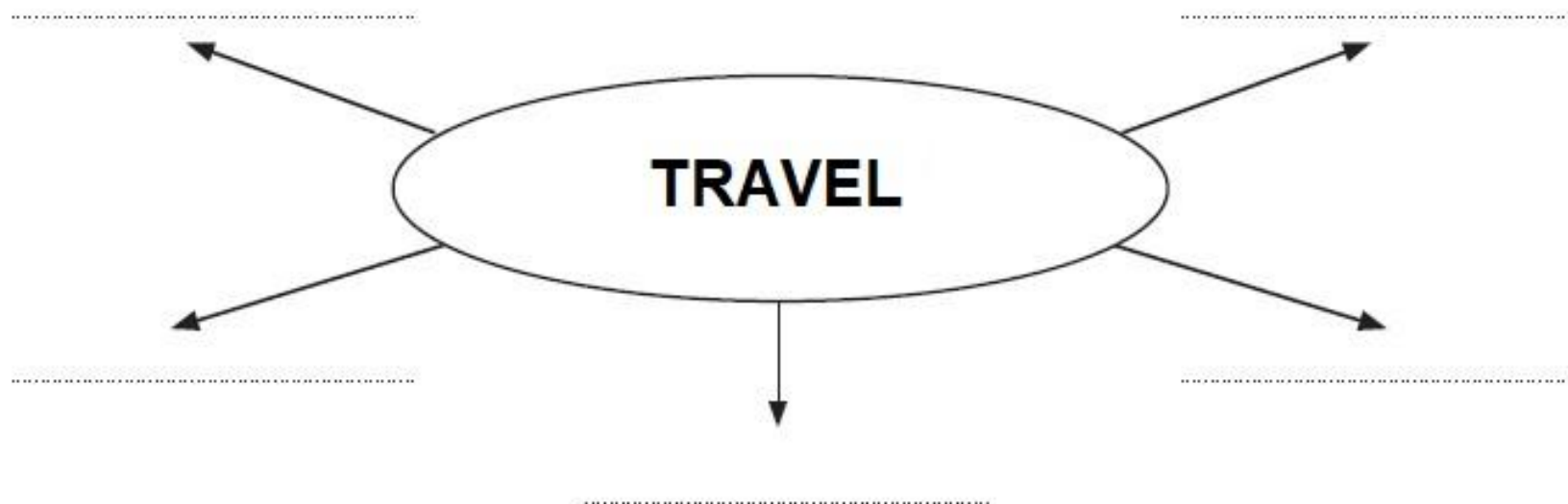
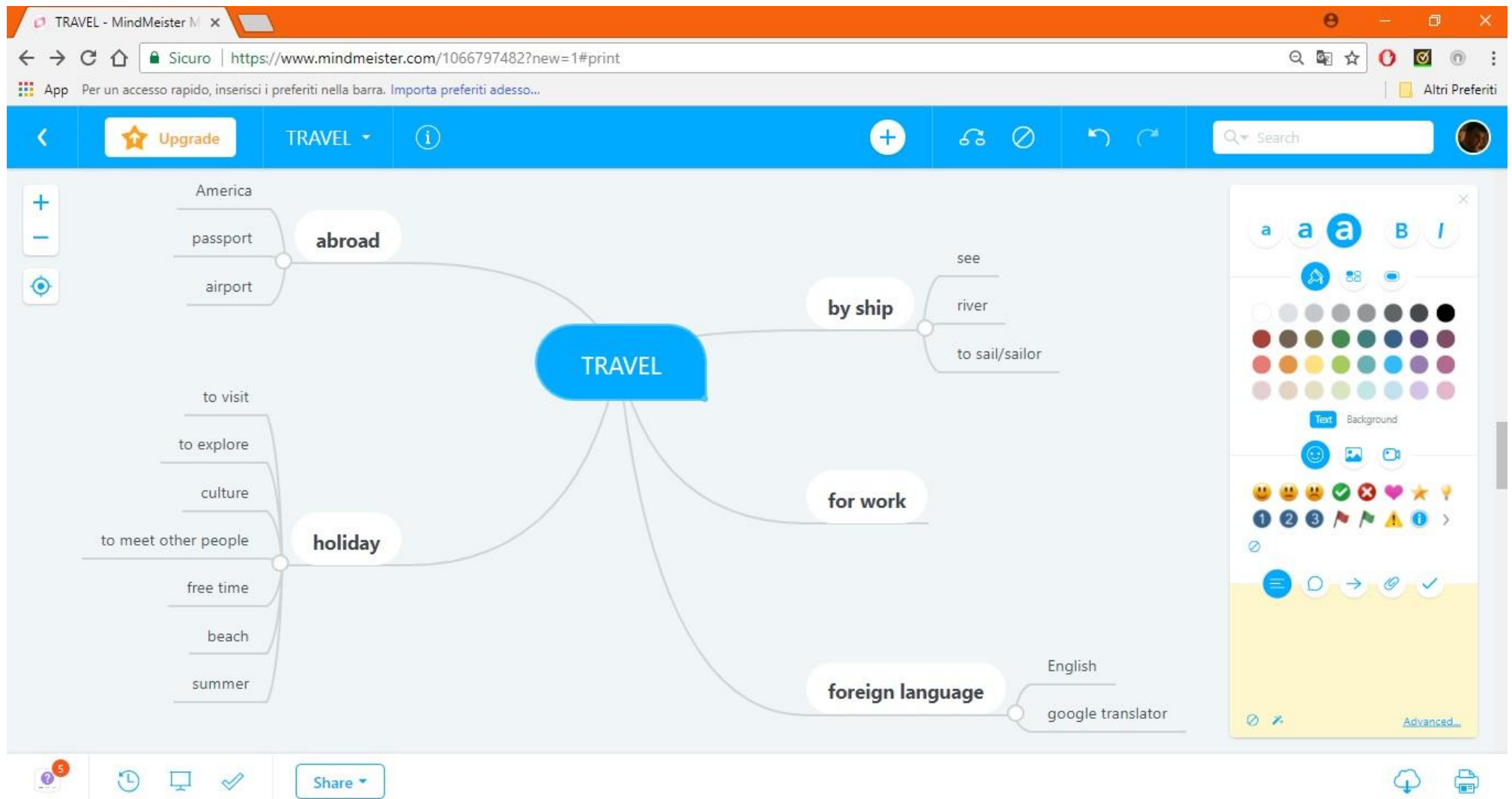


Warming up

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)



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)

.....

.....