

MLA Lesson Plan

“What kind of traveller are you?”: una guida semi-seria al turismo responsabile

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STEP 1

Activity 1: Arousing motivation - Matching

Match these descriptions with the correct type of holiday.

1. Sporting holiday	2. Group holiday	3. Theme Parks	4. Short breaks
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- A. Two is company, three is a crowd and four is a party! Sharing the sites, food and culture during your travel experience with friends and family can take your holiday to another level.

- B.** Sometimes a brief rest is all you need to re-energise your body and mind. Treat yourself to a weekend escape to let loose, unwind and indulge in life's pleasures.
- C.** Combine your love of fitness and passion for travel with this kind of holiday. Be part of the action and experience your favourite activities in arenas, stadiums and tracks all round the world.
- D.** Combine exciting rides, fun entertainment, resort accommodation and more! These holidays are sure to leave you with fond and unforgettable memories.

Nel corso di questa attività il docente farà comprendere agli studenti che si tratta di un esercizio di *"overall comprehension"* e che non è necessario leggere interamente i testi forniti per effettuare l'abbinamento. Si tratta, infatti, di una attività di *"skimming"*, ovvero di lettura veloce che ci aiuta a comprendere quel che si chiama *"the general gist"*. Naturalmente la chiave giusta risiede nel lessico usato. Ad esempio, nel testo A. le key words *"crowd, sharing, friends, family"* rimandano ad un concetto di condivisione e di numero di persone che fa chiaramente capire che il tipo di vacanza a cui si allude è la n. 2, *Group holiday*.

Activity 2: Presentazione del brano *"What kind of traveller are you?"*

Nowadays more people are travelling than ever before, thanks to cheap flights. The number of destinations has also increased and there are now few countries which have no experience of tourism.

In addition, there are many different kinds of holiday to choose from. Here are some different advertisements for different types of holiday.

TEXT 1

Three-week **trekking holiday** in the Himalayas. See the roof of the world on this **challenging trek**, with some of the most amazing scenery on the planet. Each group, from eight to ten people, travels with an experienced guide with accommodation en-route in fully equipped temples and monasteries in Katmandu Valley. This is an ideal holiday for experienced trekkers, and spiritual **backpackers**.

TEXT 2

How would you like to spend a month in Edinburgh? And take advantage of the great facilities of one of Scotland's most prestigious language schools, with plenty of time to enjoy the delights of the capital? The Edinburgh School of English offers one-month intensive study course, including culture tours, sports and social activities, and family accommodation. With our highly experienced staff and mixed-nationality classes, we have courses for teenagers of all levels of English.

TEXT 3

For travellers who want something more than just a pleasure holiday, Development for Peace offers the opportunity to get involved with communities in Africa, India and Latin America, combining travel with volunteer work according to personal experience and skills. You will stay with families and all food is provided by the local community centre, all that is necessary is an open mind and a willingness to help, a truly rewarding travel experience that will leave you with more than just a few holiday photos.

TEXT 4

If you want to be where the party is, get yourself to Haad Rin beach on Koh Phangan Island in beautiful Thailand. Better still, we'll take you there. We offer basic but comfortable beach hut accommodation at the nearby sanctuary, and corse in everything from Tai Chi to Ayurvedic Yoga, to doing nothing. Then you'll have plenty of time to get ready for the greatest beach parties on the planet – including the world-famous Full Moon Party – featuring great DJs playing music for all tastes, from Goa trance to deep house.

TEXT 5

Two-week package deal in a luxury holiday village located near the fabulous resort of Sharm El Sheikh in Egypt, famous for its coral seas. The village offers an Olympic-size swimming pool, four tennis courts, great activities for kids and on-site entertainment of every kind. There are two perfect white sandy beaches, just a few minutes' walk away, making this ani deal resort for young families. Chalet accommodation is half-board with full buffet breakfast.

Activity 3: Accertamento della comprensione globale - Vocabulary

Match the words in column A with their Italian equivalents in column B.

A	B
1. Sandy beaches	a. Volontà, disponibilità
2. Half-board	b. Turisti con grandi zaini
3. Backpackers	c. Grande quantità, abbondanza
4. Willingness	d. Spartano, essenziale
5. Plenty	e. Spiagge di sabbia
6. Basic	f. Sistemazione, alloggio
7. Accommodation	g. Mezza pensione

1	2	3	4	5	6	7
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Activity 4: Accertamento della comprensione globale - Skimming

Utilizzando la stessa tecnica dello skimming, gli studenti potranno scorrere velocemente i tre testi ed abbinare ciascun paragrafo al tipo di vacanza adatto riempiendo la tabella.

<i>Skim the texts and fill-in the table according to the types of holiday and what they normally offer.</i>	
Clubbing Holiday	N°
Holiday Village	N°
Adventure	N°
Ethical Tourism	N°
Study Holiday	N°

Activity 5: Accertamento della comprensione in dettaglio - Scanning

Per affrontare una comprensione più analitica del brano la tecnica che si utilizza è lo “**scanning**”, ovvero una lettura più lenta e selettiva alla ricerca di informazioni precise. Prima di tutto, il docente deve accertarsi che gli studenti conoscano i vocaboli nuovi o quelli più complessi. Può fornire, a tale scopo, un esercizio di matching.

Per approfondire ulteriormente la comprensione del testo, si può ricorrere a domande aperte del tipo:

1. What does a luxury holiday village provide for its hosts?
2. Where could you stay if you like beach parties?

In alternativa, un esercizio più “libero” come quello proposto qui di seguito:

Read the passage more intensively and answer which type(s) of holiday...

is ideal for backpackers	
offers quiet and relaxation	
is particularly suitable for young people	
is appropriate for people in search of a spiritual experience	
is good for people with children	
offers the opportunity to learn as well as to enjoy oneself	
is perfect for people who love adventure	
is not suitable for people who want luxury	
is ideal for people who love sports	
requires that people are flexible	

Activity 6: Riflessione sulla lingua

Il tema del viaggio e del turismo si coniuga bene con una riflessione sulla lingua, in particolar modo con i **Frequency adverbs**.

Una tecnica utile può essere quella dell’analisi comparata fornendo, ad esempio, un confronto fra l’uso degli avverbi di frequenza vs le espressioni di tempo.

Il docente scrive alla lavagna:

I travel to London by plane twice a year	I seldom travel to London by plane I always travel to London by plane I sometimes travel to London by plane
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Chiederà quindi agli studenti di analizzare le parole comuni e non comuni fra le frasi presentate. Sarà evidente che le espressioni non in comune sono: **twice a year, seldom, always, sometimes**.

Il docente chiederà agli studenti di riflettere su quale posto abbiano nella frase le parole non comuni (alla fine della frase, fra il soggetto ed il verbo).

Questo aiuterà a spiegare la differenza non solo concettuale fra i **frequency adverbs** e le **time expressions** ma anche a formulare la regola grammaticale. Analogamente si spiegheranno: la posizione degli avverbi di frequenza con i verbi ausiliari e modali, la differenza fra “ever” e “never” e l’uso della negazione.

Seguirà, per fissare i concetti, un esercizio di completamento.

Complete the following sentences adding the frequency adverb in brackets.

1. We go to Great Britain by train (**often**)
2. My friends visit a museum when they travel abroad (**never**)
3. We have lunch in a public park when we are in Edinburgh (**sometimes**)
4. I am happy when I walk in Regent Park (**always**)
5. Do you visit Mme Tussaud’s Exhibition when you go to London? (**ever**)

Activity 7: Attività visive per gli studenti

Per quegli studenti che hanno uno stile di apprendimento più legato alla fruizione di immagini, si può presentare una attività del tipo di seguito descritto.

Look at the photos. Which would be most suitable to use on a tour operator website to attract visitors? Choose the slogan that fits best the picture.



1. Adventure holiday	2. Happiness on heart	3. Escape completely
4. Dream, explore, discover	5. Just a smile away	6. Enjoy the freedom
7. Experience variety	8. There's no place like it	9. Dream for all Seasons

STEP 2

Activity 1: Arousing motivation - Consultare un sito web

Il docente chiederà agli studenti di navigare in rete e collegarsi al link:

<https://www.edreams.com/blog/the-worst-tourists-in-the-world/>

Prima di collegarsi, tuttavia, presenterà una lista delle cose più strane che hanno contribuito a stilare la classifica dei peggiori turisti del mondo, chiedendo agli studenti quali situazioni ritengono credibili.

Quindi, di inserire nella tabella il posto in cui, secondo loro, sarebbero stati inclusi nella classifica stilata da eDreams:

	The Colombian tourist who made fun of the English guard at St. James Palace, London
	The Chinese teenager who engraved his name in the temple of Luxor, Egypt
	The Drunk Norwegian man who fell asleep on the baggage conveyor belt
	The American family that ate an extremely rare octopus
	The Welsh tourist that stole a penguin from SeaWorld Australia

Al termine dell'attività, il docente solleciterà la classe a visionare il sito per verificare le previsioni ed avere maggiori informazioni sugli incredibili episodi avvenuti in giro per il mondo.

Activity 2: Presentazione del brano “What to wear when you travel”

Prima della lettura, il docente chiederà agli studenti di sottolineare nel testo i vocaboli di cui non conoscono il significato.

What to wear when you travel

Travelling abroad isn't as simple as buying a ticket and hopping on a plane. Part of staying safe in an unfamiliar place is dressing to blend in – or at least not dressing to stand out. Beyond avoiding matching T-shirts, baseball hats and white sneakers, not to mention “I love NY” sweatshirts, keep in mind local customs and attitudes, as well as religious beliefs, when choosing your attire.

Before you get out your suitcase, here are some things to leave in your closet as you pack for your next trip abroad.

Backpacks Planning to spend the summer backpacking across Europe? Then a large back pack is practical and probably a better bet than a roll-aboard suitcase or lugging onto trains and travelling between destinations. But bring a secondary bag, like a small fabric bag, for everyday touring around cities. Any kind of back pack, big or small, will mark you as a tourist.	Religious immodest clothing It is wise to dress conservatively in any country holding deeply religious views, such as those in the Middle East (if you are not sure, your travel agent or guide book can offer advice on local religious customs). Women in particular should avoid miniskirts, bra tops, short-sleeved shirts, shorts and sometimes even Capri pants. Men should avoid shorts and sleeveless tops in many Middle Eastern countries or when entering a Church or other holy place. Pants and long skirts are a safe bet. As a general rule, travellers should cover their shoulders and knees when entering any Church or holy site to avoid unwanted stares or being denied entry. It is also wise to keep your feet and ankles covered. When in doubt, stick to long sleeves and men keep that chest hair concealed.
Shoes In Europe, in particular, sneakers are for sporting activities only. Instead, wear comfortable leather walking shoes in the city and keep them polished and in good shape. White tennis shoes are the calling card of American tourists. It is also wise to stick with closed-toes shoes, which can help prevent insect bites or cuts on your toes from gravelly surfaces. It is not sanitary to wear flip-flops and other open-toe shoes when travelling to some areas because you can get infections.	
Shorts Americans do love shorts, but most other cultures don't wear them for everyday walking around, no matter the season or how close they are to the Equator. Leave the khaki shorts for beaches, parks, tennis clubs and biking trails. The habit of dressing down to be comfortable is puzzling the most people overseas. Rarely will you see locals wearing shorts unless they are off to play soccer.	No jewels, please Never wear expensive, flashy jewellery abroad, unless you want your diamond rings, pearls and pricey watches to be tagged for someone else's collection. Since there's probably no need to impress anyone that much on your trip abroad, leave the valuables at home. It is also not a bad idea to leave religious jewellery, even cross necklaces, at home. If you must, wear them

	under your clothes so they are not visible to anyone.
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Activity 3: Accertamento della comprensione globale - Vocabulary

Match the words in column A with their Italian equivalents in column B.

A	B
1. Cross necklace	a. Scarpe da ginnastica
2. Fabric bag	b. Costoso
3. Bra top	c. Infradito
4. Short-sleeved	d. Collana con crocifisso
5. Sneakers	e. Vistoso
6. Flip-flops	f. Peli sul torace
7. Open-toes shoes	g. A maniche corte
8. Flashy	h. Borsa di tessuto
9. Chest hair	i. Scarpe aperte
10. Pricey	j. Top a reggiseno

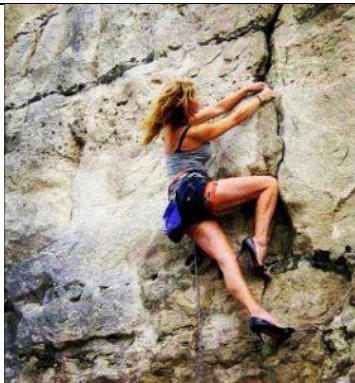
Activity 4: Accertamento della comprensione in dettaglio - Scanning

Answer the following questions

1. Why is a backpack advisable for travelling?
2. What shouldn't women wear in the Middle East?
3. What should men keep concealed?
4. What do American tourists like to wear on their feet?
5. Why you shouldn't wear flip-flops while travelling?
6. Why is it a good idea not to wear religious jewellery?

Activity 5: Conclusioni - Photo Quiz

Cultural Habits

			
1.	2.	3.	4.

Per concludere la lezione, si può proporre una attività semi-seria, che si prende gioco di alcune abitudini nazionali di differenti paesi. Il docente mostra quattro immagini scaricate dalla rete e quattro definizioni, chiedendo poi agli studenti di fare previsioni sulla nazione di cui si parla.

Possono scegliere fra: **ITALIANS-ENGLISH - AUSTRALIANS - CANADIANS**

- A. They sew their flag on everything: backpacks, hats, shirts, shorts, possibly underwear. Many probably have it tattooed some place in case their suitcase gets stipe by thieves who see the maple leaf as an invitation to lay their hands on dull but practical clothing.
- B. Their love of designer labels doesn't leave them when they de part the shopping piazzas of Milan. It is not unknown to see some women scaling the scope of Machu Picchu in stiletto heels!
- C. Deprived of sunlight at home, they love frazzling their delicate complexions with the deadly rays emanating from our nearest star.
- D. They love wearing their uniform of shorts, singlet and flip-flops regardless of local climate or cultural sensitivities.

STEP 3

Activity 1: Arousing motivation - Eating Habits

Mangiare e bere in vacanza, specialmente all'estero, può essere una esperienza esaltante o, al contrario, traumatica. In ogni caso, la globalizzazione ha favorito la diffusione di cibi e bevande più o meno in ogni parte del mondo. Ma quanto ne sapete di certe abitudini?

Il docente può proporre un esercizio di matching presentando alcune fotografie e proponendo di attribuire ad esse i titoli dati in "scrambled order":

FIZZY DRINKS	JUNK FOOD	PORRIDGE	BRUNCH	BBQS
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Le immagini potrebbero essere:

		
A.	B.	C.
		
D.	E.	

Activity 2: Presentazione del brano "You are what you eat"

You are what you eat

The food we eat reveals a lot about the way we live. One of the most visible signs of globalisation, for example, has been the spread of fast food chains and brands around the world. On the other hand, a wide variety of local cuisines has travelled to other countries through immigration, leading to more cosmopolitan eating habits.

Soft drinks

In the 1950s tea was the most common drink for British children – today it's **soft drinks**. According to a recent surveys, children aged 4 to 18 drink two-thirds more **fizzy drinks** than milk.

Junk Food

A new report on US eating habits reveals that almost a quarter of the calories American people consume come from nutrient-poor **junk food**, including chocolate bars, salty and sweet snacks, burgers and fries.

Porridge

In the UK some people start their day with a hot bowl of **porridge** with salt, sugar or cream. Traditionally a Scottish breakfast, porridge is a sort of thick semolina made with oats and milk.

Cereals

According to recent statistics, British are eating much more **pasta**, bakery products and cereal-based snacks than in the past; on average 65,6 kg per person a year.

Brunch

On Sunday mornings Americans often have **brunch** (breakfast + lunch) generally consisting of yoghurt, cereals and pancakes served with lemon and sugar, jam or maple syrup.

BBQs

Australian families often have **bbqs** (barbecues) at weekends. A favourite Australian meat dish is **steak** stuffed with oysters, while a traditional Aboriginal speciality is **kangaroo meat**.

Activity 3: Accertamento della comprensione globale - Vocabulary

Match the words in column A with their correspondent definition in column B.

A	B
1. Fizzy	a. fried potato pieces
2. oats	b. a grass-like cereal
3. fries	c. sweet liquid obtained from the maple tree
4. maple syrup	d. with gas
5. stuffed	e. thick, fat slice of meat
6. steak	f. filled with

Activity 4: Accertamento della comprensione globale – Skimming

Yes or No

1. Is kangaroo meat a favourite English food?	YES	NO
2. Does "brunch" stand for breakfast + lunch?	YES	NO
3. Do Australian families love having barbecues at the weekends?	YES	NO
4. Are fizzy drinks more popular than milk or tea?	YES	NO
5. Do British people eat more pasta than in the past?	YES	NO
6. Do Scottish people have "porridge" for lunch?	YES	NO

Activity 5: Accertamento della comprensione globale – Skimming

Come lavoro finale, il docente può proporre un “project work”, dividendo la classe in gruppi ed assegnando a ciascun gruppo un tema che riguardi il turismo. Le proposte potrebbero essere:

- 1.** Shopping all over the world
- 2.** The world’s most famous attractions
- 3.** Disney Paris vs Disneyland
- 4.** Theme Parks
- 5.** An adventure holiday

I gruppi possono decidere la modalità di restituzione (costruzione di un dialogo, realizzazione di uno spot pubblicitario, presentazione in PowerPoint etc). Il docente ne valuterà l’originalità, la correttezza linguistica e formale.

* i testi presentati sono tratti da Maurizio Oberholtzer, J.T. Collins “Travelcard”, Fratelli Ferraro Editori, 2016

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