

Europe 1912, Europe 2012

You are in a bar discussing about how life is at the moment in Europe, its challenges of living there and its politics. You are also discussing the future, about how life might be like, and about how Europe might look like in the future. You live somewhere in Europe where there is one currency and where there are many nationalities. You live where the movement of trade is easy and fair, with little paperwork - thus avoiding goods being blocked at borders for days on end. You live where people can cross vast areas freely from the mountains to the sea without hindrance and false borders.

Right now, it is hard to imagine your country being broken up into smaller countries, of new borders being introduced. It would seem preposterous to breakup your currency, which helps the trade in your country as it covers a vast area. You cannot imagine new countries being created in the future in the Europe you know in the area near where you live. Furthermore you cannot imagine a war that would change Europe forever...

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Yet today, as we sit enjoying our drink in 2012, Europe once again faces an uncertain future. The eurozone is in crisis. Europe faces a North-South economic divide. Venice wishes to become independent. South Tyrol now wishes to rejoin Austria rather than pay bankrupt Rome (Its citizens are of Austrian descent – the region was annexed by Italy). Catalonia and the Basque country in Spain wish to become independent, as does Scotland.

Trade in Europe though is still delayed at Schengen borders. Businesses in many parts of Europe still trade using un-natural hinterlands, a legacy of WWI. Today across Europe unemployment is rising. This can create riots and nationalism that leads to wars. Stability is thus paramount. Hence the EU leaders pledging to keep the euro together. Europe was recently awarded the Nobel prize for peace. The question is will it last?

Category: History / Europe / Change

Level: Intermediate / Upper intermediate

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EXERCISES

1. New countries in Europe? Think of three areas in Europe that might breakaway and form new countries. Go round the room swapping details with others.

2. Dictation: The teacher will read four to six lines of the article slowly and clearly. Students will write down what they hear. The teacher will repeat the passage slowly again. Self-correct your work from page one - filling in spaces and correcting mistakes. Be honest with yourself on the number of errors. Advise the teacher of your total number of errors. Less than five is very good. Ten is acceptable. Any more is room for improvement! More than twenty - you need to do some work!

3. Reading: The students should now read the article aloud, swapping readers every paragraph.

4. Vocabulary: Students should now look through the article and underline any vocabulary they do not know. Look in dictionaries. Discuss and help each other out. The teacher will go through and explain any unknown words or phrases.

5. The article: Students should look through the article with the teacher.

- a) What is the article about?
- b) What do you think about the article?
- c) Was this an easy or difficult article to understand?
- d) Discuss the article

6. Geography: Where are **Scotland, Venice, South Tyrol** and **Catalonia**? Draw a map on the board then **look on Google maps** to help you.

7. Areas that wish to become independent: In pairs think of five things you know about each of the areas listed above in No 6.

Add two areas/regions/cities of your own that might consider breaking away to form independent countries.

- 1) _____ 2) _____
The teacher will choose some pairs to discuss their findings in front of the class.

8. Economic, political and cultural reasons to become independent: In pairs/groups answer the following questions about the area/regions/city listed above in No 6 or No 7.

- 1) Why do these areas/regions/cities wish to leave the country they are a part of now?
- 2) What advantages would there be for breaking away?
- 3) What disadvantages would there be for breaking away?
- 4) Why don't they just remain in the country where they are right now?
- 5) What resistance might these people face and from whom?

Europe 1912, Europe 2012 – 20th October 2012

9. Let's roleplay 1: In groups. One of you is the interviewer. The others are one of the following people. You are in the *Radio Prague* radio studio. Today's interview is about: *Europe 1912, Europe 2012*.

- | | |
|---|--|
| 1 | A German speaking person from South Tyrol in Italy |
| 2 | A Catalanian from Barcelona |
| 3 | A Scot from Glasgow |
| 4 | A person from Venice |

The teacher will choose some groups to roleplay their interview in front of the class.

10. Let's roleplay 2: In pairs. You are in a bar in Europe. Start a conversation about: *Europe in 2050. 5-minutes*.

11. Let's do 'The Article Quiz': Have the students quiz each other in pairs. They score a point for each correct answer and half a point each time they have to look at the article for help. See who can get the highest score!

Student A

- 1) Name the Empire.
- 2) Name three countries that are mentioned in the article.
- 3) Name the two time periods.
- 4) Name the former country.
- 5) Name the areas in Italy that wish to leave Italy.

Student B

- 1) What is in crisis?
- 2) Name the areas in Spain that wish to become independent.
- 3) What was Europe recently awarded and for what?
- 4) The question was what, about what?
- 5) Name the currencies.

12. False hinterlands? In pairs, discuss what a hinterland is. Then look at the false hinterlands that are around the following cities listed below. Look at a map! Are they false? Talk about them. What changes might you make on the map? What conclusions do you come to?

- | | |
|---------------|-----------|
| 1) Trieste | 3) Vienna |
| 2) Bratislava | 4) Berlin |

The teacher will choose some pairs to discuss their findings in front of the class

13. Presentation: In pairs, groups or individually: Prepare in class or at home a two minute presentation on: ***Europe in 2050***. Stand at the front of the class to give your presentation to the class. Include some maps.

14. Let's write an e-mail: Write and send a 200 word e-mail to your teacher about: ***Europe in 2050***. Your e-mail can be read out in class.

15. Sentence starters: Finish these sentence starters. Correct your mistakes. Compare what other people have written.

- a) In 2012 _____
- b) In 1912 _____
- c) Europe _____

DISCUSSION

Student A questions

- 1) Did the headline make you want to read the article?
- 2) What was the strongest point made in the article?
- 3) Do you agree or disagree with the article?
- 4) Do you see some of the areas in Europe actually becoming independent?
- 5) Will Europe change? How?
- 6) Will the euro collapse?
- 7) Is Europe heading for war?
- 8) Will the EU win the battle to save the euro?
- 9) What advice would you offer the leaders of the EU about today's topic?
- 10) Have you learnt anything in today's English lesson?

Student B questions

- 1) What do you think about what you read?
- 2) Is this a tough subject to debate?
- 3) Explain Europe's North-South economic divide?
- 4) Does one currency fit all?
- 5) Would you have preferred to have lived in 1912 rather than 2012? Explain!
- 6) Why were false hinterlands created after WWI and WW2?
- 7) Is this a bit of a political lesson?
- 8) Do you normally discuss this type of subject in an English lesson?
- 9) What do you think of the free movement of labour and people in Europe or for that matter elsewhere in the world?
- 10) Did you like this discussion?

SPEAKING

Let's discuss! A new Europe

Allow 10-15 minutes – As a class / small groups / pairs / 1 to 1

Either

Compare Europe in 1912 with that of 2012

Or

A new Europe – how might it look in 2112?

Draw a huge map on the board to show a new Europe

See the video links on page 8

The teacher can moderate the session.

GAP FILL: READING: edited

Put the words into the gaps in the text.

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The (1)_____ above is Europe in 1912. I am referring to the Austro-Hungarian Empire that had 11 nationalities, (2)_____ of whom imagined they would one day *mostly* get their own countries. The Austro-Hungarian Krone served the Empire. Its people could travel (3)_____ and goods could be transported quickly using the railways from the mountains to the sea without borders and (4)_____. No one could imagine a great war, the break up of the Austro-Hungarian Empire or of the creation of Czechoslovakia. No one would have believed an East-West divide for 50 years would happen in the future... Yet today, as we sit enjoying our drink in 2012, Europe once again faces an uncertain future. The eurozone is in (5)_____. Europe faces a North-South economic divide. Venice wishes to become independent. South Tyrol now wishes to (6)_____ Austria rather than pay (7)_____ Rome (Its citizens are of Austrian descent – the region was (8)_____ by Italy). Catalonia and the Basque country in Spain wish to become independent, as does Scotland.

preposterous

vast

borders

fair

hindrance

trade

war

challenges

annexed

period

rejoin

delay

freely

none

bankrupt

crisis

GAP FILL: LISTENING - edited

Listen and fill in the spaces.

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You are in a bar discussing about how life _____ Europe, its challenges of living there and its politics. You are also discussing the future, about how life might be like, and about how Europe might look like in the future. You live _____ where there is one currency and where there are many nationalities. You live where the movement of trade is easy and fair, with little paperwork - thus avoiding goods being blocked at borders for days on end. You live where people can cross vast areas freely from the _____ without hindrance and false borders.

Right now, _____ your country being broken up into smaller countries, of new borders being introduced. It would seem _____ your currency, which helps the trade in your country as it covers a vast area. You cannot imagine new countries being created in the future in the Europe you know in _____ you live. Furthermore you cannot imagine a war that would change Europe forever...

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GRAMMAR - edited

Put the words into the gaps in the text.

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their

could

from

than

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rather

would

that

SPELLING TEST

The teacher will ask the class individually to spell the following words that are in the article. Afterwards, check your answers with your teacher, using the following ratings: **Pass = 12, Good = 15, Very good = 18, Excellent = 20**

1	thus	11	false
2	rejoin	12	hindrance
3	through	13	somewhere
4	divide	14	challenges
5	uncertain	15	future
6	unemployment	16	preposterous
7	yet	17	furthermore
8	nationalities	18	period
9	fair	19	stability
10	Czechoslovakia	20	paramount

FASCINATING LINKS

<http://www.youtube.com/watch?v=M5YKAKw4I5E&feature=related>

<http://www.youtube.com/watch?v=O7mfvEZmDLY&feature=related>

<http://www.youtube.com/watch?v=zJw1SQYMRB4&feature=related>

ANSWERS

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