

WHAT'S NEW!

Communication Objectives: Ss will be able to:
 - use interrupting expressions and signposting phrases relating to arguments.
 - use independence-related vocabulary, phrases and idioms.

Educational Objectives: Ss will explore the value of having personal and national independence.

Connected Topics:

- Newly independent countries	- Independence movements
- Moving out for the first time	- Physical challenges to independence
- Rates of independence between genders	- Anarchy
- Italian <i>mammoni</i>	- Scottish independence
- Responsibilities and place to live – own apartment	- Financial dependence
	- Terrorism and freedom fighting

Grammar: Word forms Pronouns

Key Vocabulary:	accessible	elated	reliable
	acquaintance	family nest	redress
	autonomy	futile	step up
	barter	grievance	sue
	ceasefire	handiwork	tempered
	cold-blooded	handout	trustworthy
	credibility	leave the nest	unfurnished
	deplore	male chauvinist	upkeep
	devolution	proclivity	violate
	dump v	rebel v	yearn

The BIG question: WHY DO PEOPLE WANT TO BE INDEPENDENT?

This questions deals with the fundamental drive in both individuals and among nations to seek independence.

VIEWPOINT

Cartoon: The issue of nest-leaving has been studied quite actively within the European Union. It is believed to have significant effects on consumer buying habits and the long-term financial status of older individuals. EU policy makers need to understand the typical EU household dynamics if they aim to develop workable policies for across the region.

Sources:

www.eco.rug.nl/~espe2002/Mazzuco.pdf
www.iza.org/iza/en/papers/transatlantic/1_kluve.pdf
www.demogr.mpg.de/Papers/Working/WP-2001-038.pdf

EQ: *Why do you think there are such differences between these countries? Would you want to be still living at home at 30 years old?*

Facts:

- East Timor: Having been colonised by the Portuguese, invaded by the Japanese and occupied by the Indonesians, East Timor became independent following several decades of resistance to Indonesia rule. Some 250,000 East Timorese are believed to have died.
- Serbia and Montenegro: Yugoslavia underwent a bloody civil war through the early 1990s with atrocities committed by all sides. Note: In 2006 people in Montenegro voted to become independent of Serbia.
- Tuvalu and Tonga: Both former British protectorates, they became independent in the 1970s. They did not seek UN recognition until recently.

- Andorra: It has been a co-principality since 1278 ruled by France and Spain. In 1993, it became a parliamentary democracy with two heads of state represented by France and Spain.
- Eritrea: Annexed by Ethiopia in 1962, Eritrea fought a 30-year war of independence. Another border war began with Ethiopia in 1998 to 2000.

Source:

CIA World Factbook. www.cia.gov/cia/publications/factbook/index.html

EQ: *Why do you think these countries sought UN recognition? Why does it matter if other countries recognise your existence or not?*

Quote: Bill Cosby became a US cultural icon through his work in stand-up comedy and television. Although he is most remembered for *The Cosby Show* and *Fat Albert* TV programmes, he is also a noted educational philanthropist and an outspoken leader in the African-American community.

EQ: *Why is this quote funny? Is it unnatural for children to return home?*

1 WORD POWER

A gets students to consider vocabulary related to independence.

1 WORD POWER A**Answers**

government, decentralisation, legitimate, nationalism, freedom, emancipation, individualist

B gets students to practise signposting phrases and the vocabulary in **A**.

ARTICLES**Mummy's Boys (and Girls)**

This article discusses the interesting Italian cultural phenomenon whereby grown children tend to leave the parental home considerably later than in other EU countries. Although among Western countries, this may be unusual, close family ties into adulthood predominate elsewhere. In parts of the Middle East, Asia and Africa, clan structures underline the question of residence. For instance, in

Saudia Arabia, tradition and traditional architecture make it common for newlyweds to set up home within a family compound. Also Saudi women usually don't leave their parental home until after marriage.

As was seen in the reading text for Unit 5, Japanese children often get financial help and live at home longer due to the high cost of living. Historically speaking, the situation was not that different in the past in most Western countries where adult children tended to live with their parents until marriage.

EQ: *Is independence from parents seen positively or negatively in your culture? Why? How is adult independence similar to or different from teenage rebellion?*

Surprising ceasefire

This article discusses a very controversial issue that exists in both North Ireland and Spain. In both cases, groups have sought independence from a government power they do not recognise.

- **Basque region:** The Basque people are an indigenous group located in four Spanish and three French provinces. They have a long history in the region, but much of the current nationalist fervour stems from the Spanish civil war era. After the 1937 Basque government defeat, General Franco introduced laws repressing minority cultures across Spain. In 1959, the *Euskadi Ta Askatasuna* ('Basque Country and Liberty'), or ETA, was formed. Although initially ETA was peaceful and popular during the Franco years, it quickly turned to armed resistance and lost public support as Spain became democratic. Over thirty years, ETA has been responsible for the deaths of 817 people.
- **Northern Ireland:** In 1801, the kingdoms of Ireland and Great Britain joined under the Act of Union to become the United Kingdom. In 1921, the Government of Ireland Act allowed the different counties of Ireland to opt out of Union. Six counties in the North Ireland province of Ulster were largely for the Union and chose to stay in it. This has led to the ongoing situation between Ulster Unionists and Irish Republicans. With militant groups formed on both sides, there have been over 3,500 deaths since 1969.

EQ: *What do you think of these groups? Do you think attitudes to terrorism have changed over the years?*

2 READING

A covers an important language skill that might not be present in some countries. The polite way to interrupt is to wait until the person takes a breath and use one of the appropriate phrases in **Language Bank 9**.

B reflects an upper intermediate structural understanding highlighted by both Trinity and Cambridge exams. Students need to work out what the pronouns refers to in the text.

2 READING B

Answers

- 1 'It' refers to the fact that Italian children leave home so late in life.
- 2 'It' refers to the situation of Italian students (who) don't graduate until their late twenties.
- 3 'It' refers to the child not paying for housekeeping even though they can afford to pay.
- 4 'He' refers to the 29-year old man who sued his parents to support him.
- 5 'They' refers to the mothers of these young women.

C will help the students focus their arguments about the two main types of independence in the unit.

D 1 This question tries to personalise the issue of the *mammoni*. However, if the issue is difficult for students, culturally or otherwise, you may want to discuss the issue more in terms of the society as a whole.

D 2 This question requires students need to know a bit about their country's history. It would help to provide students with concrete examples. For instance, how would the United States be different if Britain was still in charge? How would France be different if Nazi Germany was still in control? It may require you to give a hypothetical scenario as well.

EQ: *At what age do most children move out in your country? How does this compare with other countries?*

Do daughters move out before sons in your country? Why / Why not?

3 SPEAK YOUR MIND

This section covers the topics of causes of leaving home, community values, and independence movements.

A EQ: *Have you moved out of your parent's home? If so, what has it been like? If not, why not? What motivated you or would motivate you to leave home for the first time? What difficulties can someone expect when they first move out?*

B EQ: *Do you see this as positive or negative thing? Why? Is it possible to have independence in a culture which stresses very strong family and community ties? Do you think globalisation is affecting these ties?*

C EQ: *Are there or have there been any independence movements in your country or countries nearby? If so, what effect have they had? Do you view independence movements positively or negatively? Why? Give examples. Should all people have independence? Why / Why not?*

4 LISTEN

DVD

This audio clip deals with Beth Finke and her guide dog Hanni as they cross the busy Chicago streets. Ms Finke lost her sight at the age of 26 after developing complications from diabetes. She has written a book, *Long Time, No See*, about her experiences of learning how to live without her eyesight. She is regular contributor to public radio in the US. It is worth visiting her website, www.bethfinke.com, to read more about her life and listen to other audio clips. Note: When Beth is out on the street, she is describing how she and Hanni work together, and sometimes she is talking to the dog. 'Lab' is short for Labrador (a breed of dog).

A You can try to get students to think about the five senses and what it would mean to lose each. Likewise, you can discuss what it would be like to lose the use of different parts of the body.

4 LISTEN B, C**Answers**

B 1 Guide dogs don't understand street lights.

2 Guide dogs can identify danger.

3 Guide dogs are not meant to be guard dogs.

4 Guide dogs can lead someone down the street.

C 1 mix (of Labrador and Golden Retriever)

2 She waits for the lights to change, listens to the traffic stop, waits for next light then can go.

3 It means to wait for the traffic lights to change from one direction then the other direction.

4 (Sample answer) Beth needs to correct Hanni a lot, but she uses an encouraging tone of voice, almost as if she is talking to a child. It could be unsafe to let Hanni do whatever she wanted. Beth talks normally to the listeners.

5 TEAMWORK

This activity was designed to give students an opportunity to discuss the reality involved in being independent for the first time. Because this activity is supposed to represent an authentic situation, it might be helpful for students to have access to local newspapers (classifieds section for rentals or used furniture), home furnishing catalogues (www.ikea.com), or home decoration magazines to remind them about things they might like to have or need. It would also be useful to get the students to think about the apartment room by room. For example, in the kitchen, the friend will need plates, cups and saucers, pots and pans and so on.

Sources:

Mr. Thrifty's How to Save Money on Absolutely Everything, Jane Furnival

Leaving the Nest: The Complete Guide to Living on Your Own, Dorinne and Richard Armstrong
www.interiordec.about.com/od/firstapptips

6 CONTROVERSY

Anarchism is a related group of political philosophies characterised by their opposition to an imposed authority (government) and social hierarchy. Fundamentally, they have an optimistic belief that left to their own devices, humans could operate together without need of a higher power. Its origins are not entirely clear, possibly dating back to Athens in 404 BC.

Modern anarchy shares many of its basic ideas with communism, and early anarchists often worked with communists. Some anarchists have in the past advocated the violent overthrow of government. This was the case of the young anarchist, Gavrilo Princip, whose assassination of Archduke Franz Ferdinand of Austria helped trigger World War I. Like communism, anarchy was an enigma that was feared in the West. By the 1950s, it had by and large begun to fade into academic obscurity. However, it has had something of a renaissance with the Sex Pistols 1976 song *Anarchy in the UK*. Today, it is common to see black-clad anarchists protesting at various International Economic Forums like the World Trade Organisation meetings. It should be pointed out to students that some, but not all, anarchists advocate violent overthrow of government.

EQ: *What do you think of anarchy? Would the world work without governments? Why / Why not? Would it be a better place?*

Sources:

Anarchism: A Documentary History of Libertarian Ideas: From Anarchy to Anarchism (300CE to 1939), Robert Graham

The Philosophy of Punk Rock: More than Noise!!
Craig O'Hara

http://dwardmac.pitzer.edu/Anarchist_Archives
<http://www.greenanarchy.org>

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

Africa Since Independence: A Comparative History, Paul Nugent

A History of Cyprus: From Foreign Domination to Troubled Independence, Stavros Pantelli

The Oxford History of the British Empire: 20th Century, Vol. 4., ed. Judith Brown

www.cia.gov/cia/publications/factbook
www.economist.com/countries

B Sources:

The Real Freshman Handbook, Jennifer Hanson
Freshman Dorm series, Linda A. Cooney

www.personal.u-net.com/~ic/fr_guide.html

Most universities also have webpages regarding life on campus.

8 HISTORY in English [CLIL]

There is archaeological evidence pointing to the first inhabitants of Scotland arriving around 8000 BC, however, the first written history of Scotland dates back to the Roman rule of Britain. The Romans invaded around AD 79. Having met with fierce resistance from the Northern Celtic tribes, mainly Scots and Picts (the ancestors of modern Scots), Roman emperor Hadrian had a wall built to divide the south from the Northern barbarians in AD 122. When the Germanic tribes (Angles, Saxons, etc.) invaded in 440, the Celts were pushed further north. Between 843 and 1034, the Celtic tribes were consolidated under a single Scottish kingdom. Much of the consolidation in this period was over fears of the Viking invaders. While most of the Viking raids happened south of Scotland, the Vikings did occupy parts of Eastern Scotland and the Orkney Islands. In 1314, Robert Bruce succeeded in creating a Scottish kingdom independent of England. Historians sometimes date the beginnings of Scotland as a country back to 834, but it did not become fully independent of English control until Robert Bruce. Note: Great Britain includes England, Scotland and Wales. The United Kingdom includes Great Britain and Northern Ireland.

EQ: *What did you know about Scottish people and Scotland, or its history before? Does this change your opinion at all?*

The 'modern' Scottish independence movement was largely peaceful. Is peaceful independence the exception to the rule? How does the Scottish experience compare to your country's history?

Robert Bruce is a hero to many Scots. Do ancestors really have any connection to the reality of modern life? The Scottish diaspora (emigrant communities) can be found today in Australia, Canada, the United States and other countries. Was there a diaspora from your country in other countries? How similar are diaspora communities to their mother country? Give examples.

Sources:

www.britannia.com/celtic/scotland/history_scotland.html
www.rampantscotland.com/history.htm
www.bbc.co.uk/scotland/history
www.scotshistoryonline.co.uk/

9 FURTHER DISCUSSION

This section covers the topics of financial independence, distance from the family, and terrorism versus freedom fighters.

A EQ: *If a country accepts financial help (IMF, aid, etc.), is it really independent? With globalisation and the integration of the world economy, is any country truly independent?*

B Try to discuss the need for family bonds.

EQ: *Does absence really 'make the heart grow fonder'? How would moving to another country affect your sense of belonging to your family, culture and country?*

C EQ: *How would you define terrorism? Is national independence more important than human life? Why do terrorist groups often target civilians?*

10 Your answer: WHY DO PEOPLE WANT TO BE INDEPENDENT?

This question tries to get students to think about the underlying themes in this unit. The students can address this question any number of ways. It can be looked at in terms of:

- Nationalism – why do we care whether we belong to one country or another
- Economics – having a place to live in, being able to earn a living
- A purely emotional level – the sense of belonging and owning something of one's own. Try to get students to think about the deeper meaning of personal and national independence. You may even get them to answer the hypothetical question: *What if you had no independence?*

WORKBOOK

1 USE OF LANGUAGE: Word forms

This activity introduces another perspective on the issue of independence with the case of Nicaragua in the 20th century. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE.

1 USE OF LANGUAGE**Answers**

1 leaving 2 nationalised 3 immunisation
4 democratically 5 assassination

2 WRITING**A Sources:**

Most countries have government internet sites dealing with the history of their country, however, you can encourage students to write this from an emotional perspective. This also ties in with the unit's *The BIG question*.

www.cia.gov/cia/publications/factbook
www.economist.com/countries

B Sources:

You can encourage students to write this as either a humorous satirical piece or as a serious thought exercise. Some examples of city states:

www.visitsingapore.com
www.visitmonaco.com
www.tuvaluislands.com
www.vatican.va

3 SPEAKING STRATEGIES: Using the active and passive voices

The passive voice is identified by the use of the verb 'to be' and with the (optional) use of 'by', for example *He was struck by a car*. It is often used in formal writing to put some distance between the speaker and the action in the sentence.

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS**Answers**

1 d 2 b 3 e 4 c 5 a

1 to reach a turning point = to come to a key / important moment 2 an eye-opener = a surprising experience 3 a red-letter day = a memorable, important or very happy moment 4 a golden opportunity = an excellent opportunity 5 a close-knit family = a family whose members are very close to each other

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *How important is family to you?*
 - We are *a close-knit family* so it is very important.
 - It was *a real eye-opener* when my uncle died. I didn't realise how important family was to me until then.
- *What will it be like / what was it like to move out for the first time?*
 - I think it will be *a golden opportunity* to prove to my parents that I can take care of myself.
 - It was certainly *a red-letter day*. My mum cried when I left for college. My dad was very proud.
 - It was *an eye-opener* for sure. I hadn't realised how hard it might be.
- *How do people feel about independence movements in your country?*
 - Given the negative public feeling towards these groups, it would be *a golden opportunity* for them to try peaceful political means.
 - I think the bombings have been *a real eye-opener* for many people who didn't take these issues seriously.