



Istituto Professionale di Stato per i Servizi Commerciali - Turistici - Sociali
"Federico Flora" 33170 - PORDENONE
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Rete C.L.I.L
FRIULI VENEZIA GIULIA
(Contents and language integrated learning)

Io, cittadino d'Europa

Modulo interdisciplinare in lingua inglese ideato e proposto da:

prof.ssa **Paola D'Agaro (Italiano e Storia)**
prof.ssa **Maria Rita Rivaroli (Economia e Diritto)**
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FINALITA'

Questo lavoro nasce dall'esigenza di avvicinare i giovani all'Europa, di renderli consapevoli del loro appartenere ad una realtà più ampia rispetto a quella nazionale.

La volontà di creare una nuova entità politica capace di incidere nel contesto internazionale passa attraverso la formazione del cittadino europeo. Lo sforzo da parte di uomini politici e di cultura di superare la dimensione nazionale per recuperare un'identità comune all'interno dei confini del vecchio continente richiede un allargamento dell'orizzonte culturale di ognuno e il superamento di pregiudizi e rigidità ideologiche. Fondamentale diventa, pertanto, rivisitare concetti antichi come quelli di "sovranità", "libertà" e "identità nazionale" ma anche esplorare le nuove forme in cui si articola l'entità "Europa". Compito della scuola è trasmettere conoscenze e valori veicolandoli attraverso le singole materie scolastiche.

Da qui nasce, da parte di un gruppo di insegnanti di diverse discipline, l'esigenza di lavorare assieme per costruire un percorso che ricostruisca le tappe della creazione dell'idea di Europa a partire dai primi accordi economici per arrivare alle questioni di cui si sta dibattendo in questi tempi (il nodo della Costituzione, l'apertura ad Est, le prospettive di Eurolandia, il ruolo dell'Europa nelle questioni internazionali).

La scelta dell'inglese risulta doppiamente strategica: sia in quanto l'inglese rappresenta il medium linguistico con il quale i popoli d'Europa dovranno fare i conti se si arriverà - in un futuro si spera non troppo lontano - all'unità anche linguistica (fermo restando il diritto di ciascuno a vedere tutelata anche la propria lingua madre); sia perché l'inglese rappresenta un ottimo collante capace di migliorare la coesione e la coerenza interna di un modulo in cui ben quattro discipline sono rappresentate.

Il progetto prevede, infatti, un approccio di tipo multidisciplinare attraverso una metodologia articolata che si basa anche sull'uso di strumenti multimediali.

La metodologia adottata prevede un coinvolgimento dell'allievo attraverso simulazioni, attività di scoperta guidata, dialoghi, discussioni, analisi di filmati, ecc.

Ciascuna singola attività prevede una verifica finale.



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ARTICOLAZIONE DEL MODULO

Io, cittadino d'Europa

1. Dialogo: "Harry is citizen of Europe"
2. Carta muta dell'Europa
3. Cronologia di base
4. L'euro
5. The European Central Bank (E.C.B.)
6. Le istituzioni
7. Nuove acquisizioni e candidature
8. Cineforum
9. Simulazione

OBIETTIVI GENERALI

"Io cittadino d'Europa" è un modulo sperimentale costruito interamente in inglese allo scopo di avvicinare lo studente allo studio dei contenuti disciplinari in una lingua diversa dall'italiano e di migliorare le sue competenze linguistiche oltre che cognitive. Agli obiettivi propri di ciascuna materia coinvolta si aggiungono, pertanto, quelli specifici del progetto C.L.I.L.:

- Comprendere testi di varia tipologia nel loro significato globale (sintesi)
- Estrapolare informazioni da un testo a partire da parole-chiave (analisi)
- Arricchire il vocabolario personale (competenza lessicale)
- Acquisire il lessico specifico delle singole discipline (competenza lessicale)
- Riconoscere la struttura di testi di tipo diverso: espositivo, argomentativo, normativo, dialogato
- Migliorare la capacità d'ascolto di una lingua straniera (ascoltare)
- Saper usare la lingua straniera per comunicare contenuti di discipline diverse sia in forma scritta che orale (parlare e scrivere)
- Sviluppare le capacità di comparazione (competenza critica)
- Saper applicare concetti noti in contesti differenti (analisi, sintesi)
- Migliorare le capacità espositive ed argomentative (competenza rielaborativa e critica)

OBIETTIVI COGNITIVI

- Conoscere le principali istituzioni dell'U.E.
- Analizzare il funzionamento dell' U.E. attraverso la composizione e la funzione dei suoi principali organi
- Conoscere i momenti salienti riguardanti la nascita e lo sviluppo dell'U.E.



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- Conoscere le caratteristiche essenziali degli stati che compongono l'U.E. ed "Eurolandia"
- Conoscere nelle linee essenziali i criteri di ammissione dei singoli paesi nell'U.E. e in Eurolandia (accordi di Maastricht e di Schengen)
- Conoscere obiettivi e limiti della politica monetaria europea.

METODOLOGIA

I testi utilizzati, saranno in lingua inglese, le spiegazioni e le consegne avverranno nella stessa lingua. Qualora se ne presentasse la necessità, le integrazioni verranno fatte in italiano. In casi specifici verranno forniti glossari e questionari per rendere più agevole la comprensione di testi più complessi.

Laddove possibile, si cercherà di evitare la lezione frontale favorendo il lavoro di gruppo, la lezione dialogata e la simulazione.

Qualora vi siano le condizioni, si potrà operare in compresenza con l'insegnante di lingua inglese o di altra materia.

MEZZI E STRUMENTI

A corredo del modulo vi sono: testi di vario tipo, fotocopie, lucidi, audio e video cassette, CD. La sua realizzazione richiede, pertanto, l'uso di un videoregistratore e di una lavagna luminosa.

I documenti utilizzati sono tratti da testi scolastici di diritto, lingua inglese e geografia, dal sito ufficiale dell'U.E.(Euroactive) e da altri siti e pubblicazioni. Tutti i testi sono stati rielaborati e adattati dai docenti.

VERIFICHE

Le verifiche saranno periodiche e mirate. Si utilizzeranno tipologie diverse come: questionari, attività a coppie, corrispondenze, completamenti, attività di gruppo, produzione di brevi testi scritti. La valutazione seguirà i normali criteri già adottati per le verifiche curricolari periodiche. Il modulo si chiuderà con un questionario anonimo finalizzato a rilevare l'impatto che l'intera attività ha avuto sulla classe. Questo in quanto, trattandosi di fatto di una sperimentazione, è bene che vi sia, da parte dell'insegnante, una verifica del lavoro svolto anche in relazione al gradimento ottenuto e al feedback ricevuto.



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TEMPI

Il modulo richiede l'impiego di circa 25 - 30 ore di lezione ma è strutturato in modo tale per cui può essere realizzato - a seconda delle esigenze legate alla programmazione individuale e al livello di competenza linguistica delle singole classi - sia in toto che in parte. Ciò in quanto ogni singola parte in cui si articola il modulo è in sé compiuta.

CLASSI COINVOLTE

Classi terminali degli istituti superiori.

LIVELLO DI COMPETENZA LINGUISTICA RICHIESTO

Intermedio .

SCHEMA DELLE ATTIVITA' DEL MODULO (tutte le attività si svolgono in lingua inglese)

Prima fase (ore: 3)

(l'attività serve a migliorare le competenze degli allievi in ordine alla lettura analitica di un testo e alla produzione corretta di brevi testi scritti).

1. Breve introduzione esplicativa della struttura e delle attività del modulo.
2. Reading-speaking-writing: I ragazzi vengono divisi in coppie. Vengono affisse due copie del testo **"Harry is a citizen of Europe"** ai due lati opposti dell'aula. Un allievo di ciascuna coppia, facendo la spola dalla parete al banco in cui siede il compagno, deve dettare brani del testo mentre l'altro li deve trascrivere e viceversa. (L'attività serve a stimolare l'apprendimento e la memorizzazione di termini nonché la corretta pronuncia e ortografia delle parole). (vedi all.1).
3. Reading: Viene consegnata a ciascun ragazzo una copia del dialogo utilizzato per l'esercitazione di cui viene effettuata una lettura guidata collettiva finalizzata alla comprensione del testo.
4. Verifica di comprensione del testo: gli allievi dovranno rispondere per iscritto a delle domande sui contenuti del testo analizzato.



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Seconda fase (ore: 3)

(L'attività ha lo scopo di sviluppare negli allievi l'acquisizione di nuove conoscenze in merito ai paesi dell'U.E. nonché la capacità di associare le conoscenze pregresse a quelle di nuova acquisizione)

1. Brain-storming: Viene fornita una cartina muta dell'Europa ad ogni allievo. Il docente effettua la proiezione della stessa e presenta i vari paesi dell'Unione Europea stimolando gli allievi ad assegnare ad ognuno di essi specifiche caratteristiche. Compito degli allievi sarà colorare i singoli stati con colori diversi in base all'anno in cui è avvenuta l'adesione. **(Vedi all. 2).**
2. Writing-Speaking: Ogni allievo, all'interno di un piccolo gruppo (3 persone) deve definire un paese (confini, capitale, bandiera...), poi ogni gruppo riferirà a tutta la classe. A tale scopo il docente propone uno schema-tipo da seguire. **(Vedi all. 3).**

Terza fase (ore: 2)

(L'attività è finalizzata a consolidare l'abilità di passare dalla forma attiva a quella passiva e l'acquisizione di contenuti specifici)

1. Viene fornito agli allievi un testo contenente una cronologia **(Vedi all. 4).**
2. Reading: Il docente guida la lettura del testo e pone in evidenza le parole chiave.
3. Grammar: Il docente sottolinea l'uso dei verbi (presente: forma attiva-forma passiva).
4. Esercitazione: Viene proposto agli allievi un elenco di eventi ai quali devono essere collegate le date poste in disordine a piè di pagina **(Vedi all. 5).**
5. Verifica: Viene proposto agli allievi copia del testo iniziale dalla quale sono stati cancellati alcuni verbi. Gli allievi eseguono l'esercizio "Fill in the gaps" **(Vedi all. 6).**

Quarta fase (ore: 2)

(Questa fase è finalizzata a sviluppare capacità critiche e ad incrementare l'acquisizione da parte degli allievi di una terminologia specifica spendibile anche in altre discipline.)

1. Reading: Viene fornito un testo di tipo informativo riguardante l'EURO e viene realizzata una lettura guidata finalizzata a cogliere i benefici principali derivanti dall'utilizzo della moneta unica **(Vedi all. 7).**
2. Esercitazione: Gli studenti, in coppia, devono rispondere in forma scritta ad alcune domande aperte **(Vedi all. 8).**
3. Verifica: Vengono forniti gli acronimi relativi ad aspetti economici e le corrispondenti definizioni. Le definizioni sono in disordine. Gli allievi, lavorando in coppia, devono stabilire collegamenti corretti **(Vedi all. 9).**



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Quinta fase (ore: 2)

(L'attività serve a rafforzare l'acquisizione di nuovi termini senza ricorrere alla traduzione in italiano e l'acquisizione di competenze relative al parlato e all'ascolto.)

1. Reading: Viene proposto un breve testo tratto dall'Economist del 30 giugno 2001 e, attraverso la lettura guidata, vengono individuate in esso tutte le parole chiave (**Vedi all. 10**).
2. Esercitazione: Gli allievi devono reperire nel testo i termini di cui l'insegnante ha fornito i sinonimi.
3. Viene analizzato dal docente un aerogramma riguardante il ruolo dell'Europa nel commercio internazionale (**Vedi all. 11**)
4. Gli allievi svolgono su Internet una ricerca di dati simili riguardanti il periodo successivo al 2000

Sesta fase (ore: 2)

(L'attività serve rafforzare l'acquisizione di un linguaggio settoriale)

1. Viene svolta un'attività di brain-storming riguardante tutti i termini economico-bancari conosciuti che vengono trascritti alla lavagna.
2. Reading: Viene fornito un testo riguardante la *European Central Bank*. (**Vedi all. 12**).
3. Memorize: Vengono individuati i termini specifici relativi alla Banca Centrale dei quali viene fornita la definizione.
5. Esercitazione: Gli allievi si dispongono a coppie. Ad ogni coppia vengono proposte due versioni diverse dello stesso testo privo di alcune parole chiave. Servendosi delle domande guida sotto riportate gli allievi eseguono l'esercizio "Fill in the gaps" (**Vedi all.13**).

Settima fase (ore:2)

(L'attività è finalizzata al consolidamento delle conoscenze acquisite e all'acquisizione di un lessico settoriale spendibile in discipline diverse)

1. Brain storming: Recupero delle conoscenze relative alle istituzioni europee
2. Attraverso una lezione frontale il docente riprende le più importanti istituzioni europee: la Commissione Europea, Il Parlamento Europeo, il Consiglio dei Ministri
6. Viene proposto agli allievi un esercizio di completamento (**Vedi all. 14**).

Ottava fase(ore:3)

(L'attività, di tipo prevalentemente orale, è finalizzata al consolidamento delle capacità di analisi e sintesi di un testo argomentativo e allo sviluppo delle capacità critiche)



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1. Lettura globale: Viene fornito un testo di tipo espositivo-argomentativo tratto da Euractiv riguardante il dibattito aperto sulla candidatura della Turchia all'U.E. e vengono invitati gli allievi a procedere ad una rapida lettura dello stesso. **(Vedi all. 15).**
2. Lettura analitica: Il docente fornisce giochi enigmistici (criss-cross puzzle e word search) volti a facilitare la comprensione letterale del testo. **(Vedi all. 16).**
3. Lettura approfondita: il docente invita gli allievi ad individuare le diverse tesi ed i relativi argomenti a sostegno delle stesse.
4. Sintesi: gli allievi, in coppia, devono preparare delle domande sul testo letto che mettano in evidenza tesi, premesse, argomentazioni, contributi... Ciascuna coppia propone ai compagni le proprie conclusioni sotto forma di domanda.

Nona fase (ore: 3)

(L'esercitazione è funzionale al potenziamento dell'attività di ascolto e all'acquisizione di un lessico informale particolarmente utile nella comunicazione quotidiana con gli stranieri. Ciò viene realizzato attraverso l'analisi di un film che tratta nello specifico le problematiche ma anche le potenzialità legate al fatto di essere un cittadino d'Europa).

1. Introduzione all'attività di cineforum: Viene fornita agli allievi una scheda esplicativa del film "L'appartamento spagnolo" e una traccia orientativa per coglierne gli aspetti salienti. Tale scheda ha la funzione di aiutare la comprensione e di focalizzare l'attenzione sui punti più importanti che verranno successivamente discussi. **(Vedi all. 17).**
2. Visione del film nella versione in lingua inglese con sottotitoli in inglese.
3. Dibattito guidato sul film.

Decima fase (ore:3)

(L'attività, oltre a rappresentare un momento di verifica finale di quanto appreso, si propone di aiutare l'allievo ad applicare le conoscenze e le competenze acquisite in un caso concreto)

1. Simulazione: "viaggiare in Europa"
2. Il docente pone una serie di domande: che cosa significa viaggiare in Europa? Che cosa è utile sapere quando si compie un viaggio in uno dei 25 paesi europei? Gli allievi decidono un itinerario di viaggio in Europa, lavorando in piccoli gruppi e utilizzando le informazioni disponibili sul sito europa.eu.int/abc/travel.
3. Un allievo per ogni gruppo riferisce alla classe in merito al risultato della ricerca compiuta sul sito.



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Harry is a citizen of Europe (allegato 1)

Harry and his friends are talking about the European Union and why it is necessary to become a European citizen.

CAROL: What do the letters EU mean, Harry?

HARRY: They mean "European Union", that's to say the union of a group of countries in Europe which have gathered their economic resources for their mutual benefit.

KEITH: How many countries have joined the Union?

HARRY: There were six original member countries: Italy, France, Belgium, Luxembourg, Germany and the Netherlands. Ireland, Denmark and the UK joined the Union later, followed by Greece, Portugal, Spain, Austria, Finland and Sweden.

KEITH: Which countries have not joined the EU, yet?

HARRY: Switzerland, for example, but the UK had also struggled over the decision for a long time and did not join until the 60.s when the British Conservative Party made the decision to belong to the Union.

KEITH: I think you are forgetting some other European - Union - members!

HERRY: Yes, of course: you are speaking about Leetonia, Lithuania, Estonia, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Malta, Cyprus.

KEITH: Are there some other candidates?

HERRY: Yes, they are: Romania, Bulgaria and Turkey. But the last one has got a lot of problems to be accepted by the other members because of its criminal justice system and its human rights abuses.

CAROL: What targets has the European Union reached so far?

HARRY: It has abolished all barriers among the member countries as regards people, capital, goods and labour and it has also succeeded in introducing a common currency, the euro.

KEITH: Do you think a political union will be possible in a near future?

HARRY: I hope so, even if some politicians are against it. The recent results of French and Dutch referendum about the European Constitution doesn't sound very good for the E.U.

However, it is a fact that the Union has become a reality and we should feel European-minded, disposed to work together on a wide range of issues, from health to security, from pollution to drugs and so on. What is making you smile, Carol? Don't you feel ready to be a European citizen?

CAROL: Well, as a matter of fact, I'm not ready.

HARRY: What are you talking about, Carol? Why aren't you ready?

CAROL: I know that the official languages in the European Parliament are English and French and I'm not so good at English yet.

HARRY: Really, Carol, I think you are making a mountain out of a molehill! If you play your cards right, and I mean if you study hard, you could end up being an excellent European citizen.



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Questions:

1. What do the letters E.U. mean?
2. Why did the UK join the Union later?
3. Which are the original member countries?
4. Which are the main issues of the Union?
5. How many countries are waiting to enter the Union?
6. How many targets has the E.U. reached so far?
7. What are the main problems of the E.U. in this moment?
8. In which field does the U.E. obtain its best goals?



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Europe (allegato 2)

Use different colours for every member of the E.U., according to the specific years of entrance

1957 ☐

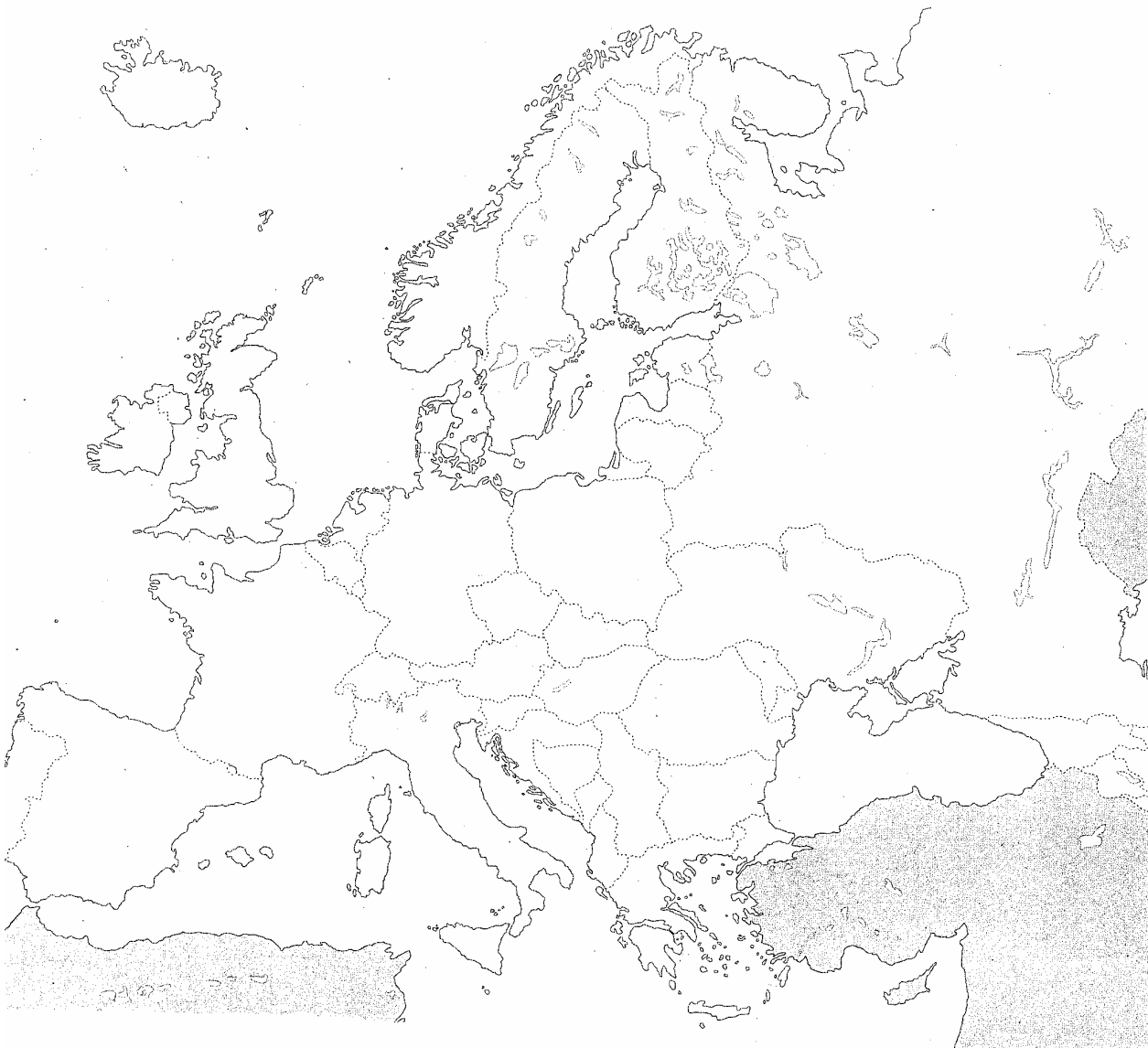
1973 ☐

1981 ☐

1986 ☐

1995 ☐

2004 ☐





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Example of European State presentation: Great Britain (Allegato 3)

1. What do you know about Great Britain?
2. What is the capital of Great Britain?
3. Great Britain is known for its traffic rules, explain me the difference between G. B. and the others European countries about this.
4. What is the English national game?
5. What does Great Britain border on?
6. What is the United Kingdom?
7. What is Eire?
8. Dover and Calais are separate from.....
9. What is the name of the most important English airport?
10. What is the Commonwealth of Nations?
11. What is the meaning of the British Flag?
12. The name of the flag is the.....



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The European Union Basic Chronology (allegato 4)

1951

Belgium, France, Germany, Italy, Luxembourg and the Netherlands sign the Treaty of Paris establishing the European Coal and Steel Community (ECSC).

1956

Meeting in Venice, the foreign Ministers decide to start negotiations for the conclusion of a Treaty setting up a European Economic Community.

1957

The treaty establishing the European Economic Community (EEC) is signed by the Six in Rome (Treaty of Rome).

01-01-1958

The EEC Commission is set up in Brussels.

1973

Denmark, Ireland and the United Kingdom join the European Community which counts 9 members.

1974

The Community Heads of State or Government decide to hold meetings three times a year as the European Council.

1975

The European Council, meeting in Rome, decides to elect a European Parliament before 1978.

March 1979

The European Monetary System is implemented. Its central element is the obligation of member countries to keep the exchange rates of their currencies within limited margins of fluctuation.

June 1979

First election of the European Parliament .

1981

Greece becomes the 10th member of the European Community.

1984

The draft Treaty about the establishment of the European Union is passed by the European Parliament with a large majority.

1986

Spain and Portugal join the Community.



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1990

The Agreement establishing the European Bank for Reconstruction and Development (EBRD) is signed in Paris.

1991

Poland, the Czech Republic, Slovakia, Hungary, Bulgaria and Romania begin talks to join the Union.

1992

The treaty on the European Union is signed in Maastricht by Foreign and Finance Ministers of Member States.

1992-1993

By referendum, Denmark votes against the ratification of the Treaty on European Union. Denmark is offered special arrangements, and by a second referendum the Danish people vote in favour of the Treaty on European Union.

1993

The Treaty on European Union enters into force.

1994

The European Monetary Institute (EMI) is created to implement economic and monetary unity.

1995

Austria, Finland and Sweden become members of the European Union which counts now 15 States. A referendum held in Norway results in a choice not to join the Union. The name Euro is chosen as the Union's currency.

1999-2002

Member states qualify to enter the monetary Union. The Euro becomes the Union's common currency.

2004

Poland, the Czech Republic, Slovakia, Hungary, the Baltic Republics, Malta, Cyprus, Slovenia become members of the European Union which counts now 25 States.



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Test : The European Union Basic Chronology (allegato 5)

Connect correctly the dates with the events

Belgium, France, Germany, Italy, Luxembourg and the Netherlands sign the Treaty of Paris establishing the European Coal and Steel Community (ECSC).

Meeting in Venice, the foreign Ministers decide to start negotiations for the conclusion of a Treaty setting up a European Economic Community.

The treaty establishing the European Economic Community (EEC) is signed by the Six in Rome (Treaty of Rome).

The EEC Commission is set up in Brussels.

Denmark, Ireland and the United Kingdom join the European Community which counts 9 members.

The Community Heads of State or Government decide to hold meetings three times a year as the European Council.

The European Council, meeting in Rome, decides to elect a European Parliament before 1978.

The European Monetary System is implemented. Its central element is the obligation of member countries to keep the exchange rates of their currencies within limited margins of fluctuation.

First election of the European Parliament .

Greece becomes the 10th member of the European Community.

The draft Treaty about the establishment of the European Union is passed by the European Parliament with a large majority.

Spain and Portugal join the Community.



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The Agreement establishing the European Bank for Reconstruction and Development (EBRD) is signed in Paris.

Poland, the Czech Republic, Slovakia, Hungary, Bulgaria and Romania begin talks to join the Union.

The treaty on the European Union is signed in Maastricht by Foreign and Finance Ministers of Member States.

By referendum, Denmark votes against the ratification of the Treaty on European Union. Denmark is offered special arrangements, and by a second referendum the Danish people vote in favour of the Treaty on European Union.

The Treaty on European Union enters into force.

The European Monetary Institute (EMI) is created to implement economic and monetary unity.

Austria, Finland and Sweden become members of the European Union which counts now 15 States. A referendum held in Norway results in a choice not to join the Union. The name Euro is chosen as the Union's currency.

Member states qualify to enter the monetary Union. The Euro becomes the Union's common currency.

Poland, the Czech Republic, Slovakia, Hungary, the Baltic Republics, Malta, Cyprus, Slovenia become members of the European Union which counts now 25 States.

| | | |
|------|------|-----------|
| 1973 | 1957 | 1990 |
| 1990 | 1974 | 1993 |
| 1992 | 1979 | 1995 |
| 1958 | 1975 | 1994 |
| 1984 | 1986 | 1992-1993 |
| 1951 | 1991 | 1999-2002 |



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Fill in the gaps: The European Union Basic Chronology (allegato 6)

Fill in the gaps with the correct verb (active and passive form)

1951

Belgium, France, Germany, Italy, Luxembourg and the Netherlands 1the Treaty of Paris establishing the European Coal and Steel Community (ECSC).

1956

Meeting in Venice, the foreign Ministers 2.....to start negotiations for the conclusion of a Treaty setting up a European Economic Community.

1957

The treaty establishing the European Economic Community (EEC) 3.....by the Six in Rome(Treaty of Rome)

01-01-1958

The EEC Commission is set up in Brussels.

1973

Denmark, Ireland and the United Kingdom 4.....the European Community which counts 9 members.

1974

The Community Heads of State or Government 5.....to hold meetings three times a year as the European Council

1975

The European Council, meeting in Rome, 6..... to elect the European Parliament before 1978.

March 1979

The European Monetary System 7.....Its central element is the obligation of member countries to keep the exchange rates of their currencies within limited margins of fluctuation.

June 1979

First elections of the European Parliament.

1981

Greece 8.....the 10th member of the European Community.

1984

The draft Treaty about the establishment of the European Union 9.....by the European Parliament with a large majority.



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1986

Spain and Portugal 10.....the Community.

1990 The Agreement establishing the European Bank for Reconstruction and Development (EBRD) is signed in Paris.

1991

Poland, the Czech Republic, Slovakia, Hungary, Bulgaria and 11 talks to join the Union.

1992

The Treaty on the European Union 12 signed in Maastricht by Foreign and Finance Ministers of Member States.

1992-1993

By referendum, Denmark 13..... against the ratification of Treaty on European Union. Denmark is offered special arrangements by a second referendum the Danish people vote in favour of the Treaty on European Union.

1993

The Treaty on European Union 14..... Into force.

1994

The European Monetary Institut (EMI)15to implement economic and monetary unity.

1995

Austria, Finland and Sweden become members of the European Union which counts now 15 States. A referendum held in Norway results in a choice not to join the Union. The name Euro 16.....as the Union's currency.

1999-2002

Member states qualify to 17..... the monetary Union. The Euro 18 The Union's common currency.

2004

Poland, the Czech Republic, Slovakia, Hungary, the Baltic Republics, Malta, Cyprus, Slovenia 19.....members of the European Union which 20..... Now 25 States.



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The history of EURO (allegato 7)

The creation of the Economic and Monetary Union has been a project of the EU since the late 1960s

Maastricht Treaty was signed on 7 February 1992. It established the conditions and the timetable for the introduction of the single European currency.

The name EURO was chosen by the European Heads of State at the European Council Meeting in Madrid in December 1995.

11 countries achieved the necessary degree of sustainable convergence to participate in the EURO from 1st January 1999. Greece (12th country) joined the EURO from 1 January 2001.

Conversion rates were adopted and entered into force on 1st January 1999.

The first euro-denominated notes and coins were put in circulation on 1st January 2002.

Since then all other currencies have disappeared.

The E.U. Trade

Free movement of capital and labour exists in the EU's single market, taking place between member states and helping to increase trade. The single market also means that there are no internal trade barriers: the EU's common external tariff means that goods coming into the EU wherever they enter are subject to the same tariff. Open market in areas such as telecommunications have led to common standards being set.

The main benefits of the EURO

- 1) The elimination of currency exchange has reduced costs.
- 2) Competition in the Eurozone has been stimulated and lower costs for certain kinds of merchandise have been created.
- 3) The elimination of the exchange rate risk is determining a more favourable trading and investment potential, above all for small and medium-sized companies.
- 4) Free circulation of people is having a strong impact on the employment market.

THE EURO

The symbol was devised by the European Commission and registered with international standard agencies.

It was inspired by the Greek letter epsilon with reference to the cradle of European civilisation and the first letter of the word "Europe". The parallel lines represent the stability of the EURO.

Created by Robert Kalina of the Australian Central Bank, the designs of the banknotes have a strong symbolic meaning.

Windows and gateways on the front are symbols of the spirit of openness and cooperation in the EU.

The bridge on the reverse side stands for communication among the people of Europe and between Europe and the rest of the world.



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EMU is closely linked with the Euro and Eurozone. The single currency will effect to EU: since trade will be valued in Euros, exchange rate fluctuations between different currencies will no longer happen. This makes trade between these member states much easier, and there will be no need to change national currencies.

MEMBER STATES OUTSIDE THE EMU

Member states who wish to join the EMU may do so if they meet the same criteria as those applied to the first participants: low inflation, absence of an excessive government deficit, long-term interest rates.

States that did not adopt the euro participate nonetheless in the implementation of economic policy; they have to avoid, for example, excessive deficits, even though they are not subject to sanctions, since their central banks are members of the ESCB.



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The Euro (allegato 8)

Answer the following questions.

- 1) What is one of the main benefits of the euro?
- 2) Why is the Maastricht treaty important?
- 3) What do you think about twelve European nations sharing the same currency?
- 4) What is the difference between Euro and Ecu?



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Acronyms (allegato 9)

Connect the definition on the right with the words and acronyms on the left.
(pay attention because there are more words than definitions)

| | |
|--------|--|
| ECU | It is a single currency area within the European Union Market in which people, goods and services move without restrictions |
| EMU | It is part of the European System of Central Banks (ESCB) whose basic tasks include defining monetary policy for the EURO area |
| ECB | It served as a unit of account but it was never represent by official banknotes and coins |
| TARGET | The total value of goods and services produced with a country in a year |
| GDP | An electronic payment system, which enables the cross-border transfer of funds between banks in real time and payment throughout the Euro area |
| EMS | |



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Euro trouble, dollar rubble (allegato 10)

The article is about how Europe's economies are in big trouble. Business confidence has plunged in Germany; some economists fret that the economy is on the brink of recession. In the rest of the euro area growth has slowed more than expected. Foreign investors expect returns to remain higher in America than in Europe- so they keep buying dollars.

The likelihood of slower growth than in America for years to come remains the main reason offered to explain why investors prefer the dollar to the euro. But canny investors should not write off the euro area in this way. America's superior performance in recent years has also been exaggerated. Over the past five years (including forecasts for 2001) America's growth has averaged almost 4% compared with only 2.7% in the euro area. But taking GDP per head, a better measure of comparative performance in raising living standards, the gap narrows: 3% annual growth in America, against 2.6% in the euro area.

Looking ahead, productivity growth is likely to slow in America as investment in information technology (IT) slow down. In contrast, there is huge potential for Europe to boost its productivity by copying America's IT successes and by learning from its mistakes.

To the extent that America's productivity gains come from investing in IT, there is no reason why other economies cannot reap similar gains - if (a big "if") governments continue to make their markets more flexible.

If the gap between America and Europe narrows, this should surely favour the euro.

The Economist, June 30, 2001

Find in the text the synonyms of the following words or expression

On the verge of.....

Probability.....

To collapse.....

To be afraid of.....

To erase.....

Prevision.....

A big difference or division.....

To explode.....



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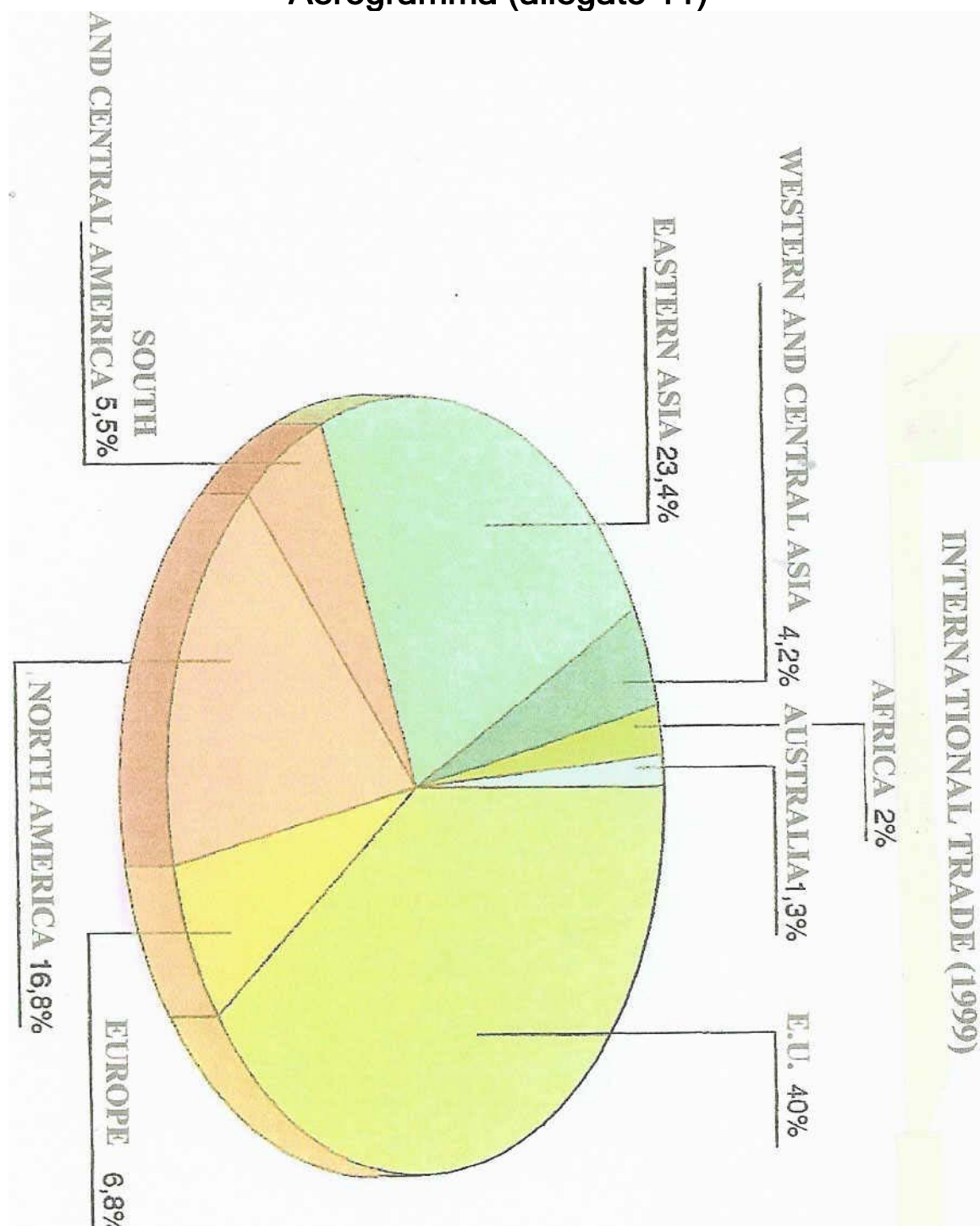
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Aerogramma (allegato 11)





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The European Central Bank (allegato 12)

Twelve of the EU's 25 member states now share a single currency, the Euro. Euro Bank notes and coins came into circulation on 1 January 2002.

The European Central Bank (ECB) was set up in 1998, under the Treaty on European Union, to introduce and manage this new currency- conducting foreign exchange operations and ensuring the smooth operation of payment system. The ECB is also responsible for framing and implementing the EU's economic and monetary policy

To carry out its role, the ECB works with the "European System of Central Banks" (ESCB), which covers all 25 EU countries. However, only 12 of these countries have so far adopted the Euro. The 12 collectively make up the "Euro area" and their central banks, together with the European Central Bank, make up what is called the "Eurosystem".

The ECB, working closely with the national central banks, prepares and implements the decisions taken by the Eurosystem's decision-making bodies- the Governing Council, the Executive Board and the General Council.

One of the ECB's main tasks is to maintain price stability in the euro area, preserving the euro's purchasing power. That means keeping inflation under strict control: the ECB aims to ensure that the year-on year increase in consumer prices is less than 2%. The ECB goes about this in two ways:

- First, by controlling the money supply. If the money supply is excessive compared to the supply of goods and services, inflation will result.
- Second, by monitoring price trends and assessing the risk they pose to price stability in the Euro area.

Controlling the money supply involves, amongst other things, setting interest rates throughout the euro area. Perhaps the bank's best known activity.



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Fill in the gaps: The European Central Bank (allegato 13)

The European Central Bank (testo n. 1)

1) Of the EU's 25 member states now share a single currency, the euro. Euro Bank notes and coins came into circulation on 1 January 2002.

The European Central Bank (ECB) was set up 2), under the Treaty on European Union, to introduce and manage this new currency- conducting foreign exchange operations and ensuring the smooth operation of payment system. The ECB is also responsible for framing and implementing the EU's economic and monetary policy

To carry out its role, the ECB works with 3)....., which covers all 25 EU countries. However, only 4) Of these countries have so far adopted the euro. The 12 collectively make up the "euro area" and their central banks, together with the European central Bank, make up what is called the "Eurosystem".

The ECB, working closely with the national central banks, prepares and implements the decisions taken by the Eurosystem's decision-making bodies- 5).....

One of the ECB's main tasks is to maintain price stability in the euro area, preserving the euro's purchasing power. That means keeping inflation under strict control: the ECB aims to ensure that the year-on year increase in consumer prices is less than 2%. The ECB goes about this two ways:

- First, by 6)..... If the money supply is excessive compared to the supply of goods and services, inflation will result.
- Second, by monitoring price trends and assessing the risk they pose to price stability in the euro area.
-

Controlling the money supply involves, amongst other things, setting interest rates throughout the euro area. Perhaps the bank's best known activity.

- 1) How many.....
- 2) When.....
- 3) With whom.....
- 4) How many.....
- 5) Which.....
- 6) How



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The European Central Bank (testo n. 2)

Twelve of the EU's 25 member states now share a single currency, the euro. Euro Bank notes and coins came into circulation on 1).....

The European Central Bank (ECB) was set up in 1998, under the Treaty on European Union, to introduce and manage this new currency- conducting foreign exchange operations and ensuring the smooth operation of payment system. The ECB is also responsible for 2).....

.....
To carry out its role, the ECB works with the "European System of Central Banks" (ESCB), which covers all 3)..... However, only 12 of these countries have so far adopted the euro. The 12 collectively make up the "euro area" and their central banks, together with the European Central Bank, make up what is called the 4).....

The ECB, working closely with the national central banks, prepares and implements the decisions taken by the Eurosystem's decision-making bodies- the Governing Council, the Executive Board and the General Council.

One of the ECB's main tasks is to 5)....., preserving the euro's purchasing power. That means keeping inflation under strict control: the ECB aims to ensure that the year-on year increase in consumer prices is less than 2%. The ECB goes about this two ways:

- First, by controlling the money supply. If the money supply is excessive compared to the supply of goods and services, inflation will result.
- Second, by monitoring price trends and assessing the risk they pose to price stability in the euro area.

Controlling the money supply involves, amongst other things, 6).....

..... Perhaps the bank's best known activity.

- 1) When.....
- 2) What.....
- 3) How many.....
- 4) What
- 5) What.....
- 6) What.....



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The Institutions of the E.U. (allegato 14)

Read the passage below about the Institutions of the E.U. and write one of the word from the box in each space.

Role, agreements, proposals, policy, Union budget, sessions, universal suffrage, appointed, tasks, measures, negotiate.

The most important Institutions of the E.U. are:

- the European Commission;
- the European Parliament;
- the Council of Ministers;

The **European Commission** members are _____ for four years by the governments of the Member States and act only in the interest of the Union; they may not receive instructions from any national government and are only subject to the supervision of the European Parliament.

It is based mainly in Brussels and in Luxembourg.

The _____ of the European Commission are:

- to ensure that Union rules and the principles of the common market are observed;
- to propose to the Council of Ministers _____ for the development of Union Policies (in agriculture, industry, energy, environment etc.)
- to _____ trade agreements with non-member countries following the instructions of the Council.

The **European Parliament** is elected by _____.

Its members are elected every five years in representation of the Union's people. In Parliament members sit in political groups and not according to nationality. It holds its _____ in Strasbourg.

The role of Parliament covers several areas, such as:

- gives its opinion on _____ from the European Commission and may ask the Commission to change them accordingly;
- adopts or rejects the _____ prepared by the Commission;
- ratifies or rejects international cooperation _____ prepared by the Commission.

The **Council of Ministers** consists of Ministers from each Member State and is responsible for making the major _____ decisions. Each Member State acts as President of the Council for six months in rotation. It meets in Brussels and its main _____ is that of examining proposals from the Commission and accepting them or altering them by unanimous agreement.



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EU-Turkey relation: background and prospects (allegato 15)

Background:

Ever since the foundation of modern day Turkey in 1923, this country with a predominantly Muslim population has been a secular democracy closely aligned with the West. Turkey was a founding member of the United Nations, and a member of NATO (since 1952), the Council of Europe (1949), the OECD (1961) and an associate member of the Western European Union (1992). Ankara chose to begin co-operating closely with the then European Economic Community in 1959, and Turkey's prospective membership in the EEC's successor, the European Union, has been a source of much debate since.

Thursday 23 September 2004

Enlargement

In Short:

On 3 October 2005, membership negotiations are scheduled to be opened with Turkey, which has been an associate member of the EU since 1963 and an official candidate since 1999. The historic decision on 17 December 2004 by the European Council has also called on the Commission to present a proposal for a framework for negotiations

Tuesday 31 May 2005

Verheugen warns Merkel off Turkish question

In Short:

Vice-President of the European Commission Günther Verheugen has clearly stated that Turkey's candidature for the EU is not up for discussion

Brief News:



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Former Enlargement Commissioner Verheugen said that the decision to accept Turkey as an accession candidate was made unanimously by EU leaders and that it would take a unanimous turnaround to reverse that decision now.

Verheugen was responding to statements made by Angela Merkel, who has been tipped to succeed Gerhard Schröder as Germany's next chancellor. Merkel, named on 30 May as official candidate for the Christian Democrat party (CDU) in the forthcoming German elections, has made postponement of Turkey's accession to the EU one of her campaign issues.

Along with top CDU party members, Merkel has cited fears over Turkish accession as one of the main factors in the French rejection of the EU Constitution, saying that the EU must take the right lessons for the future from the French vote. Europe must not "overstretch itself", she said.

Her party's line is that a rethink on Turkish accession has already begun and that Turkey should be a privileged partner of the EU rather than a full member.

Thursday 2 June 2005

Turkey's new penal code touches raw nerves

In Short:

Turkey's new penal code entered into force on 1 June. The code is one of the key reforms identified by the EU as a condition for opening accession talks with Ankara in October 2005. However, it continues to elicit controversy

Brief News:

The revised code, which was signed into law by President Ahmet Necdet Sezer on 1 June, significantly liberalises the country's criminal justice system by increasing penalties against human rights abuses and torture. It also improves the rights of women and children.

However, the paragraphs concerning the media continue to attract strong criticism both inside and outside the country. Newspapers and press organisations say that the revised law remains vague enough to allow for arbitrary court decisions, and this in turn may threaten freedom of expression. At the same time, they argue that the code is too restrictive on the protection of privacy, which may stifle investigative journalism.

In May, the Organisation for Security and Co-operation in Europe (OSCE) submitted a list of recommendations to the Turkish authorities, urging them to amend the country's new penal code to bring it into line with internationally accepted standards on free expression. The OSCE has called on Ankara to use the opportunity to create a law that would "serve as a model for modern democracies".

Friday 30 September 2005



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What do 'new Europeans' think about Turkey?

In Short:

The citizens of the new member states appear to be more supportive of Turkey's EU bid than those of the EU-15 countries.

Background:

Public opinion across the Union towards the Turkish bid for EU membership varies according to the historical experience and national interests of each member, but the 'newcomers' are generally more supportive of the prospect of future Turkish membership than the citizens of the EU-15.

The standard Eurobarometer survey, conducted in May-June 2005 in the 25 member states, the two accession countries (Bulgaria and Romania), the two candidate countries (Croatia and Turkey) and the territory of Northern Cyprus showed that more than half of EU citizens are opposed to Turkey's accession. The poll found over 50% support for Turkey's EU membership in only three countries - Poland (54%), Slovenia (53%) and Hungary (51%).

The new member states joined only 16 months ago, and though their situation was in most cases more favourable, they are in general more able to identify themselves with the current candidate countries and their bid for EU membership.

Thursday 6 October 2005

Turkey deal meets criticism

In Short:

Has the EU introduced a new criterion for Turkey's future accession with the concept of the EU's 'absorption capacity'? The analysis ranges from "nothing new" to "political dynamite".

Background:



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Following four decades of preparations and a few days of heated disputes, the EU formally opened accession talks with Turkey on 3 October in Luxembourg.

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However, the negotiating framework agreed on spells out a series of conditions that express the EU's great reluctance for Turkey to join. In a range of comments following the 3 October decision, the issue of whether this may amount to a new condition for Turkish membership that goes beyond the Copenhagen criteria has been debated.

Issues:

The negotiating framework with Turkey has several caveats that point to the EU's cautious approach to Turkey.

- "These negotiations are an open-ended process, the outcome of which cannot be guaranteed beforehand."
- "While having full regard to all Copenhagen criteria, including the absorption capacity of the Union, if Turkey is not in a position to assume in full all the obligations of membership it must be ensured that Turkey is fully anchored in the European structures through the strongest possible bond."
- "Every effort should be made to protect the cohesion and effectiveness of the Union. In accordance with the conclusions of the Copenhagen European Council in 1993, the Union's capacity to absorb Turkey, while maintaining the momentum of European integration is an important consideration in the general interest of both the Union and Turkey. The **Commission shall monitor this capacity** during the negotiations, encompassing the whole range of issues set out in its October 2004 paper on issues arising from Turkey's membership perspective, in order to inform an assessment by the Council as to whether this condition of membership has been met."
- In the case of a serious and persistent breach in Turkey of the principles of liberty, democracy, respect for human rights and fundamental freedoms and the rule of law on which the Union is founded, the Commission will, on its own initiative or on the request of one third of the Member States, recommend the **suspension of negotiations** and propose the conditions for eventual resumption.

A [Eurobarometer](#) survey conducted by the Commission in the spring of 2005 showed rather similar results in that support is below 50% in the vast majority of EU countries polled.



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| Are you in favour or against Turkish EU accession? | In Favour | Against |
|--|-----------|---------|
| Poland | 54 | 31 |
| Hungary | 51 | 38 |
| Sweden | 50 | 40 |
| United Kingdom | 45 | 37 |
| Spain | 42 | 33 |
| Netherlands | 39 | 53 |
| Czech Republic | 37 | 51 |
| Germany | 21 | 74 |
| France | 21 | 70 |
| Cyprus | 16 | 80 |
| Austria | 10 | 80 |
| EU-15 | 32 | 55 |
| EU-25 | 35 | 52 |



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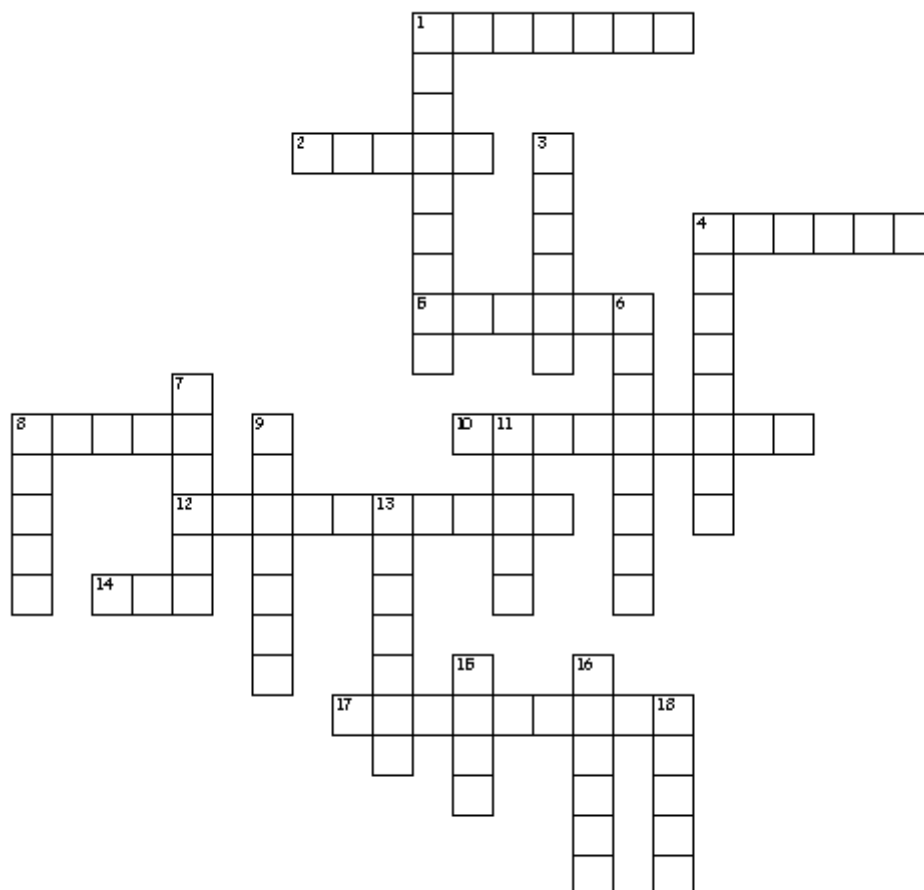
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Puzzles and games (allegato 16)



Across

1. reconsideration
2. to correct, to better
4. to smother, to choke
5. to arouse, to excite
8. to have st. to object to
10. structure for discussion
12. inversion
14. application
17. to include, to count in

Down

1. they make you susceptible to pressure



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- 3. infraction, violation
- 4. to go into details
- 6. to intimidate, to endanger
- 7. animated
- 8. to range, to line up
- 9. to call on sb., to stay far from st.
- 11. to swing, to alternate
- 13. to answer
- 15. tie
- 16. warning
- 18. to declare, to assert



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Search the word!

I U M C V E O E M C F R Q I G N C A M G
B U G K E E X M O U E U B L O Q A C E R
N A T O C E J P L Z A R V I D D N C R U
Q M A D H E E L E D I N S P T B D E K O
S E C S O N M S H N L S K X D A I S E B
B S S J H E K G Z G I Q A A H S D S L M
I W F A M U X T Y M P T W A R L A I I E
B Y G B M S K M M M H F S U O A T O E X
X E E O O N C O C R I T E R I A E N N U
N R J D Z J C T N E M S S E S S A T E L
R E N T R A P D E G E L I V I R P A G M
Y T L N O I T P M U S E R Z B M G L O E
L I C N U O C N A E P O R U E E B K T M
Z K U D G K M E D B Y U I O Q Q O S I B
Y K T D T T N M W C P G S H E M M M A E
Y T I C A P A C N O I T P R O S B A T R
Y G I O B A C J P R J X C A X V F L I S
E U R O B A R O M E T E R P D L V Y O H
G Z P L H E I S O R G K U O H W H Z N I
P Q F Q I K Z G A A D A P D W Y N K S P



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ABSORPTIONCAPACITY
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LUXEMBOURG
NATO
OSCE
SEZER

ACCESSIONTALKS
CANDIDATE
CRITERIA
EUROPEANCOUNCIL
MEMBERSHIP
NEGOTIATIONS
PRIVILEGEDPARTNER

ANKARA
COMMISSION
EEC
FULLMEMBER
MERKEL
OECD
RESUMPTION

22 of 22 words were placed into the puzzle.



EU-Turkey relation: background and prospects

Background:

Ever since the foundation of modern day Turkey in 1923, this country with a predominantly Muslim population has been a secular democracy closely aligned with the West. Turkey



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was a founding member of the United Nations, and a member of **NATO** (since 1952), the Council of Europe (1949), the **OECD** (1961) and an associate member of the Western European Union (1992). Ankara chose to begin co-operating closely with the then European Economic Community in 1959, and Turkey's prospective membership in the **EEC**'s successor, the European Union, has been a source of much debate since.

HThursday 23 September 2004

Enlargement

In Short:

On 3 October 2005, membership negotiations are scheduled to be opened with Turkey, which has been an associate member of the EU since 1963 and an official **candidate** since 1999. The historic decision on 17 December 2004 by the European Council has also called on the **Commission** to present a proposal for a framework for negotiations

H

HTuesday 31 May 2005

Verheugen warns **Merkel** off Turkish question

In Short:

Vice-President of the European Commission Günther Verheugen has clearly stated that Turkey's candidature for the EU is not up for discussion

Brief News:

Former Enlargement Commissioner Verheugen said that the decision to accept Turkey as an accession candidate was made unanimously by EU leaders and that it would take a unanimous turnaround to reverse that decision now.

Verheugen was responding to statements made by Angela Merkel, who has been tipped to succeed Gerhard Schröder as Germany's next chancellor. Merkel, named on 30 May as official candidate for the Christian Democrat party (CDU) in the forthcoming German elections, has made postponement of Turkey's accession to the EU one of her campaign issues.

Along with top CDU party members, Merkel has cited fears over Turkish accession as one of the main factors in the French rejection of the EU Constitution, saying that the EU must take the right lessons for the future from the French vote. Europe must not "overstretch itself", she said.

Her party's line is that a rethink on Turkish accession has already begun and that Turkey should be a **privileged partner** of the EU rather than a **full member**.

Thursday 2 June 2005

Turkey's new penal code touches raw nerves

In Short:



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Turkey's new penal code entered into force on 1 June. The code is one of the key reforms identified by the EU as a condition for opening accession talks with **Ankara** in October 2005. However, it continues to elicit controversy

Brief News:

The revised code, which was signed into law by President Ahmet Necdet **Sezer** on 1 June, significantly liberalises the country's criminal justice system by increasing penalties against human rights abuses and torture. It also improves the rights of women and children. However, the paragraphs concerning the media continue to attract strong criticism both inside and outside the country. Newspapers and press organisations say that the revised law remains vague enough to allow for arbitrary court decisions, and this in turn may threaten freedom of expression. At the same time, they argue that the code is too restrictive on the protection of privacy, which may stifle investigative journalism. In May, the Organisation for Security and Co-operation in Europe (**OSCE**) submitted a list of recommendations to the Turkish authorities, urging them to amend the country's new penal code to bring it into line with internationally accepted standards on free expression. The OSCE has called on Ankara to use the opportunity to create a law that would "serve as a model for modern democracies".

Friday 30 September 2005

What do 'new Europeans' think about Turkey?

In Short:

The citizens of the new member states appear to be more supportive of Turkey's EU bid than those of the EU-15 countries.

Background:

Public opinion across the Union towards the Turkish bid for EU **membership** varies according to the historical experience and national interests of each member, but the 'newcomers' are generally more supportive of the prospect of future Turkish membership than the citizens of the EU-15.

The standard **Eurobarometer** survey, conducted in May-June 2005 in the 25 member states, the two accession countries (Bulgaria and Romania), the two candidate countries (Croatia and Turkey) and the territory of Northern Cyprus showed that more than half of EU citizens are opposed to Turkey's accession. The poll found over 50% support for Turkey's EU membership in only three countries - Poland (54%), Slovenia (53%) and Hungary (51%).

The new member states joined only 16 months ago, and though their situation was in most cases more favourable, they are in general more able to identify themselves with the current candidate countries and their bid for EU membership.



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Thursday 6 October 2005

H

Turkey deal meets criticism

In Short:

Has the EU introduced a new criterion for Turkey's future accession with the concept of the EU's **absorption capacity**? The analysis ranges from "nothing new" to "political dynamite".

Background:

Following four decades of preparations and a few days of heated disputes, the EU formally opened **accession talks** with Turkey on 3 October in **Luxembourg**.

H

Faced with a population overly hostile to Turkish accession, the Austrian government wanted a clause that paved the way for something less than full membership, a so-called 'privileged partnership'. However, in the face of opposition from both Turkey and 24 EU nations, Austria had to back down.

However, the negotiating framework agreed on spells out a series of conditions that express the EU's great reluctance for Turkey to join. In a range of comments following the 3 October decision, the issue of whether this may amount to a new condition for Turkish membership that goes beyond the **Copenhagen criteria** has been debated.

Issues:

The negotiating framework with Turkey has several caveats that point to the EU's cautious approach to Turkey.

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| HNetherlands | 39 | 53 |
| HCzech Republic | 37 | 51 |
| HGermany | 21 | 74 |
| HFrance | 21 | 70 |
| HCyprus | 16 | 80 |
| HAustria | 10 | 80 |
| HEU-15 | 32 | 55 |
| HEU-25 | 35 | 52 |

H

Auberge Espagnole: Euro pudding (allegato 17)



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Date: January 24th, 2003

Genre : comedy / romance / drama (more)

Runtime: 122 min

Country: France - Spain

In France, Xavier (Romain Duris) is a young economist of twenty and something years, trying to get a job in a governmental department through a friend of his father. He is advised to have a specialization in Spanish economy and language to get a good position. He decides to apply in a European exchange program called "Erasmus" and move to Barcelona to improve his knowledge in Spanish culture and language. He leaves his girlfriend Martine (Audrey Tautou), promising to keep a close contact with her, and once in Barcelona, he is temporarily lodged by a French doctor Jean-Michel (Xavier de Guillebon) and his young and lonely wife Anne-Sophie (Judith Godrèche) he had met in the airport. Later, he moves to an apartment with international students: the English Wendy (Kelly Reilly), the Spanish Soledad (Cristina Brondo), the Italian Alessandro (Fèderico D'anna), the Danish Lars (Christian Pagh) and the German Tobias (Barnaby Metschurat). Then the Belgian Isabelle (Cécile de France) and Wendy's brother William (Kevin Bishop) join the group, and Xavier learns the Spanish language, and finds friendship and love in his experience living abroad.

"L'Auberge Espagnole" is one of those movies in which the viewer becomes sad when it ends. The story is a delightful and funny tale of friendship and love, in a globalized world and an unified Europe. This very charming movie made me feel good and happy, although I have never experienced to live in a republic of students. The newcomer William prouokes the funniest situation along the story, with his big mouth and short brain. Further, it great to see a fresh approach of students living together different from those dumb American fraternities and their stereotypes, common in American movies.



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