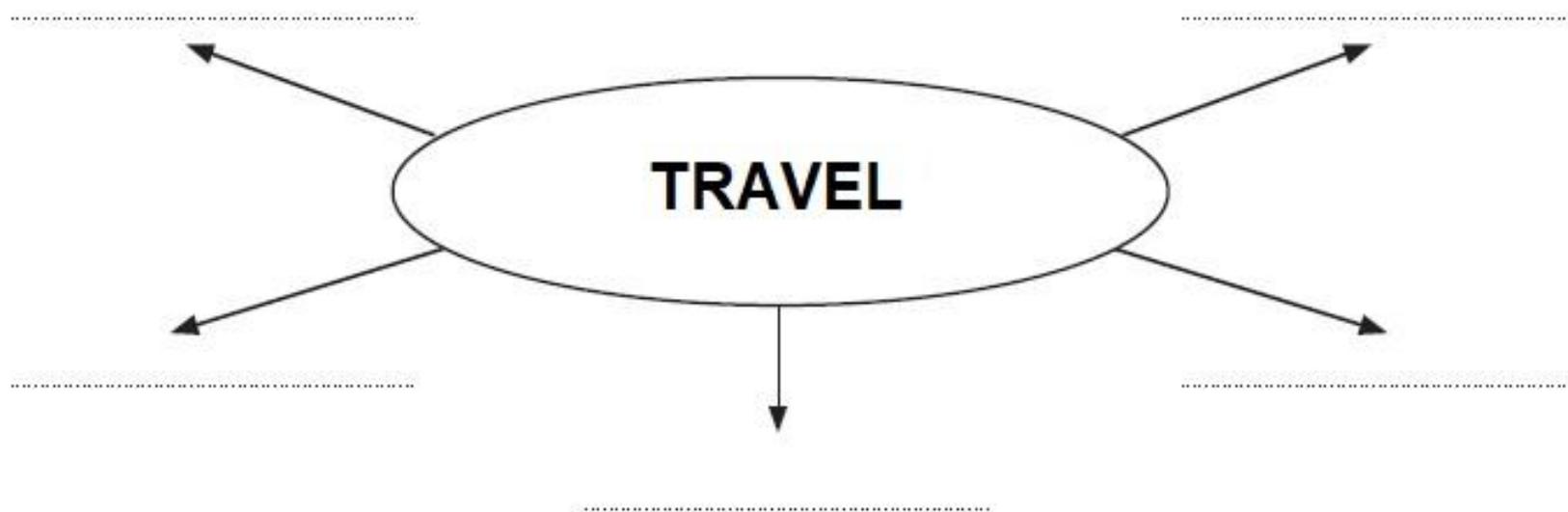


Warming up

What comes to your mind when you think about the word TRAVEL?
Complete the spidergram, then share your conclusions with your classmates by using the computer (www.mindmeister.com). Add new words to the diagram after the discussion.



FILE 1, PAGE 2: EXAMPLE OF DEFINITIVE BRAINSTORMING OF THE CLASS (www.mindmeister.com)

The image shows a screenshot of a MindMeister mind map titled "TRAVEL". The central node is "TRAVEL". It branches into four main categories: "abroad", "by ship", "for work", and "foreign language".

- abroad**
 - America
 - passport
 - airport
- by ship**
 - see
 - river
 - to sail/sailor
- for work**
- foreign language**
 - English
 - google translator

There is also a sub-branch under "abroad" labeled "holiday" with the following nodes:

- to visit
- to explore
- culture
- to meet other people
- free time
- beach
- summer

The interface includes a browser window at the top with the URL <https://www.mindmeister.com/1066797482?new=1#print>. Below the browser is a blue toolbar with an "Upgrade" button, a "TRAVEL" dropdown, and various icons. On the right side, there is a toolbar with text and background formatting options, including a color palette and a search bar.

FILE 1, PAGE 3: RUBRIC FOR TEACHER'S ASSESSMENT OF THE BRAINSTORMING ACTIVITY (CREATED BY CHRISTIAN GIACOMOZZI)

NAME CLASS DATE

BRAINSTORMING ASSESSMENT	HIGH	MIDDLE	LOW
FOCUS ON THE TOPIC	The student can manage a wide range of vocabulary related to the topic.	The student knows many words related to the topic, although not always used properly.	The student knows only a few words related to the topic.
PARTICIPATION	The student contributed in a very significant way to the discussion.	The student contributed well to the discussion, but occasionally his/her comments were not relevant to the discussion.	The student listened mainly; on some occasions, he/she made suggestions.
LISTENING BEHAVIOR	The student always respects his/her turn and pays attention to what his/her schoolmates or his/her teacher are saying.	The student generally respects his/her turn, but finds it difficult to pay attention to what his/her schoolmates or his/her teacher are saying.	The student has to be invited to respect his/her turn and his/her attention to the lesson is weak.
USE OF ENGLISH (*)	The student can express his/her ideas and opinions fluently in English.	The student shows a proper knowledge of the language, with only a few mistakes in the use of English.	The student has a weak knowledge of the language and often uses his/her mothertongue to express his/her ideas.

(*) **Other observations** (weaknesses, strengths, developments)

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