

Planning a trekking experience on the surrounding mountains.

Worksheet 1

Exercise 1. Complete the following text with the required specific words.

Main characteristics of a map.

A map is a representation of the territory, it has three main characteristics:

! it is symbolic, because it uses a lot of symbols that are explained in a special frame called map legend ;

! it is reduced, because it is not possible to draw a place at its real dimension

! it is approximate, because you can't draw everything there is in the reality.

Finally a map should always be oriented, so it should show the north.

When the north is not on the map, it means that it is in the upper side.

Exercise 2. Link the different specific words used for the third dimension in cartography with the images.

hill shading - symbols - contour lines - colour ramp



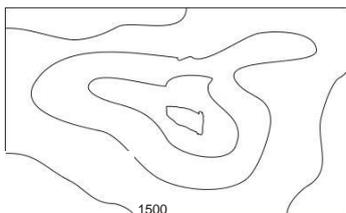
<https://pixabay.com/it/berg-cartografia-fantasia-geografia-2028356/>

symbols

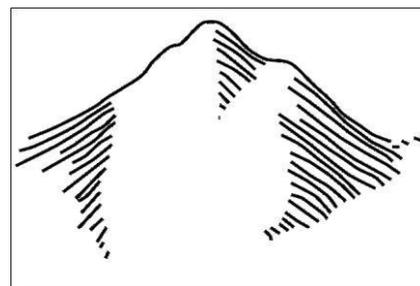


<https://pixabay.com/it/italia-alpine-regione-alpina-mappa-1804893/>

colour ramp



contour lines



<https://pixabay.com/it/montagna-mappa-simboli-geografia-41010/>

hill shading

Exercise 3. Complete the following phrase.

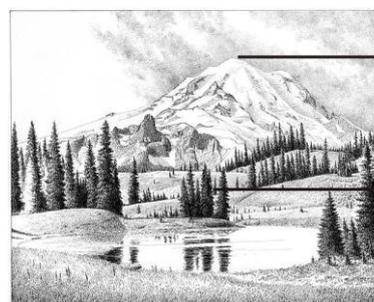
On a map when a slope is very steep (*ripido*) the contour lines are very near to each.

near (vs) far

steep (vs) mild (vs) flat



Exercise 4. How can you calculate the difference in level? Write the correct mathematical symbol in the operation below.



> difference in level

<https://pixabay.com/it/mount-rainier-cascades-washington-1436671/>

difference in level = highest point lowest point

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Worksheet 2

Exercise 1: Listen to your teacher explanation and then put the following actions in the right order.

N°

- Then zoom on the map to find Folgaria center.
- First of all open the website www.outdooractive.com and do the following things before drawing the path:
 - ! select the language choosing EN from the drop down menù (menù a tendina);
 - ! then click on “[plan, publish and share tours](#)” on the left, under the main picture in the home page;
 - ! click on this symbol  on the right up corner.
- At the end look at the line graph and answer questions in exercise number 3.
- Now find the school on the map and then click on it to start the trail.
- Draw the assigned path to reach the Rifugio Paradiso.

Exercise 2: Now follow the previous instructions to work on the website.

On the following **Worksheet** there are the instructions for the assigned path.

Indications for the teacher:
here the teacher can insert path instruction taken from the following Worksheet to personalize it for each group.

Exercise 3: Answer the questions looking at the line graph below the map.

- 1) At which elevation is the school (startpoint)?
- 3) At which elevation is the Rifugio Paradiso (arrive)?
- 4) How much is the difference in level?
- 5) How long is the path?
- 6) How much time do we need to walk on the path?
- 7) How much of the route is on a dirt road (“*strada sterrata*”)? How much on asphalt? How much on a trail?
- 8) How much is the **mean gradient** (**mean gradient = lenght ÷ difference in level**)? (÷ = division)
- 9) Are there flat parts in the route?
- 10) How is the **mean gradient** in the route without the flat parts?

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Worksheet 2b

Follow the instructions to draw the assigned route on the website.

Route 1:

startpoint: the school;
take *Strada Nuova* and *via del Parco* towards Folgaria west;
then enter in the wood and follow the main path until the open space with grass;
arrive: *Rifugio Paradiso* (1626 m a.s.l.).

Route 2:

startpoint: the school;
walk along *Cesare Battisti* street and, before the church square, take the street on the north;
take the path that enters in the wood near the **stream**;
follow the path and cross the **dirt road** above the *Baito del Forrer*; reach the **crossroad** and take the dirt road on the left;
at 1605 m a.s.l. enter the open space with grass;
arrive: *Rifugio Paradiso* (1626 m a.s.l.).

Route 3:

startpoint: the school;
reach the end of *Roma* street;
take the path that enters in the wood near the **stream**; follow the path and cross *Alcide Degasperis* street; track the line across *Stricher* place;
at the **crossroad** take on the right until the end of *Alcide Degasperis* street;
follow the **dirt road** until the **crossroad** at *Fontanelle* place (1425 m a.s.l.);
take the **trail** on the left and enter the open space with grass; **arrive:** *Rifugio Paradiso* (1626 m a.s.l.).

Route 3:

startpoint: the school;
reach *Costa* and go on for *Passo Sommo*;
take the **dirt road** for the *Cornetto* mountain;
follow the path until a **crossroad** and take on the left;
follow the new **dirt road**, cross a **stream** and reach *Fontanelle* place (1425 m a.s.l.);
take a **trial** in the wood and go on following west;
enter the open space with grass;
arrive: *Rifugio Paradiso* (1626 m a.s.l.).

stream = a small river.

dirt road = a road quite large but without asphalt.

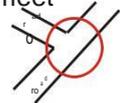
crossroad = where 2 streets meet together.



stream = a small river.

dirt road = a road quite large but without asphalt.

crossroad = where 2 streets meet together.

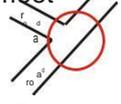


trail = a very small road without asphalt.

stream = a small river.

dirt road = a road quite large but without asphalt.

crossroad = where 2 streets meet together.



trail = a very small road without asphalt.

Indications for the teacher:

Route 1 is the easiest to draw, so it is thought for weaker students.

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Worksheet 3

Exercise 1: Listening to your classmates' presentations and fill in the table with the information of the four different routes.

route n°	startpoint m a.s.l.	arrive m a.s.l.	difference in level	Lenght	Time	Mean gradient	Maximum gradient	peculiarity

Exercise 2: Now, look at the images on the LIM and answer the following questions with the class; then fill in the last column in the table above.

- 1) Which route passes near a very steep zone? Check the contour lines. Do you know the name of this zone?
- 2) Which route has a very long part on asphalt? Do you think it's possible to avoid this walk on asphalt? How?
- 3) Our trekking is in winter time. Do you think it is possible to find ice on the path? Where do you think it's **easier** to find it?
- 4) Which route is **more** dangerous **than** the others with ice?
- 5) Which route is **steeper than** the others?
- 6) Which one do you think is **better than** the others for our class? Why?

Grammar: Comparatives.

		examples
short adjectives (1 syllab)	}	nice > <i>This dress is nicer than the others.</i>
short adjectives (2 syllabs ending in -y)		healty > <i>Water is healthier than cola.</i>
long adjectives (2 syllabs or more)		comfortable > <i>The new sofa is more comfortable than the old one.</i>

Grammar: special comparatives.

good	>	better
bad	>	worse
far	>	further

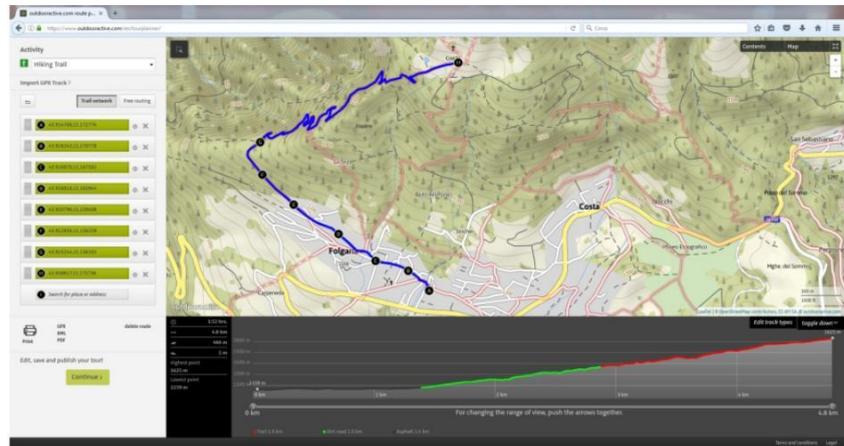
Grammar: giving and justifying opinions.

Sentence starter		example
I think that ...	}	<i>I think that route 1 is</i>
I believe that ...		<i>easier than route 4</i>
In my opinion ...		<i>because it is shorter.</i>

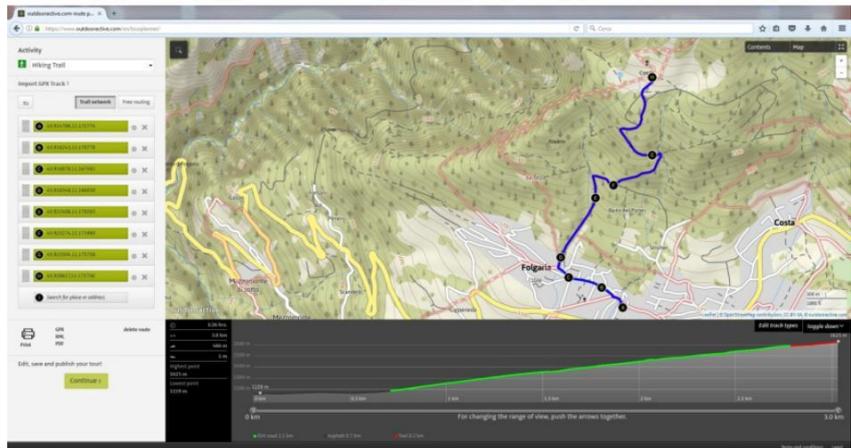
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Images shown on the LIM

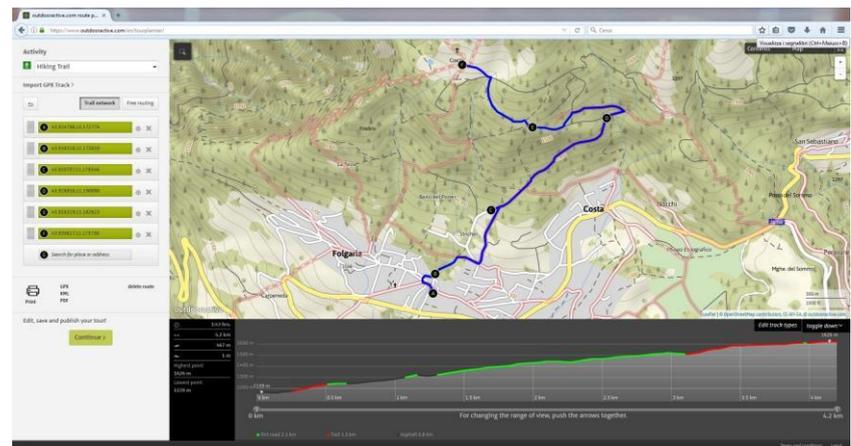
ROUTE 1



ROUTE 2

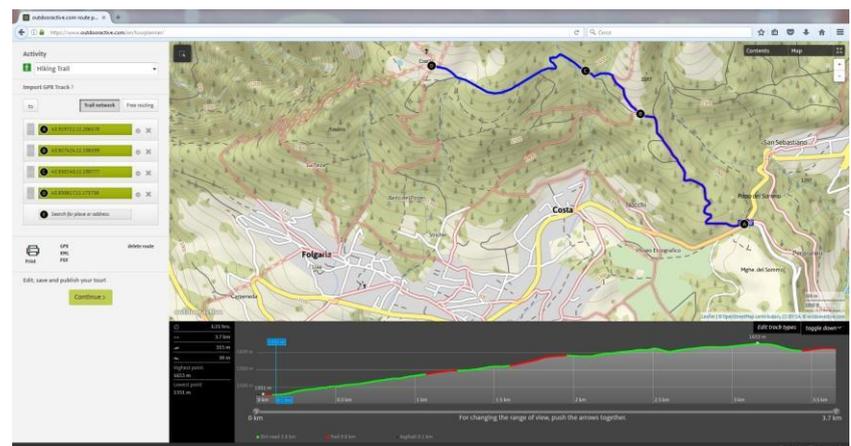


ROUTE 3



ROUTE 4

Indications for the teacher:
the route doesn't start from the school because a public bus is available from Folgaria centre to Passo Sommo.



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Worksheet 4

Homework:

Exercise 1: Link the adjectives in the first column with their opposite. Use the dictionary if necessary.

adjectives	opposite	meaning
easy	unsuitable	_____
dangerous	not particularly demanding	_____
suitable	mild	_____
steep	difficult	_____
humid	dry	_____
demanding	safe	_____

Exercise 2: write 4 sentences to explain the route selected.

Use comparatives and justify the class decision considering: slope (maximum gradient), length, time, physical conditions of your classmates.

Examples:

! Route number ____ is _____ than _____ because it _____.

! Route number ____ is not _____ because _____.

! My classmate and I think that route number _____ is _____ than _____ because _____.

! In our opinion route number ____ is _____ than _____.

Exercise 3: Compile the following self assessment grids on what you have learned.

After this lesson I can:	yes	no	a bit
read a map and draw a route on giving instructions.			
compare different routes considering geographic aspects.			
express my opinion giving justifications.			
use comparatives in simple sentences.			
understand the difficulty of programming an excursion in the environment.			
work in collaboration with classmates to reach a result.			

	yes	no
Did you like the activity?		
Do you think you can use the map website for your family trip?		