

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

Level: Elementary – 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. After the one-minute silence, they should complete the box.
- Then, in part b, 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?

2. Key words

- Students write the words from the wordpools 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. former | 6. uninhabited |
| 2. shelter | 7. caretaker |
| 3. surrounded (by) | 8. castaway |
| 4. continuous | 9. bankrupt |
| 5. consumerism | 10. disaster |

- 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. bankrupt | 4. shelter |
| 2. caretaker | 5. uninhabited |
| 3. former | |

3. Understanding the article

- With a partner, students read the questions and choose the best answer, a or b, according to the information in the article.

Key:

- | | |
|------|------|
| 1. b | 5. b |
| 2. b | 6. a |
| 3. b | 7. b |
| 4. a | 8. a |

4. Language structures

- First, students find and underline the two language structures in the article. Then they write the words from the article to continue each sentence.

Key:

I was used to the silence on Budelli.
Morandi always dreamt of living on an island.

Talk about the structures and make sure they understand what they mean. Be prepared to give a couple of examples from your own life. You could turn this into a more interactive task by writing two examples for each structure about yourself. Make one true and one false. Students should guess which one is true.

- Using your examples as models, students continue each sentence for themselves, too. If they are able, get them to do the same as in your example: write two sentences for each structure, one true and one false. The others should guess which is true.

Alternatively, have them each write, on a slip of paper, one true sentence about themselves for each structure. Collect and redistribute the sentences. Students read out the sentence on the paper they have been given and say who they think wrote it.

5. Discussion

- Students discuss the questions directly connected to the article.

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6. In your own words

- a. This group task should lead to a group presentation about the seven islands of the Maddalena. Encourage students to take the lead and work through this task as much as possible without your help. First they should decide who will find out about which island. Encourage them to complete the box with answers and notes that will help them with their part of the presentation. Provide help where necessary.

Allow students to add visuals (photos or drawings) to make their small talk interesting and to include any other interesting facts they find out about their island.

Make sure everyone knows exactly how many minutes they have in the final presentation.
E.g. two minutes per pair or group x seven groups = a 14-minute group presentation.

- b. 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.