

'Now it's continuous noise': Italy's Crusoe adjusts to life off his island

Level: Advanced – Teacher's notes

Article summary: How living and working alone on a beautiful island changed one man's life

Time: 90 minutes+

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- In part a of this warmer task, students work alone and in silence.
- Then, they talk about the sounds they heard and noted in pairs or small groups. Did they all hear or notice the same sounds? How did they feel about them?
- Ask them to briefly say why they prefer to work in silence or be surrounded by sounds, e.g. music or the chatter of other people.

2. Key words

- Students write the correct word from the wordpool next to the definitions on the lines provided. Then they should find and highlight them in the article to read them in context.

Key:

- | | |
|-------------------------|---------------------|
| 1. <i>uninterrupted</i> | 9. <i>pristine</i> |
| 2. <i>distract</i> | 10. <i>pilfered</i> |
| 3. <i>wane</i> | 11. <i>entwined</i> |
| 4. <i>pester</i> | 12. <i>tussle</i> |
| 5. <i>delegate</i> | 13. <i>eviction</i> |
| 6. <i>exasperated</i> | 14. <i>trample</i> |
| 7. <i>scuppered</i> | 15. <i>harsh</i> |
| 8. <i>hitch</i> | |

- Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|--------------------|-----------------------|
| 1. <i>pristine</i> | 4. <i>exasperated</i> |
| 2. <i>eviction</i> | 5. <i>pilfered</i> |
| 3. <i>distract</i> | 6. <i>pester</i> |

3. Comprehension check

- Students answer the questions in as much detail as possible. Encourage them to do this by speaking to each other rather than writing, and, when possible, they should try not to look back through the article but to answer from memory.

Key:

- for 32 years*
- He had planned to sail to Polynesia, but a technical hitch forced him to anchor in La Maddalena. From there, he spotted Budelli and decided to stay.*
- At the time when he first saw it, the island's caretaker was about to retire, so Morandi took the job and stayed there.*
- His tasks included keeping the beaches clean, clearing the paths, and teaching tourists (who were only allowed to visit for the day and not stay overnight) about the island and its ecosystem.*
- He lived in a former shelter from the Second World War, he built fires and got his electricity through solar power.*
- There was a lot of rain and very little sun so he didn't have enough electricity to cook and keep warm. Also, his health problems started to make living alone on an island more challenging and potentially dangerous for an ageing man.*
- There are CCTV cameras instead of a caretaker, and no one is there to educate and talk to the tourists. This has led to the beaches and the ecosystem being damaged by visitors to the island.*
- His new hobby is taking photos of architecture. He also wants to repair his relationships with his three daughters, who did not approve of his decision to live on the island alone for so long.*

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4. Key language

- a. Students find phrases from the article.

Key:

1. *immersed in (something / nature)*
2. *in tune with (something / the dawn sounds)*
3. *clapping eyes on (something / the nearby uninhabited Budelli)*
4. *a twist of fate*
5. *put back into public hands*
6. *entwined in a lengthy tussle*

- b. Next, they use the phrases to talk about the article.

- c. Then they choose the ones they would most like to learn to use well and write one or two example sentences for each one.

5. Discussion

- a. Students discuss the questions directly connected to the article.

6. In your own words

- a. This group task is an exercise in working together as well as research and presentation. The final product should be a group presentation about the seven islands of the Maddalena that can (at least in theory) be held or shown to other people.

Encourage students to take the lead and work through this task as much as possible without your help. First they should decide how to divide this task up so that the final class product is a 30–40-minute group presentation of the islands and area featured in this article.

Encourage them to work through the stages in order and to set themselves time limits for each.

Oversee the process but try to stay on the side-lines as much as possible so that the task is student-led rather than teacher-led. However, make sure everyone knows exactly how many minutes they have in the final presentation.

If possible, record or film the final presentation and upload it to any forums you use with your students. Alternatively, students can hold the presentation to another class.

7. Further reading

- a. Students can read and discuss this second article from The Guardian which focuses on the archipelago and Budelli in particular. Or you could ask them to read it as homework.

Sardinia's seasonal crimewave of sand thieves

by Angela Giuffrida, The Guardian,
<https://www.theguardian.com/uk>