

MODELLO DI PIANIFICAZIONE CLIL

Subjects: Literature and History

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UNIT BALANCE

CITIES AND AUTHORS

Describe here the general balance of the unit.

<p>Abstract (short description of the unit or module) max 5/8 rows. The unit is composed by 2 modules whose aim is to show students the cultural importance of some European cities and of some of the most representatives English and French writers(e.g. George Orwell and Tahar Ben Jelloun,) in the middle and in the latest part of the XX century. Two of the following activities are multilingual, using English, French and Spanish.</p>
<p>CONTENT AIMS Be able to describe pictures To know the main characteristics of the cities of London,Paris and Madrid. To be able to summarize main information about authors's biographies To be able to recognize the main parts of a story To reflect about social themes of a a novel</p>
<p>COMMUNICATION LANGUAGE (GENRES, PHRASES, COLLOCATIONS, PHRASAL FORMS,...) Describing, defining, comparing and contrasting Activities to practise all four skills</p>
<p>CHUNKS</p>
<p>VOCABULARY (BICS, CALP, MICROLANGUAGE) Revisited and new</p>
<p>GRAMMAR Present tense, linking words, describing words (adjectives and/or adverbs), prepositions (behind, in front of, next to, in the bottom/top right/left, in the foreground, etc.)</p>
<p>COGNITION AIMS Learning skills (affective, metacognitive and cognitive) Examining and comparing historical documents or/and images Describing, comparing and contrasting, reasoning, evaluating visual and/or written sources documents such as: photos, pictures, pages of a novel, etc. Expressing and sharing own ideas and opinions Communicating and collaborating</p>
<p>CULTURAL AIMS Communicating and collaborating Reflecting about some social themes such as : brotherhood and equality, justice, violation of liberty, the value of peace.</p>

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LEARNING STYLES COVERED (Multiple intelligences theory) Visual, Linguistic, Kinesthetic

EVALUATION AND ASSESSMENT The teacher can assess evaluating examples of the following products the students have to produce during the following activities: 1.spoken product such as: an individual, pair or group presentation, a description of a picture,etc 2.visual product such as : a poster, a map,etc. 3.written product such as a summary, a poster,a diary,etc. A specific assessmente activity is not detailed in this document.
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TIME NEEDED The following activities can be carried on in 3 lesson of 1 hour each.
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PROCEDURE AND MATERIALS

*Describe here the procedure of every single step of the lesson/s.
Include materials to be used: images, videos, web links, text, tasks to be completed, evaluation and assessment materials etc.*

First Lesson

First Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
1°	Warminp UP	Brainstorming	Plenary Video device Sheets	Evaluating visual sources	Listening Writing	12 minutes (3/4 for each video)	Basic vocabulary	3 short videos
PROCEDURE		The teacher shows a video about the three cities. Students are invited to say the words connected to London, Paris and Madrid and to write them on three different pieces of paper on the wall						
		Before next main activity the teacher introduce new vocabulary and revise and practise describing and linking words and prepositions (next to, beside, under, above ,in the foreground, the background, in the bottom/top right-/left, etc)						

First Lesson

Second Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
2°	Describing a picture. Communicating Expressing and sharing own ideas and opinions	Gallery walk	In pairs or in small groups	Describing, comparing and contrasting, reasoning, evaluating visual sources such as: photos and pictures. Expressing and sharing own ideas and opinions	Speaking and listening. Writing (taking notes)	20-30 minutes	Present simple Linking and describing words prepositions	Pictures ,different kinds of images of London, Paris and Madrid
PROCEDURE		Choose 6 photos or images of canvas about the current topic of study(London, Paris and Madrid).Hang or place them in various places around the classroom to create six stations.						
		Group students into teams of three to five, depending on the size of the class. Each group should start at a different station.						
		Each group visit each station and one student (recorder) should take notes and write the group's responses, thoughts and comments on the chart paper on the wall, next to each image.						
		It's important to monitor the stations while the students participate(3/5 minutes before to rotate to the next station)						
		At the end every recorder reports his/her group answers and compare them with the other recorders and with the teacher who asks them questions like: "What do you see in this picture?";"In your opinion which city is represented ?""When has this photo been taken? Have you ever been there?"etc.						

Here are some pictures which can be used and described for the Gallery walk

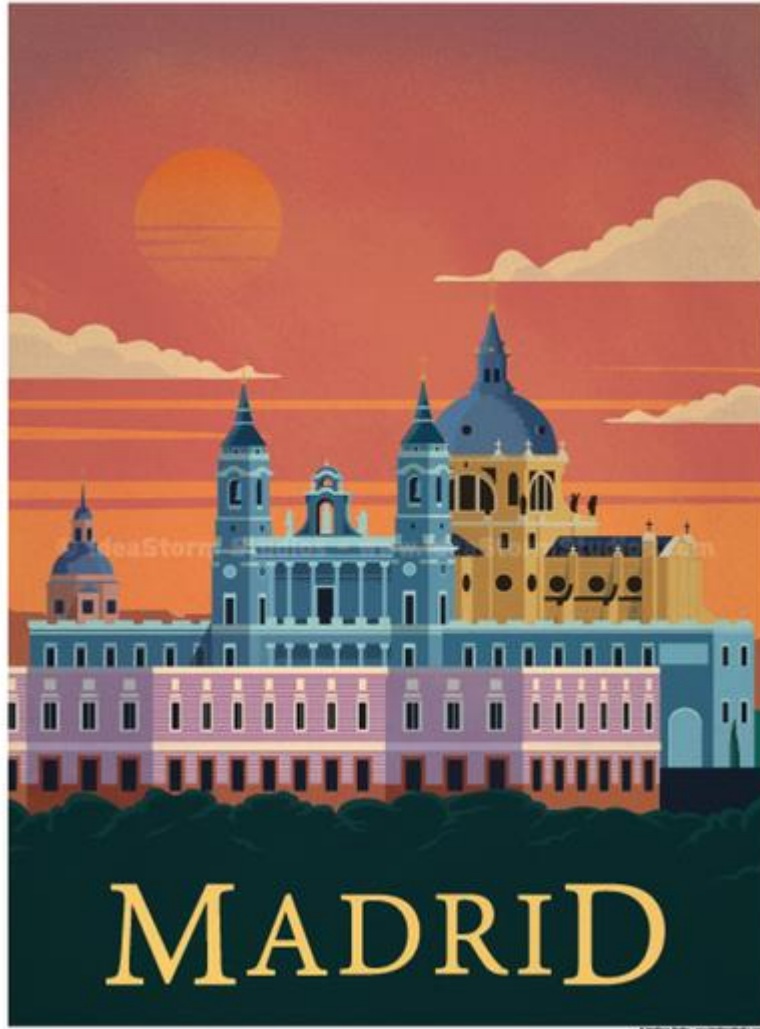






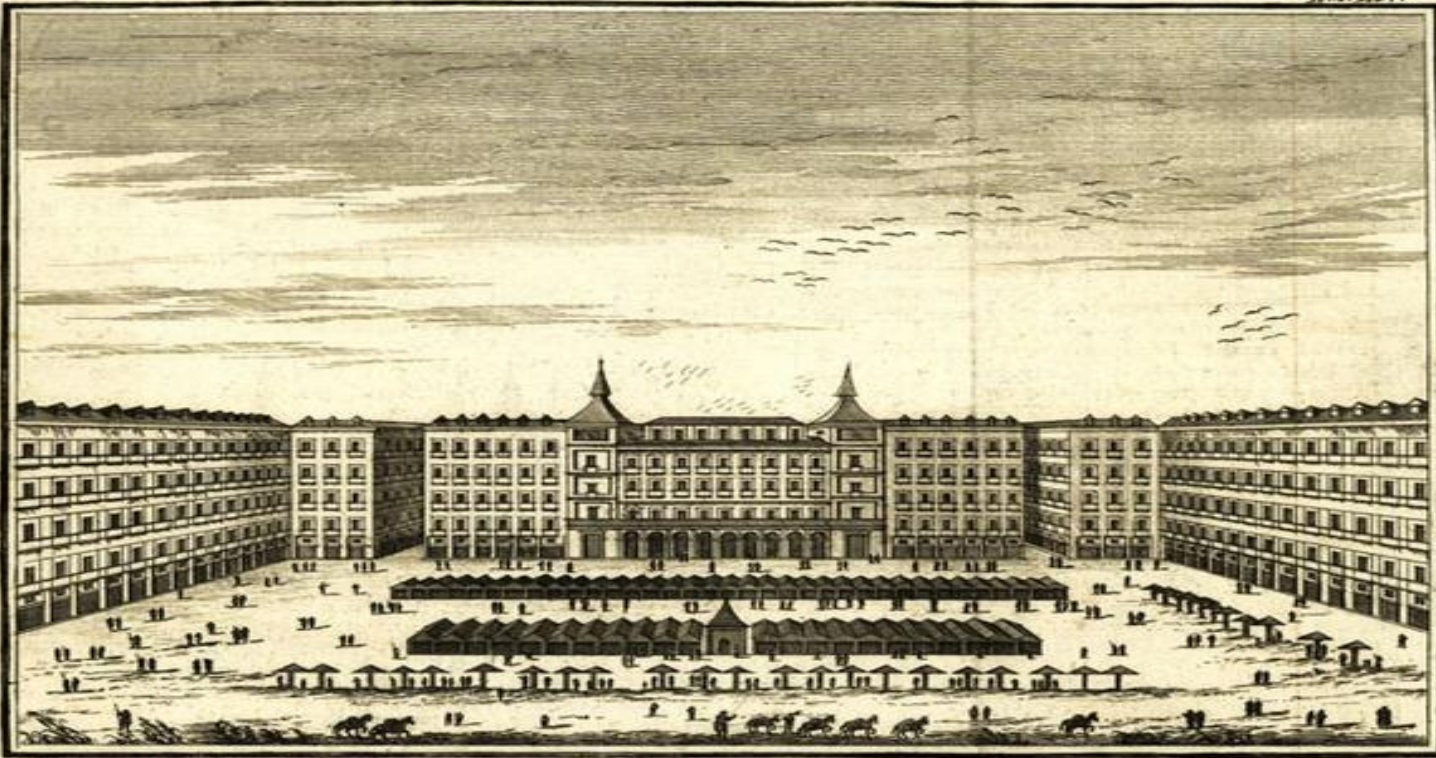












Piazza maggiore di MADRID, ove si fa la gran Festa di Tori.











Second Lesson

Third Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
3°	To know the main characteristics of the cities of London, Paris and Madrid	Mutual dictation	In pairs	Speaking and listening	Accuracy Pronunciation Multilingual activity: English, French, Spanish	30 min	Geography, History and Tourism lexicon	Photocopies
PROCEDURE		<p>The students are divided into pairs of student As and student Bs and then each given the relevant worksheet, either A or B.</p> <p>The aim of the activity is to dictate their information in order to get the complete text. In the example attached, you will find a description of London.</p> <p>When students have got the complete text, they need to do something with it, such as solve a riddle or answer true/false questions</p>						

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| | <ul style="list-style-type: none">• Get the students into pairs (as described above).• Tell them they each have part of a text and that they must complete the text without looking at each other's worksheet.• Tell them they do this by taking it in turns to read part of their text. As one reads, the other partner fills in the gaps in the text, then they change around until the activity is complete.• They must then answer the question; "What's the city?"• At the end you can get the students to compare their two halves of the text and correct any mistakes. |
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Description of London

Students A)

London is the capital of U.K. Its position on a very famous river ,called Thames ,has made it an important commercial port. Today it is an international centre of finance,banking and commerce .A lot of tourists every year visit it.

It is a multicultural city .In the 19th century thousands of people began moving into this city as a result of the Industrial Revolution. In the 20th century a lot of immigrants not only from Europe but also from other parts of the world settled in the city. More than 300 languages are spoken in its streets.

Students B)

It is a city to explore. Discover historic buildings (such as Buckingham Palace,Westminster Abbey,the House of Parliament, Tower of London)and famous sights (such as the Millenium Bridge or Globe Theatre).Have a walk in its quiet and beautiful parks (Hyde Park ,Regent's Park, etc.).

It's a lively city and you'll never run out of things to do.

Students A)

It is full of interesting experiences and exciting places to discover. If you are interested in art, this city has a fantastic range of galleries to explore. The Tate Britain and the National Gallery house a huge range of classic art while if you prefer Modern Art from Cubism and Expressionism to Pop Art you can't miss the Tate Modern.

Students B)

Victoria and Albert Museum and National History Museum are some of the other very famous museums in the city. This city is full of pubs. The choice of them can be overwhelming. Everywhere you will find a lot of ethnic restaurants (Thai, Lebanese, Chinese, Italian, etc). As Samuel Johnson said: "Who is tired of London is tired of life!"

Description of PARIS

Student A)

Paris est la capitale politique, culturelle et économique de la France. Paris seul a la prérogative et le charme de la métropole. Et vraiment Paris mérite l'admiration des Français et des étrangers: ses monuments magnifiques, témoins de son histoire, dont la plupart sont parfaitement conservés, ses vastes places, ses grands boulevards, ses beaux jardins, son activité dynamique en font une ville splendide où il fait bon vivre.

Centre culturel et artistique de premier ordre, Paris est la ville que plusieurs écrivains et artistes français et étrangers adoptent comme leur seconde patrie. C'est à Paris que se trouvent les grandes maisons d'édition françaises et qu'on publie les principaux journaux français. La première et la plus illustre université de France, la Sorbonne, a son siège à Paris.

Student B)

Le fleuve de Paris, la Seine, chantée par les poètes, a un charme spécial; mais, fleuve navigable, elle est aussi une voie de communication importante; Paris est le premier port fluvial de France pour la navigation intérieure.

La Seine à Paris forme deux îles: l'Île de la Cité et l'Île Saint-Louis. L'Île de la Cité est le berceau de Paris: c'est là que se trouvent Notre-Dame, le Palais de Justice et la Sainte-Chapelle, Louvre, l'arc de Triomphe, Tour Eiffel etc...

L'Île Saint-Louis est reliée à l'Île de la Cité par un pont. Paris a aujourd'hui, avec son banlieue, près de 12 millions d'habitants. Au point de vue administratif la ville est divisée en 20 arrondissements; dans chaque arrondissement il y a une mairie et un maire. Mais toute la ville est placée aussi sous l'autorité d'un maire unique, qui a sa résidence à l'Hotel de Ville.

Paris est le premier centre commercial et industriel de la France. Les industries lourdes se localisent en banlieue; la ville est spécialisée dans de petites industries très variées, comme la haute couture, la bijouterie, les articles de Paris.

Vocabulaire

1. **berceau:** culla
2. **banlieue:** periferia.
3. **mairie:** municipio
4. **maire:** sindaco
5. **la haute couture:** l'alta moda.

Description of Madrid

Student A)

Madrid, capital de España desde 1562, hoy es la sede del gobierno español. Se caracteriza por ser una ciudad monumental y por tener una vida cultural y social muy activa. En efecto, basta un breve paseo por el centro de Madrid para notar cuanto es extraordinario su patrimonio artístico y cultural. Calles, plazas, edificios históricos, museos, bibliotecas, universidades y, sobre todo, la gente son testigos de la animada vida cultural y artística de una ciudad muy importante en Europa. Madrid cuenta con más de tres millones de habitantes. Es el lugar ideal para los jóvenes que se interesan de arte y cultura, pero que no quieren renunciar a los entretenimientos de la “movida madrileña”. Y no es sólo una ciudad para los jóvenes sino también para adultos y mayores por su gran variedad.

Entre las joyas de Madrid destacan:

- El **Palacio Real**, construido en el siglo XVII, fue residencia real hasta el año 1931.
- La **Catedral de la Almudena**.
- El **Palacio de la Zarzuela**, la residencia oficial de los Reyes de España.
- La **Moncloa**, la residencia del Presidente del Gobierno.
- La **Plaza Mayor**, donde cada día y cada noche pasado y futuro se encuentran.
- El **Museo del Prado**, uno de los museos más importantes de España y del mundo. Tiene obras de Velázquez, Goya, Rubens, El Bosco, Tiziano, etc.
- El **Centro de Arte Reina Sofía**, museo de obras de arte del siglo XX. En este museo se encuentran obras de arte de Dalí y Picasso. Uno de los cuadros más famosos es el *Guernica* de Picasso.

Student B)

El Museo del Prado, el Museo Thyssen y el Centro de Arte Reina Sofía forman el famoso triángulo del arte en Madrid por su ubicación.

- Student B)
- El **Parque del Retiro**, el pulmón verde de la ciudad con sus fuentes, estanques y árboles. Aquí está el Palacio de Cristal y muy cerca del parque está la **Puerta de Alcalá**.
- La **Gran Vía**, una de las arterias principales y más famosas de Madrid. Pasan por esta calle miles de personas. Es una importante zona comercial, turística y de ocio.
- La **Puerta del Sol**, el corazón de la ciudad y del país entero. Aquí está el kilómetro 0, desde donde salen todas las carreteras españolas. La Casa de Correos, hoy en día sede de la Presidencia de la Comunidad Española, es el edificio más antiguo de la plaza. En él se encuentra un reloj con el que los españoles reciben la llegada de un nuevo año, tomando una uva por cada una de sus doce campanadas.

Es imprescindible visitar el Madrid de los Austrias y el Madrid de los Borbones.

El primer recorrido abarca la Plaza Mayor, la Plaza de la Villa, la Plaza de Oriente, el Paseo del Prado con el Parque del Retiro y la Gran Vía. El Madrid de los Austrias tuvo una especial relevancia y floreció gracias a la presencia de la corte, durante los casi dos siglos que duró la dinastía de los Hasburgo, desde que en 1506 Felipe I el Hermoso fue reconocido rey consorte hasta la muerte de Carlos II en 1700.

Con la dinastía de los Borbones, especialmente durante el reinado de Carlos III, llamado el “Rey Alcalde”, se completa el trazado urbanístico y monumental de Madrid. El Palacio Real, la Puerta de Alcalá, la Fuente de Cibeles y la Fuente de Neptuno en el Paseo de la Castellana forman parte de este precioso recorrido por el Madrid de los Borbones.

Second Lesson

Fourth Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
4°	Follow up	Asking and answering questions	In pairs	Remembering, identifying, classifying, evaluating	speaking	20 min	Structure of question	Text of mutual dictation
PROCEDURE		After the mutual dictation, every student, working in pairs, is asked to create at least 4 questions using the five Ws (what, where, when, who, why) and the other student answers and makes his/her questions.						
		e.g. What's the name of London's river?; Where is the Louvre Museum? Why is London a multicultural city?						

Third Lesson

Fifth Activity

Nr. Activity	Lesson Stage	Strategies	Class arrangement and tools	Cognitive skills used ICT skills Learning skills	Language skills used	TIME	Grammar and Lexicon	Material
5°	Guiding understanding	Expert groups	In small groups	Remembering, identifying, comparing and contrasting, reasoning.	Speaking and reading Multilingual activity: English - French	Depends on length of the text	Past tenses	Two written texts
PREPARATION		Prepare three different texts (A, B, C) of a similar length about different aspects of the same topic. 1) author's life; 2) his/ her works; 3) Cities of his/ her life). Make sure that the texts you choose are short, free-standing and of approximately the same length and difficulty. Prepare a set of questions about the topic which cover the information in all three texts equally. Decide on your groupings before the lesson starts.						
PROCEDURE		<p>1. Divide the class into groups of three. Tell the learners that you have three different texts and that each group of three learners is going to work to gather to answer questions on one of these texts.</p> <p>2. Give each group their text and questions. Before they begin, tell them that they will not find answers to all the questions in the text, so where not given, they must work together to try and guess the answers to questions. Explain that everyone needs to take notes, since later in the lesson they will be working in different groups. Allow learners 10-20 minutes, depending on the length of the texts.</p> <p>3. Divide the class into new groups of three so that each group is made up of one learner from each of the original Groups A-C. Since each group member has worked on a different text, the new groups should be able to complete all of the questions for the different texts by sharing their answers.</p>						

English- George Orwell

Groups A - Life. **George Orwell** was born in 1903(Eric Blair was his real name).Some years later he chose this pen name because George is a typical English name while Orwell was the name of a river he loved. His father was a colonial official . He studied at a preparatory school called St. Cyprian's , then at Eaton . As a young man he showed an open-minded and independent character. He embraced values of socialism and he was critical of Imperialism. In 1936 he married Eileen O'Shaughnessy, an Oxford graduate. They were both interested in literature and socialism.

Groups B - Cities George Orwell was born in Motihari, India. When he was only a child he moved to England with his mother. He lived in India from 1922 to 1927 where he worked for the Imperial Police. In India he experienced conditions of living of poor people and when he came back in London he investigated bad conditions among working class(miners and factory workers).He spent a period of his life in Paris where he worked as a dishwasher in a hotel .He took part in Spanish civil war where he was injured.

Groups C- His works *Down and Out in Paris and London* was his first non fiction narrative in which he described his experience among the poor people .*Animal farm* is one of the most original novel of Orwell .It became very famous during the post war period.It can be considered like a allegorical and satirical tale of Stalin and totalitarian state.It was written in 1945. The novel 1984 depicts a future world under totalitarian rule.Three are three blocks always at war with each-other. One of these blocks, called Oceania is ruled by the Party whose leader is Big Brother .The story takes place in a gloomy and menacing London. In both novels he criticized totalitarianism and different types of violation of freedom.

Possible Questions

Where was G.Orwell born?

When was George Orwell born?

What is the title of his first non fiction book?

Who is Big brother?

How long did Orwell live in India?

Where did he study?

Who was Eileen O'Shaughnessy?

Did he work in Paris?

What did he criticize in *Animal farm*?

What did Orwell and his wife have in common?

What did he do in London?

What is the main topic of *Animal farm*?

French- Tahar Ben Jelloun

Groups A - Vie- Tahar Ben Jelloun Il fréquente d'abord l'école coranique, ensuite, il entre à sei ans à l'école primaire franco-marocaine où il reçoit une éducation bilingue. Il est envoyé, en 1966, dans un camp disciplinaire de l'armée soup çonné d'avoir organisé les manifestations d'étudiants de mars 65. Il reprend ses études en 1968. Il abandonne l'enseignement en 1971 et s'installe à Paris pour faire une thèse en psychologie. En 1973 Jelloun devient collaborateur du journal "Le Monde". Il soutient, en 1975, sa thèse en psychiatrie sociale, à partir de laquelle il écrit un essai sur la condition des immigrés. Jelloun nous transmet, à travers les yeux d'une fille du Sud du Maroc, les émotions et les craintes de ceux qui quittent un monde ancestral pour découvrir un univers insoupçonné.

Groups B- Villes- Il est né à Fès, au Maroc en 1944. En 1968 il reprend ses études et il obtient un poste d'enseignant de philosophie à Tétouan. Il fait des études de philosophie et de psychiatrie à Paris avant de devenir écrivain. Journaliste pour "Le Monde", il traduit et publie des articles afin de faire connaître la culture arabe dans le monde occidental. Ben Jelloun collabore avec plusieurs journaux internationaux en Espagne comme en Italie. Il visite à Naples l'Albergo dei poveri, qui lui inspire L'auberge des pauvres(1997), un roman sur l'Italie et les ravages de la passion.

Groups C -Oeuvres Il a écrit de nombreux romans parmi lesquels Harrouda(1973), Les amandiers sont morts de leurs blessures(1976),Moha le fou, Moha le sage (1978), la prière de l'absent(1981), L'écrivain public(1983),L'enfant de sable(1985) qui le fait connaître au grand public international, La nuit sacrée(1987)qui lui vaut le Prix Goncourt, Les yeux baissés(1991), L'homme rompu(1994),L'auberge des pauvres(1997),Le racisme expliqué à ma fille(1998) et Partir(2006),un roman qui affronte encore une fois le thème de l'émigration. Ce livre né à la suite des questions que lui avait posées sa fille,il est souvent invité dans les écoles en France et à l'étranger pour aider les enfants à comprendre"qu'on ne nait pas raciste mais qu'on le devient" Dans ses romans,l'analyse psychologique et l'étude sociologique se mélangent et constituent le point de départ d'une réflexion métaphysique sur la condition humaine tout court.

Questions possibles

Où et quand il est né?

Ce qu'il a étudié?

Quelles professions il a exercé?

Avec quels journaux il a collaboré ?

A-t-il vu Naples?

Avec quel livre il a gagné le Prix Goncourt?

Quels sont les thèmes de ses oeuvres?

Quel livre il a écrit en 1998? Quel est le sujet?