



Centro  
Linguistico  
d'Ateneo

# Seminario

Relatore: Isabella Baldi

Titolo del webinar: *How to use and adapt authentic material in the English class*

Data: 25 Febbraio 2025



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# Indice

- Perché utilizzare materiale autentico nella classe di lingua
- Premesse metodologiche - vantaggi e svantaggi
- Prima attività: adattamento di una pagina web
- Seconda attività: adattamento di un pieghevole turistico
- Terza attività: adattamento di immagini di una mostra d'arte



# Perché utilizzare materiale autentico

- Attività che ho **realmente svolto** con i miei alunni
- Creazione di attività che corrispondono agli **interessi degli studenti**
- Materiale personalizzato che mi ha consentito di adattare l'attività alla **tipologia della classe**, al livello linguistico e ai bisogni degli studenti
- **Raccordo con altre discipline**
- Occasione per **vivacizzare la lezione** e variare la prevedibilità della lezione
- **Recuperare e riadattare** lo specifico materiale con cui gli studenti sono entrati in contatto



## Premesse metodologiche - Vantaggi

- E' molto **motivante** per gli studenti che traggono soddisfazione dal realizzare un compito di realtà.
- **Diversifica** e rende varia la lezione di lingua, preparata in base agli interessi degli studenti.
- Consente al docente di **ampliare e arricchire il materiale** offerto dal libro di testo.
- Può essere interessante e **rilevante per la vita** e gli interessi degli studenti
- Consente di inserire contenuti, temi, eventi di stringente **attualità**. *Ad esempio articoli di giornali, notizie televisive o radiofoniche*
- Comprende **esempi di uso quotidiano della lingua** in contesti di vita reale. *Ad esempio serie TV, pubblicità, pagine web.*
- Può essere usato per **tutti i livelli linguistici**, dall'elementare all'avanzato



## Premesse metodologiche - Svantaggi

- Può richiedere al docente **molto tempo** per la ricerca e rielaborazione del materiale al fine di creare attività adeguate ai propri alunni.
- Può risultare **presto datato**. Ad esempio articoli di giornale o notizie di attualità.
- Gli studenti possono essere sentirsi **disorientati o intimoriti** da un lessico non familiare.
- Può presentare solo **uno o pochi esempi** del contenuto grammaticale che il docente vuole sviluppare.
- Può essere **coperto da copyright** o diritti che ne vietano l'utilizzo o la riproduzione in classe.
- Occorre sempre verificare **le fonti e l'autenticità** del materiale. In particolare il materiale disponibile in rete può essere poco attendibile o falso.



# Premesse metodologiche - Possibili soluzioni

- Può richiedere al docente molto tempo. E' possibile però riutilizzare l'attività creata in altre classi e con alunni di livello linguistico diverso.
- Può risultare presto datato. Però film, ricette, canzoni o siti web rimangono a lungo interessanti.
- Gli studenti possono sentirsi disorientati o intimoriti da un lessico non familiare. Il materiale può essere vagliato, ridotto e selezionato in anticipo.
- Può presentare solo uno o pochi esempi del contenuto grammaticale che il docente vuole sviluppare. Se giudicato significativo si può creare un'attività breve e mirata o ampliare il materiale ricorrendo ad altre fonti.
- Può essere coperto da copyright o diritti che ne vietano l'utilizzo o la riproduzione in classe. Riportare chiaramente la fonte, l'autore, il titolo del libro e la casa editrice.
- Occorre sempre verificare le fonti e l'autenticità del materiale. In particolare il materiale disponibile in rete può essere poco attendibile o falso. Attendersi a fonti affidabili o siti web attendibili e conosciuti.



<b>1. TITOLO</b>	<i>Six Sustainable destinations we'd like to visit in 2025</i>
<b>2. DESTINATARI</b>	Studenti di livello B1
<b>3. ANALISI DEGLI INTERESSI</b>	Interesse per i viaggi e visite a città. Tematiche relative alla tutela dell'ambiente e alla sostenibilità.
<b>4. PREREQUISITI</b>	Tempi verbali acquisiti (present simple - present perfect – past simple future simple) Forma affermativa, negativa e interrogativa Condizionale – Would – If clause first type Il comparativo di uguaglianza, maggioranza e minoranza e il superlativo
<b>5. MATERIE COINVOLTE</b>	Scienze
<b>6. OBIETTIVI SPECIFICI DI APPRENDIMENTO</b>	<p><b>CONTENUTI:</b> Reading Comprehension - Comprensione scritta di un brano autentico</p> <p><b>COMPETENZE E ABILITÀ:</b>  <b>Competenze generali</b>            Comprensione di lessico specifico relativo ai viaggi            Comprensione di lessico specifico relativo alla tutela dell'ambiente e alla sostenibilità</p> <p><b>Competenze comunicative</b>            Saper porgere domande relative ai viaggi e alle città di interesse.            Saper esprimere i propri interessi e gusti in tema di viaggi e sostenibilità</p>
<b>7. STRUMENTI</b>	Pagina Web della rivista Condè Nast Computer – tablet Glossario specifico
<b>8. PRODOTTI</b>	Risposte scritte di comprensione del brano Attività di speaking – dialogo con un compagno
<b>9. TEMPI</b>	Due lezioni di 50 minuti Reading Comprehension Post reading - Speaking activity





# Prima attività - Riadattamento di una pagina web della rivista Condé Nast Traveller

The screenshot shows the Condé Nast Traveller website. The browser address bar displays 'cntraveler.com'. The page layout includes a main article on the left, a large featured article in the center, and a 'FEATURED' sidebar on the right.

**NEWS & ADVICE**  
**How to Cope With a Fear of Flying Right Now**  
The strategies and statistics that can help ease a fear of flying, according to psychologists,...  
BY OLIVIA MORELLI

**INSPIRATION**  
**The 50 Most Beautiful Places in America**  
You've heard about the spacious skies and amber waves of grain, but what about the otherworldly deserts, prismatic hot springs, and fairytale forests?  
BY CAITLIN MORTON

**FEATURED**  
**Our Favorite Vacation Homes in America's Most Beautiful Small Towns**  
Charming decor, fantastic views, and reading nooks...  
BY PARIS WILSON AND CAITLIN MORTON

**Inside Condé Nast Traveler's Gold List Party in Dubai**  
Anna Wintour made her first trip to the metropolis f...  
BY SOPHIE PRIDEAUX

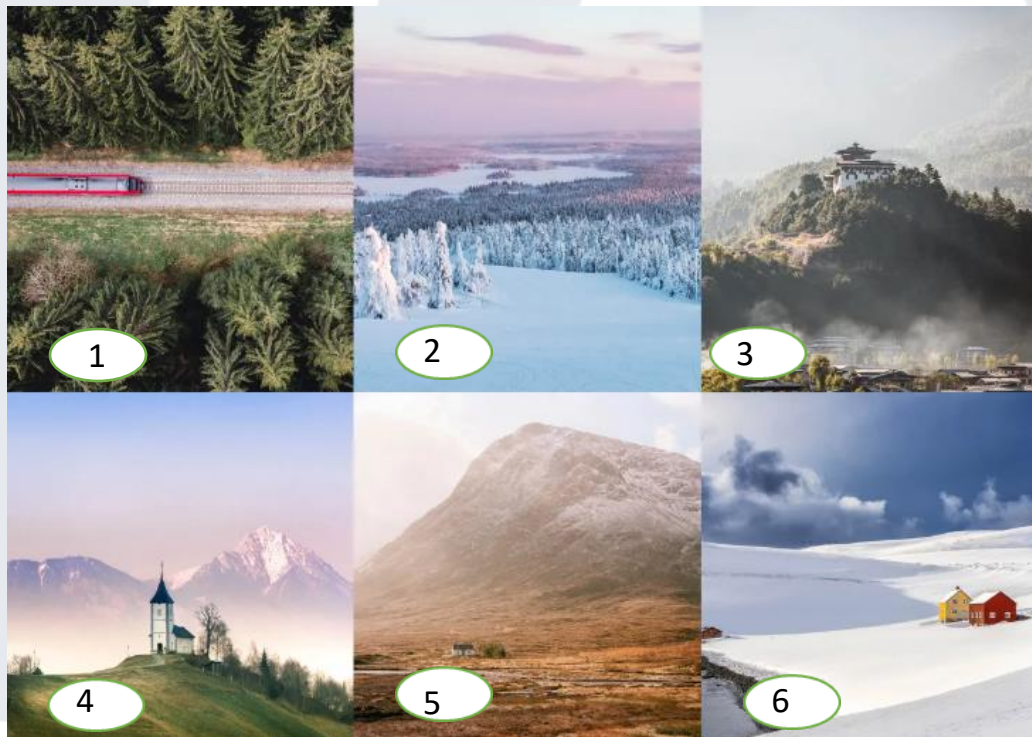
**Rick Steves on the "Hippie Trail" Trip That Changed Him**  
The authors' latest book, out February 4, chronicles his...



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# Reading - Six Sustainable destinations we'd like to visit in 2025

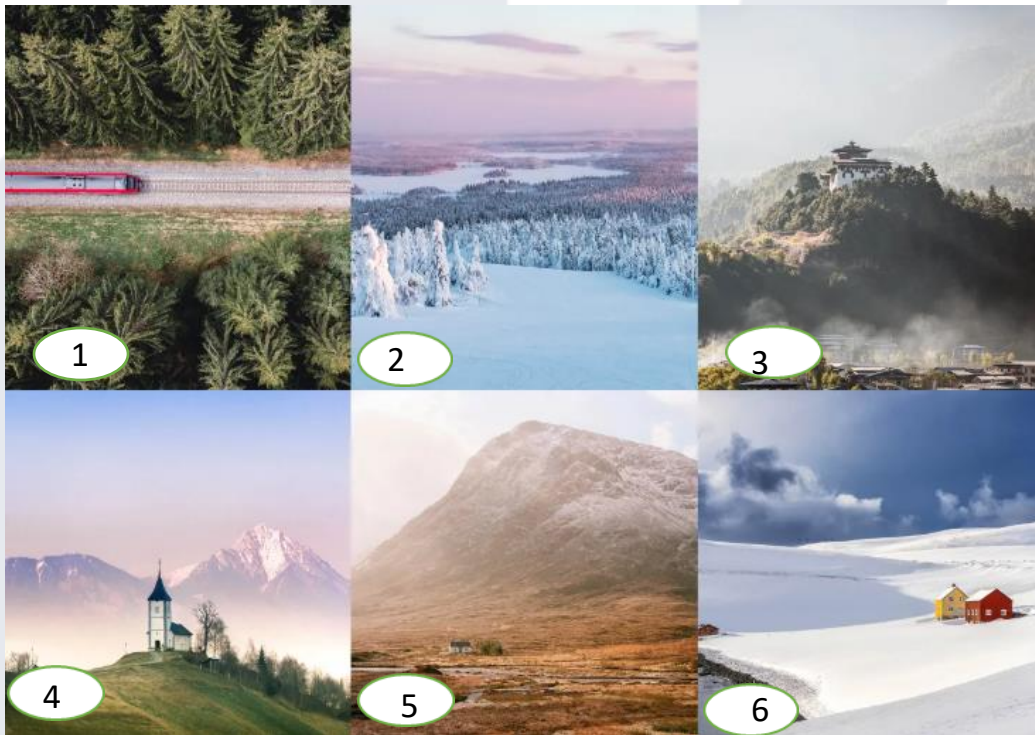


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# Reading - Six Sustainable destinations we'd like to visit in 2025

Lead-in



## Make Predictions!

Match the photos with the destinations -  
Watch out! There are four more.

**Madagascar**

Buthan

Costa Rica

**Germany**

*Slovenia*

**Scotland**

**France**

Scandinavia

Peru

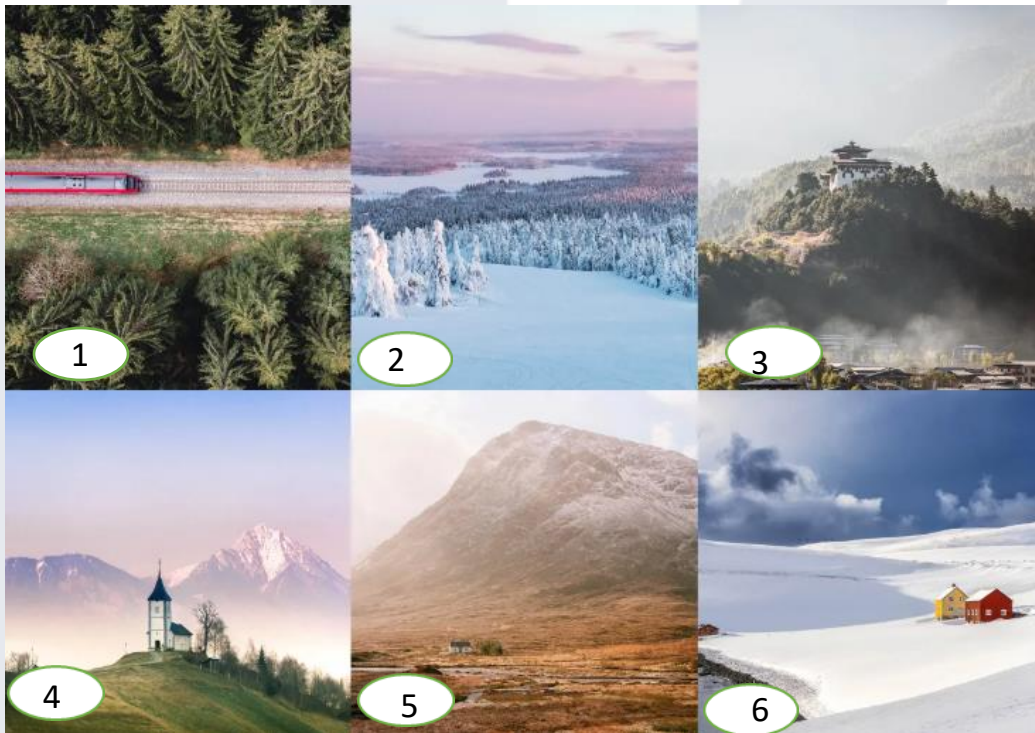
**POLINESIA**

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----



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## Make Predictions!

Match the photos with the destinations

**Madagascar**

Costa Rica

*Slovenia*

**France**

Peru

Buthan

**Germany**

**Scotland**

Scandinavia

Polinesia

1. Germany
2. Finland
3. Bhutan
4. Slovenia
5. Scotland
6. Scandinavia





## Reading - Six Sustainable destinations we'd like to visit in 2025

First Reading -  
Skimming

### The Scottish wilderness

Scotland was already in our heads and hearts for being the country that was first to sign up to Tourism Declares a Climate Emergency- an initiative **launched** in 2020 to encourage the tourism sector to reduce carbon emissions. With COP26 having seen Glasgow host the most significant changemakers and conversations around the climate emergency, we are even prouder of this nation for leading by example. Wilderness Scotland has been showcasing sustainable tourism for two decades, and the European Nature Trust has our attention for their conservation of tens of thousands of acres of the Scottish Highlands.



### The nourishing mountains of Slovenia

This compact Central European country with its fairytale mountain scenes of Baroque-spired churches and wooden **hayracks** has long since punched above its size as a hero of green tourism. More than a 10th of the rolling countryside is formally protected, spanning Alpine peaks, ancient forests, Karst plateau, the Pannonian plains' **vineyards** and thermal waters down to the compact 29-mile stretch of Adriatic coast betwixt Croatia and Italy. We love the tourist board's Green Scheme of Slovenian Tourism, which navigates you to the greenest hosts and camping sites.



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## Reading - Six Sustainable destinations we'd like to visit in 2025

First Reading -  
Skimming

### Fresh air in Finland

You'd do well to get a lungful of 'living' in a nation where 80 per cent of the terrain is forested. The crisis from air pollution globally came to the fore in 2021 when the World Health Organisation declared it one of the biggest environmental threats to human health, alongside the climate emergency. Meanwhile, Finland's air and water is proclaimed the clearest. Thank you to the tourist board for **laying on** a Sustainable Finland programme to map out a blueprint to help visitors plan the most eco-friendly escapes and engage with nature and local culture, knowing every step of their stay has been looked at through an economical, ecological, social and cultural lens.



### Green and serene Germany

Wellness is naturally the forte in a country with hundreds of health resorts, and here you can spa sustainably, such as at the carbon-neutral Nature Resort Schindelbruch in Südharz or while enjoying the moonlight sauna at Eifel-Therme Zikkurat. The tourist board itself is Green Globe certified and so they know what they're talking about when they navigate visitors to 1,300 places to stay, from **glamping** to high-end hotels. Green Pearls is a portfolio of eco-friendly escapes that includes many members in its home country, too. If you are of a plant-based-diet persuasion, this country has the largest percentage of veggies in Europe – so you know it will be easier to keep your footprint

low



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## Reading - Six Sustainable destinations we'd like to visit in 2025

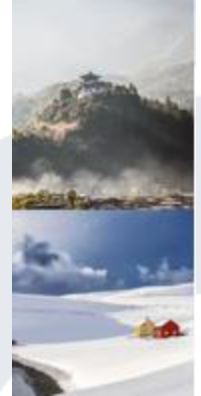
First Reading -  
Skimming

### Global goals from Norway, Sweden, Denmark and Iceland

Folks are wising up to the importance of keeping the United Nations Sustainable Development Goals in mind. We know there's so much emphasis on the need to decarbonise our energy systems, let's show some love for the countries with the highest **reliance on renewable energy**. In Norway, hydropower contributes 45 per cent of its power - its energy-positive off-grid poster hotel is Svart. And we have to salute Iceland too, which is already 100 per cent powered by renewables. We're especially drawn to family-owned Torfhús Retreat, which runs exclusively on geothermal and hydroelectric energy.

### Bhutan's green valleys

If being a more sustainable traveller is to think more deeply about why we travel, as well as ensuring we're taking a trip somewhere that will do more good than harm, the last remaining Buddhist kingdom is as **compelling** a destination as can be. A model of sensitive tourism in the Himalayas, Bhutan is the world's only carbon-negative country and offers a less-is-more approach to hosting visitors by carefully regulating tourism and including the protection of its forests in its constitution. Since the country has a minimum daily package **rate**, there is a sensible targeted approach to inbound tourism, meaning less visitors, with a higher spend, so that foreign guests are welcomed into this **compassionate, inclusive community**, with few barriers between them and the Bhutanese.



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## Reading Six Sustainable destinations we'd like to visit in 2025

*Second Reading -  
For details*

### Glossary

**to launch:** to begin something such as a plan or introduce something new such as a product:

**acre:** a unit for measuring area, equal to 4,047 square metres

**hayrack:** a large, tall pile of hay in a field

**vineyard:** a piece of land on which vines are grown

**fore:** a noticeable or public position:

**threat:** the possibility that something unwanted will happen, or a person or thing that is likely to cause something unwanted to happen

**to lay on:** to provide something for a group of people

**glamping:** the word is a mixture of 'glamorous' and 'camping'

**reliance on:** the state of depending on or trusting in something or someone

**compelling:** forceful and persuasive:

**rate:** the amount or number of times it happens or changes in a particular period



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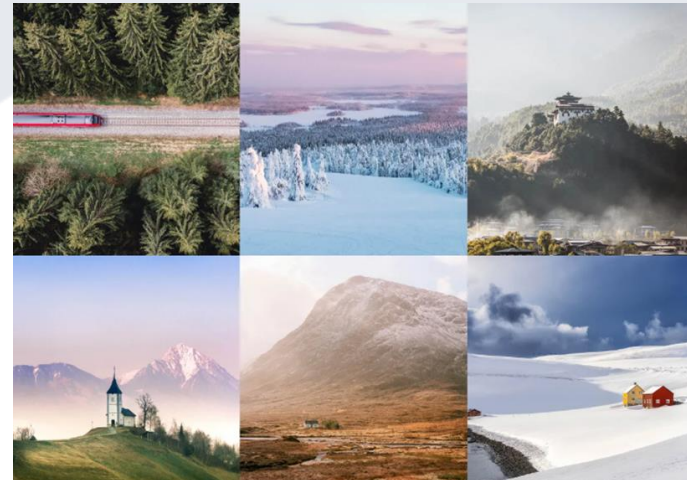


## Reading - Six Sustainable destinations we'd like to visit in 2025

First Reading -  
General  
understanding

### Match the subtitles to the corresponding destination

1. *We're wild about their rewilding*
2. *Peaks to climb and plates piled high with organic excellence*
3. *Fantasy forest adventures*
4. *Wellness for the world*
5. *Scandinavian eco-energy superheroes*
6. *Light-touch, high-value tourism*



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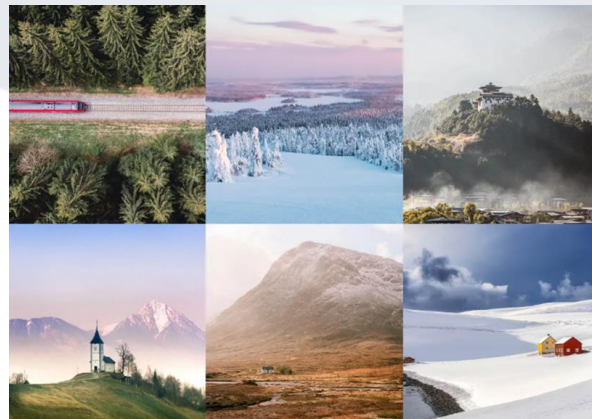


## Reading - Six Sustainable destinations we'd like to visit in 2025

First Reading -  
general  
understanding

### Match the subtitles to the corresponding destination

1. *We're wild about their rewilding* - **Scotland**
1. *Peaks to climb and plates piled high with organic excellence* - **Slovenia**
2. *Fantasy forest adventures* - **Finland**
3. *Wellness for the world* - **Germany**
4. *Scandinavian eco-energy superheroes* - **Scandinavia**
5. *Light-touch, high-value tourism* - **Bhutan**



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## Reading Six Sustainable destinations we'd like to visit in 2025

Second Reading -  
For details

### You would like to visit these destinations, take notes about:

1. Which country is engaging in a programme aimed at checking the consequences of tourism?

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2. Where can you enjoy a natural thermal experience by night?

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3. Which country has launched initiatives to encourage the reduction of carbon emissions?

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4. Which country can get almost half of its energy from water?

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5. Which country has a regulation to limit the number of tourists entering?

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6. Which country can be proud of having one tenth of the countryside protected?

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### You would like to visit these destinations, take notes about:

1. Which country is engaging in a programme aimed at checking the consequences of tourism?  
**Finland** - *A Sustainable Finland programme maps out a blueprint to help visitors plan the most eco-friendly escapes.*
2. Where can you enjoy a natural thermal experience by night? **Germany** - *You can enjoy the moonlight sauna at Eifel-Therme Zikkurat.*
3. Which country has launched initiatives to encourage the reduction of carbon emissions? **Scotland** - *In 2020 Scotland launched an initiative to encourage the tourism sector and reduce carbon emissions.*
4. Which country can get almost half of its energy from water? **Norway** - *Hydropower contributes 45 per cent of its power.*
5. Which country has a regulation to limit the number of tourists entering? **Bhutan** - *There is a sensible targeted approach to inbound tourism, meaning less visitors.*
6. Which country can be proud of having one tenth of the countryside protected? **Slovenia** - *More than a 10th of the countryside is formally protected*



# Reading Six Sustainable destinations we'd like to visit in 2025

Post Reading -  
Speaking

## Guessing Activity

Take notes about places, activities and details that describe:

1. The destinations in the world that you dream of visiting

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2. The place you travelled to that you liked most

-----  
-----  
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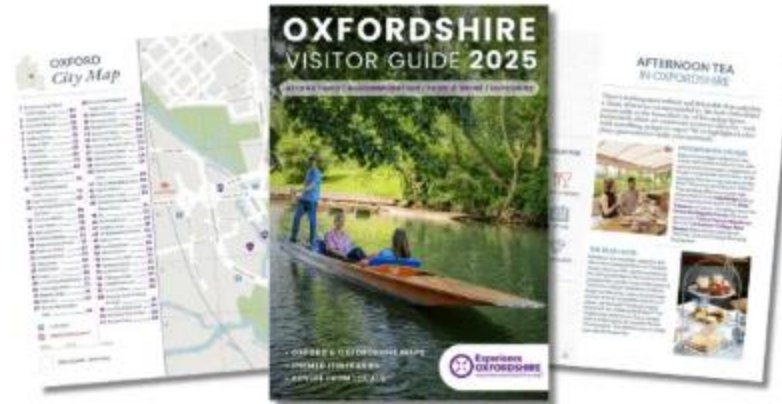
Tell your partner about them and let him/her ask you questions and guess the destination. Take turns!



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## Seconda attività - Riadattamento di un opuscolo turistico della città di Oxford



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<b>1. TITOLO</b>	<i>Oxford City Leaflet</i>
<b>2. DESTINATARI</b>	Studenti di livello B2 – Scuola secondaria di II grado
<b>3. ANALISI DEGLI INTERESSI</b>	Attività pensata per gli studenti che hanno svolto uno stage linguistico a Oxford. Interesse verso i luoghi di interesse e i monumenti più significativi Vivo interesse di tipo artistico e culturale della città
<b>4. PREREQUISITI</b>	Verbi modali (should – would – must – might ...) Periodo ipotetico (First – Second - Third If-Clauses) Dare consigli e suggerimenti (had better – I would recommend – Cannot miss) Lessico specifico di tipo turistico e artistico della città
<b>5. MATERIE COINVOLTE</b>	Storia dell'arte Storia
<b>6. OBIETTIVI SPECIFICI DI APPRENDIMENTO</b>	<b>CONTENUTI:</b> Reading Comprehension - Comprensione del brano e ampliamento del lessico specifico relativo ai monumenti e ai luoghi interesse turistici  <b>COMPETENZE E ABILITÀ:</b> <b>Competenze generali</b> Acquisizione di espressioni idiomatiche Ampliamento della conoscenza del lessico specifico turistico e artistico Saper dare dei consigli personalizzati per diverse tipologie di visitatore  <b>Competenze comunicative</b> saper presentare la città di Oxford e invogliare i visitatori a scoprire la città
<b>7. STRUMENTI</b>	Leaflet dell'ufficio del turismo Foto e immagini della città Glossario Dizionario online
<b>8. PRODOTTI</b>	Attività orale – Speaking Welcoming Speech Attività scritta – Treasure Hunt
<b>9. TEMPI</b>	3 lezioni in totale Reading Comprehension Attività produttiva – Speaking and Writing Feedback in classe





# First Reading - Oxford City Leaflet

Lead-In  
Brainstorm activity

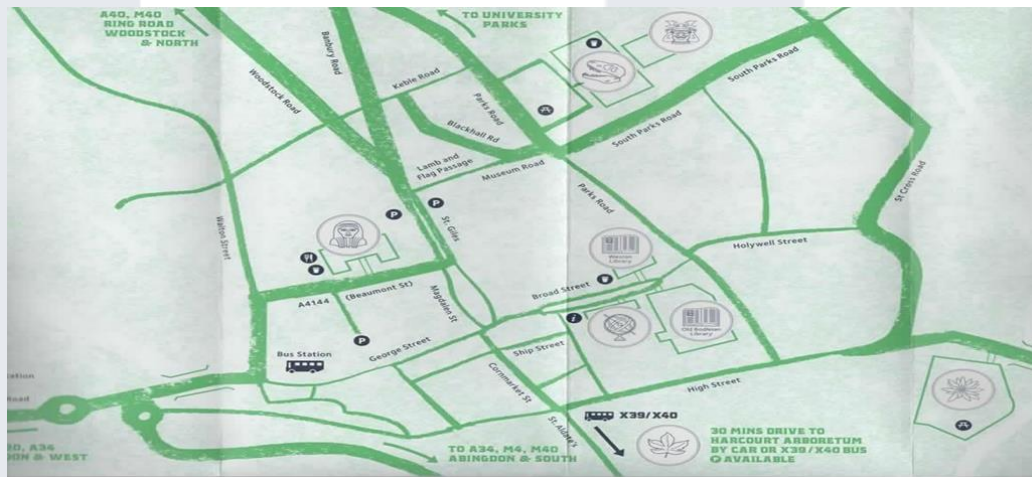
## Guessing Activity - Predictions

a. You are going to visit the city of Oxford.  
Open the map.  
What do you think the 7 icons represent?

b. What are their names?

Example 1. Museum of History of Science

2. -----
3. -----
4. -----
5. -----
6. -----
7. -----



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# First Reading - Oxford City Leaflet - Answer Key

Lead-In  
Brainstorm activity

## Guessing Activity - Predictions

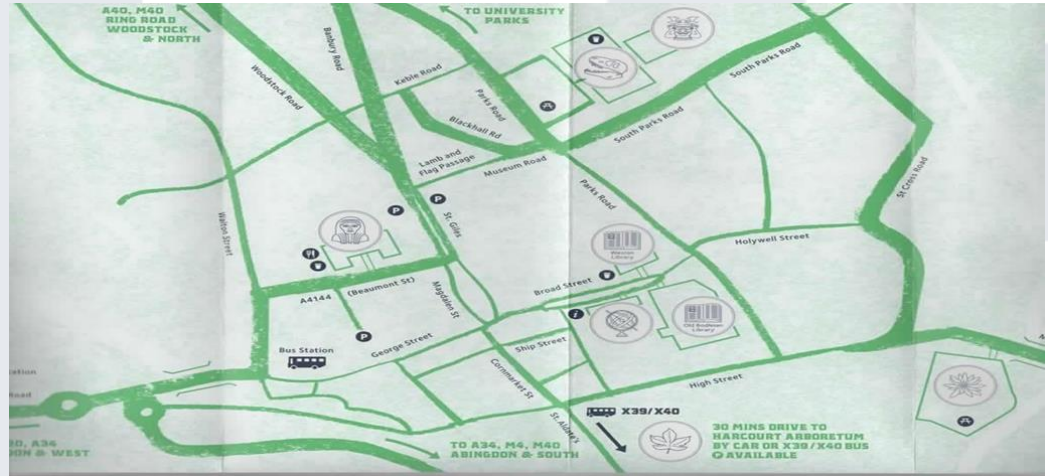
a. You are going to visit the city of Oxford.  
Open the map.

What do you think the 7 icons represent?  
Essential places to visit in Oxford

b. What are their names?

**Example 1.** Museum of History of Science

2. Ashmolean Museum
3. Bodleian Libraries
4. Botanic Garden
5. Arboretum
6. Museum of Natural History
7. Pitt Rivers Museum



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## First Reading - Oxford City Leaflet

Lead-In  
Brainstorm activity

### Guessing activity - Predictions

Now turn the page and look at the icons.  
Can you guess their areas of interest?

Example answer:

**Botanic Gardens** offer a collection of plants, flowers from different areas of the world.

**Bodlenian Library** is an old library where you can find -----  
-----



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## First Reading - Oxford City Leaflet

## First Reading - Skimming

*Look at the title on the front page of the leaflet:  
7 Worlds of Wisdom Worth a Wander.*

*It's catching and appealing, isn't it? In pairs can  
you invent a new title or caption for a new  
edition of the leaflet?*

*Write Your answer*

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## First Reading - Oxford City Leaflet

## First Reading - Skimming

Read the text *7 Worlds of Wisdom Worth a Wander* and suggest the right attraction to each visitor in accordance to their interests, likes and dislikes.

An example is made for you:

*Someone who loves butterflies* → You should visit the Museum of Natural History

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## First Reading - Oxford City Leaflet

- Someone who loves old manuscripts and is a Harry Potter's fan →

---

- Someone who has green fingers →

---

- Someone who is fond of astronomy →

---

- Someone who wants to know more about the past cultures →

---

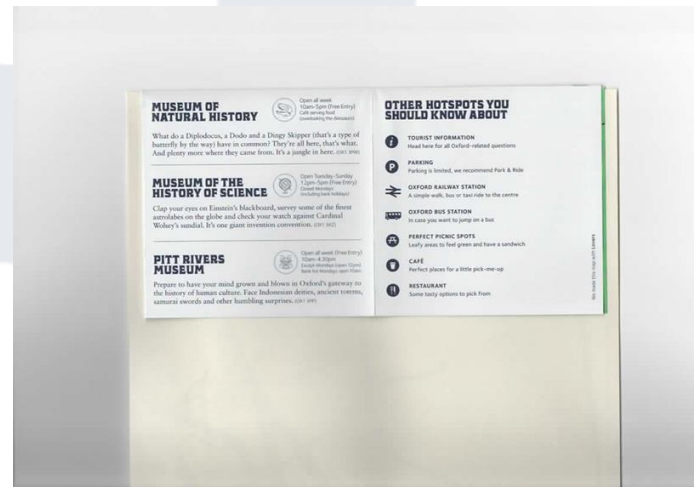
- Someone who loves flowers and wild nature →

---

- Someone who can't resist art masterpieces →

---

## First Reading - Skimming



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## First Reading - Oxford City Leaflet - *Answer Key*

- **Someone who loves old manuscripts and is a Harry Potter's fan** →  
*You should visit the Bodleian Libraries*
- **Someone who has green fingers** →  
*You could go to the Botanic Garden*
- **Someone who is fond of astronomy** →  
*The Museum of the History of Science could be perfect for you*
- **Someone who wants to know more about the past cultures** →  
*I suggest visiting the Pitt Rivers Museum*
- **Someone who loves flowers and wild nature** →  
*You could have a look at Harcourt Arboretum*
- **Someone who can't resist art masterpieces** →  
*You had better enter the Ashmolean Museum*

## First Reading - Skimming



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## Second Reading - Oxford City Leaflet

Second Reading - For details

Read again the text carefully. There are plenty of things to do and see in Oxford!

Some sentences have been taken out. You have to put them back in the right place.

*If you've got*  
**2 HRS** ☺

Then you've no time to waste! \_\_\_\_\_ to survey the seven options ahead of you, pick your favourite and get yourself there pronto.

Pay attention to the opening times — if it's the end of the day you may have missed the Botanic Garden, unless it's midsummer (ahh, midsummer). The lighter it is the later we're open. \_\_\_\_\_

\_\_\_\_\_ check out the Museum of the History of Science. If you really can't decide then why not go straight for something dramatic. Ancient mummy? Head for the Ashmolean Museum. T-Rex? Swing by the Museum of Natural History. Or how about perusing our collection of amulets at the Pitt Rivers Museum? Otherwise wander the Bodleian Libraries for a couple of hours. \_\_\_\_\_ but it's a good idea to show up early to book as they're rather popular. If you don't catch one, explore the beautiful Weston Library.

*If you've got*  
**4 HRS** ☺

\_\_\_\_\_ to squeeze in a couple of decent visits. Either that or plunge into one place and really dig deep. Whichever sounds like more fun.

\_\_\_\_\_ Check out the Botanic Garden. It's alive with wildness from around the world, from the tropics to the arctic. Or there's the Harcourt Arboretum for a foresty feel. \_\_\_\_\_ then you have five options, all within a pleasant stroll of each other. The Museum of Natural History and the Pitt Rivers Museum are connected, so that could work for you. Otherwise there's the Ashmolean Museum, brimming with wonders. If you're keen on science you must visit the Museum of the History of Science. \_\_\_\_\_

*If you've got*  
**ALL DAY** ●

Perfect! \_\_\_\_\_ (except for the Harcourt Arboretum). Let's talk time travel, tea and of course, lunch.

First off you'll want to plot your day out (unless you're a maverick explorer, in which case you're in good company). Think about where you might want to refuel. \_\_\_\_\_ including the keepsakes, resources and gems in each of our shops.

History (overlooking the dinosaurs), the Ashmolean's rooftop restaurant (complete with inspiring views of Oxford), or the Bodleian's Weston Library for a book-fired luncheon. \_\_\_\_\_ around 2-3 visits you can't go wrong. Feel free to try more, but unless you're travelling by dragonback you may struggle. History, mystery and spectacle are part and parcel of all seven of our sites, so if you end up running out of time, just come back! \_\_\_\_\_



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## Second Reading - Oxford City Leaflet

Second Reading - For details

*Read again the text carefully. There are plenty of things to do and see in Oxford!*

*Some sentences have been taken out. You have to put them back in the right place.*

- a if you shape your day*
- b we recommend either*
- c you should easily be able*
- d everything's within walking distance*
- e looking for nature?*
- f there are millions of things to see*
- g worth checking online to be sure*
- h if you're in an indoor mood*
- i fold this page over*
- j if you are a Eureka- seeker*
- k an enlightening lesson in how it all began*
- l tours there go on throughout the day*

The leaflet is divided into three columns. The first column is titled 'If you've got 2 HRS' and contains text about the Museum of the History of Science, the Ashmolean Museum, and the Fitz Rivers Museum. The second column is titled 'If you've got 4 HRS' and contains text about the Botanic Garden, the Museum of Natural History, and the Bodleian Libraries. The third column is titled 'If you've got ALL DAY' and contains text about the Harcourt Arboretum, the Fitz Rivers Museum, and the Museum of the History of Science. There are several blank lines and boxes throughout the text where sentences have been removed.



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**Read again the text carefully. There are plenty of things to do and see in Oxford!**

**Some sentences have been taken out. You have to put them back in the right place**

1. fold this page over
2. worth checking online to be sure
- 3 if you are a Eureka- seeker
- 4 tours there go on throughout the day
- 5 you should easily be able
- 6 looking for nature?
- 7 if you're in an indoor mood
- 8 an enlightening lesson in how it all began
- 9 everything's within walking distance
- 10 we recommend either
- 11 if you shape your day
- 12 there are millions of things to see



## Second Reading - Oxford City Leaflet

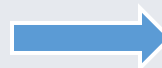
Second Reading - For details

*Read again and carefully all the leaflet. There are so many things to do in Oxford!*

*Look at those phrases and identify the exact words used in the text.*

*An example is given to you:*

- *If you are completely unable to make a decision*



**IN THE TEXT**

*If you really can't decide*

- *Hurry up!*
- *You have the time to visit two attractions*
- *You need to check the opening hours*
- *You don't feel like spending your time outdoor*
- *You probably would like to rest and get new energy*
- *A lunch looking at the beautiful city of Oxford*
- *A place full of wonderful masterpieces*
- *You can reach those places on foot*
- *Roam in a historic place full of books*
- *Have lunch surrounded by books and culture*



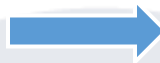
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**Read again and carefully all the leaflet. There are so many things to do in Oxford!  
Look at those phrases and identify in the text the exact words used. Watch out! They are all scrambled!**

**An example is given to you:**

- If you are completely unable to make a decision
- *Hurry up!*
- *You have the time to visit two attractions*
- *You need to check the opening hours*
- *You don't feel like spending your time outdoor*
- *You probably would like to rest and get new energy*
- *A lunch looking at the beautiful city of Oxford*
- *A place full of wonderful masterpieces*
- *You can reach those places on foot*
- *Roam in a historic place full of books*
- *Have lunch surrounded by books and culture*



### IN THE TEXT

*If you really can't decide  
a book-lined luncheon  
restaurant with inspiring views of Oxford  
wander the Bodleian libraries  
you have no time to waste  
within walking distance  
a museum brimming with wonders  
you should be able to squeeze in a couple of visits  
if you are in an indoor mood  
worth checking  
you might want to refuel*



*Read again and carefully all the leaflet. There are so many things to do in Oxford!  
Look at those phrases and identify in the text the exact words used.  
An example is given to you:*

- If you are completely unable to make a decision*
- Hurry up!*
- You have the time to visit two attractions*
- You need to check the opening hours*
- You don't feel like spending your time outdoor*
- You probably would like to rest and get new energy*
- A lunch looking at the beautiful city of Oxford*
- A place full of wonderful masterpieces*
- You can reach those places on foot*
- Roam in a historic place full of books*
- Have lunch surrounded by books and culture*



*IN THE TEXT*

*If you really can't decide*  
*you have no time to waste*  
*you should be able to squeeze in a couple of visits*  
*worth checking*  
*if you are in an indoor mood*  
*you might want to refuel*  
*restaurant with inspiring views of Oxford*  
*a museum brimming with wonders*  
*within walking distance*  
*wander the Bodleian libraries*  
*a book-lined luncheon*



## Second Reading - Oxford City Leaflet

Second Reading - For details

Read again and carefully all the leaflet. There are plenty of things to do and see in Oxford!

Find the words in the text which have the same meaning

The first is made for you

1. *passionate of science and discoveries:*

**Eureka seeker**

**If you've got 2 HRS**

Then you've no time to waste! Fold this page over to survey the seven options ahead of you, pick your favourite and get yourself there pronto.

Pay attention to the opening times — if it's the end of the day you may have missed the Botanic Garden, unless it's midsummer (ah, midsummer). The lighter it is the later we're open. Worth checking online to be sure.

**If you're a Eureka-seeker** check out the Museum of the History of Science. If you really can't decide then why not go straight for something dramatic. Ancient mummy? Head for the Ashmolean Museum. "I say?" Swine by the Museum of Natural History. Or how about perusing our collection of snaillets at the Pitt Rivers Museum? Otherwise wander the Bodleian Libraries for a couple of hours. Tours there go on throughout the day but it's a good idea to show up early to book as they're rather popular. If you don't catch one, explore the beautiful Weston Library.

**If you've got 4 HRS**

You should easily be able to squeeze in a couple of decent visits. Either that or plunge into one place and really dig deep. Whichever sounds like more fun.

Looking for nature? Check out the Botanic Garden. It's alive with wildness from around the world, from the tropics to the arctic. Or there's the Marston Arboretum for a foresty feel. If you're in an indoor mood then you have five options, all within a pleasant stroll of each other. The Museum of Natural History and the Pitt Rivers Museum are connected, so that could work for you. Otherwise there's the Ashmolean Museum, teeming with wonders. If you're keen on science you must visit the Museum of the History of Science, an enlightening lesson at how it all began.

**If you've got ALL DAY**

Perfect! Everything's within walking distance (except for the Marcourt Arboretum). Let's talk time travel, tea and of course, lunch.

First off you'll want to plot your day and (unless you're a maverick explorer, in which case you're in good company!) Think about where you might want to relax. We recommend either the mezzanine cafe at the Museum of Natural History (overlooking the dissects), the Ashmolean's rooftop restaurant (complete with inspiring views of Oxford), or the Bodleian's Weston Library for a book-lined luncheon. If you shape your day around 2-3 visits you can't go wrong. Feel free to try more, but unless you're travelling by dropback you may struggle. History, mystery and spectacle are part and parcel of all seven of our sites, so if you find us boring out of time, just come back! There are millions of things to see, including the keepers, resources and gems in each of our shops.



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## Second Reading - Oxford City Leaflet

Second Reading - For details

*Read again and carefully all the leaflet. There are plenty of things to do and see in Oxford!*



*If you've got*  
**2 HRS** 🕒

Then you've no time to waste! Fold this page over to survey the seven options ahead of you, pick your favourite and get yourself there... pronto.

Pay attention to the opening times — if it's the end of the day you may have missed the Botanic Garden, unless it's midsummer (ahh, midsummer). The lighter it is the later we're open. Worth checking online to be sure.

If you're a Eureka-seeker check out the Museum of the History of Science, if you really can't decide then why not go straight for something dramatic. Ancient mummy? Head for the Ashmolean Museum. T-Rex? Swing by the Museum of Natural History. Or how about perusing our collection of amulets at the Pitt Rivers Museum? Otherwise wander the Bodleian Libraries for a couple of hours. Tours there go on throughout the day but it's a good idea to show up early to book as they're rather popular. If you don't catch one, explore the beautiful Weston Library.

*If you've got*  
**4 HRS** 🕒

You should easily be able to squeeze in a couple of decent visits. Either that or plunge into one place and really dig deep. Whichever sounds like more fun.

Looking for nature? Check out the Botanic Garden. It's alive with wildness from around the world, from the tropics to the arctic. Or there's the Harcourt Arboretum for a foresty feel. If you're in an indoor mood then you have Tree options, all within a pleasant stroll of each other. The Museum of Natural History and the Pitt Rivers Museum are connected, so that could work for you. Otherwise there's the Ashmolean Museum, brimming with wonders. If you're keen on science you must visit the Museum of the History of Science, an enlightening lesson in how it all began.

*If you've got*  
**ALL DAY** 🕒

Perfect! Everything's within walking distance (except for the Harcourt Arboretum). Let's talk time travel, tea and of course, lunch.

First off, you'll want to plot your day out (unless you're a miserverick explorer in which case you're in good company). Think about where you might want to refuel. We recommend either the mezzanine cafe at the Museum of Natural History (overlooking the dinosaurs), the Ashmolean's rooftop restaurant (complete with inspiring views of Oxford), or the Bodleian's Weston Library for a book-lined luncheon. If you shape your day around 2-3 visits you can't go wrong. Feel free to try more, but unless you're travelling by dragonback you may struggle. History, mystery and spectacle are part and parcel of all seven of our sites, so if you end up running out of time, just come back! There are millions of things to see, including the keepsakes, resources and gems in each of our shops.



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*Find the words in the text which have the same meaning of the phrases from 2 to 7. They are scrambled!*

*2. the sensation of being in a wood:*

*maverick explorer*

*3. feel like spending time in museums, shops or covered places:*

*brimming with wonders*

*4. completely full of marvellous things:*

*forestry feel*

*5. an occasion to learn something extraordinary:*

*to be in an indoor mood*

*6. you can reach that place on foot:*

*enlightening lesson*

*7. an eccentric and free traveller:*

*within walking distance*



*Find the words in the text which have the same meaning of the phrases from 2 to 7:*

*2. the sensation of being in a wood:*

*forestry feel*

*3. feel like spending time in museums, shops or covered places:*

*to be in an indoor mood*

*4. completely full of marvellous things:*

*brimming with wonders*

*5. an occasion to learn something extraordinary:*

*enlightening lesson*

*6. you can reach that place on foot:*

*within walking distance*

*7. an eccentric and free traveller:*

*maverick explorer*





## Follow-up Activity - Oxford City Leaflet

*Productive skills*

### *Task 1 – In pairs*

### *Speaking Activity*



*You work for the Tourist Office in Oxford. A group of students is coming to visit the town for a five-day school trip next March.*

*In pairs prepare a welcoming speech for them with the aim of presenting the beauty of the town, suggesting the most interesting places to visit without forgetting to give them some practical information as buses timetables and museums opening hours.*

*Your welcoming speech should last 4-5 minutes.*



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### *Task 2 – Small groups*

#### *Writing Activity*

*You work for the Tourist Office in Oxford and you have been asked to invent and organise a Treasure Hunt for families with children who will visit the city in summer time.*

*Prepare a series of clues which will lead the competitors to a location where a new set of clues can be found until the team can arrive at the treasure location.*

*Write at least 6 different clues to lead the visitors to 6 different locations in Oxford.*

*Number of words: 200-300.*



## Follow-up Activity - Oxford City Leaflet

*Follow-up  
Giving  
feedback*

*Display some pictures or images of the city of Oxford and give the small groups the opportunity to read their corrected work and see how the same monuments and landmarks can stimulate different welcoming speech or Treasure Hunt productions.*



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# Terza attività - Riutilizzo delle fotografie scattate in occasione della visita alla mostra

## *Women Impressionists* National Gallery - Dublin

Women Impressionists

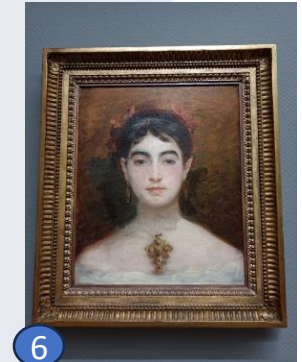
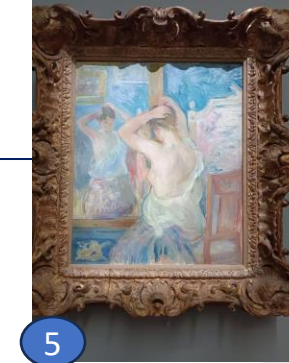
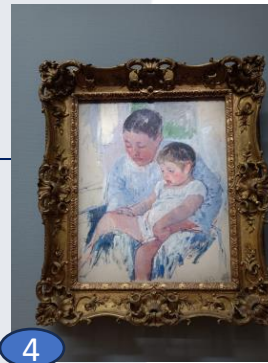


<b>1. TITOLO</b>	<i>Riutilizzo di immagini di una mostra d'arte</i>
<b>2. DESTINATARI</b>	Studenti di livello B2 – Scuola secondaria di II grado
<b>3. ANALISI DEGLI INTERESSI</b>	Attività pensata per gli studenti che hanno svolto una visita alla mostra <i>Women Impressionists</i> alla National Gallery - Dublino Interesse verso le opere esposte Vivo interesse per la storia dell'arte e le discipline pittoriche
<b>4. PREREQUISITI</b>	Conoscenza dei verbi modali per esprimere delle ipotesi Modals of deduction (should – would – must – might - cannot ...) Periodo ipotetico (First – Second – Third If-clause) Lessico specifico per la descrizione di un'opera pittorica Lessico per esprimere sentimenti e stato d'animo
<b>5. MATERIE COINVOLTE</b>	Storia dell'arte Discipline pittoriche
<b>6. OBIETTIVI SPECIFICI DI APPRENDIMENTO</b>	<b>CONTENUTI:</b> Saper descrivere un'opera d'arte, in particolare l'aspetto fisico e i sentimenti del protagonista Saper analizzare un'opera d'arte Saper fare delle ipotesi Saper esprimere deduzioni  <b>COMPETENZE E ABILITÀ:</b> <b>Competenze generali</b> Saper individuare degli indizi e fare deduzioni sul livello sociale, classe, professione del protagonista  <b>Competenze comunicative</b> Attività produttiva di Speaking Hot Seat Attività produttiva di writing: the sitter's interior monologue
<b>7. STRUMENTI</b>	Immagini fotografiche delle opere esposte Immagini di altre opere pittoriche da libri, cataloghi o da internet Glossario specifico arte Dizionario online
<b>8. PRODOTTI</b>	Speaking – Making deductions Interiore Monologue - Writing
<b>9. TEMPI</b>	2 lezioni + 1 lezione di feedback



*Match the painting with the corresponding title*

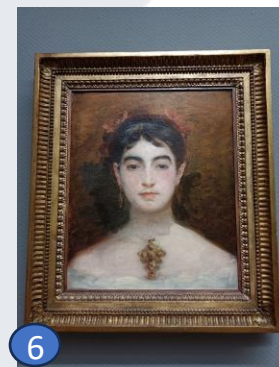
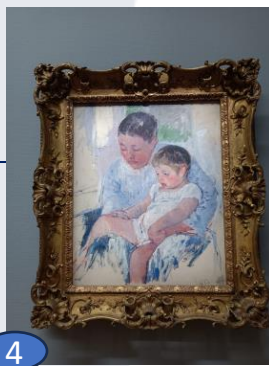
- a. The Artist's Daughter
- b. Julie, with her Nanny
- c. Susan Comforting the Baby
- d. Children on the Sand Dunes
- e. The Bath
- f. Berthe with a necklace





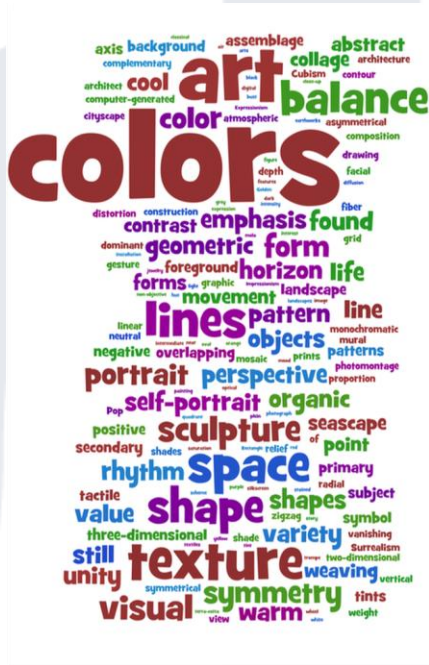
*Match the painting with the corresponding title*

- a. The Artist's Daughter - 2
- b. Julie, with her Nanny - 1
- c. Susan Comforting the Baby - 4
- d. Children on the Sand Dunes - 3
- e. The Bath - 5
- f. Berthe with a necklace - 6





# ART GLOSSARY



Abstract	astratto	Portrait	ritratto
Background	sfondo	Profile	profilo
Canvas	tela	Sculpture	scultura
Contrast	contrasto	Seascape	paesaggio marino
Draughtsman	disegnatore	Self-portrait	autoritratto
Drawing	disegno	Shade	ombra
Engraving	incisione	Shading	ombreggiatura
Foreground	primo piano	Shape	forma
Fresco	affresco	Sketch	schizzo
Golden Mean	proporzione aurea	Still life	natura morta
Hatching and cross-hatching	tratteggio	Subject	soggetto
Hue	sfumatura	Symbol	simbolo
Icon	icona	Symmetry	simmetria
Landscape	paesaggio	Tapestry	arazzo
Life drawing	pittura dal vero	Technique	tecnica
Mask	maschera	Textiles	stoffa
Mood	impressione, sensazione	Viewer	spettatore
Oil paint	pittura ad olio	Watercolor	acquarello
Palette	tavolozza		
Perspective	prospettiva		



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# After visiting Women Impressionists Exhibition - National Gallery Dublin

Speaking  
Activity

## Task 1 - In pairs

Choose one the paintings and make some hypothesis about the sitter.

Use modals of deductions - An example is given to you

*She must be wealthy as she is wearing a beautiful necklace*

---



Berthe with a necklace



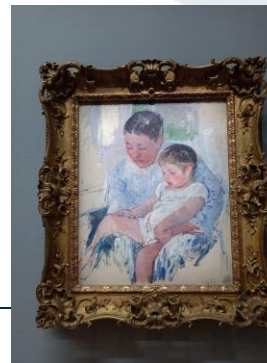
Children on the Sand Dunes



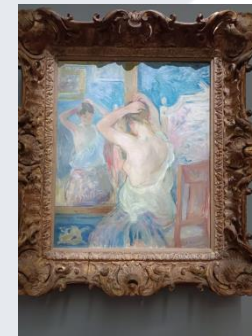
The Artist's Daughter



July, with her Nanny



Susan Comforting the Baby



The Bath



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**Task 2 - In pairs**

**Look at the portrait - What questions would you like to ask the sitters?**

**Ask at least 3 questions for each protagonist**

**An example is given for you**

**Ex. Were you tired to pose sitting on a boat that sunny afternoon?**

1. -----

2. -----

3. -----



**Julie, with her Nanny**



# SCAFFOLDING

## DESCRIBING A WORK OF ART

This picture / sculpture..... shows / represents.....

It was painted / sculpted / done by ..... in .....

He / she belonged to the ----- ist / the ----- school

## PICTURE

In the foreground / background there is / we can see / it shows.....

I would like to notice.....

I like it because it makes me feel

Reminds me of

Makes me think about

I first saw it when I -----



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*One of the students is chosen for the **Hot Seat***

*SS, divided in small groups, prepare questions they would like to ask the sitter of the portrait*

*They need to revise specific art content (period, author, style, technique...)*

*The student selected for the Hot Seat will answer their questions*



## ***The HOT Seat***

***Choose one of the students among the class. She/He will answer the questions made by the other students as if she/he were one of the sitters of the painting.***

**OR**

***Alternatively, the student for the HOT Seat will act as if she/he were the painter himself, answering the questions asked.***

### ***Sample questions***

***How did you feel sitting for so long?***

***What were you thinking as you sat there?***

***Who asked you to paint this portrait?***

***What was the first impression of the model?***





# After visiting Women Impressionists Exhibition - National Gallery Dublin

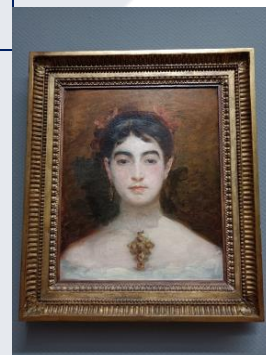
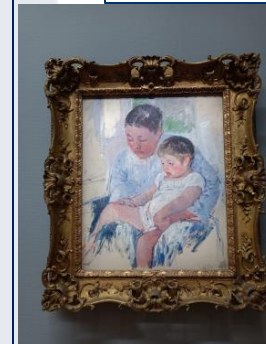
*Follow-up  
Writing a  
personal  
composition*

## *Task 3 - Writing*

*Choose a portrait and write the interior monologue of one of the sitter as they sat for the portrait*

*BEFORE - In pairs students prepare the writing together to encourage communication*

*AFTER - They will write it individually at home*



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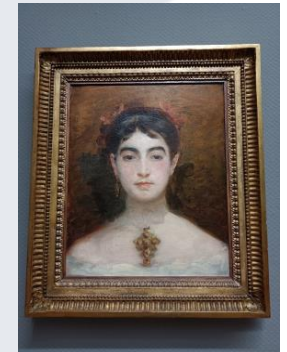




# After visiting Women Impressionists Exhibition - National Gallery Dublin

Follow-up  
Giving  
feedback

*Display the portraits and give the SS the opportunity to read their corrected work and see how the same portrait can stimulate different story lines.*



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