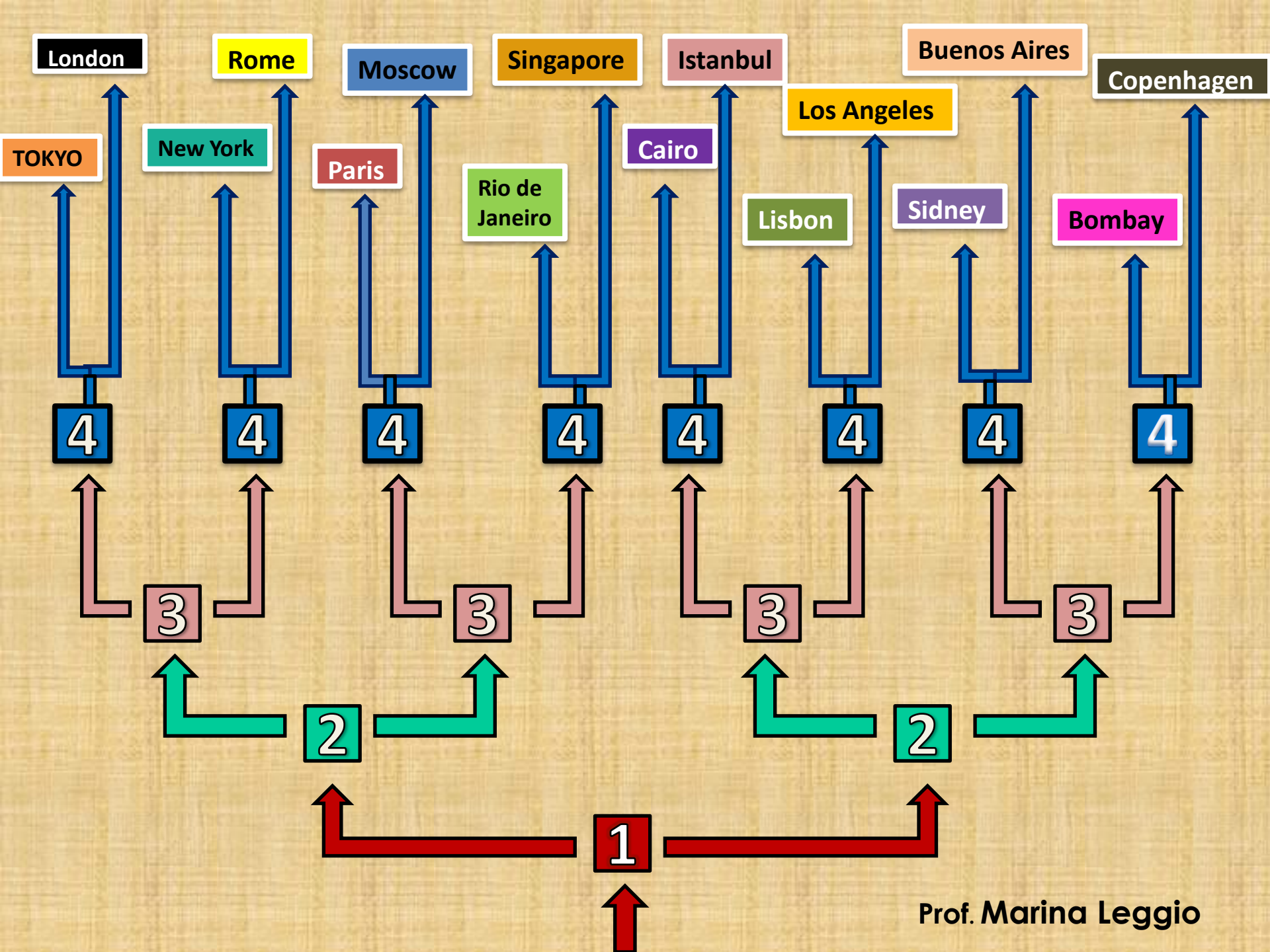
- To escape war
- To escape poverty
- To escape natural disaster
- To escape the politic system
- To escape unemployment
- To escape corruption
- To escape government persecution

PULL FACTORS

- To have better job opportunities
- To be with someone you love
- To learn a foreign language
- To have a better education for your children
- To live In a country with a better climate
- To find affordable house
- To have good schools and hospitals
- To have good economic prospects

MIGRATION JOURNEY

Starting from number 1, each time the teacher names a factor, students decide whether to take the left direction for push factors or the right direction for pull factors until they reach a city. The correct destination city will be reached only if they have correctly matched factors and directions during the whole path.

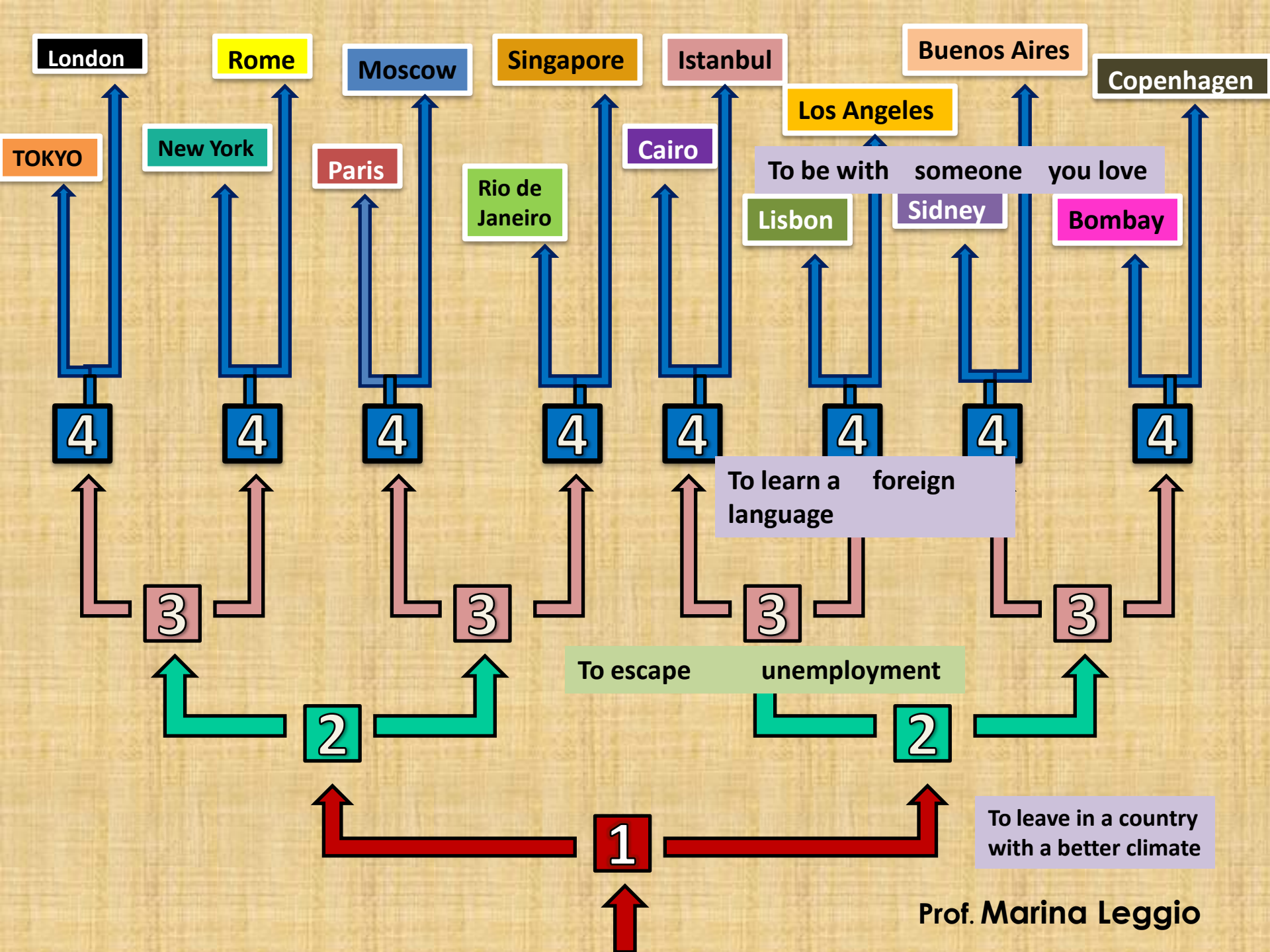


SAMPLE JOURNEY

1. To leave in a country with a better climate (Pull factor - direction right)
2. To escape unemployment (Push factor – direction left)
3. To learn a foreign language (Pull factor - direction right)
4. To be with someone you love (Pull factor - direction right)

DESTINATION CITY

Los Angeles



READING

Read the text about migration and do the exercises:

September 14th, 2009

Immigration is what has made America what it is today. In fact, there would be no America if not for Immigration because everyone in the country is an immigrant or is directly descended from one. Even the oldest inhabitants, the Native Americans, emigrated from Asia. The rest of us come from all different places in the world. Countries such as England, Ireland, Italy, Mexico, China, Germany, and many others have all contributed to populate the United States.

Immigration started with our nation's beginning and it hasn't seen and had continued for every year since.

Each wave of immigrant brings new ideas and cultures as the people integrate with other Americans.

Immigration is definitely a necessity, however if uncontrolled, it can also have negative effects on the country's economy and population.

Immigration can have positive affects on the economy. They pay taxes and start businesses. The starter of Hotmail was an immigrant from India with only \$200. His company has certainly had a positive affect on the US economy. Some local governments feel a financial strain in states with a large number of immigrants, notably California, the report said, because those households pay lower taxes than native residents. But overall, the results are positive.

Many people moved to America escaping harsh oppression or persecution from cruel dictators an governments.

America has become a safe haven for many of these people who are not given a chance to live in their home Countries.

COMPREHENSION

Choose the right answer:

1. Who has written the text?
 - a person who lives in the USA
 - an Italian man
 - is not said

COMPREHENSION

| True or false | TRUE | FALSE |
|--|------|-------|
| USA hasn't been populated by migrants | | |
| Migrants brings new ideas and cultures as they integrate | | |
| The starter of Hotmail was an Italian immigrant | | |

COMPREHENSION

Find and underline in the text the right answers

- 1) Which are positive effects of immigration?
- 2) Are there negative effects?

VOCABULARY

Tick the right meaning according to the context

Even

- used when you are saying something that is surprising
- used for emphasizing that the same thing happens all the time
- a long thin fish that looks like a snake

Strain

- a description of some events
- difficulties that are caused by a difficult situation
- in the correct position

Notably

- especially
- friendly
- normally

Harsh

- strict, unkind
- pleasant
- small

SPEAKING AND DISCUSS

Task 1: Compare the result with other students

Task 2: Discuss with other students:

What do you think about immigration in your country?

FINAL WRITTEN TEST

Choose a destination country and imagine that you emigrated there from several months. Write an email to a friend who still lives in your place of origin.

Describe:

- Where you are living
- The reasons for your migration
- Why did you choose this destination country
- The attitude of the people around you
- The differences between your new home and your old one

*KEY ACTION 1 - Learning Mobility of Individuals School
education staff mobility*



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*Prof.ssa: Valeria De Michele
"The rock cycle"*

The Rock Cycle

Obiettivi dell'Unità Didattica



- Applicare il metodo scientifico
- Comprendere la necessità di classificare
- Conoscere i processi di formazione delle rocce, classificarle e descriverle nelle loro principali caratteristiche.

Struttura dell'Unità Didattica

- 1. Warming activity: Matching activity**
- 2. Tre Lezioni da 1 ora ciascuna**
- 3. Consolidation activity: Guessing game**
- 4. Verifica sommativa e valutazione**

Warming activity

Finalità: suscitare interesse, curiosità e attenzione, da parte degli studenti su un argomento (classificazione) che può risultare noioso e difficile da memorizzare se studiato solo teoricamente. Scelta di una **didattica laboratoriale:** obiettivo centrato sull'osservazione e l'applicazione del *metodo scientifico* .



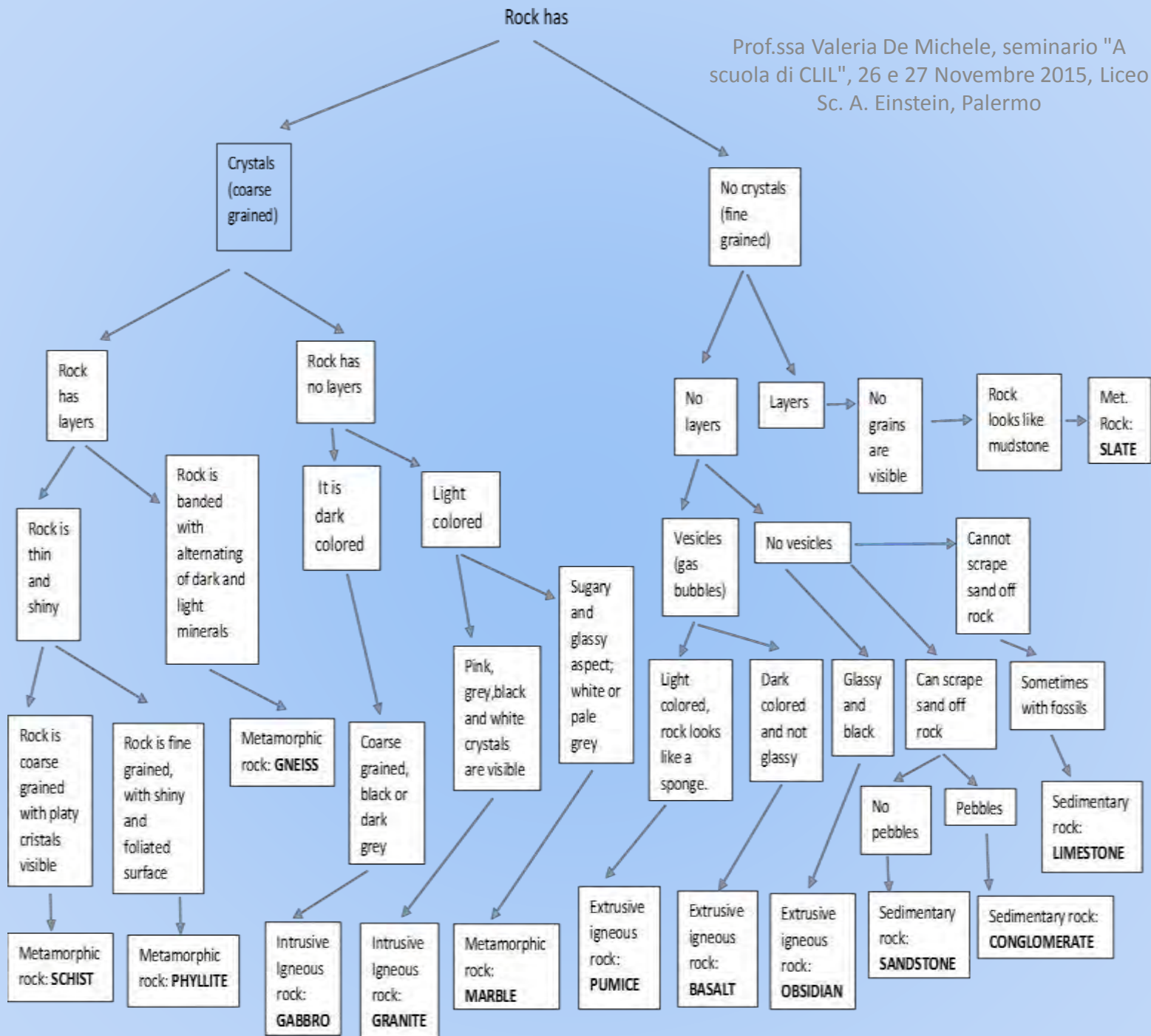
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PROCEDURE

- Match the rock **name** with the correspondent **picture** and **description**.

If you want you can help through [Rock Identification Key](#) (Spider Diagram)





This activity is very useful to increase student interest towards the proposed topic. It could also be a consolidation activity with the aim of revising previous knowledge. Students are also engaged in **higher-order thinking tasks** such as analysis, synthesis and evaluation.



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Teaching/learning
Process focused on
students, who
build their own
knowledge.



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1. This rock has **stratification layers** - it shows that different rocks that have been deposited and buried for a long time deep within the earth's crust. This time can often be seen on **sedimentary** rocks formed below the atmosphere. These have been pushed up by movement in the earth's crust.

8. Sedimentary rock - **CONGLOMERATE**



2. **Small and pebbles** are visible in this rock which is made up of pebbles, stones and smaller particles **pressed together by the action of waves or water**. This rock is often found in large expanses or beds. Finding a bed of this rock is a great clue that a **river or beach** once existed in that location.

9. Sedimentary rock - **SANDSTONE**



3. This rock has **crystals** (it is formed when limestone is pushed down into the earth and subjected to **extreme heat and pressure** for a long period. Some rocks are pure white, some have **coloured** variety. This rock is found in **sedimentary** and **quartzite** and it's often used in **construction and sculpture**.

11. Igneous extrusive rock - **BASALT**



3. This rock is formed when **hot lava** flowing from a volcano **cools quickly**. Usually very **dark in colour**, it is the most common rock type in earth's crust and makes up most of the **ocean floor**.

12. Igneous extrusive rock - **ORSIDIAN**



6. This rock has a **glassy surface**. This rock is created from lava that **cools so quickly** that no crystals can form on its surface. It can be found near **volcanic lava flows** and was often used to make **arrowheads** because its edges are very sharp.



Involved CLIL methodology:

- ***Collaborative Learning:***

learners work in groups thinking together and working through difficulties, so they share creation and discovery.

They must read, discuss, negotiate and be engaged in solving problems.

- ***Chunking***
- ***Scaffolding***

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Guessing game: who am I ?

Materials: Cards , labels or pictures and a roll of sticky tape.

- Learners are divided in groups of 5-6; a picture or a label with the name and the origin of the rock is stuck on to each learner's back, without telling them what it is.

- Each of them has to **ask each other 3 yes/no questions** to discover what rock they are. They can guess only the origin or both the origin and the name of the rock. If they can't find useful question to ask they can help through a [suggestion chart](#).

- Remind learners they have to **ask question in the first person*** * Am I a dark/ mat/ shiny rock?

Am I found in mountainsides/ in beaches, lakes or rivers / near a volcano?

Am I related to heat and pressure/ to volcanoes/ to beaches, lakes or rivers?

If learners find by themselves the most useful questions to ask it's a clear sign they have identified and elaborated the key concepts. (It depends on the student's level). Otherwise they can use the helping chart prepared by the teacher.

- Once they have guessed who or what they are, they move the sticker from their back to their front, but keep on answering other learner's questions. At the end of the activity groups socialize their results with the teacher.



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| Question N°1 | Question N°2 | Question N°3 | YES | Name of the rock | NO | Name of the rock |
|--|--|--|-----|---------------------|----|------------------|
| SEDIMENTARY ROCKS | | | | | | |
| Am I related to erosion, compaction and cementation? | | | | | | |
| | Can you find me near a river? | | | | | |
| | | Can you see pebbles with rounded edges? | | CONGLOMERATE | | BRECCIA |
| | ...near the sea? | | | | | |
| | | Am I fine grained? | | SANDSTONE | | |
| | ...on the mainland? | | | | | |
| | | Can I include Fossils? | | LIMESTONE | | |
| Am I related to evaporation of water and precipitation of its mineral salts? | | | | | | |
| | Am I coarse grained? | | | | | |
| | | Do I have yellow crystals? | | SULPHITE | | GYPSUM |
| IGNEOUS ROCKS | | | | | | |
| Am I related to volcanoes? | | | | | | |
| | Do I have a shiny aspect? | | | | | |
| | | Do I have pink, grey, black and white crystals? | | GRANITE | | GABBRO |
| | | Do I have a glassy aspect? | | OBSIDIAN | | |
| | Am I mat, with gas bubbles? | | | | | |
| | | Do I have a sponge like aspect? | | PUMICE | | BASALT |
| METAMORPHIC ROCKS | | | | | | |
| Am I related to heat and pressure? | | | | | | |
| | Am I light colored with a sugary aspect? | | | MARBLE | | |
| | Am I coarse grained? | | | | | |
| | | Am I banded with alternating black and white layers? | | GNEISS | | |

Find someone who..... (Melée)

| Questions at first person | Me | Someone who responds to each single description... | Someone who represents this type of rock.... | Someone who answered as me... |
|--|----|--|--|-------------------------------|
| Am I related to erosion, compaction and cementation? | | | Sedimentary rocks: | |
| Can you find me near a river? | | | | |
| Can you see pebbles with rounded edges? | | | | |
| Am I fine grained? | | | | |
| Can I include Fossils? | | | | |
| Am I coarse grained? | | | Igneous rocks: | |
| Am I related to volcanoes? | | | | |
| Do I have a shiny aspect? | | | | |
| Do I have a glassy aspect? | | | | |
| Am I mat, with gas bubbles? | | | | |
| Do I have a sponge like aspect? | | | Metamorphic rocks: | |
| Am I related to heat and pressure? | | | | |
| Am I light colored with a sugary aspect? | | | | |
| Am I banded with alternating black and white layers? | | | | |

1. Answer the questions YES (v), NO (X), Don't Know (?) about your pictures.
2. Look other students' pictures and find someone who responds to each single description. Write his/her name in the correspondent column.
3. Try to guess what type of rock other students and you represent and write your names under the correspondent type.
4. Share your ideas: find people who have the same answers as you and write their name in the correspondent column.
5. Check your answers with the teacher.

Useful tips

Matching activity:

- Students will work in groups of 4/5.
- Give each group no more than 5 rocks to identify.
- Choose different rock types, trying to put together the 3 main different types in each group.

Guessing game:

- Divide students in small groups.
- Use the scaffolding methodology and give students an help such as a diagram or a guide-card.

Goals to be reached through the activities

- Developing observation skills
- Comparing
- Classifying (and discovering the necessity to classify)
- Finding relationship of causes and effects between elements
- Creating (putting together pieces to construct something new)
- Cooperating
- Better Remembering

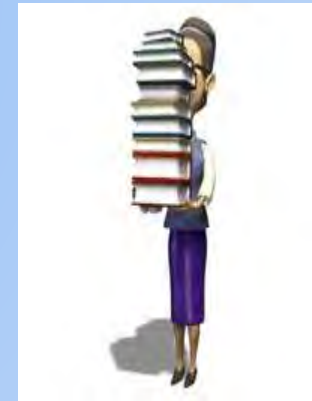
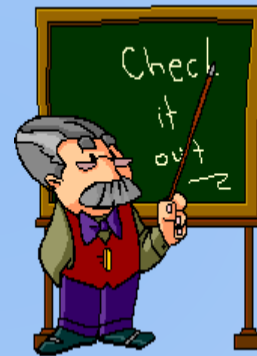
Language aims

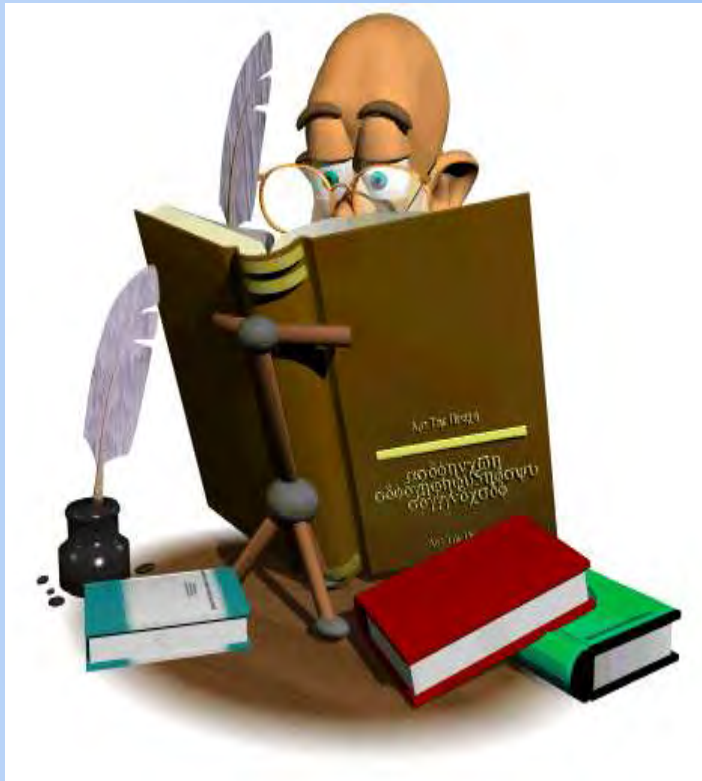


- Acquire new scientific vocabulary
- Speaking and improving communicative skills

Involved grammar structures:

- Adjectives
- Use of auxiliary verbs
- Use of Interrogative Form





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I.T.E.T. "PIO LA TORRE"
Via Nina Siciliana, 22 – 90135 Palermo

CLIL: History

TEACHER: prof. GIOVANNA LO VERDE

STUDENTS TARGET: 5 Economico

LESSON PLAN: Migration and migrants. Historical development of European migration from the industrial revolution to the 20th century

LEARNING OUTCOMES

Know

- 🎬 Historical development of European migration from the industrial revolution to the 20th century
- 🎬 Economic consequences due to the phenomenon of Emigration
- 🎬 Migrations in the 20th century

Be able to

- 🎬 Comprehend Historical texts in English
- 🎬 Tell and write short texts about historical events in English
- 🎬 Listen to a text on migration: Europe, America and Africa

LANGUAGE OBJECTIVES

- 🎬 Read and understand an historical topic
- 🎬 Talk about the topics using simple past tense
- 🎬 Talk about the topics using brief sentences and technical terms
- 🎬 Acquire key vocabulary: learn new words and new verbs related to migration phenomenon
- 🎬 Recognize and learn key expressions
- 🎬 Summarize main ideas of the topics
- 🎬 Use connectives
- 🎬 Compare
- 🎬 Decide

STUDENTS LANGUAGE LEVEL: A1/A2/B1

MATERIALS NEEDED: Textbook, smart board, PC with Internet, multimedia support, Maps

STRATEGIES

Lessons performed in L2 by the History teacher

Lessons with multimedia support

Lessons with collaborative and cooperative activities

Brainstorming

Problem solving

Peer education

PREVIOUS LINGUISTIC KNOWLEDGE

Simple present of be, have, can and common verbs

Interrogative, negative, affirmative form, passive form

Should, must, have to

Why...? Because...?

What is...? What kind of...?

Where ...? When...? How...?

Future form with will

Comparatives and superlatives

Past tense

Past participles (passives)

CULTURAL OBJECTIVES

Students know the general characteristics of migratory phenomenon

Students know the most popular destination for immigrants

Students know how migration patterns have changed

Students understand the impact of the two world war in migration

Students analyze personal experiences of migration

Students understand relationships among migratory phenomenon and political, economic and social systems

FINAL WRITTEN TEST

Made of 15 questions (multiple choice; cloze quiz and match quiz)

Time required 1 hour

ASSESSMENT CRITERIA

Teacher will evaluate the results of the final written test and also:

- Participation during discussions
- Depth of understanding as indicated in the written assignment

LESSONS PLAN

EUROPEAN MIGRATIONS

FROM THE INDUSTRIAL REVOLUTION TO THE 20TH CENTURY

First lesson: introduction to the topic migration and migrants

4 hours

1) Warm up

What do you know about migrations and migrants?

In pairs read statements and answer true or false

2) Vocabulary

- Match word to definitions

migrant /seasonal migrant/ internal migrant/ International migrant/ asylum-seeker/ refugee/
economic migrant

- Match word to their antonyms

Employed emigrant, permanent, importer, increase, sparsely, densely, unemployed,
decrease, immigrant, temporary, exporter

- Made verbs into abstract nouns with the right suffix (use a dictionary if necessary)

Move, employ, integrate, emigrate, import, increase, survive, educate, grow

Second lesson: reading, writing and speaking

4 hours

1) Warm up

In group of four discuss the questions about the topic.

2) Reading

European migrations from the industrial devolution to the 20th century

Global comprehension

Quickly read the text and answer the questions

Analitic comprehension

Read the text again and answer to questions

3) Speaking

- work in pairs, choose items (incentives or obstacles to the decision wether to migrate or not) and put them in correct column

4) Writing and research

Research using internet or school library about immigration to and emigration from Italy today (which groups are coming to Italy, where are people leaving Italy for, How many people are immigrating and emigrating)

Third lesson: Reading/listening/speaking

4 hours

1) Warm up

Vocabulary. Put the following verbs in the right column according to their meaning:

to decrease, to slow down, to reduce, to increase, to lessen, to rise, to expand

2) Reading : Migrations in the 20th century

Global comprehension:

read the text quickly and answer the questions

Analitic comprehension

- Read the text again and answer the question

- In group of three: compare and check the answers

3) Listening

Global comprehension

Listen and understand

Analitic comprehension

Tick the correct answers

4) Speaking

In groups: discuss what benefits immigration has for destination countries

Final written test

1 hours

Using the information from this module answer the questions

ITET Pio La Torre - Palermo
Teacher: Domenico Tasca
Students target: 5th A T tourism

LESSON PLAN: SUSTAINABILITY AND TOURISM

Language objectives:

Students will

1. Acquire key vocabulary :
2. Learn new words and new verbs related to tourism activities and sustainable development.
3. To recognize and learn key expressions

WORDS: Sustainable; sustainability; sustainable community based tourism; globalization; multinational corporation; development; human development index; economic growth; resources; needs; technology; social system; human impact; environment; relationships; inequality; institutions; waste; recycling; clean energy; green jobs; smart city; economic interdependency; homogenization; hybridization; challenge; carbon footprint; carrying capacity; planet; weather conditions; global issues; spreading; goals;

VERBS: to compromise; to meet; to migrate; to grow; to plan; to discuss; to develop; to identify; to address; to evaluate; to work; to lead; to pollute; to include; to integrate; to debate; to agree; to disagree; to evolve; to fit in; to criticize; to involve; to rate; to change; to recycle...

1. Use present simple/ present continuous to describe, define and explain the processes involved into globalization
2. Use effectively conditional sentences for cause/ effect processes.
3. Use comparative forms of the adjective: bigger than/ smaller than....
4. To be able to summarize main ideas of the topics

Cultural Objectives

Students know the origin of the concept of “sustainable development” and “triple bottom line”;

Students know how to manage the most important sustainability indicators ;

Students know the role of main organizations on tourism and environment;

Students understand how human impact of tourism can affect the natural, built and cultural heritage and the relationship between environmental quality and tourism success;

Students have the awareness of the importance of sustainability both in personal and professional experience;

Students are able to expand the geographic knowledge through new up-to-date topics.

Introduction to the activities

- In these lessons students will learn the concept of sustainable development.
- Students see a case study about smart cities. Students learn about the origin of the concept of sustainable development. Students learn about the impact of tourism on environment. Students can find solutions about main environmental problems.
- Related topics: The Main World Summits.- Carbon footprint.- The trends of weather conditions.- Ethical tourism, responsible tourism, green tourism.- The Global Code of Ethics for Tourism (GCET).- The Sustainable Development Goals.

Learning Outcomes

- Students evaluate the effectiveness with which countries have utilized tourism resources to address economic development both at global and local level.
- Students list some tourist's common behaviour that can have an impact on environment.
- Students articulate the role of the main international organizations both on environment and tourism (such as UNEP and UNWTO).
- Students debate on pros and con in tourism spreading.
- Students describe a model of sustainability of a smart city (such as in Europe or America) and compare their city with it.

Main questions to answer:

What's sustainable development?

Why sustainability has spread?

What's responsible tourism?

How can you balance the pros and cons?

How can tourism affect both environment and people?

How can tourism activities become more eco-friendly?

How can you improve your city by using sustainable activities?

Materials and Methods

- IWB and PC; wi-fi access
- Glossary; pictures; handouts and reading matter; link to brief videos; -Test made of cloze quiz; match quiz and multiple choice.
- Listening to brief spoken passages or dialogs by means of audio/video devices
- Readings about sustainable development; smart cities; case study of a smart city(Mantova- Milano- Fribourg- S. Francisco...).
- Brief Video resources: "Did you Know"; "San Francisco leads the U.S. in environmental sustainability"; "Sustainable tourism"

First activity:

Time Required

Introductory discussion and readings: 2 hours

Brainstorming and activity: 6/8 hours

Activity

Introductory Discussion:

1. Start with facts about *global issues*.

Reading about the Earth System, the climate change and trends of weather conditions, the carbon footprint and carrying capacity; the role of international institutions and government policies on the environmental problems; sustainable tourism; GCET.

See Video "**Did you Know**" stressing facts linked to the topic.

2. **Brainstorming:** a. writing words in alphabetical order, linked to main topic(i.e. **sustainable development**), on *circulating papers*;

OR:

b. Teacher draws five concentric circles on the board and ask students to answer the questions to:

Who, What, When, Where and Why of **sustainable development**.

- a. What: Define terminology (different meanings of development; mass/sustainable/responsible/green tourism, ...)
- b. Where: Print out list of countries linked with World Summit and Smart Cities Try to see if students guess some of the names according to this index.
- c. Why: Why are some countries more sustainable than others?
- d. Who: Ask students who is responsible for changing the current system. What are the main institutions?
- e. - Production of a mind map about sustainable tourism

Second activity: Time Required

Introductory discussion : 1 hour

Students reading: 1 hour

Students activity: 2 hour

Reading: San Francisco, a case study for a sustainable city

Introductory discussion: A case-study about smart cities as an example of sustainability:
city of San Francisco: environmental planning.

See brief videos: "San Francisco leads the U.S. in environmental sustainability"; "Sustainable tourism" and "smart city expo 2015"

Student's assignment: write a sustainable plan to improve sustainable tourism in your city, you have a fixed budget of 100.000 Euros

Students will work as groups, discussing the issue, and at last they will write a report.

- Assignment during the activity:

1) Written assignments, working in groups of six:

- Give an overview concerning the general problems facing your region (political, economic and social, others)
- Try to find what citizens do and what they don't, to protect the environment and to show a safe and clean city to tourists
- Outline how all of the money will be spent (remember to take into consideration how much things cost)

2) Final written test

- Made of 30 questions (multiple choice; cloze quiz and match quiz)

Assessment:

Time required

Final test 1 hour

- Basically based on department grading levels

Teacher will evaluate the results of the final test and also:

- Participation during discussions
- Depth of understanding as indicated in the written assignment

Domenico Tasca

LESSON PLAN

Tourism and Filming Locations: Planning a different tour

Teacher: Paola Pepe

Level/Class: B1/B2

Age of the students: 17/18

Number of students in the classroom: 20

Timing: 10/12 hours in the classroom.

Year: 2016/2017

Final product/Student's product: Three story-maps made by Google "my maps" displaying a tour through the main filming locations of some movies

Contents/Final aims

- Plan a tour through the filming locations of a movie and find a target market to sell the touristic itinerary
- Skills: planning an unconventional tour

Communication aims:

- To learn and to practise vocabulary connected to tourism activities

Assessment:

- Analysis of the final products (Content)
- Observation of student's behaviour in group; (Both)
- Analysis of the text every student is asked to produce to evaluate the work (Language)

Location:

The classroom

Materials:

- A PC connected with a WIB and Wi-Fi
- A video produced by EdPuzzle/YouTube, showing landscapes in filming locations
<https://www.youtube.com/watch?v=EwNPVLppQFQ>
- A Choice of locations written on a paper (Five sheets one for each group)
- A Kahoot activity
- A list of chunks and useful language to plan the tour (20 sheets one for each student)

Methods:

Work in groups of four

METHOD:

Teacher:

First activity (10 min)

- Warm up: Teacher shows a brief video (3/4 min) containing some short scenes of a popular TV series (Games of Thrones for example). Video is made of short scenes filmed in different locations and showing three different landscapes
- Groups of students have to: make their guess about the filming locations and write down the places they can recognize in the order of appearance. Teacher provides a text where they can find a selection of choices.

Second activity (10 min)

- Kahoot. Teacher provides a Kahoot session. The test is made of 12 questions focussing on the features of two filming location (Morocco and Iceland). At the end of the session, students will guess the names of the places.

Third activity: Teacher introduces a lesson about a filming location (Morocco for example): Tourism industry; Tourist attractions; (40 min)

First activity: (20 min)

- Teacher introduces a brief lesson on the market of filming location tours. At the end teacher gives to every group a list of activities that can be offered to a tourist, but some of them don't fit to the target visitor.

Teacher asks students to discuss into the group and then find the most attractive activities for a typical visitor who buys that kind of tour (it is expected to be sold to young people sharing the same interest for TV series).

Second activity (40 min) Students in group, start to plan a two-days tour on one of the filming location of the TV series "Games of Thrones". Students have to fill a time schedule, find the best period of the year, think about the best market to rely on and evaluating the costs of transportation starting from their home city. They are allowed to use their personal devices, or the pc in the classroom, to check the distances with Google maps.

Homework: Every student produces a story-map, in italian, showing the tour on google "my maps". using the group suggestions

NEXT SESSION:

Five students (one for each group) show their story-maps to the class (35 min) in italian

At the end (20 min): Every student evaluates the works of their classmates and also their own work in English, writing some very short texts, in the style of a Trip-advisor user. They're supposed to write what is good and what is wrong with their activity and evaluate the work of their classmates.

Soon as they write the evaluation, it can be showed on the WIB.

Self-assessment (5 min)

Students self-evaluate their own work, by answering to questions in English

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Similar activities will be repeated to introduce some lessons about other filming locations such as:

Hawaii and Cocos Island (Jurassic Park)

New Zealand (The Lord of The Rings)

Tunisia; California; Guatemala; Phuket (Star Wars series)

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