

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

Level: Intermediate – 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, 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?
- In part c, ask them to briefly say why they prefer to work in silence or be surrounded by sounds, e.g., music or other people talking.

2. Key words

- Students find words in the article that match the definitions and write them on the lines provided. Then they should find and highlight them in the article to read them in context.

Key:

- | | |
|---------------------|------------------------|
| 1. <i>shelter</i> | 6. <i>consumerism</i> |
| 2. <i>adjusting</i> | 7. <i>uninhabited</i> |
| 3. <i>distracts</i> | 8. <i>caretaker</i> |
| 4. <i>forced</i> | 9. <i>pristine</i> |
| 5. <i>solitude</i> | 10. <i>trampled on</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>shelter</i> |
| 2. <i>caretaker</i> | 5. <i>forced</i> |
| 3. <i>distracts</i> | |

3. Comprehension check

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

Key:

- | | |
|-------------|-------------|
| 1. <i>b</i> | 5. <i>b</i> |
| 2. <i>c</i> | 6. <i>b</i> |
| 3. <i>c</i> | 7. <i>c</i> |
| 4. <i>a</i> | 8. <i>b</i> |

4. Language – the third conditional

- In this section, students will focus on the meaning and form of the third conditional in English. First, students find and underline the sentence in the article.
- Then, they select the correct answer to make sure they understand the meaning of this structure.

Key:

This grammatical structure tells us about something that might have happened but didn't.

- In part c. they work with a partner and think of other ways to continue the first part of the third conditional sentence. Before they do that, make sure you elicit the form of the third conditional from the students: if + SUBJECT + had + past participle, SUBJECT + would/could/might + have + past participle. Put it on the board and elicit any real life examples that are meaningful for your students in their context, e.g., *if Morandi had fallen on one of the rocks, he might have broken his leg* or *if Morandi had fallen on one of the rocks, who would have heard his cries for help?*

5. Discussion

- Students discuss the questions directly connected to the article.

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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.

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.

Encourage them to complete the box with notes that will help them structure their part of the presentation.

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. E.g. five minutes per pair or group x seven groups = a 35-minute group 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. Alternatively, 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>