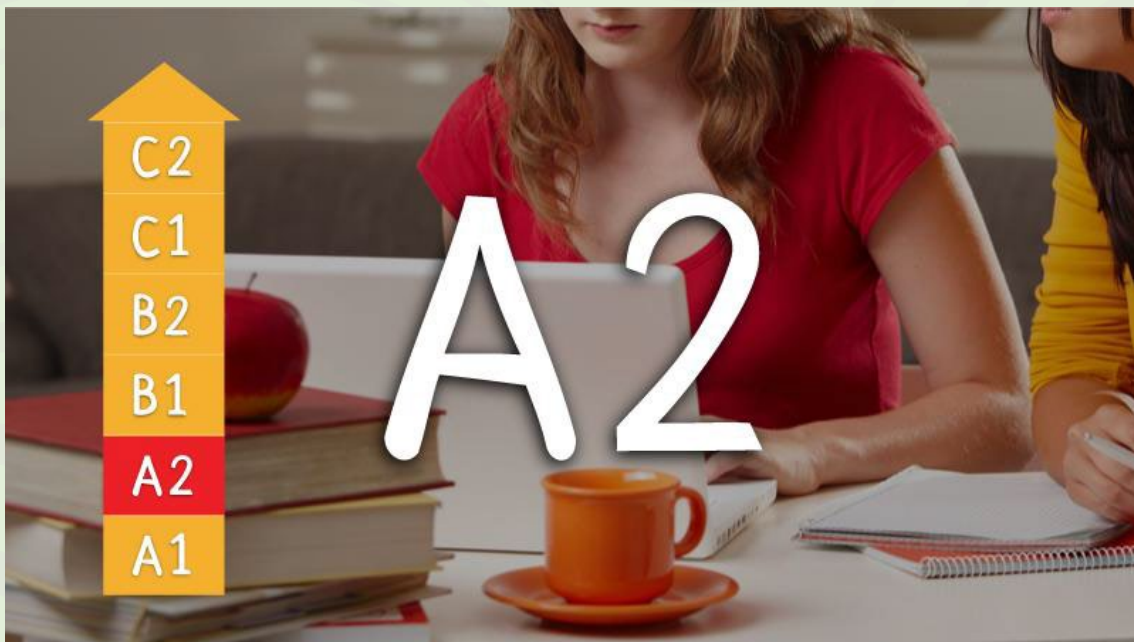




# E-books for an effective language learning

## English A2





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# Developing Green Skills for a Sustainable Future





Co-funded by  
the European Union

A Welcome Kit to Europe – AWKE-

English Translation

LPA2

Topic: Green Skills

COUNTRY: Turkey

ORGANISATION: Eurasia

# Title: Developing Green Skills for a Sustainable Future

## Grammar

First conditional and future time clauses

Second conditional

Present and past simple passive: be + past participle

Infinitives and gerunds – verb patterns

## Vocabulary:

Please check out the online activity here:

<https://quizlet.com/tr/994254969/title-developing-green-skills-for-a-sustainable-future-flash-cards/?i=5vrw1g&x=1jqt>

Sustainability

Recycling

Renewable energy

Conservation

Carbon footprint

Eco-friendly

Resources

Biodiversity

Greenhouse gases

Pollution

## Communication Skills:

Expressing ideas clearly

Giving suggestions and advice for sustainability

Describing environmental challenges and their solutions

Discussing hypothetical situations and their outcomes

Explaining actions and responsibilities in the context of green skills

**Introduction of the LP:** This lesson plan focuses on green skills and how they can contribute to a sustainable future. Students will learn key grammar structures to discuss possible outcomes, hypothetical situations, and actions taken to address environmental issues. By the end of the lesson, students will be able to talk about the importance of sustainability, actions they can take, and hypothetical scenarios in environmental conservation.

## Lesson Plan (Topic)





In this video, we will explore how the European Union is leading the fight against climate change and promoting sustainability. You'll learn about specific actions that the EU is taking to reduce environmental impact and promote green practices, such as reducing emissions, promoting green energy, and implementing sustainable policies. The EU is committed to achieving net-zero emissions by 2050 and has introduced a variety of initiatives to tackle climate change and foster a more sustainable economy.

Watch to see how actions are being taken in different sectors, including transport, energy, and waste management. The video provides key examples of how the EU's policies are helping individuals, businesses, and communities move towards a greener, more sustainable future. You will also see how you can play a part in this ongoing movement towards sustainability.

For more information, visit [European Commission – Climate Action](#).

## Tasks

**Task 1** – Watch the EU video "[How the EU is leading the fight against climate change](#)".

Write down three actions that are currently being done to promote sustainability. Use the passive voice to describe them (e.g., "Plastic is being recycled at the plant.").

**Task 2** – Discuss with a partner: What would you do if you were in charge of an environmental project? Write two sentences using the second conditional.

**Task 3** – Write three sentences about how green skills can help in the future using the first conditional (e.g., "If we educate people about recycling, we will reduce waste.").

**Task 4** –Write a paragraph using infinitives or gerunds to describe your habits or actions that contribute to sustainability (e.g., "I enjoy recycling paper," or "To save energy, I turn off the lights when not in use.").

## Exercises

**Exercise 1:** Rewrite the sentences in the passive voice:

<https://wordwall.net/tr/resource/85140759>

People recycle glass bottles every day.

The city council has implemented new recycling rules.

They will plant trees in the park next month.

**Exercise 2:** Complete the sentences using the first conditional:

<https://wordwall.net/tr/resource/85140949>

If we use less plastic, \_\_\_\_\_ (we/save the oceans).

If everyone plants a tree, \_\_\_\_\_ (the air/become cleaner).

**Exercise 3:** Complete the sentences using the second conditional:

<https://wordwall.net/tr/resource/85141092>

If I \_\_\_\_\_ (have) more time, I would volunteer for a green project.

If we \_\_\_\_\_ (use) renewable energy everywhere, we could slow down climate change.

**Exercise 4:** Fill in the blanks with the correct form of the verb (infinitive or gerund):

I avoid \_\_\_\_\_ (use) single-use plastics.

To save water, we need \_\_\_\_\_ (install) low-flow taps.

## Subtopic: Green Skills in Everyday Life



In today's world, adopting green habits is crucial for environmental sustainability. Simple actions, if practiced daily, can significantly reduce our carbon footprint and contribute to a healthier planet. Here are some easy yet impactful green habits you can incorporate into your daily routine, as highlighted by the European Commission:

### 1. Reducing Energy Consumption

Reducing energy consumption at home is one of the most effective ways to decrease your environmental impact. The European Commission emphasizes the importance of using energy-efficient appliances, turning off lights when not in use, and limiting heating or cooling when unnecessary. According to the EU's climate goals, energy efficiency is key to reducing greenhouse gas emissions. By making mindful decisions about energy use, we can all contribute to a more sustainable world.

### 2. Using Public Transportation

Transportation is a major contributor to air pollution and carbon emissions. By choosing public transportation over private vehicles, we can collectively reduce traffic congestion and the harmful gases emitted into the atmosphere. The EU Green Deal advocates for sustainable mobility, making public transport and cycling more attractive options for urban mobility. By opting for trains, buses, or trams, individuals can significantly lower their carbon footprint.

### 3. Recycling and Waste Reduction

Recycling plays a vital role in reducing waste and conserving resources. Sorting waste, reusing materials, and avoiding single-use plastics can significantly lessen the amount of waste that ends up in landfills. The European Commission supports initiatives that make waste recycling easier and more efficient. By incorporating these habits into daily life, individuals can help create a circular economy where materials are reused rather than discarded.

### 4. Supporting Sustainable Agriculture

Choosing locally grown and organic foods is another habit that helps promote sustainability. The European Union's 'From Farm to Fork' strategy focuses on creating fair, healthy, and environmentally-friendly food systems. By supporting

sustainable farming practices, such as purchasing organic produce or food grown close to home, you contribute to a reduction in food miles and a lower environmental impact.

## 5. Conserving Water

Water conservation is an essential aspect of sustainability. Simple habits, such as fixing leaks and using water-efficient appliances, can help preserve this precious resource. The European Commission stresses the importance of efficient water use in both domestic and industrial settings. Conserving water not only saves money but also ensures that this vital resource is available for future generations.

### References

#### **Reducing Energy Consumption**

*European Commission. "Energy Efficiency." European Commission. EU Energy Efficiency.*

#### **Using Public Transportation**

*European Commission. "Sustainable and Smart Mobility Strategy – Putting European transport on track for the future." European Commission. EU Mobility Strategy.*

#### **Recycling and Waste Reduction**

*European Commission. "Circular Economy Action Plan." European Commission. Circular Economy Action Plan.*

#### **Supporting Sustainable Agriculture**

*European Commission. "Farm to Fork Strategy – For a fair, healthy and environmentally-friendly food system." European Commission. Farm to Fork Strategy.*

#### **Conserving Water**

*European Commission. "Water." European Commission. EU Water Policy.*

### Tasks

**Task 1** – Read the article and identify five green habits mentioned. Write sentences about them using the passive voice.

**Task 2** – Discuss with a partner: What would you change in your community to make it more sustainable? Write two sentences using the second conditional.

**Task 3** – Write three sentences about how adopting green habits will help in the future using the first conditional.

**Task 4** – Write a paragraph using infinitives and gerunds to describe your plans for adopting green habits.

## Exercises

**Exercise 1:** Rewrite the sentences in the passive voice:

People are planting trees in the park.

Volunteers have cleaned the beach.

**Exercise 2:** Complete the sentences using the first conditional:

If more people use public transport, \_\_\_\_\_ (traffic/be reduced).

If schools teach students about sustainability, \_\_\_\_\_ (they/become more aware).

**Exercise 3:** Complete the sentences using the second conditional:

If I \_\_\_\_\_ (know) how to garden, I would grow my own vegetables.

If we \_\_\_\_\_ (recycle) all waste, the world would be cleaner.

**Exercise 4:** Fill in the blanks with the correct form of the verb (infinitive or gerund):

\_\_\_\_\_ (Plant) a garden is a great way to support biodiversity.

To reduce waste, we should start \_\_\_\_\_ (compost) food scraps.

## What I have learned and what I know how to do

**I can use the first and second conditional to discuss possible and hypothetical situations.**

**I can use the passive voice to describe actions and events.**

**I can use infinitives and gerunds to describe habits, actions, and plans.**

**I can discuss green skills and their importance in daily life and the future.**

### Exercise 1:

To create a more sustainable world, we need to develop green skills. If people \_\_\_\_\_ (recycle) more, less waste \_\_\_\_\_ (go) to landfills, which would be a huge improvement for our environment. For example, if everyone \_\_\_\_\_ (use) public transport instead of driving, the air \_\_\_\_\_ (become) cleaner and less polluted. We also need to learn how \_\_\_\_\_ (save) water, because if we \_\_\_\_\_ (reduce) water consumption, we \_\_\_\_\_ (help) preserve this important resource for future generations. Another green skill is \_\_\_\_\_ (use) renewable energy. If we \_\_\_\_\_ (switch) to renewable energy sources, we \_\_\_\_\_ (reduce) our carbon footprint and help fight climate change.

**Exercise 2:**

**Instruction:** Fill in the blanks with the correct form of the verb (infinitive or gerund).

I enjoy \_\_\_\_\_ (walk) to the store instead of driving.

walking

to walk

To save energy, we need \_\_\_\_\_ (turn off) the lights when leaving the room.

to turn off

turning off

I avoid \_\_\_\_\_ (use) plastic bottles and prefer reusable ones.

using

to use

She plans \_\_\_\_\_ (plant) a tree this weekend.

planting

to plant

**TO LEARN MORE**

I can read more about green skills and sustainability in online articles.

I can watch videos on environmental conservation to improve my vocabulary and comprehension.

I can practice writing sentences using the first and second conditional, passive voice, and verb patterns.

**ANSWERS for the main Topic****Exercise 1:**

Glass bottles are recycled every day.

New recycling rules have been implemented by the city council.

**Exercise 2:**

we will save the oceans

the air will become cleaner

**Exercise 3:**

had

used

**Exercise 4:**

using

to install

**ANSWERS for the Subtopic****Exercise 1:**

Trees are being planted in the park.

The beach has been cleaned by volunteers.

**Exercise 2:**

traffic will be reduced

they will become more aware

**Exercise 3:**

knew

recycled

**Exercise 4:**

Planting

Composting

**What I have learned and what I know how to do Answers**

**Exercise 1:** To create a more sustainable world, we need to develop green skills. If people recycled more, less waste would go to landfills, which would be a huge improvement for our environment. For example, if everyone used public transport instead of driving, the air would become cleaner and less polluted. We also need to learn how to save water, because if we reduced water consumption, we would help preserve this important resource for future generations. Another green skill is using renewable energy. If we switched to renewable energy sources, we would reduce our carbon footprint and help fight climate change.

**Exercise 2:**

I enjoy walking to the store instead of driving.

(Correct answer: walking)

To save energy, we need to turn off the lights when leaving the room.

(Correct answer: to turn off)

I avoid using plastic bottles and prefer reusable ones.

(Correct answer: using)

She plans to plant a tree this weekend.

(Correct answer: to plant)





# Eating out





Co-funded by  
the European Union

A Welcome Kit to Europe – AWKE- A2 English

COUNTRY: Portugal

ORGANISATION: Agrupamento de Escolas de Monserrate

## LP-A2 Topic - Eating out

**Title:** *Dining Out: A Guide to Restaurant Services and Deciphering Menus*

**Grammar:** Degree of adjectives: comparative of superiority, comparative of equality, comparative of inferiority

**Vocabulary:** main course; seafood; order; recommendation; types of services; menu

**Communication Skills:** *Greeting and Welcoming a guest; ordering food from a menu; Active Listening; Clarifying Orders.*

### Tasks

- 1- Listen carefully to the audio and complete the gaps.
- 2 - Answering questions about it
- 3- Ordering a conversation.
- 4 - Watching a video about degrees of adjectives
- 5 - Apply the degrees of adjectives in the quiz

### Topic

[https://drive.google.com/file/d/1fK0uSNwaXFM0Xrm345ee9mN1Zc0VxSWY/view?usp=drive link](https://drive.google.com/file/d/1fK0uSNwaXFM0Xrm345ee9mN1Zc0VxSWY/view?usp=drive_link)

**1- Listen to dialogue and complete the blanks.**

<https://wordwall.net/pt/resource/75182164>

Server: Good evening, welcome to Le Gourmet. May I start you off with a glass of \_\_\_\_\_? Our Château Margaux 2015 is highly recommended.

Guest: That sounds great. I'll have a \_\_\_\_\_.

Server: Excellent choice. Shall I \_\_\_\_\_ you through the menu?

Guest: Yes, please. It all looks so \_\_\_\_\_.

Server: For \_\_\_\_\_, our lobster bisque is a favourite.

Guest: I'll have the lobster \_\_\_\_\_.

Server: Great choice. For your main course, the filet \_\_\_\_\_ and seared scallops are both excellent.

Guest: I love \_\_\_\_\_. I'll go with the seared scallops.

Server: Excellent. Would you like a salad with that? Our house salad is very refreshing.

Guest: Yes, I'll have the house \_\_\_\_\_.

Server: Perfect. So, lobster bisque, seared scallops, and a house salad.

Anything \_\_\_\_\_?

Guest: That's all for now, thank \_\_\_\_\_.

Server: I'll get your wine and \_\_\_\_\_ right away. Enjoy your evening.

Guest: Thank you.

Server: (Returning with the wine) Here is your Château Margaux 2015.

\_\_\_\_\_.

Guest: Thank you, James. This looks \_\_\_\_\_.

Server: You're welcome. I'll be back shortly with your lobster bisque. Enjoy your meal!

Answer:

Server: Good evening, welcome to Le Gourmet. May I start you off with a glass of **wine**? Our Château Margaux 2015 is highly recommended.

Guest: That sounds great. I'll have a **glass**.

Server: Excellent choice. Shall I **guide** you through the menu?

Guest: Yes, please. It all looks so **good**.

Server: For **starters**, our lobster bisque is a favourite.

Guest: I'll have the lobster **bisque**.

Server: Great choice. For your main course, the filet **mignon** and seared scallops are both excellent.

Guest: I love **seafood**. I'll go with the seared scallops.

Server: Excellent. Would you like a salad with that? Our house salad is very refreshing.

Guest: Yes, I'll have the house **salad**.

Server: Perfect. So, lobster bisque, seared scallops, and a house salad. Anything **else**?

Guest: That's all for now, thank **you**.

Server: I'll get your wine and **starter** right away. Enjoy your evening.

Guest: Thank you.

Server: (Returning with the wine) Here is your Château Margaux 2015. **Enjoy**.

Guest: Thank you, James. This looks **amazing**.

Server: You're welcome. I'll be back shortly with your lobster bisque. Enjoy your meal!

2- Read the text and choose the right answer for each question.

<https://forms.office.com/e/EhxMVgKGMMy>

1. What wine does the server recommend to start with?

Pinot Noir 2018

Chardonnay 2017

Château Margaux 2015

Merlot 2016

2. Which starter does the guest choose?

Caesar salad

Lobster bisque

Shrimp cocktail

Tomato soup

3. What are the two main course options mentioned by the server?

Grilled chicken and lamb chops

Seared scallops and filet mignon

Spaghetti and meatballs

Roast beef and salmon

4. Which salad does the guest decide to add to their meal?

Greek salad

House salad

Cobb salad

Spinach salad

5. How does the guest describe the wine upon receiving it?

Not to their taste

Looks amazing

Too strong

Too light

True or False Questions:

6. The guest initially orders a Caesar salad.

- False

7. The guest expresses a preference for seafood when choosing their main course.

True

**3- Order the sentences in order to form a dialogue.**

<https://forms.office.com/e/B7wRmPs7EN>

**Answer**

Waiter: Would you like to order now?

Guest 1: Yes, I'd like a salad, please.

Guest 2: And I can have a cheeseburger and chips, please.

Waiter: Would you like something to drink?

Guest 1: Can I have a bottle of wine?

Waiter: Would you like red or white?

Guest 1: White, please.

Guest 2: And I'd like a bottle of sparkling water.

Waiter: Yes, of course.

**Watch the video about the degrees of adjectives and then answer the question**

[https://www.canva.com/design/DAGJ5nmxexY/EwjRLofJI82\\_3eBYP81UQ/watch?utm\\_content=DAGJ5nmxexY&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGJ5nmxexY/EwjRLofJI82_3eBYP81UQ/watch?utm_content=DAGJ5nmxexY&utm_campaign=designshare&utm_medium=link&utm_source=editor)

5 -

<https://wayground.com/join?gc=53707196>

3. How is the comparative of equality constructed?

Adjective + -er + than

As + adjective+ as

More + adj. + than

Less + adj. + than

4. What is the comparative of inferiority used for?

Comparing three things

Comparing two things or two people

Showing inferiority

Showing equality

5. Which of the following is an example of the comparative of equality?

Modern - More modern than

Mike is as funny as Tom.

She is not as intelligent as you.

John is taller than Patrick.

6. How is the comparative of inferiority constructed?

As + adjective/+ as

Less + adj. + than

Adjective + -er + than

More + adj. + than

7. In the sentence 'Fat - Less fat than.', what type of comparison is being made?

Comparative of inferiority

No comparison

Comparative of equality

Comparative of superiority

8. Which of the following is an example of the comparative of inferiority?

Expensive - More expensive than

Dry - Drier than

Friendly - Friendlier than

Less fat than

9. In the sentence 'She is not as intelligent as you.', what type of comparison is being made?

Comparative of superiority

Comparative of inferiority

Comparative of equality

No comparison

10. What is the comparative of superiority used for?

Comparing three things

Showing inferiority

Showing equality

Comparing two things or two people

11. How do we form the comparative of superiority for one-syllable adjectives?

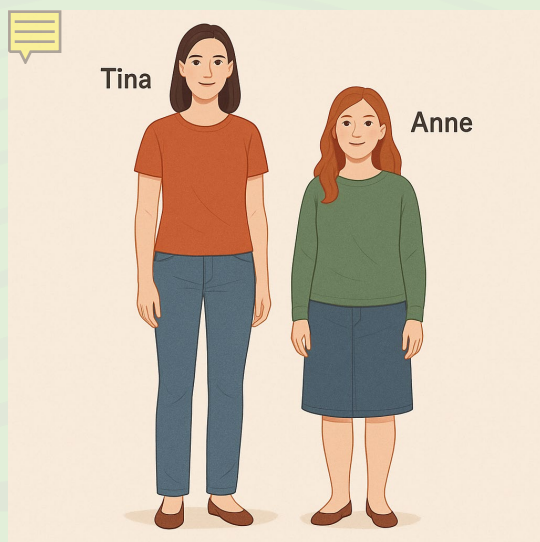
Adjective + -er + than

As + adjective/+ as

More + adj. + than

Less + adj. + than

12.



Tina is ..... than Anne.

taller than

shorter

more taller

taller

13.



The blue trousers are ..... than the green trousers.

cheaper

expensiver

more cheap

more expensive

14. Sinta speaks English .....than her brother.

bad

the worst

worse

badder

15. What is the comparative of 'good'?

best

gooder

more good

better

16. Complete the gaps with the comparative of equality or inferiority.



Mick's house: 150 m<sup>2</sup> / Fred's house: 100 m<sup>2</sup> (big)

Fred's house is \_\_\_\_\_ Mick's house.

Answer. less big than

17. Complete the gaps with the comparative of equality or inferiority.



Jane's house / Beth's house (modern)

Jane's house is \_\_\_\_\_ Beth's house.

Answer. as modern as

18. What sentence is correct about the picture?



The man in blue jeans is as happy as the man in brown pants.

The man in blue jeans is not as happy as the man in brown pants.

## Subtopic

Audio -

[https://drive.google.com/file/d/1REc70wTDXciYRQLfRNYF\\_gBk2z54Ucmk/view?usp=sharing](https://drive.google.com/file/d/1REc70wTDXciYRQLfRNYF_gBk2z54Ucmk/view?usp=sharing)

Text - *Eating Out in a Restaurant: Types of Service and Choosing from a Menu*

### **Eating Out in a Restaurant: Types of Service and Choosing from a Menu**

When you eat at a restaurant, you can experience different service styles:

**Fine Dining:** This is fancy and elegant, with soft lighting and luxurious seating. The menu has gourmet dishes made with high-quality ingredients and often includes special wine pairings. It's all about sophistication and culinary excellence.

**Casual Dining:** This style is more relaxed and friendly, with cozy booths and a menu of familiar favorites like burgers, salads, and pasta. It offers hearty portions and a welcoming atmosphere.

**Fast Casual:** Here, you get a quick but high-quality meal. You order at a counter, often customize your meal, and then find a seat. The focus is on convenience and fresh food without a long wait.

When choosing from a menu, follow these tips:

**Read the Menu Carefully:** Take your time to look through all the options. Check for special dishes or chef's recommendations that might interest you.

**Ask for Recommendations:** If you're unsure what to order, ask your server for suggestions. They know the menu well and can help you choose.

**Consider Dietary Restrictions:** Inform your server about any dietary needs or allergies so they can suggest safe and suitable options for you.

**Try Something New:** Dining out is a great chance to explore new flavors and dishes. Be adventurous and try something different from your usual choices.

Dining out is not just about eating; it's an enjoyable experience that can be shared with loved ones. Enjoy the food, the atmosphere, and the company. Bon appétit!

## Tasks

- 1- Reading and listening to the text.
- 2 - Skimming and scanning the text to answer the questions.
- 3- Understand the vocabulary

## Exercises

- 1- Read the text and then answer the questions.

<https://forms.gle/jiNJD4FbvYCKq99z9>

1. Which service styles are primarily characterized by a relaxed atmosphere and hearty portions?

Family style

Casual Dining

Fine Dining

2. What type of dining experience emphasizes sophistication and culinary excellence?

Casual Dining

Fast Casual

Fine Dining

3. What advice is given for making the most out of your dining experience?

Avoid asking your server for recommendations

Be open to trying new dishes

Try to ignore dietary restrictions

Read the menu thoroughly to explore options

4. Which dining style is characterized by a relaxed environment and familiar dishes?

Gourmet Dining

Casual Dining

Fine Dining

2-Find synonyms in the text.

<https://forms.gle/ySu7UJ5kox1cPsAq9>

### ***Eating Out in a Restaurant: Types of Service and Choosing from a Menu***

When you eat at a restaurant, you can experience different service styles:

**Fine Dining:** This is fancy and elegant, with soft lighting and luxurious seating. The menu has gourmet dishes made with high-quality ingredients and often includes special wine pairings. It's all about sophistication and culinary excellence.

**Casual Dining:** This style is more relaxed and friendly, with cozy booths and a menu of familiar favorites like burgers, salads, and pasta. It offers hearty portions and a welcoming atmosphere.

**Fast Casual:** Here, you get a quick but high-quality meal. You order at a counter, often customize your meal, and then find a seat. The focus is on convenience and fresh food without a long wait.

When choosing from a menu, follow these tips:

**Read the Menu Carefully:** Take your time to look through all the options. Check for special dishes or chef's recommendations that might interest you.

**Ask for Recommendations:** If you're unsure what to order, ask your server for suggestions. They know the menu well and can help you choose.

**Consider Dietary Restrictions:** Inform your server about any dietary needs or allergies so they can suggest safe and suitable options for you.

Try Something New: Dining out is a great chance to explore new flavors and dishes. Be adventurous and try something different from your usual choices.

Dining out is not just about eating; it's an enjoyable experience that can be shared with loved ones. Enjoy the food, the atmosphere, and the company. Bon appétit!

**What is a synonym for "fancy" in the context of Fine Dining?**

- a) Simple
- b) Elegant
- c) Cheap

**In the phrase "luxurious seating," what is a synonym for "luxurious"?**

- a) Uncomfortable
- b) Basic
- c) Expensive

**What is a synonym for "sophistication" in "It's all about sophistication and culinary excellence"?**

- a) Simplicity
- b) Elegance
- c) Carelessness

**In the context of Casual Dining, what is a synonym for "relaxed"?**

- a) Tense
- b) Calm
- c) Formal

**What is a synonym for "cozy" in "cozy booths"?**

- a) Spacious
- b) Comfortable
- c) Cold

**In the description of Fast Casual dining, what is a synonym for "convenience"?**

- a) Difficulty
- b) Ease
- c) Hardship

**In the tips for choosing from a menu, what is a synonym for "adventurous" in "Be adventurous and try something different"?**

- a) Cautious
- b) Daring
- c) Predictable

3- Complete the crossword with the term of the definition.

<https://wordwall.net/pt/resource/75382457>

**Fine dining:** A type of restaurant experience that is elegant and sophisticated, with high-quality food and a luxurious atmosphere.

**Menu:** A list of food and drink options available at a restaurant, providing choices for customers to select their meals.

**Appetizers:** Small dishes served before the main course to stimulate the appetite.

**Dietary restrictions:** Specific limitations on the types of food a person can eat due to health, religious, or personal reasons.

**Allergies:** A negative reaction by the body's immune system to a particular food or substance, leading to various symptoms.

**Culinary:** Related to cooking or the art of preparing food.

**Sensory:** Relating to the senses or the ability to perceive through sight, sound, taste, touch, or smell.

**Nourishes:** To provide the necessary substances for growth, health, and good condition.

### **What I have learned and what I know how to do**

Develop active listening and order clarification skills.

Expand vocabulary related to restaurant services, types of dishes, and menus.

Arrange a typical restaurant conversation to understand the logical sequence of interactions between customer and waiter.

Correctly apply degrees of adjectives (comparative of superiority, equality, and inferiority) in sentences and specific contexts.

Simulate food orders and respond to questions to practice fluency and clarity in communication.

I can participate in interactive activities, such as quizzes and gap-filling exercises, to reinforce vocabulary and grammar learning.





# Jobs and professions





Co-funded by  
the European Union

A Welcome Kit to Europe – AWKE-

English Translation

LPA2

## Topic: Jobs and professions

**COUNTRY: SPAIN**

**ORGANISATION: IES Urbano Lugrís**

Title: Introducing ourselves professionally

**Grammar:**

**Imperative for giving advice:** start, speak, describe, call, clear, bring, don't forget, request...

**Adverbs of manner:** mainly, closely, rarely, effectively, strictly, severely, immediately...

**Ordinals in a list:** first, second, ..., finally

**Interrogative pronouns:** when, where, how, which, what...

**Vocabulary:**

Initial greeting in a presentation: Good morning, good afternoon, my name is..., today I am going to talk about...

Professional presentation: software engineer, five years of experience, I am a professional chef, I have worked in various restaurants...

Skills and competencies: technical skills, soft skills, effective communication, teamwork, adaptability, controlling stressful situations, effective communication, digital competence, linguistic competence, make decisions...

Vocabulary related to software engineering: e-commerce projects, design teams, web development, online store, mobile application, startup.

Tips for a good presentation: practice, express yourself appropriately, know your audience, take care of your personal image, maintain eye contact, give your audience the opportunity to ask questions.

Vocabulary related to cooking: explore flavours, lead kitchen teams, prepare dishes, manage inventory, plan menus, meet hygiene and safety standards, make quick decisions...

### Communication skills:

To understand that the imperative allows giving advice as well as orders or instructions.

To complete the information on how an action is performed using adverbs of manner, differentiating between adverbs of manner and adjectives.

To use ordinals correctly in a list.

To understand the importance of having an appropriate tone of voice, as well as maintaining eye contact with the audience.

To differentiate interrogative pronouns to interact with the audience by asking questions and obtaining information: when, where, how, which, what...

To learn the main soft skills and professional competences in the profession of a chef.

To know the main risks in a professional kitchen.

### Introduction of the LP:

In this lesson, we will learn how to make a professional presentation to highlight our professional skills. We will see how to structure our presentation, what to say, and how to say it, using various grammatical tools such as the imperative, adverbs of manner, ordinals, and interrogative pronouns. Additionally, we will learn vocabulary to present soft professional skills, ensuring that our presentation is clear, effective, and professional, as well as technical skills of a software engineer and a chef.

### Lesson Plan (Topic)



## [Audio](#)

### How to make a professional self-introduction

Today we are going to learn how to make a professional self-introduction. This will help us improve our skills and employability as it will be useful for job interviews or presenting a project to an audience. We will see how to structure our presentation, what to say, and how to say it.

#### Structure of the Presentation

1. Initial greeting: always start with a greeting. For example, you can say: "Good morning, my name is Anne and today I am going to talk about my professional experience".

2. Professional introduction: briefly talk about yourself. Use phrases like: "I am a software engineer with five years of experience in web development".

3. Professional experience: describe your experience. Use adverbs to give more details. For example: "I have mainly worked on e-commerce projects and closely collaborated with design teams".

4. Skills and competences: detail your technical skills (hard skills) and highlight your soft skills. Technical skills are the specific abilities required for a job. Soft skills are interpersonal and social skills that enable people to interact effectively with others. The main soft skills are effective communication, teamwork, leadership, adaptability, problem-solving, time management, empathy, and creativity. Also mention your digital and language proficiency. For example: "Regarding my technical skills, I have a solid knowledge of JavaScript and Python. I am also proficient in several soft skills that are essential for professional success:

Effective communication: I try to maintain clear and open communication with my team members and clients, which facilitates collaboration and problem-solving.

Teamwork: I firmly believe in the importance of collaboration and always seek to contribute and receive support from my colleagues to achieve common goals.

Adaptability: I am flexible and able to quickly adapt to new technologies, work methodologies, and different situations that may appear.

Additionally, I have high digital proficiency and speak English fluently, which allows me to communicate and collaborate in an international environment".

5. Highlighted projects: talk about your most important projects. Use ordinals to list them. For example: "First, I worked on a project for an online store. Second, I developed a mobile application for a startup..."

6. Conclusion: end with a clear conclusion. You can say: "In summary, due to my experience and skills, I am an ideal candidate for the senior programmer position".

## Finally, we will offer some tips for a good presentation

**Practice:** practice your presentation several times beforehand. You can record yourself and review your presentation.

**Express yourself appropriately:** speak clearly and slowly, using the appropriate tone of voice.

**Know your audience:** research who will be listening to you and adapt your message to them.

**Take care of your personal image:** ensure personal hygiene, wear appropriate clothing for the situation, and adopt a professional and confident posture.

**Maintain eye contact:** look at your audience to keep their attention.

**Offer your audience the opportunity to ask questions.**

## Tasks

**Task 1** – Listen to the audio twice without reading the text, taking notes on what you understand. Then listen to the audio two more times while reading the text and compare it with the notes you took earlier.

**Task 2** – Read the text again, underlining the relevant information and the vocabulary you don't know to look up their meanings.

**Task 3** – Take note of the necessary steps to organize a professional presentation and the recommendations for making a good presentation.

**Task 4** – Prepare your own professional presentation following the guidelines given in the text.

## Exercises

### Exercise 1

Order the process for making an effective professional self-introduction. You need to consider the ordinals that start each recommendation.

- a) Third, talk about your professional experience.
- b) Second, introduce yourself professionally by stating your profession.
- c) First, greet and introduce yourself by stating your name.
- d) Fourth, detail your technical skills and soft skills.
- e) Finally, you should end with a conclusion highlighting your strengths.
- f) Fifth, mention your main professional achievements.

## Exercise 2

After reading the text, answer the following questions.

1. What should you do at the beginning of a professional presentation?
  - a) Talk about your technical skills.
  - b) Start with a greeting.
  - c) Describe your work experience.
2. What is an example of an initial greeting in a presentation?
  - a) "Hello, I am a software engineer".
  - b) "Good afternoon, today I will talk about my projects".
  - c) "Good morning, my name is Ana and today I am going to talk about my professional experience".
3. What should you mention in the skills and competencies section?
  - a) Only your technical skills.
  - b) Your technical and soft skills.
  - c) Only your work experience.
4. What is an example of a soft skill?
  - a) Programming in JavaScript.
  - b) Effective communication.
  - c) Web development.
5. What should you do to improve your presentation?
  - a) Practice several times beforehand.
  - b) Improvise during the presentation.
  - c) Speak quickly to finish soon.
6. What advice is given for expressing yourself properly?
  - a) Speak clearly and slowly.
  - b) Use a loud tone of voice.
  - c) Avoid eye contact.
7. What should you research before a presentation?
  - a) About who will be listening to you.
  - b) About other presenters.
  - c) About the presentation room.

8. What should you take care of for a good personal image?
  - a) Your personal hygiene and appropriate clothing.
  - b) Only your hairstyle.
  - c) Only your posture.
9. What should you do to maintain the audience's attention?
  - a) Use many slides.
  - b) Speak quickly.
  - c) Maintain eye contact.
10. What should you offer to your audience at the end of the presentation?
  - a) A summary of your experience.
  - b) The opportunity to ask questions.
  - c) A brochure with information.

### **Exercise 3**

Match each soft skill with its description.

Soft skills:

1. Effective communication
2. Teamwork
3. Leadership
4. Adaptability
5. Problem-solving
6. Time management
7. Empathy
8. Creativity

Descriptions:

- a. Ability to collaborate and receive support from colleagues to achieve common goals.
- b. Skill to maintain clear and open communication with team members and clients.
- c. Ability to quickly adjust to new technologies, work methodologies, and diverse situations.
- d. Skill to understand and share the feelings of others, facilitating interpersonal interaction.

- e. Ability to generate innovative and original ideas to solve problems or improve processes.
- f. Skill to organize and use time efficiently to meet tasks and objectives.
- g. Ability to guide and motivate a team towards achieving common goals.
- h. Skill to identify and solve problems effectively and efficiently.

#### Exercise 4

Use of adjective or adverb. Select the correct option from the two alternatives in bold.

1. It is important to have a **clearly/clear** message in your presentation.
2. Communicate **effective/effectively** with your team to avoid misunderstandings.
3. Prepare your presentation **careful/carefully** to avoid mistakes.
4. Maintain a **relaxedly/relaxed** posture during your presentation.
5. Use an **appropriate/appropriately** tone to address your audience.
6. A **professional/professionally** image is essential to make a good impression.
7. Adapt **quickly/quick** to new technologies to stay competitive.
8. Practice your presentation **calm/calmly** to reduce nervousness.
9. I appreciate a **sincere/sincerely** opinion about my presentation.
10. Preparing a presentation is a **demandingly/demanding** task that requires dedication.

## Subtopic



[Link to audio file](#)

### Interview with Chef John

**Interviewer:** Today we have with us Chef John. Good afternoon, John. How many years of experience do you have and where have you worked?

**Chef:** Good afternoon, I am a professional chef with more than ten years of experience. From a very young age, I knew that my passion was cooking. I have worked in various restaurants, from small bistros to large establishments with Michelin stars.

**Interviewer:** Very interesting. What is your specialty?

**Chef:** My specialty is Mediterranean cuisine, although I am always exploring and learning new techniques and flavours.

**Interviewer:** I see. What are your usual duties?

**Chef:** I have had the opportunity to lead kitchen teams in several renowned restaurants. My work not only involves preparing delicious dishes but also managing inventory, planning menus, and ensuring that all hygiene and safety standards are met.

**Interviewer:** Based on your experience, what qualities do you highlight in a chef?

**Chef:** In a kitchen, it is crucial to be decisive and make quick decisions. The pressure is constant, and controlling stressful situations is part of the daily routine. Additionally, teamwork is fundamental. Each team member has a vital role, and effective communication is key to success.

**Interviewer:** Is the job of a chef very risky?

**Chef:** Working in a kitchen involves several significant risks. Cuts, burns and falls are common due to the use of knives, hot surfaces, and liquids spilled on the floor. Additionally, work-related stress can be considerable, especially during busy services. Physical fatigue is also a factor, as we spend many hours standing and moving. It is essential to always be alert and strictly follow safety rules to minimise these risks.

**Interviewer:** Can you tell us about a special situation?

**Chef:** I remember once, during a very busy night, one of the cooks cut his hand severely. At that moment, I had to make quick decisions: ensure he received immediate medical attention and reorganise the team to cover his position without affecting the service. It was a stressful situation, but thanks to the collaboration and effort of everyone, we managed to solve it without problem. My experience and skills have prepared me to face the challenges of a professional kitchen. Furthermore, I firmly believe in the importance of teamwork and maintaining a positive and safe work environment.

**Interviewer:** Thank you very much for sharing your experience with us. We look forward to seeing you soon.

**Chef:** Thank you for inviting me.

## Tasks

**Task 1** – Listen to the audio twice without reading the text, taking notes on what you understand. Then listen to the audio two more times while reading the text and compare it with the notes you took earlier.

**Task 2** – Read the text again, highlighting the relevant information and the vocabulary you do not know to look up their meanings.

**Task 3** – Take notes on the chef's skills and the risks he is exposed to in his work.

**Task 4** – Listen again to the audio file without reading the text and solve the exercises.

## Exercises

### Exercise 1

Considering the following skills, classify them as professional skills or soft skills.

#### List of skills to classify:

1. Exploring and learning new techniques and flavours.
2. Making decisions.

3. Managing stress.
4. Organising the assignment of tasks among the kitchen team members.
5. Managing inventory.
6. Communicating effectively with the team.
7. Planning menus.
8. Preparing dishes.
9. Motivating the team.
10. Empathising with the situation of team members.

## Exercise 2

After listening to the audio file, answer the following questions.

1. How many years of experience does John have as a chef?
  - a) Five years.
  - b) More than ten years.
  - c) Eight years.
2. Where has John worked?
  - a) Only in small bistros.
  - b) Only in Michelin-starred establishments.
  - c) In various restaurants, from small bistros to large Michelin-starred establishments.
3. What is John's specialty?
  - a) French cuisine.
  - b) Mediterranean cuisine.
  - c) Asian cuisine.
4. What are John's usual duties?
  - a) Only preparing delicious dishes.
  - b) Managing inventory, planning menus, and ensuring hygiene and safety standards.
  - c) Only leading kitchen teams.
5. What qualities does John highlight in a chef?
  - a) Making quick decisions and managing stressful situations.
  - b) Being creative and working alone.
  - c) Being punctual and working in silence.

6. How important does John consider teamwork?
- Not important.
  - Fundamental.
  - Secondary.
7. What risks does John mention about his profession?
- Cuts, burns, and falls.
  - Only work-related stress.
  - Only physical fatigue.
8. What does John recommend to minimise risks in the kitchen?
- To ignore safety rules.
  - To follow strictly safety rules.
  - To work more slowly.
9. What did John do when one of the cooks cut his hand severely?
- He ignored the situation.
  - He ensured the casualty received immediate medical attention and reorganised the team.
  - He continued working without doing anything.
10. How does John describe his experience and skills?
- He is not prepared to face challenges.
  - He is prepared to face the challenges of a professional kitchen.
  - He does not have relevant skills.

### Exercise 3

Mark the sentence that correctly uses the underlined part **to give advice or an instruction**.

- David, call 1-1-2 and request an ambulance to our restaurant.
  - David, call 1-1-2 and we request an ambulance to our restaurant.
- Juan and Ana, clear the kitchen entrance so they can come in with the stretcher.
  - Juan and Ana, cleared the kitchen entrance so they can come in with the stretcher.
- María, you will not forget to use disposable gloves when handling food.
  - María, do not forget to use disposable gloves when handling food.

4. a) I recommend that we use the knives with caution because we can cut ourselves.

b) I recommend that we are using the knives with caution because we can cut ourselves.

5. a) Luisa has cut herself. Andrew, will bring the first aid kit.

b) Luisa has cut herself. Andrew, bring the first aid kit.

#### Exercise 4

Choose the sentence that correctly answers the question asked.

1. When did the cook work at our restaurant?

a) The cook worked at our restaurant in the summer of 2020.

b) The cook worked at our restaurant with Chef Luis.

2. What is the importance for a cook to maintain a positive and safe work environment?

a) To ensure the safety of the workers.

b) It is essential.

3. How do you want me to prepare the meat?

a) Make a thin cut on the surface.

b) Make a finely cut on the surface.

4. How should I prepare the eggs?

a) It is necessary to beat the eggs vigorous.

b) It is necessary to beat the eggs vigorously.

5. Why is it important to make decisions in our work?

a) When problems arise.

b) To solve problems that may arise.

#### **What I have learned and what I know how to do**

I can use ordinals to enumerate a sequence of actions.

I understand the recommendations for making a personal presentation.

I comprehend the advice for giving a presentation.

I am able to differentiate between technical skills and soft skills.

I know when to use the adjective and when to use the adverb of manner.

I can use the imperative to give orders, instructions, and advice.

I identify the interrogative pronouns that can be used in questions.

I learned vocabulary related to the texts and activities worked on in the unit.

### **ANSWERS for the main Topic**

Exercise 1 - c) / b) / a) / d) / f) / e)

Exercise 2 - 1b / 2c / 3b / 4b / 5a / 6a / 7a / 8a / 9c / 10b

Exercise 3 - 1b / 2a / 3g / 4c / 5h / 6f / 7d / 8e

Exercise 4 - 1. clear / 2. effectively / 3. carefully / 4. relaxed / 5. appropriate / 6. professional / 7. quickly / 8. calmly / 9. sincere / 10. demanding

### **ANSWERS for the Subtopic**

Exercise 1 -

**Hard skills:** 1. Exploring and learning new techniques and flavours. / 4. Organising the assignment of tasks among the kitchen team members. / 5. Managing inventory. / 7. Planning menus. / 8. Preparing dishes.

**Soft skills:** 2. Making decisions. / 3. Managing stress. / 6. Communicating effectively with the team. / 9. Motivating the team. / 10. Empathising with the situation of team members.

Exercise 2 - 1b / 2c / 3b / 4b / 5a / 6b / 7a / 8b / 9b / 10b

Exercise 3 - 1a / 2a / 3b / 4a / 5b

Exercise 4 - 1a / 2b / 3a / 4b / 5b



# Europe





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A Welcome Kit to Europe – AWKE- A2 English Translation

COUNTRY: SPAIN

ORGANISATION: PICE

## LP-A2 Topic - Europe

Title: From ancient times to New European Bauhaus

**Grammar: Present, past and future of Verb to be**

**Present, past and future of Verb to have**

**Past simple of the verbs**

<http://www.iceteacher.com/wp-content/uploads/2024/08/VerbToBe.pdf>

**Vocabulary:** Housing subtypes

Isolated housing.

Semi-detached house.

Apartment.

Study.

Duplex.

Floors.

Ground floor with garden.

...

**Architectural styles for the home:** Contemporary style houses; minimalist style houses;

rustic style houses; cottage style houses; mediterranean style houses...

Use: <https://dictionary.cambridge.org/es/diccionario/ingles/>

## Communication Skills:

Use the correct form of verbs included in grammar

**Architectural styles for the home: Contemporary style houses; rustic style houses; cottage style houses; mediterranean style houses...**

**Use of cultural, social, green skills, political aspects... contents to learn languages (CLIL)**

**Introduction: The lesson makes a review of the architecture on Europe From ancient times to New European Bauhaus**

### Topic

**Text/ Audio** <http://www.iceteacher.com/wpcontent/uploads/2024/12/Talking-edited.mp3>

Talking about European culture is difficult because many cultures have existed in Europe. Since antiquity, many of the main architectural trends were developed throughout Europe. In the first millennium BC, the Greeks founded colonies throughout the Mediterranean, followed by the Romans; They exported their architecture, sculpture and literature to the countries they occupied. The place of this culture is the Mediterranean world. In the north, architects are influenced by the Celtic culture, which had a notable mastery of metals and copper. We like to remark the Byzantine Empire, its architectural canons, the use of mosaic were implemented in Italy.

After World War II due to the economic development of most Western European countries, few cities had a concentration of skyscraper; mostly Paris, London, Madrid...

The architecture of Europe is varied, rich in history and tradition and with great names among contemporary architects like **Le Corbusier, Alvar Aalto or Norman Foster**. In Spain, Modernism had its centre in Barcelona. The most famous architect is **Antoni Gaudí**, whose work can be found in Barcelona (like Sagrada Familia, Park Güell, Casa Milà and Casa Batlló...) mixes traditional architecture with other new styles, being a precursor of modern architecture. A new generation of architects emerged, including Enric Miralles, Carme Pinós,... The Barcelona Olympic Games and the Seville Expo, both in 1992 also made improvements.

**The New European Bauhaus** is a creative and interdisciplinary initiative. The Bauhaus tries all of us to imagine and build together a sustainable and inclusive future that is beautiful for our eyes, minds, ... all this connected, enriched and inspired by art and culture, responding to functional needs, sustainability, harmony with nature and the environment. It brings solutions on how the EU countries can implement policies that save lives, cut costs, and protect prosperity, helping the problems of climate change... New European Bauhaus (NEB) – is a movement initiated by the European Commission, specifically the Von der Leyen Commission



(2019-2024)

Info from wikipedia and UE docs.

### Activities

**1- Read and listen to improve comprehension**

**2 - Collect and organize information**

**3- Analyse similarities and differences between different types of architecture**

**4- Identify featured architects who are famous in different styles of architecture, make sure you are able to express in correctly in English**

### Exercises and tasks

**Exercise 1** - Complete the text after listening to the text.

The .....of Europe is varied, rich in history and .....and with great names among contemporary architects like **Le Corbusier, Alvar Aalto, Norman Foster**. In Spain, .....had its centre in Barcelona. The most .....architect is **Antoni Gaudí**, ..... work in Barcelona (Sagrada Familia, Park Güell, Casa Milà and Casa Batlló) and elsewhere in Spain mixes traditional architecture with other new..... , being a precursor of modern architecture. A new generation of architects emerged, including Enric Miralles and Carme Pinós. The Barcelona ..... Games and the Seville Expo, both in 1992, contributed to **architecture improvement**

**Exercise 2** - Associate each part of the house with the activities done there:

I eat dinners with my family.

We prepare the food in this room.

My grandfather keeps the wine there.

It has big sofas.

I keep old toys there.

I do my homework in this place.

My mother has it full of flowers.

I have a bath there.

### Exercise 3

“**European culture**” Answer the questions:

Who founded colonies throughout the Mediterranean?

What did the Greeks and the Romans exported to the countries they occupied?

How was the Mediterranean Sea called in ancient times?

Who used the mosaic in Architecture in ancient times?

Where in Europe is there a concentration of skyscrapers?

In which European cities there were more skyscrapers?

Name great names among European contemporary architects:

**Exercise 4** - Define these words: you can do it in your own words or using the dictionary.

Furniture, chair, table, sofa, cupboard, shelf, drawer, bed, stool, desk, cabinet, lamp, trolley, sideboard, balcony, storage room, cellar.

## Subtopic Domotic home (home automation)



Text/ Audio

Listening and read the text.

<http://www.iceteacher.com/wp-content/uploads/2024/12/domotic-home-edited.mp3>

**Domotic home** (also known as “home automation”) is a home that has technology integrated, efficiently and optimally. The word comes from “domos” (house), and “tica” (works alone). Domotic homes are those that work by themselves and benefit users by integrating technology into their home and daily life.

Security is one of the most important aspects of the **Domotic homes**. With it, your home alarm will connect automatically when you leave. But it will also notify the police and yourself if there are intruders.

With **Domotic homes** you can ensure that the doors open automatically when you approach them, close when you leave, and the street door remains closed when you leave home.

By giving a verbal or other command you can open and close the windows.

It helps us to always have the perfect temperature at home.

**Domotic homes** will help you program the lights and exterior lighting and turn them off when you are not there or to check that you have turned off all the lights before leaving.

**Domotic homes' bathrooms** can facilitate hygiene care by making the doors or taps open by themselves. Or you can receive certain notifications on your cell phone if something abnormal happens at home. For example, if you leave a fire on or a tap left unturned.

**Domotic homes** bring us: security, energy saving..., remote management and comfort in our lives, they also avoid environmental damage and provide interrelation and interconnection.

## Tasks

- 1 - Collect information about Domotic homes.
- 2 - Request and provide information about the home.
- 3- Complete descriptions of rooms and places.
- 4- Work on linguistic expressions



## Exercises

### Fill in the gaps

..... is one of the most important aspects of **Domotic homes**.

How can you open and close the windows in a **Domotic home**? .....

What happens when you leave a **Domotic home**? .....

**Domotic home** bathroom can facilitate hygiene care by making the ..... open by themselves.

**Domotic homes** help you ..... the lights and exterior lighting to turn them off when you are not there.

**Domotic home** helps us to always have the perfect ..... at home.

**Domotic homes** brings us: security, and .....saving.

**Domotic home** brings us less environmental damage.

**Domotic home** brings a good management and comfort in our lives.

**Point out the word which does not belong to the same semantic field.**

-Chimney, roof, window, garage, door, armchair.

-Balcony, wall, roof, picture, window, door.

-Kitchen, bathroom, floor, bedroom, living room, dining room.

-Refrigerator, washing machine, bench, freezer, mixer.

-Plates, dishes, tablecloth, cups, cutlery, spoons, glasses.

**Fill in the gaps**

**Describing my house**

The ----- has large windows from which you can see the sea. The -----  
--- are light- salmon. There is a ----- with a mirror, a ----- of flowers  
and many family ----- . There is a sofa and two ----- in beige and gold.  
There is a mahogany-coloured piano, on the wall----- a painting of daisies.  
Several ----- by Vincent van Gogh

The dining table is large and the chairs are ----- in style, there is a -----  
for the china, the crockery is English style Royal Kent and the ----- -----is  
from Royal Albert

The ----- are Persian in maroon, beige and black colours´

I Like my house



#### 4. Linguistic expressions in English

To chew the carpet –

Beat around the bush-

Break a leg –

To feel blue –

This is my bread and butter –

Start from scratch –

Not my business –

#### What I have learned and what I know how to do

General Knowledge Quiz.

I can use the correct form of the verbs “to be” and “to have” in the tenses: present, past and future and past simple of verbs in the past.

I Complete the sentences with the correct form of the verb

#### Exercise 1

Complete with present

My brother? ..... (To be) at home. My mother ..... (to be) at home. – ..... (to be) they Spanish? they-- --- (to be) in Barcelona in Summer. I --- ----- (to have) one brother. The house ----- (to have) green roof. The Greeks ----- (to live) in colonies throughout the Mediterranean. Antoni Gaudí ----- (to work) in Barcelona, he... ..... (design) Sagrada Familia, Park Güell, Casa Milà and Casa Batlló.

## Exercise 2

Rewrite the text in Past

My brother?..... (To be) at home. My mother ..... (to be) at home. ----- (to be) they Spanish? they-- --- (to be) in Barcelona in Summer. I ----- (to have) one brother. The house ----- (to have) green roof. The Greeks ----- (to live) in colonies throughout the Mediterranean. Antoni Gaudí ----- (to work) in Barcelona, he... ..... (design Sagrada Familia, Park Güell, Casa Milà and Casa Batlló).

## TO LEARN MORE

### Evaluation of the learning process.

I can collect information about a topic.

I can use the verb in present tense.

I can report an activity in the past tense.

## ANSWERS

Main topic

Complete after listening the text

### Exercise 1

1. Architecture 2, tradition, 3. Modernism, 4. Famous, 5. Whose, 6. Styles, 7. Olympic.

**Exercise 2** Answers: Dining-room, Kitchen, cellar, sitting-room, storage room, bedroom, garden, bathroom.

### Exercise 3

The Greeks and The Romans

Their architecture, sculpture and literature

Mare Nostrum

Italy

Where in the European continent did we have a concentration of skyscrapers?

In Paris, in most Western European countries

Paris, London, Madrid....

Le Corbusier, Alvar Aalto, Norman Foster

**Exercise 4-** Define these words:

Furniture - Each of the movable items that are used for necessary uses or to decorate houses.

Chair: a piece of furniture that is used to sit that has a back, usually four legs, and sometimes two arms.

Table: a piece of furniture used to have lunch.

Sofa: a comfortable armchair to sit.

Cupboard: a closet with shelves where dishes, utensils, or food is kept.

Shelf: a long, flat board fixed horizontally, usually against a wall or inside a cupboard so that objects can be stored on it.

Drawer: part of a piece of furniture used to store objects and/or documents

Bed: a piece of furniture used to sleep

Stool: a piece of furniture used to sit on without any support for the back or arms

Desk: a piece of furniture that students use to do their homework; either at home or at school

Lamp: A kind of light

Trolley: It is a piece of furniture used to carry meals to a table

**SUBTOPIC****Exercise 1--Answers**

Security

By giving a verbal or other command you can open and close the windows

Your home alarm will connect automatically when you leave  
the doors or taps

Program

Temperature

Environmental

**Exercise 2- Answers**

Point out the word which does not belong to the same semantic field

Chimney, roof, window, garage, door, armchair

Balcony, wall, roof, picture, window, door,

Kitchen, bathroom, floor, bedroom, living room, dining room

Refrigerator, washing machine, bench, freezer, mixer,

Plates, dishes, tablecloth, cups, cutlery, spoons, glasses

Answers: Armchair, picture, floor, bench, tablecloth.

### Exercise 3

#### Describing my house

The living room has large windows from which you can see the sea. The walls are light- salmon. There is a fireplace with a mirror, a bouquet of flowers and many family photos. There is a sofa and two armchairs in beige and gold. There is a mahogany-coloured piano, on the wall there is a painting of daisies and several prints by Vincent van Gogh

The dining table is large and the chairs are traditional style, there is a cupboard for the porcelain tableware, is English style Royal Kent and the coffee set is Royal Albert. The carpets are Persian in maroon, beige and black colours.



#### Exercise 4 - Answers - Linguistic expressions in English

To chew the carpet – to lose emotional control,

Beat around the bush- Don't focus on a topic

Break a leg - wishing someone good luck

To feel blue – Being depressed

This is my bread and butter – something that happens is something usual for the person speaking

Start from scratch – Start from the beginning, start without previous preparation or advantage

Not my business – I'm not interested

## PORTFOLIO

### Exercise 1 Answers

#### Complete with present

My brother ...is... (To be) at home. My mother is... (to be) at home. – Are-- (to be) they Spanish? they--are-- (to be) in Barcelona in Summer. I --have--- (to have) one brother. The house --has-- (to have) green roof. The Greeks --live-- (to live) in colonies throughout the Mediterranean. Antoni Gaudí --works--- (to work) in Barcelona, he...designs... (design) Sagrada Familia, Park Güell, Casa Milà and Casa Batlló.

#### Rewrite the text in Past

My brother ...was... (To be) at home. My mother ..was... (to be) at home. – Were-- (to be) they Spanish? they--were-- (to be) in Barcelona in Summer. I --had--- (to have) one brother. The house --had-- (to have) green roof. The Greeks --lived-- (to live) in colonies throughout the Mediterranean. Antoni Gaudí --worked--- (to work) in Barcelona, he...designed... (design) Sagrada Familia, Park Güell, Casa Milà and Casa Batlló.



# Working in a company





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A Welcome Kit to Europe – AWKE – English Translation

LPA2

## Topic: Working in a company

**COUNTRY:** Spain

**ORGANISATION:** AEPI Sabon

Title: Working across Europe

### Grammar:

Expressions: What is it like?

Adverbs of frequency: always, usually, often, sometimes, never.

Quantifiers: many, much, a lot.

Indefinite pronouns: everybody/everyone/everything, somebody/someone/something, anybody/anyone/anything, nobody/no one/nothing.

Subject, object and possessive pronouns: I, me, mine; you, your, yours...

Whose

### Vocabulary:

Freedom of movement, Public Employment Service, Network, Living and working conditions.

Job related vocabulary: colleague, workstation, Intranet, Email, organization chart, hierarchy, online meeting, videoconference, teamwork, manager, subordinate, human resources, payroll.

Meetings related vocabulary: meeting notice, agenda, attendees, minutes, proposal, discussion, agreement, requests and questions, adjournment, reschedule.

### Communication Skills:

Use the correct form of the pronouns in a conversation

Understand the use of quantifiers.

Work related vocabulary: talk to colleagues, take part in meetings.

Be able to use this knowledge in a conversation while taking active part in a job meeting.

### Introduction of the LP.



The Croatian – Slovenian border. License: CC0 public domain ([source](#)).



Schengen area in 2024. License: CC0 public domain ([source](#)).

The lesson will introduce the students to the right of free movement and work in the European Union, as well as the European Employment Services network created to foster this right by helping employers and employees to tackle the issues that may arise with those movements.

## Lesson Plan (Topic)

### Text – Working across Europe.

All EU citizens and their family members have the right to move and reside freely within the EU. This fundamental right, often called “right of free movement and work”, is established by Article 21 of the Treaty on the functioning of the European Union and Article 45 of the EU Charter of Fundamental Rights.

The European Union’s principle of free movement of workers is considered one of the most important rights of EU citizens. It means that you can move to any EU Member State, as well as Iceland, Liechtenstein, Norway and Switzerland to look for and take up a job.

Yet, it may sometimes seem like a daunting and difficult task to make use of this right. That is why the European Employment Services network, also known as EURES, was set up. The purpose of EURES is precisely to help and support jobseekers and employers with those issues concerning moving from one country to another.

This involves the provision of a broad range of services, such as matching of job vacancies and CVs from all over Europe, information and guidance services for workers and employers, access to information on living and working conditions in the EU Member States (such as taxation, pensions, health insurance and social security), or specific support services for frontier workers and employers in cross-border regions among many others.

Sources:

[Information on EU citizens' right to free movement, funding and support. European Commission official website.](#) ↗

[EURES services, EURES official website.](#) ↗


### Tasks

**Task 1** – Read the text quickly two or three times and write down notes with the main ideas you understand from listening. After doing this, read carefully the text, and review and improve your previous notes.

**Task 2** – Collect and organize information from the European Commission official website regarding the right of free movement and work. First, write down a list of things you would like to know about the right, like the following: Who is affected by this right? Is it necessary to apply to get it? Does it have any cost for the employer or the employee?

**Task 3** – Explain with your own words what it is the right to free movement and work and what do you think about the possibility of working in another European country in the future.

**Task 4** – Go to the official EURES website and, in the section “living and working”, identify a European country of your interest. Then, learn what it is like to live and work in this country by researching the living and working conditions specified in this web for this country.

Go to: [Living and working conditions in Europe](#). 

(Please, note that you can select to see this website in any European language by selecting it in the upper part of the webpage)

## Exercises

### Exercise 1 – Choose the right definition for each of the following concepts

Concepts:

The right to move, reside and work freely within the EU for any EU citizen. \_\_\_\_\_

The authorities in EU that connect jobseekers with employers. \_\_\_\_\_

Specific information about what it is like to live and work in a country. \_\_\_\_\_

Large number of institutions that have a connection with each other and work together as a system. \_\_\_\_\_

People you work with, especially in a professional job. \_\_\_\_\_

A screen and keyboard that are part of an office computer system. \_\_\_\_\_

A system of organizing people into different ranks or levels of importance, for example in society or in a company. \_\_\_\_\_

The people who work for a company and are paid by it. \_\_\_\_\_

A conference in which participants in distant locations take part by means of electronic sound and video communication. \_\_\_\_\_

A network of computers, similar to the internet, within a particular company or organization. \_\_\_\_\_

Possible definitions to choose from: Right of free movement, Intranet, Network, Living and working conditions, Colleague, Videoconference, Payroll, Workstation, Hierarchy, Public Employment Service.

### Exercise 2 – Select the right indefinite pronoun in each sentence

All EU citizens can benefit from freedom of movement, or, in other words, \_\_\_\_\_ (everyone/someone) can benefit.

The job offer for Denmark was left vacant: \_\_\_\_\_ (nobody/anybody) was interested.

Is \_\_\_\_\_ (anyone/someone) interested in working in Finland?

I don't think \_\_\_\_\_ (anyone/someone) is interested in working in Finland.

Surely \_\_\_\_\_ (anyone/someone) will be interested in working in Finland.

The EURES network helps employees with \_\_\_\_\_ (everyone/everything) they need to know before moving to another country.

Is there \_\_\_\_\_ (nothing/anything) we can do? We need workers.

\_\_\_\_\_ (Nobody/Something) wants to work here, and there is \_\_\_\_\_ (nothing/anything) we can do about it.

\_\_\_\_\_ (Somebody/Everyone) is welcome to live and work in our country.

Moving to live and work in another country is \_\_\_\_\_ (something/anything) that worries me.

### Exercise 3 – Answer the following questions

Who have the right to move and reside freely within the EU? \_\_\_\_\_.

In which Treaty is the right of free movement and work established? \_\_\_\_\_.

Is the right of free movement and work part of the EU Charter of Fundamental Rights, and if so, in which article is reflected? \_\_\_\_\_.

Are there any other countries apart from the EU ones where a UE citizen can move and work freely? If affirmative, which are they? \_\_\_\_\_.

Which right is considered one of the most important of EU citizens? \_\_\_\_\_.

What is the name of the EU organization set up for helping employers and employees overcome the issues related to freedom of movement? \_\_\_\_\_.

Why was EURES created? \_\_\_\_\_.

Which institutions take part in the EURES network? \_\_\_\_\_.

Name four services offered by the EURES network to employers and employees that are referred in the text. \_\_\_\_\_.

Where would you look for more information on the EURES network and its services? \_\_\_\_\_.

### Exercise 4 – Choose the right quantifier for each sentence.

EURES has more than one million CVs in its database. That is \_\_\_\_\_ (much/a lot).

There are \_\_\_\_\_ (many/much) ways to create a CV, but EURES recommends Europass.

I don't have \_\_\_\_\_ (many/much) money, so I need to find a job.

It snows \_\_\_\_\_ (a lot/many) in Finland, so you need to bring warm clothes.

I have found more than 10 job offers, isn't that \_\_\_\_\_ (a lot/many)?

I have \_\_\_\_\_ (a lot/many) of experience working as a translator.

I don't have \_\_\_\_\_ (many/much) experience working as a tour guide.

In this job we have \_\_\_\_\_ (many/much) meetings every week.

Three meetings a day is \_\_\_\_\_ (many/a lot).

How \_\_\_\_\_ (many/much) days did you miss work after your accident?

Possible quantifiers to choose from: many, much, a lot.

## Subtopic

**Text – My first day in a new job.**



Business meeting. License: CC0 public domain ([source](#)).

Yesterday I started a new job. Being my first day, I went to the company's facilities, they showed me the office and introduced me to my coworkers.

Shortly after sitting down at my desk, I received an email with the invitation to a meeting for a transnational project. Since people from different countries were participating, the meeting would be held online, with the agenda attached to the email.

As it was my first online meeting at this company, my colleagues told me that I should install the corporate videoconferencing software on my computer, as well as getting a set of headphones with a built-in microphone. To ensure that everything was correct, after installing the videoconferencing software and plug the headphones I asked my coworkers to do a test, to get used to using this technological tool.

On the day of the meeting, as I was the youngest on the team, I was chosen to take the minutes of the meeting, making sure to correctly reflect all the topics discussed and the agreements reached.


### Tasks

**Task 1** – Read the text quickly two or three times and then write in order the sequence of activities that this person carried out the first day in a new job. Then read carefully the text and check you notes to see if you get everything right.

**Task 2** – Research, collect and organize information on different key aspects to develop successful, efficient and profitable meetings.

**Task 3** – Analyse the similarities and differences between a project meeting at work and a meeting with your classmates to prepare a joint project.

**Task 4** – In the official EURES website go to their post “10 tips for running a successful virtual meeting”, read it and create a summary with your words to apply on your own online meetings with friends or classmates.

Go to: [10 tips for running a successful virtual meeting](#). 

(Please, note that you can select to see this website in any European language by selecting it in the upper part of the webpage)

## Exercises

### Exercise 1 - Define the following words using a dictionary

Meeting: \_\_\_\_\_.

Agenda: \_\_\_\_\_.

Attendees: \_\_\_\_\_.

Minutes: \_\_\_\_\_.

Proposal: \_\_\_\_\_.

Discussion: \_\_\_\_\_.

Agreement: \_\_\_\_\_.

Requests: \_\_\_\_\_.

Adjournment: \_\_\_\_\_.

Reschedule: \_\_\_\_\_.

### Exercise 2 – Express the following sentences using the right adverb of frequency.

It is very common that we have a meeting on Monday morning. → We \_\_\_\_\_ have a meeting on Monday morning.

It is very rare that we have a meeting on Friday afternoon. → We \_\_\_\_\_ have a meeting on Friday morning.

We receive an agenda prior to all of our meetings. → We \_\_\_\_\_ receive an agenda prior to the meeting.

We don't go to work on Sunday. → We \_\_\_\_\_ go to work on Sunday.

I missed a few of our meetings. → \_\_\_\_\_ I missed a meeting.

John didn't miss a single meeting since he joined the company. → John \_\_\_\_\_ attends the meetings.

This is something I will remember all my life. → This is something I will \_\_\_\_\_ forget.

All our meetings are face-to-face. → We \_\_\_\_\_ do online meetings.

Some of our meetings are face-to-face meetings, and some are online. → We \_\_\_\_\_ have online meetings.

Every two days I have coffee with my colleagues at the office. → I \_\_\_\_\_ have coffee with my colleagues at the office.

Possible adverbs of frequency to choose from: always, usually, often, sometimes, never

### Exercise 3 – Use the right subject, object or possessive pronoun in each sentence.

\_\_\_\_\_ am starting a new job today.

You should bring \_\_\_\_\_ own computer.

These headphones are \_\_\_\_\_, but you can use them.

This is John`s desk. \_\_\_\_\_ is not here, but I suppose this computer is \_\_\_\_\_.

If you want it this place is \_\_\_\_\_, so you can leave \_\_\_\_\_ thing here.

They will take part in the meeting, and this is \_\_\_\_\_ presentation.

She is very proud of the way \_\_\_\_\_ project is developing.

Mary always has a coffee break around 11:00, and this muffin is \_\_\_\_\_.

We win the competitions, and now the prize is \_\_\_\_\_.

To prepare their presentation, \_\_\_\_\_ should have a meeting today.

### Exercise 4 – State in your own words the meaning of the following expressions

Part-time job.

Shift work.

Notice period.

Net salary.

Salary expectations.

Trainee.

Get promoted.

Maternity/Paternity Leave.

To resign.

Day off.

### **What I have learned and what I know how to do**

General Knowledge Quiz

I can use the correct form of the subject, object and possessive pronoun in a conversation.

#### **Exercise 1 – Complete with the right pronouns in first person of singular.**

\_\_\_ am looking for a job, because \_\_\_ need \_\_\_ own money to pay \_\_\_ bills.  
This computer is \_\_\_, and \_\_\_ need it to attend a videoconference from home,  
so \_\_\_ have to connect it to \_\_\_ Wi-Fi.

#### **Exercise 2 – Complete with the right pronouns in third person plural.**

\_\_\_ are looking for a job, because \_\_\_ need \_\_\_ own money to pay \_\_\_ bills.  
These computers are \_\_\_, and \_\_\_ need them to attend a videoconference  
from home, so \_\_\_ have to connect them to \_\_\_ Wi-Fi.

### **TO LEARN MORE**

I can search for and understand information related to working and living in other EU countries.

I can use quantifiers appropriately according to the context of the communication.

I understand basic job related vocabulary.

### **ANSWERS for the main Topic**

#### **Exercise 1 – Choose the right definition for each of the following concepts**

Right of free movement

Public Employment Service.

Living and working conditions.

Network.

Colleague.

Workstation.

Hierarchy.

Payroll

Videoconference.

Intranet.

## Exercise 2 – Select the right quantifier in each sentence

everyone.

nobody.

anyone

anyone.

someone.

everything.

anything.

Nobody / nothing.

Everyone.

something.

## Exercise 3 – Answer the following questions

All EU citizens and their family members.

In the Treaty on the functioning of the European Union.

Yes, it is, in article 45.

Yes, there are: Iceland, Liechtenstein, Norway and Switzerland.

The European Union's principle of free movement of workers

EURES network.

Because sometimes it may seem like a daunting and difficult task to make use of this right to move and reside freely within the EU.

The European Employment Services.

Matching of job vacancies and CVs from all over Europe, information and guidance services for workers and employers, access to information on living and working conditions in the EU Member States (such as taxation, pensions, health insurance and social security), and specific support services for frontier workers and employers in cross-border regions.

In the official EURES website.

## Exercise 4 – Choose the right quantifier for each sentence.

A lot.

Many.

Much.

A lot.

A lot.

A lot.

Much.

Many.

A lot.

Many.

### **ANSWERS for the Subtopic**

#### **Exercise 1 - Define the following words using a dictionary**

Event in which a group of people come together to discuss things or make decisions.

List of the items that have to be discussed at a meeting.

People who are attending a meeting or a conference.

Official record of the proceedings of a meeting, conference, convention, etc.

A plan or an idea, often a formal or written one, which is suggested for people to think about and decide upon.

People talking about something, often in order to reach a decision.

Formal decision about future action which is made by two or more groups or people.

Something you ask for politely or formally.

Temporary stopping of a meeting.

Change the time at which an event (such as a meeting) supposed to happen.

#### **Exercise 2 – Express the following sentences using the right adverb of frequency.**

Usually.

Sometimes.

Always.

Never.

Sometimes.

Always.

Never.

Never.

Often.

Often.

**Exercise 3 – Use the right subject, object or possessive pronoun in each sentence.**

I.

Your.

Mine.

He/His.

Yours/Your.

Their.

Her.

Hers.

Ours.

They.

**Exercise 4 – State in your own words the meaning of the following expressions**

A job that does not take up the entire working day.

A job that is carried out in different shifts.

Period in days or weeks in which something must be notified.

Salary that a worker actually receives after subtracting applicable exemptions and taxes.

Money that a working person expects to receive in his/her job.

A person who is learning a job, usually with someone skilled teaching him.

Get a better, higher-paying job within the same company.

Not going to work to be able to take care of the children after having recently become a mother/father.

Voluntarily abandoning the job one occupies.

Day when a person does not have to go to work.

**PORTFOLIO**

**Exercise 1 – Complete with the right pronouns in first person singular.**

I am looking for a job, because I need my own money to pay my bills. This computer is mine, and I need it to attend a videoconference from home, so I have to connect it to my Wi-Fi.

**Exercise 2 – Complete with the right pronouns in third person plural.**

They are looking for a job, because they need their own money to pay their bills. These computers are theirs, and they need them to attend a videoconference from home, so they have to connect them to their Wi-Fi.



# Famous families and descendants





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A Welcome Kit to Europe – AWKE-

English Translation

LPA2

## Topic: Famous families and descendants

**COUNTRY:** Spain

**ORGANISATION:** UDC

Title: The life and family of Amancio Ortega Gaona

**Grammar:**

**A2 Conjunctions and clauses:** However, although, because, so, and time connectors.

**A2 Questions:** Asking questions in English – Question forms  
Subject questions, questions with preposition

**A2 Prepositions:** On time vs In time, At the end vs In the end.

**A2 Relative clauses, relative pronouns and adverbs:** Defining relative clauses – who, which, that, where.

**Vocabulary:** However, although, because, so, on, in, who, which, that, where.

Father, mother, sister, son, daughter, grandmother, grandfather, stepfather, stepmother, stepsister, stepson, stepbrother, stepdaughter, brother-in-law, sister-in-law.

**Communication Skills:**

Conversation interactions, active listening, paragraph writing, discourse skills, and asking questions properly.

**Introduction to this LP:**

This lesson plan is aimed at learning languages and cultures by means of exploring the life and family of a famous businessman from La Coruña (Spain). Students will learn vocabulary related to the topic and all the grammar elements

included in this lesson in an engaging manner. They will also learn to elaborate well-structured and coherent paragraphs or discourses, ask questions, design family trees, and create technical cards at the same time as local and cultural issues.

### Lesson Plan (Topic)

#### Picture:



Source: <https://www.shutterstock.com/es/search/amancio-ortega>

#### Audio:

<https://youtu.be/0xwJ8UkTDkl>

#### Text:

Amancio Ortega Gaona is the son of Antonio Ortega Rodríguez and Josefina Gaona Hernández. His father worked as a railway employee in León and they soon moved to Tolosa (Guipúzcoa) to work as a station manager for RENFE (the State Spanish Railway Company) when Amancio was only three months old. The family lived in Tolosa until Amancio was twelve years old. There he studied together with his older brother Antonio at the Sacred Heart School. The Ortega family left Tolosa and moved to Galicia because of his father's new job. Amancio Ortega Gaona married twice. From his marriage to his first wife, Rosalía Mera, he had two children: Sandra, born in 1968 and Marcos, born in 1971 and suffering from cerebral palsy. In 2001 he married his second wife, Flora Pérez Marcote, mother of his third daughter, Marta, born in 1984. Ortega has six grandchildren, three from Sandra: Martiño, Antía and Uxía, and another three from his daughter Marta: Amancio (2013) from his marriage to Sergio Álvarez Moya, and Matilda (2020) and Manuel (2023) from his marriage to Carlos Torretta.

Amancio Ortega's emporium, known worldwide for brands such as Zara, Pull&Bear and Massimo Dutti, has a fascinating history that began in La Coruña, Spain. In 1963, Amancio Ortega founded a small dressmaking workshop in La Coruña called GOA (his name and surnames backwards). This workshop was dedicated to the manufacture of clothing. In 1975, Ortega opened the first clothing shop called *Zara* in a central street in La Coruña. The success of this shop boosted the expansion of the brand throughout Spain and, later, internationally. In 1985, the Inditex group was created as a holding company for Zara and its manufacturing plants. During the following years, Inditex launched other brands such as Pull&Bear, Massimo Dutti, Bershka and

Stradivarius. In 2001, Inditex was listed on the stock exchange, marking an important milestone in its growth. Today, Inditex is one of the largest fashion companies in the world, with more than 5800 shops on five continents. The headquarters are still located in Arteijo, La Coruña, and the company continues to be a benchmark in the fashion sector.

## References

[INDITEX | Historia](#)

[Inditex - Wikipedia, la enciclopedia libre](#)

## Tasks

1. Listen/read carefully to the audio/text.
2. Ask questions about someone's life.
3. Designing a family tree.
4. Create a technical card with basic information about someone.
5. Applying the A2 grammar topics included in this lesson.

## Exercises

### Exercise 1. Listening/reading comprehension

After listening/reading the text, answer the following questions:

1. Amancio Ortega's father worked as...

An engineer.

A railway employee.

A businessman.

Amancio's brother name is...

Antonio

Marcos

Martiño

2. Amancio Ortega married...

Three times

One time

Two times

3. Amancio Ortega has...

Three daughters

Two daughters and a son

Two sons and a daughter

4. Amancio Ortega has...

Two granddaughters and three grandsons

Three granddaughters and two grandsons

Three granddaughters and three grandsons

5. Amancio Ortega's son suffers from...

Cerebral palsy.

ADHD

Immobility

6. In 1963 Amancio Ortega founded a small dressmaking workshop in La Coruña called...

AOG

GAO

GOA

7. Inditex launched other brands such as...

Pull&Bear, Massimo Dutti, Bershka and Stradivarius

Pull&Bear, Mango, Bershka and Stradivarius

Pull&Bear, Massimo Dutti, Nicoli and Stradivarius

8. Ortega opened the first clothing shop called Zara in...

1975

1974

1976

9. The headquarters of the Inditex fashion company are located in...

London

Madrid

Arteijo

## Exercise 2. Connectors

Place the following connectors in the paragraph accordingly: However, although, because, so

In 1985, the Inditex group was created as a holding company for Zara and its manufacturing plants. ...., during the following years, Inditex launched other brands such as Pull&Bear, Massimo Dutti, Bershka and Stradivarius. .... of this, Inditex was listed on the stock exchange in 2001. .... Inditex is one of the largest fashion companies in the world, the headquarters are still located in Arteijo. .... the company continues to be a benchmark in the fashion sector.

### Exercise 3. Defining relative clauses. who, which, that, where.

#### Grammar explanation

Defining Relative clauses give us information about the person or thing mentioned. We usually use a relative pronoun or adverb to start a defining relative clause: who, which, that, where. We can use **who** or **that** to talk about people. We can use **which** or **that** to talk about things. We use **where** referring to a place. We can use **that** instead of who and which, it is more common but a bit more informal.

Complete these sentences with the corresponding relative clause: who, which, that, where:

1. Tolosa is the place .....the Ortega family lived until Amancio was twelve years old.
2. Antonio Ortega Rodríguez ..... was the father of Amancio Ortega Gaona worked as a railway employee in León.
3. Flora Pérez Marcote does not find the CD ..... she borrowed from you.
4. Rosalía Mera wanted to see the film ..... everybody was talking about.
5. There were three brothers at the party ..... knew me.
6. Bershka is the shop ..... my sister likes the most.
7. Arteijo is the place ..... the Inditex headquarters are located.
8. Zara clothes are the ones ..... my brother wants to buy.

### Exercise 4. Prepositions: 'On time' vs 'In time'

#### Grammar explanation

**'On time'** means 'at the arranged or correct time'. We use the word 'on time' when something takes place at the expected or established time, according to the schedule.

**'In time'** means 'before it's too late', 'soon enough'. It means you arrive early enough, with some time to spare, say 08:50 or 08:55 if you are supposed to arrive at 9.00h. You are not particularly early, just before the end moment.

**Choose the correct preposition for each sentence:**

Amancio arrived at school ...in/ on... time. Precisely at 09:00 every day.

Did you get there ...in/on... time to find a seat and see the ceremony?

If we don't hurry up, we won't be ...in/on... time to have a coffee before catching the train.

We've ordered extra supplies but they're unlikely to arrive ...in/on... time.

The project was completed exactly ...in/on... time.

She got there right ...in/on... time. At 10.00h. exactly.

I got home just ...in/on... time, with some time to spare.

Our flight arrived right ...in/on... time as scheduled.

She came home soon enough, just ...in/on... time for Christmas.

My parents got to the house right ...in/on... time. Neither soon, nor late.

## **Subtopic. Descendants. Sandra Ortega Mera and Marta Ortega Pérez**

**Picture:** Sandra Ortega Mera



Source: <https://okdiario.com/look/actualidad/sandra-ortega-mujer-mas-rica-espana-regala-parque-como-homenaje-madre-coruna-1985789>

**Audio:**

<https://youtu.be/EjPagt6aMIg>

**Text:**

Sandra Ortega Mera is the older daughter of Amancio Ortega Gaona and his first wife, Rosalía Mera, founders of Inditex, best known as the company of global fashion empire Zara. Sandra was born in 1968, and she holds a degree in Psychology (University of Santiago de Compostela, Spain). She has a brother, Marcos, who was born with cerebral palsy in 1971. At present, she likes to live a private and ordinary life in the Galician town of La Coruña with her husband, Pablo Gómez and her three kids: Martiño, Antía and Uxía.

Sandra inherited her big fortune from her mother, Rosalía Mera, who was the co-founder of the Inditex Company who suddenly died in 2013. She is now the second-richest person in Spain after her father, and she is also one of the wealthiest people in the world. She holds roughly a 4.5% stake in Inditex, but she is not involved in the company. Sandra Ortega spends her entire time to work in the Fundación Paideia, a non-profit organisation founded by her mother to sponsor vocational training for people with mental and physical disabilities.

**References:** <https://www.forbes.com/profile/sandra-ortega-mera/?sh=2653aa9925d9>

**Picture: Marta Ortega Pérez**



Source:

<https://www.expansion.com/empresas/distribucion/2024/07/09/668d1994468ae b4a678b4572.html>

**Audio:**

<https://youtu.be/yO7K0-LtHqM>

**Text:**

Marta Ortega Pérez (born 1984) is the daughter of Amancio Ortega and Flora Pérez Marcote, Amancio's second wife. Marta Ortega studied at La Coruña and continued her baccalaureate education in Switzerland. She studied Business at the European business school of the University of London and graduated in 2007, with a specialty in international entrepreneurship. The same year, she began to work at Inditex, at the London Zara store in Chelsea, and then in other locations and departments in the business. She currently works with her father at the Inditex headquarters in Arteijo (Spain) for the women's product and design department, collaborating with Beatriz Padín. Marta Ortega has been on the board of directors of the Amancio Ortega Foundation and she was appointed chair of Inditex in December 2021 replacing Pablo Isla, who was chair and CEO of Inditex since 2011. In April 2022, Marta became president of the company. Marta Ortega has married two times and has three children: two sons and a daughter. She first married Sergio Álvarez Moya, with whom she had her oldest son Amancio (2013), and she is currently married to Carlos Torretta, a public relations employee at Inditex, with whom she has a daughter called Matilda, born in 2020, and Manuel, born in 2023.

## Tasks

1. Listen/read carefully to the audio/text.
2. Ask questions about someone's life.
3. Designing a family tree.
4. Create a technical card with basic information about someone.
5. Applying the A2 grammar topics included in this lesson.

## Exercises

### Exercise 1. Match each word with its description.

Sister-in-law

Stepfather

Family tree

Stepbrother

Descendant

Sibling

Ex-wife

Father-in-law

- a) the son of your stepmother or stepfather; not a biological brother.
- b) The father of your husband or wife; related by marriage.
- c) A former wife.
- d) A person who relates to a specific ancestor.
- e) A brother or sister; a person with the same parents as another person.
- f) A diagram showing the relationships between people in several generations of a family; a genealogical chart.
- g) The husband of your mother, but not biological father.
- h) The sister of your husband or wife; or wife of your brother.

### Exercise 2. Prepositions: At the end vs In the end.

#### Grammar explanation

##### “At the end”

Refers to a specific point in time or location.

Often used to indicate the conclusion of something physical or temporal.

It is usually followed by “of”. At the end of...

### “In the end”

Refers to the final outcome or result of a situation.

Often used to summarize or conclude a series of events or actions.

Can be replaced by “finally...”.

At/in the end of the movie, the hero saves the day.

At/In the end, everything worked out well.

The shop is at/in the end of the street.

We wanted to go to France but at/in the end we couldn't make it.

At/in the end of the day I was very tired.

The treasure was hidden at/in the end of the tunnel.

She was worried about the project, but at/in the end, it was a great success.

At/in the end of the semester, students have final exams.

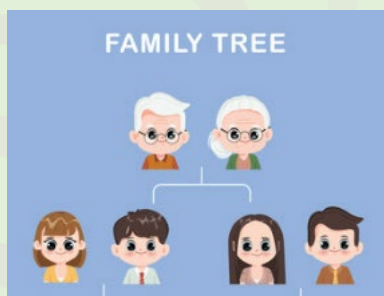
At/In the end, they decided to move to a new city.

Anyway, Marta and Sandra are stepsisters at/in the end.

### Exercise 3. According to the text/audio create Sandra Ortega's family tree

Sandra Ortega, Pablo Gómez, Marcos Ortega, Rosalía Mera, Amancio Ortega, Martiño Gómez, Antía Gómez, Uxía Gómez.

Picture: family tree



Source: [family tree template - Búsqueda Imágenes](https://binged.it/3Cip3dZ)

<https://binged.it/3Cip3dZ>

You can also do the same with members of your family!

## Exercise 4. Design a technical card with information about Marta Ortega Pérez and her family

**Name**

**Father's name**

**Mother's name**

**Age**

**Studies**

**Job**

**Residence**

**Citizenship**

**(Step) Brothers**

**(Step) Sisters**

**Marital Status**

**Times married**

**Sons**

**Daughters**

...

Picture: <https://bit.ly/4ay2Sgj>



You can also do the same with members of your family!

## What I have learned and what I know how to do

### I have learned...

To use conjunctions, clauses and connectors: However, although, because, so.

To ask questions in English and question forms.

To use the prepositions: On time vs In time, At the end vs In the end.

To use Defining relative clauses: who, which, that, where.

To use vocabulary about family and friends.

To understand an oral or written text about family matters.

To write a paragraph coherently.

### I know how to...

Write a paragraph with cohesion and coherence.

Design a family tree.

Create a technical card with basic information about someone.

## ANSWERS for the main Topic

### Exercise 1. Listening/reading comprehension

1b, 2a, 3c, 4b, 5c, 6a, 7c, 8a, 9a, 10c

### Exercise 2. Connectors

Gap 1: So

Gap 2: Because

Gap 3: Although

Gap 4: However

### Exercise 3. Defining relative clauses. who, which, that, where.

1. Where

2. Who

3. That

4. Which

5. Who

6. That

7. Where

8. Which

#### Exercise 4. Prepositions: 'On time' vs 'In time'

On

In

In

In

On

On

In

On

In

On

#### ANSWERS for the Subtopic

##### Exercise 1. Match each word with its description.

1h 2g 3f 4a 5d 6e 7c 8b

##### Exercise 2. Prepositions: At the end vs. In the end.

At

In

At

In

At

At

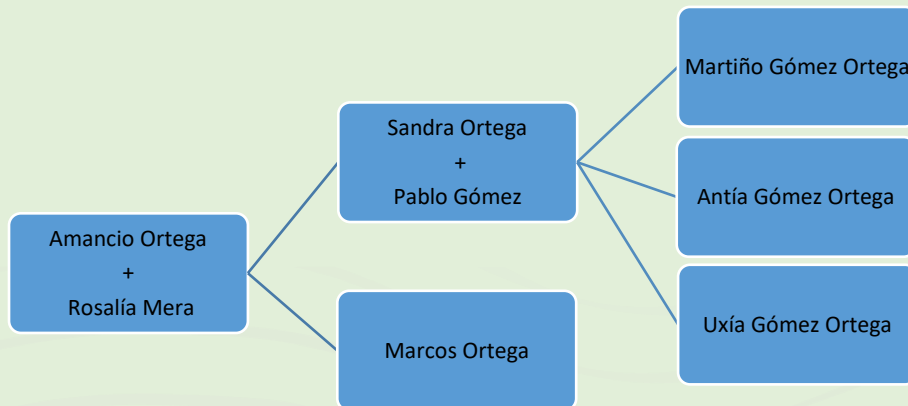
In

At

In

In

### Exercise 3. According to the text/audio create Sandra Ortega's family tree



### Exercise 4. Design a technical card with information about Marta Ortega Pérez and her family

**Name** Marta Ortega Pérez

**Father's name** Amancio Ortega

**Mother's name** Flora Pérez

**Age** 41

**Studies** Business. International Entrepreneurship

**Job** CEO Inditex

**Residence** La Coruña. Spain

**Citizenship** Spanish

**(Step) Brothers** 1

**(Step) Sisters** 1

**Marital Status** Married

**Times married** 2

**Sons** 2

**Daughters** 1

...



# Future Perspectives for Students in the EU





Co-funded by  
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A Welcome Kit to Europe – AWKE-

English Translation

LPA2

# Topic: Future Perspectives for Students in the EU

**COUNTRY:** Italy

**ORGANISATION:** Liceo delle Scienze Umane Albertina Sanvitale

Title: *What will I do when I grow up? Students abroad and the Erasmus Programme*

**Grammar:** Future Tenses (will future), take and need, superlatives

**Vocabulary:** stage, interview, students, university, school, training, candidate, course, attend, take part in, need (impersonal), group mobility, individual mobility, to travel, accommodation, campus

**Communication Skills:** talking about future choices using will future, discussing about them with other students, filling in an application for the Erasmus Programme.

**Introduction of the LP:** in this lesson we will be presenting the real experience of some Italian students who have decided to study abroad, in foreign universities or as part of the Erasmus project.

The lesson includes two texts (a presentation and an interview) and a series of activities including vocabulary related to school, university and the EU, grammar (will Future, need and take, superlatives) and communication (discussing about the choices for the future, filling an application).

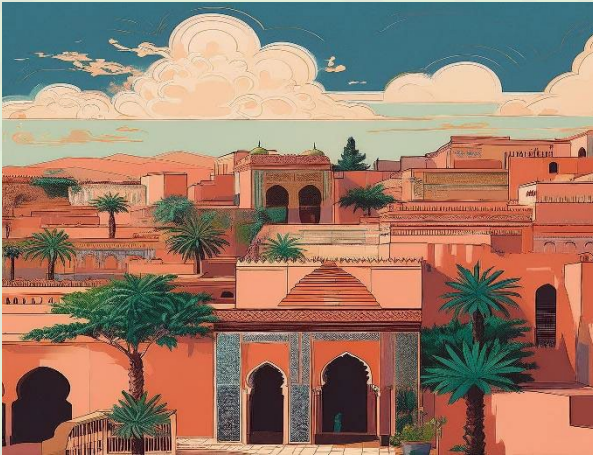
## Lesson Plan (Topic)

### Students travelling around the world: Salma



Salma studies in Melbourne in Australia. Italian teenagers like Salma want to be citizens of the world to improve their education, getting to know better lifestyles and students from all over the world. Some students are now leaving Italy, and some will leave in the future. If they want to do so, they need the support of their families. Like in Salma's case. It took a long time to decide, but Salma is now a very successful student, the best student in her class. Salma is from a small village in Morocco. When she

arrived in Italy, she was eight years old, and her parents decided to go to live in a small village near Parma. Salma studied at Albertina Sanvitale and she finished school in 2023. She applied at a university in Australia and is now a student at Monasch University in Melbourne. Her dream has come true!



Salma is now building her future, studying International Relations and Economics. She thinks she will work for an international organization. She speaks six languages (Arabic, French, English, Spanish, Turkish, Italian) and, even if it takes a long time, she thinks she will improve her languages skills by adding Chinese and Japanese.

She enjoys travelling, reading, writing, cooking, meeting people, and taking care of children. Since her family does not have the opportunity to support her, she is doing some extra jobs and working as an au pair. Next summer she hopes she will find a job at a café in Melbourne. Good luck, Salma! You are one of the most successful students Albertina Sanvitale has ever had.

### Tasks

Task 1 – Read the text and underline the key information.

Task 2 – Identify the following information by answering to the questions orally:

Who is Salma?

What is the name of the school she attended in Parma?

Where does she come from?

Where is she studying now?

How many languages does she speak?

What does she think she will do in the future?

What does she hope she will do next summer?

What kind of student is she?

Task 3 – Write a list of all the words related to education.



Task 4 – Identify the tenses used in the paragraph. Write a list of all the verbs related to the Present, the Past and the Future. Complete the box below.

**Present Tenses**      **Past Tenses**      **Future Tenses**

*Example: studies*

*Example: was*

*Example: will work*

Task 5 – Will Future – when do we use it? What do we want to express?  
Choose the right option.

We use will Future to talk about: a. intentions b. predictions

It is accompanied by time expressions like: a. ago, last b. next

Will Future does not change in the singular and plural forms a. yes b. no

and plural forms

Task 6 – Take and need – underline the verbs in the paragraph, then read the following information about the verbs.

### TAKE

You can use the verb take with different meanings, according to the word that follows.

**Take an exam:** To participate in an examination.

"Will you take the exam tomorrow?"

**Take an Italian course:** To enrol in and attend a course.

"She decided to take an Italian course to improve her skills".

**Take some Spanish lessons:** To receive instruction in Spanish.

"I want to take some Spanish lessons before travelling to Madrid".

**Take the bus/train/plane/taxi:** To use these means of transport.

"We will take the bus to get to the museum".

**Take a break:** To have a rest.

"You've been studying hard; take a break".

**Take a decision:** to decide.

"I need to take a decision on this problem."

**Take your time:** To do something without hurrying.

"Take your time to complete the test".

**Take a seat:** To be seated.

"Please, take a seat while you wait".

**Take time off:** To have a break from work or study.

"They are going to take time off next week".

## NEED

**Need** expresses necessity, or something missing.

**I need to do my laundry.** I have a necessity to do my laundry.

**Do you need anything?** Do you have a necessity for anything?

**He doesn't need a doctor.** He doesn't require a doctor.

**You needn't do it if you don't want to.** It's not necessary to do it if you don't want to.

**Need I come?** Is it necessary for me to come? Must I come?

Task 7 – the Superlative. Find examples in the paragraph and read the information below.

A superlative is a word that describes something that is the very best of its kind and can't be beaten by anything else. It is a form of comparison. We use superlatives all the time in everyday language, as a type of adjective that describes an extreme.

There are two ways to form a superlative:

by adding the suffix *-est* to an adjective (for example: *the tallest*) and by writing the word *most* before an adjective (for example: *the most amazing book*).

If a word has only one syllable, its superlative form will end *-est*. If it has three or more, the superlative will be formed using *most*. Words with two syllables will take one of the two.

### Exercise 1

Quiz – reading comprehension: Students travelling around the world. Salma.

Answer the questions by choosing the right option.

Where is Salma from? A. She's from Tunisia. B. She is from Morocco.

When did her family move to Italy? A. When she was 8. B. When she was 18.

Where is she studying now? A. In the USA B. In Australia

What does she think she will do in the future? A. She will be a doctor. B. She will work for an international organization.

What does she hope she will do next summer? A. She will teach Italian. B. She will work at a café.

## Exercise 2

The Will Future: grammar practice.

<https://wordwall.net/resource/84334483/will-future-reorder-the-sentences>

Re-order the sentences

Jane won't be famous one day

Paul will buy a car for his birthday

Will they eat the cake?

Sarah won't do her homework tonight

It will be fun if you come with us

## Exercise 3

The Superlative: grammar practice.

<https://wordwall.net/resource/84334644/superlatives-choose-the-right-option>

COMPLETE THE SENTENCES. CHOOSE THE RIGHT OPTION.

Peter is the best/better/best teacher in the school

Bob is the worst/worse/the bad student in the school

Salma is the fastest/the fast/faster student of all

English is the more exciting/the exciting/the most exciting subject I have ever studied

I got good/the best/goothest score on the Spanish test last week.

Exercise 4 – need and take. Grammar Practice.

Need - Match the beginnings and endings of the sentences.

- 1 I want to do art. ...**F**...
  - 2 We want to study.
  - 3 I want some new clothes.
  - 4 She wants to eat!
  - 5 They want to send some letters.
  - 6 I want a new toothbrush.
- A We need our schoolbooks.
  - B I need a supermarket.
  - C I need to go to the shopping centre.
  - D They need some stamps,

E She needs to buy food.

F I need some paints and paper.

**Take - complete the sentences below. Use the collocations (and phrasal verbs) in the box.**

Take

- a bath - to wash your body (also: a shower, a sauna)
- after - to look or act like someone (usually a family member)
- a moment - to use a short amount of time to do something
- a photo - to use a camera to take a photograph (also: picture)
- a test - to write answers to a test (also: an exam)
- a while - to use a long time to do something
- back - to return something
- forever - to take a very long time

I need to \_\_\_\_\_ a bath as soon as possible.

I want to \_\_\_\_\_ a photo of the garden.

It \_\_\_\_\_ a long time to get there.

I will \_\_\_\_\_ back the book.

She will \_\_\_\_\_ a bath tonight.

## Subtopic

### Italian students abroad: the Erasmus experience

Read the following passage.

Margherita studies in Hamburg; Theo has just left for Dublin. They are currently spending or will spend the next six months in Germany and Ireland as part of the Erasmus experience for university students.

A lot of Italian students want to improve their learning experience and be European citizens. They also want to have better opportunities in their professional field in the future. They need the support of their families to take such an important decision.

Margherita loves her hometown. But she needed to explore the world, to learn other languages, to experience new lifestyles. She now lives in Hamburg, and she is attending the Faculty of Engineering.



*Why did you choose Germany?*

Because I speak German at a B2 level and it didn't take long to improve it.

*What do you think about your university teachers and professors?*

They are nice, friendly, and very helpful.

*What about your life as a student at the University campus?*

I feel free and have the opportunity to meet students coming from other countries.

In Dublin Theo will study Economics at Trinity College. His host family is very friendly, and he loves the Campus.

*Why did you choose Dublin? How is your experience?*

I wanted to improve my English, starting from my B2 level. I come from a multilingual family, since my dad is Italian and my Mum comes from Belgium, so that learning languages for me has always been quite easy. This experience in Ireland is the most exciting in my life.

*What are the differences between the university in Italy and in Ireland?*

The university system is similar, but I have the chance to take a wider variety of subjects.

*Is it difficult to study in another language? What are the most difficult activities to do?*

English is not too difficult for me, it doesn't take long to understand difficult topics and to express myself in another language. I think that learning other languages will improve my learning skills.

## **Tasks**

Task 1 –

Read the text carefully. Identify the key ideas and discuss orally about the following topics:

What do you think about Margherita and Theo's experiences?

Do you think it will help them in the future?

Will you try to study abroad in the future?

Task 2 –

Read the text again and complete the sentences:

Margherita is studying in Hamburg

Theo's experience in Dublin

Margherita likes

Italian teenagers like

Theo thinks

- a. that English is not too difficult for him.
- b. because she speaks German at a B2 level.
- c. studying abroad to improve their learning experience.
- d. is the most exciting in his life.
- e. the university campus because she feels free.

Task 3 –

What are the advantages and disadvantages of studying abroad? Discuss about it with other students and use the prompts below.

Studying in a foreign language

To be far from one's family

To eat different food

To meet new friends

To study different subjects

To live at the university campus or with a host family

Task 4 –

Using the Internet, find information about the University in Hamburg, faculty of Engineering and the Trinity College in Dublin, Faculty of Economics.

What university do you think is the best? Discuss about it with another student.

<https://www.haw-hamburg.de/en/university/faculty-of-engineering-and-computer-science/>

<https://www.tcd.ie/Economics/>

## Exercises

Exercise 1 – after discussing orally the following topics in Task 1 (What do you think about Margherita and Theo's experience? Do you think it will help them in the future?

Will you try to study abroad in the future?), write a short paragraph about yourself (5 lines). Use the following prompts:

I think that Margherita and Theo's experience was .....  
because.....

I think this experience  
.....

My idea for the future is to  
.....

Exercise 2 - Learn more about the EU. Find the information online. Complete the exercise and answer the following questions:

How many are the EU member countries?

What colour is the symbol of the EU?

What is the EU motto?

Why did six European countries decide to be united after World War II?

What is the name of the organization that the six countries founded?

Can EU citizens travel freely in the EU?

Exercise 3 - Learn more about the Erasmus Programme for Students. Complete the exercise and choose the right words to complete the text.

The Erasmus programme is an \_\_\_\_\_ of the European Union that offers numerous advantages to students looking for international experiences.

One of the most significant advantages of studying \_\_\_\_\_ with Erasmus is the opportunity to learn about different cultures.

With student exchanges, Erasmus helps young people to \_\_\_\_\_ new horizons.

It \_\_\_\_\_ understanding new \_\_\_\_\_.

**ABROAD – INITIATIVE – HELPS – FIND – CULTURES**

Living in a \_\_\_\_\_ country makes it possible to learn about new traditions, languages, and ways of life. It's an opportunity to \_\_\_\_\_ of comfort zones.

Living in a foreign country helps personal \_\_\_\_\_

You learn to live in different situations. When students are abroad, they have an \_\_\_\_\_ experience, learn different languages, and immerse themselves in different \_\_\_\_\_.

**GET OUT – TRADITIONS – FOREIGN – EXCITING – GROWTH**

Write a list of the words that you inserted in the exercises. *For example: find, initiative, culture*

Exercise 4 - Learn more about the Erasmus Programme for Students. Find information by using the following link:

<https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/students/studying-abroad>

Now learn how to fill a form in English:

Now fill in the following forms (one about yourself and one about another student)

**NAME AND SURNAME:**

DATE OF BIRTH:

GENDER:

ADDRESS:

POSTCODE:

TELEPHONE NUMBER:

EMAIL:

NATIONALITY:

LANGUAGES SPOKEN:

### TOPIC

I can use...

Exercise 1: I can find detailed information in a text.

Exercise 2: I can identify the vocabulary regarding the topic.

Exercise 3: I can use the will future.

Exercise 4: I can use the Superlatives.

Exercise 5: I can use the verbs need and take.

### SUBTOPIC

Exercise 1: I can discuss and write about a topic (studying abroad in the Erasmus project)

Exercise 2: I can read and understand information about the Erasmus project and identify the key words

Exercise 3: I can find online information about how to apply for the Erasmus project and fill in a form.

### **ANSWERS for the main Topic**

Exercise 1

She's from Morocco

When she was 8 years old

In Australia

She will work for an international organization

She will work at a café

## Exercise 2

Jane won't be famous one day

Paul will buy a car for his birthday

Will they eat the cake?

Sarah won't do her homework tonight

It'll be fun if you come with us

## Exercise 3

Peter is the best teacher in the school

Bob is the worst student in our class

Salma is the fastest student of all

English is the most exciting subject I have ever studied

I got the best score on the Spanish test last week.

## Exercise 4

1F

2A

3C

4E

5D

6B

Take

Take

Takes

Take

take

## **ANSWERS for the Subtopic**

Exercise 1 -

Exercise 2 -

27

Blue and yellow flag

United in Diversity

Be united and work together in order to avoid conflicts

The EEC

They can freely travel using their identity card

Exercise 3 -

Initiative

Abroad

Find

Helps

Cultures

Foreign

Get out

Growth

Exciting

Traditions

Exercise 4 -

### Tasks

Task 2 –

Margherita is studying in Hamburg b

Theo's experience in Dublin d

Margherita likes e

Italian teenagers like c

Theo thinks a



# Introduce yourself





Co-funded by  
the European Union

A Welcome Kit to Europe – AWKE-

English Translation

LPA2

## Topic: Introduce yourself (at A2 level)

**COUNTRY:** Italy

**ORGANISATION:** I.C. Borsellino-Ajello

Title: Introduce yourself and converse using frequently used phrases

**Grammar:**

Simple Present vs present continuous.

**Vocabulary:**

Common greeting to start a conversation. [OBJ]

Share your name, birth year, and current city. [OBJ]

Mention your job, hobbies, and marital status.

**Communication Skills:**

Provide the learner with the necessary tools to introduce themselves and meet people at an A2 level of knowledge of the English language.

**Introduction of the LP:**

This lesson has as its theme the use of the present simple and the present continuous. The correct use and combination of these two verb forms is essential for basic communication.

Ex: Maria is not reading anything tonight, but she usually reads a lot of books.

## Lesson Plan (Topic) Recap

### Self-introduction text



I'm Giovanni. I am 10 years old. I'm from Italy. I live with my mom, dad, and my little brother, Giulio. We have a small apartment in a big city.

I go to Elementary School. My favorite subject is Maths because I love numbers. I also enjoy playing basketball during recess with my friends.

When I finish my homework, I like to read comics and play video games. I have a dog named Bob, and we have a lot of fun together.

My favorite color is red, and pasta is my favorite food. On weekends, I usually go to the movies with friends.

Nice to meet you!

Best regards,

Giovanni

### Maria's daily routine



Hi, my name is Maria and I'm nine years old. This is my day. In the morning, I usually wake up at half past six. I take a shower at seven o'clock. I get dressed at a quarter past seven. I have breakfast at half past seven. I eat toast, and I drink milk. At a quarter to eight I walk to school on foot. I have lunch at home and in the afternoon, I do my homework at half past two. I play at four o'clock, I watch TV and I play with my friends. In the evening, I have dinner at seven o'clock. I put on my pyjamas at half past nine and I read a book. I go to bed at ten.

## Tasks

Task 1 – Recap Simple Present.

Task 2 – Introduce yourself at A2 level.

Task 3 – Learn daily routine and use of simple presents.

Task 4 – Simple Present facts and habits.

## Exercises

### Exercise 1. Simple Present. Right or wrong

We sleep

You studies

She plays

We have lunch

They run

He cooks food

She plays

He does

He stand up

He does gymnastics

### Exercise 2. Simple Present

Choose the correct answer.

She \_\_\_\_\_ a bit Italian

Speaks

Speak

Spik

He \_\_\_\_\_ so, too.

Think

Think

Thinks

He \_\_\_\_\_ Italian at school.

Study

Studies

Stady

It really \_\_\_\_\_ me.

Helping

Help

Helps

They \_\_\_\_\_ their works.

Do

Does

Did

He \_\_\_\_\_ in Germany.

Don't live

Live

Lives

**Exercise 3. Complete the sentence, in the present simple, in such a way that the first part agrees with the second one**

I read

They listen to

She paints

We ride

You write

He runs

A book in the living room

A letter in the classroom

A picture in the garden

In the playground

Our bikes

The radio at night

#### Exercise 4. Write the correct verb in each number

My name (1)\_\_\_\_ Maria. I (2) \_\_\_\_ 13 years old, and I come from Mazara del Vallo. My school is the I. C. Borsellino Alejo, and I (3) \_\_\_\_ Math. My house is close to the school. I (4) \_\_\_\_ two brothers, but they (5) \_\_\_\_ much older than I am. I have never been abroad, but I (6) \_\_\_\_\_ to go to Europe someday.

like is are am hope have

#### Now choose the best name for the story

The market

Maria's story

The toy shop

## Subtopic Present continuous

### Text: How are you?

Gianni: Hi Mary, how are you?

Mary: Hi Gianni, I am grand. How are you, Gianni?

Gianni: I am fine, too. Thank you for asking.

Mary: How is your sister?

Gianni: My sister is doing fine. How is your father doing?

Mary: Everyone is doing great.

Gianni: What are you doing these days?

Mary: I am working at the local primary school.

Gianni: Very good!

Mary: Where are you working?

Gianni: I am not working. I am looking for a job.

Mary: I'll find you a good job soon.

Gianni: Thanks... I have to go. I will see you later.

Mary: Ok, it was good to see you. Bye.

Gianni: Bye.

## Where are you going?

Where are you going?

I'm going to the store.

Are you playing outside?

No, I am reading a book.

What are you doing, Dad?

I'm writing an email.

What are you doing, Mom?

I'm making cookies.

Show me how to make these cookies, please.

Is she studying for her exams?

No, she is reading a novel.

Are they playing basketball?

They are playing soccer.

## Carla and George



Carla: Hi, I'm Carla.

George: I'm George. Nice to meet you.

Carla: Me too. Are you enjoying the day?

George: Yes, I'm having a great time. I don't know many people, but everyone is very friendly. So, how do you know Bea?

Carla: I was in college with Bea. What about you?

George: Wow, so you've known her for a long time.

Carla: Ah, so that's why I haven't met you yet. You must be a teacher too then?

George: Yeah.

Carla: That's an amazing job. Where do you usually work?

George: Yeah, it is. I'm very lucky. At the moment, I teach in Rome, Italian. What about you? What do you do?

Carla: I'm a primary school teacher.


George: I'm sure you're keeping busy.

Carla: Definitely. It's a lot of fun, but summer break is needed.

George: I bet. So, what do you usually do in your free time?

Carla: I like to keep active, travel, and write children's books. What about you? Do you have any time for hobbies?

George: Yeah, I play tennis and love to travel too. I'm planning a trip to Sweden next month. Have you ever been?

Carla: Not yet, it's on my wish list. 

## Tasks

Task 1 – Recap. Present continuous.

Task 2 – Introduce yourself at A2 level.

Task 3 – present continuous trend.

## Exercises

**Exercise 1. Put the verb in brackets in the Present Continuous.**

**Remember that the "present continuous" is a compound tense:**

present tense of the verb be + base verb ending in -ING

- 1) He (write) his book.
- 2) They (play) rugby.
- 3) She (read) a newspaper.
- 4) You (prepare) your bag.
- 5) We (study) our lessons.
- 6) They (go) to the cinema.
- 7) He (come back) from work.
- 8) I (watch) football on tv.
- 9) Be quiet! The baby (sleep)
- 10) They are outside. They (wash) their car.

## Exercise 2. Present Continuous

\_\_\_\_\_ they going out for lunch?

Is

Are

am

I \_\_\_\_\_ my breakfast right now.

Eat

Eating

Am eating

\_\_\_\_\_ is dancing.

He

They

I

Is Elena \_\_\_\_\_ coffee?

Drink

Drinking

's drinking

I am \_\_\_\_\_ at my shop.

Close

Closeing

Closing

You are \_\_\_\_\_ now.

Siting

Sitting

Sit

Lara \_\_\_\_\_ playing tennis.

Isn't

Are not

'm not

\_\_\_\_\_ are watching television

You

He

It

My dad is \_\_\_\_\_ a cake.

Making

Cook

Makeing

The dog isn't \_\_\_\_\_ with her.

Playing

Plaing

playes

### **Exercise 3. What is he/she doing? Right or wrong**

What doing he?

We are swimming.

They are reading.

They are eating pasta.

It is eating.

What is he doing?

He is watching film.

They are eating a sandwich.

### **Exercise 4. IS or ARE?**

Mary \_\_\_ talking on her mobile phone.

Bob \_\_\_ listening to music.

John and Bill \_\_\_ playing football.

Robert \_\_\_ reading a book.

Mary and Sara \_\_\_ doing gymnastics.

Antonio \_\_\_ playing the guitar.

Federica \_\_\_ singing her favourite song.

## What I have learned and what I know how to do

I have reviewed the use of the simple present and the present continuous in order to form these two verb tenses.

### TO LEARN MORE

- I can identify simple presents.
- I can use the simple present correctly.
- I can identify the present continuous.

I can use the simple present continuous.

### ANSWERS for the main Topic

#### Exercise 1 Present simple

wrong  
Wrong  
Wrong  
Right  
Right  
Wrong  
Right  
Right  
Wrong  
Wrong

#### Exercise 2. Simple Present

Choose the correct answer.

1a, 2c, 3b, 4c, 5a, 6c

**Exercise 3. Complete the sentence, in the present simple, in such a way that the first part agrees with the second one**

1a, 2f, 3c, 4e, 5b, 6d

**Exercise 4. Write the correct verb in each number**

1. is
2. am
3. like
4. have

5. are
6. hope

**Now choose the best name for the story**

Maria's story

**ANSWERS for the Subtopic**

**Exercise 1. Put the verb in brackets in the Present Continuous.**

is writing

are playing

is reading

are preparing

are studying

are going

is coming back

am watching

is sleeping

are washing

**Exercise 2. Present Continuous**

1b, 2c, 3a, 4b, 5c, 6b, 7a, 8a, 9a, 10a

**Exercise 3. What is he/she doing?**

Wrong

Right

Wrong

Right

Wrong

Right

Wrong

Wrong

**Exercise 4. IS or ARE?**

1. is

2. is

3. are

4. is
5. are
6. is
7. is





# Green Skills





Co-funded by  
the European Union

A Welcome Kit to Europe – AWKE-

English Translation

LPA2

## Topic: Green Skills

**COUNTRY:** Cyprus

**ORGANISATION:** UCY

Title: Enhancing Green Skills for a Better Tomorrow

### Grammar:

To effectively communicate about green skills, it is important to use proper grammar. Some key grammatical structures that may be useful include:

Present Simple for facts (e.g., "Recycling helps reduce waste.")

Modal verbs for advice and necessity (e.g., "We should conserve energy.", "People must reduce plastic use.")

Passive voice to emphasize actions (e.g., "Solar panels are installed to generate clean energy.")

Comparatives and superlatives to compare environmental impacts (e.g., "Solar energy is more sustainable than fossil fuels.")

### Vocabulary:

Understanding key vocabulary related to green skills is crucial. Some important words and phrases include:

Renewable energy (e.g., solar power, wind energy, hydropower)

Recycling and waste management (e.g., biodegradable, composting, landfill)

Sustainability (e.g., eco-friendly, carbon footprint, conservation)

Climate change (e.g., greenhouse gases, global warming, emissions)

Eco-friendly practices (e.g., energy efficiency, water conservation, sustainable transport)

## Communication Skills:

Communication Skills Effective communication about green skills involves:

Discussing environmental issues and solutions clearly

Using persuasive language to encourage sustainable practices (e.g., "Switching to reusable bags helps reduce plastic waste.")

Asking and answering questions about sustainability (e.g., "How can we reduce energy consumption at home?")

Giving opinions and justifications (e.g., "I believe renewable energy is the best solution because it reduces carbon emissions.")

Expressing agreement and disagreement on environmental topics (e.g., "I agree that recycling is important, but we also need to reduce waste.")

## Introduction of the LP:

Green skills refer to the knowledge, abilities, values, and attitudes needed to develop and support a sustainable society. These skills help individuals contribute to environmental sustainability in their personal and professional lives. As the world moves towards greener economies, learning and applying green skills become essential for a sustainable future.

## Lesson Plan (Topic)



The following YouTube video titled "***GreenJobs: Skills for a Just Transition to a Green Future***" discusses the necessity of transitioning to a climate- and environmentally friendly economy that is also socially acceptable. This transition aims to prevent further environmental degradation and promote sustainability.

The video emphasizes the importance of acquiring green skills to support this shift towards a greener future.

Watch the following video (English):

[GreenJobs: Skills for a Just Transition to a Green Future](#)

## Tasks

### Task 1:

#### **Vocabulary Building**

Create a list of 10 new words related to green skills and sustainability (e.g., renewable energy, carbon footprint). Write a definition for each word and use it in a sentence.

### Task 2:

#### **Grammar Practice:**

Write five sentences about environmental sustainability using modal verbs (e.g., should, must, can).

### Task 3:

#### **Problem-Solving Task:**

Identify three common environmental issues (e.g., air pollution, deforestation, plastic waste). For each issue, suggest two possible green solutions and explain how they help create a more sustainable future.

### Task 4:

#### **Writing Task:**

Write a short paragraph (100–150 words) about how individuals can contribute to a greener future. Use comparatives and passive voice where possible.

Example: *Using solar energy is more sustainable than relying on fossil fuels*

## Exercises

### Exercise 1:

#### **Find the Match:** (*Vocabulary Matching*)

Match the green-related terms with their correct definitions: (*below you can find the correct matching*)

**Terms:**

Renewable Energy

Carbon Footprint

Composting

Sustainability

Biodegradable

**Definitions:**

The total amount of greenhouse gases produced by an individual or group.

A material that can break down naturally without harming the environment

A source of energy that is naturally replenished (e.g., solar, wind).

The process of recycling organic waste into nutrient-rich soil.

Using resources in a way that does not harm the environment for future generations.

Exercise 2:**Quiz: (Multiple Choice Questions)****1. Which of the following is NOT a renewable energy source?**

- a) Solar power
- b) Wind energy
- c) Coal
- d) Hydropower

**2. What does "reduce, reuse, recycle" encourage?**

- a) Using more plastic
- b) Wasting resources
- c) Managing waste responsibly
- d) Ignoring environmental problems

**3. Why is planting trees important for the environment?**

- a) Trees absorb carbon dioxide
- b) Trees produce more plastic
- c) Trees reduce electricity use
- d) Trees increase pollution

Exercise 3:**Complete the Sentence:** (*Grammar Practice – Modal Verbs & Passive Voice*)

Fill in the blanks with the correct word(s):

People \_\_\_\_\_ (should/must) reduce single-use plastic to protect the oceans.

Solar panels \_\_\_\_\_ (install) on rooftops to generate clean energy.

We \_\_\_\_\_ (can/can't) save water by turning off taps while brushing our teeth.

New eco-friendly policies \_\_\_\_\_ (introduce) by governments to reduce pollution.

Everyone \_\_\_\_\_ (should/must) take responsibility for protecting nature.

Exercise 4:**Sentence Reordering:** (*Communication Skills – Sentence Structure*)

Put the words in the correct order to form meaningful sentences:

**energy / solar / is / sustainable / a / source.**

**help / waste / can / recycling / reduce / pollution.**

**environment / should / protect / we / our.**

**important / trees / because / absorb / carbon dioxide / are / they.**

**is / reduce / plastic / way / to / one / pollution.**

## Subtopic: Reducing Waste for a Greener Future



### 1. Utilize Technology

Technology plays a crucial role in promoting sustainability. Innovations such as smart energy systems, water-saving devices, and eco-friendly manufacturing processes help reduce waste and carbon emissions. Mobile apps can track energy consumption, and AI-driven solutions optimize resource use.

**Example:** Using smart thermostats to reduce energy waste at home.

---

### 2. Try Composting

Composting is an effective way to manage organic waste by turning food scraps and yard waste into nutrient-rich soil. It reduces landfill waste, lowers methane emissions, and improves soil health.

#### How to Start:

Collect fruit and vegetable scraps, coffee grounds, and eggshells.

Avoid meat, dairy, and oily foods in your compost bin.

Turn the compost regularly to speed up decomposition.

---

### 3. Recycle And Reuse

Recycling reduces waste by processing used materials into new products. Reusing items minimizes the need for new resources, saving energy and reducing pollution.

**Examples:**

Recycling plastic bottles into new containers.

Reusing glass jars for storage instead of throwing them away.

Donating old clothes instead of discarding them.

---

**4. Adopt A Circular Economy Mindset**

A circular economy focuses on reducing waste by designing products that can be reused, repaired, or recycled. It moves away from the traditional "take-make-dispose" model and promotes sustainable production.

**Key Principles:**

Designing durable products that last longer.

Encouraging businesses to use recyclable materials.

Reducing unnecessary packaging and single-use plastics.

---

**5. Proper E-waste Disposal**

Electronic waste (e-waste) contains harmful chemicals that can pollute the environment if not disposed of correctly. Proper e-waste management involves recycling electronic devices or donating them for reuse.

**How to Dispose of E-waste:**

Drop off old electronics at designated recycling centers.

Sell or donate working devices instead of discarding them.

Check for manufacturer take-back programs.

---

**6. Support Local Initiatives**

Local environmental initiatives, such as tree-planting programs, beach clean-ups, and sustainable farmers' markets, help build greener communities.

Supporting these efforts contributes to long-term environmental and social benefits.

**Ways to Get Involved:**

Volunteer for local sustainability projects.

Buy from eco-friendly businesses and local markets.

Participate in community clean-up events.

---

## 7. Educate And Encourage Others

Raising awareness about sustainability encourages more people to take action. Teaching others about green skills, climate change, and responsible consumption creates a collective impact.

### How to Educate Others:

Share information on social media about eco-friendly practices.

Organize workshops or events on sustainability.

Lead by example by adopting a green lifestyle.

### Tasks

#### Task 1:

#### **Vocabulary Building:**

Create a list of 10 new words related to waste reduction (e.g., landfill, composting, upcycling). Write a definition for each word and use it in a sentence.

#### Task 2:

#### **Grammar Practice:**

Write five sentences about reducing waste using the passive voice (e.g., Plastic bottles are recycled to create new products).

#### Task 3:

#### **Communication Skills - Role Play:**

In pairs, act out a conversation where one person is an environmental activist giving tips on reducing waste, and the other is a shopper looking for eco-friendly alternatives.

#### Task 4:

#### **Writing Task:**

Write a short paragraph (100–150 words) about how people can reduce waste in their daily lives. Use modal verbs and comparatives where possible.

Example: We should use cloth bags instead of plastic bags because they are more sustainable.

## Exercises

### Exercise 1:

#### **Find the Match: (Vocabulary Matching)**

Match the waste-related terms with their correct definitions (*below you can find the correct matching*)

#### **Terms:**

Recycling

Composting

Upcycling

Landfill

Zero Waste

#### **Definitions:**

- a. A lifestyle that aims to eliminate waste production.
- b. A site where waste is buried under the ground.
- c. The process of converting waste into reusable materials.
- d. Reusing waste materials to create a product of higher quality.
- e. Breaking down organic waste to create nutrient-rich soil.

### Exercise 2:

#### **Quiz: (Multiple Choice Questions)**

**1. Which of the following materials takes the longest to decompose?**

- a) Paper
- b) Banana peel
- c) Plastic bag
- d) Cotton cloth

## 2. What is an example of upcycling?

- a) Throwing away old clothes
- b) Turning old jeans into a bag
- c) Burning plastic waste
- d) Burying food waste in landfills

## 3. What is the best way to reduce food waste?

- a) Planning meals and using leftovers
- b) Throwing expired food in the trash
- c) Buying more food than needed
- d) Leaving food on the plate after meals

### Exercise 3:

#### **Sentence Reordering: (Communication Skills – Sentence Structure)**

Put the words in the correct order to form meaningful sentences:

**reduce / important / is / waste / to.**

**recycled / glass / be / can / bottles.**

**helps / composting / food waste / reduce.**

**plastic bags / cloth bags / than / better / are.**

**should / single-use plastic / we / avoid.**

### Exercise 4:

#### **Complete the Sentence: (Grammar Practice)**

Fill in the blanks with the correct word(s):

Plastic waste \_\_\_\_\_ (should/must) be reduced to protect the environment.

Old newspapers \_\_\_\_\_ (recycle) to create new paper products.

Organic waste \_\_\_\_\_ (can/can't) be composted instead of being thrown away.  
Eco-friendly alternatives \_\_\_\_\_ (should/must) be used instead of plastic bags.  
More recycling bins \_\_\_\_\_ (place) in cities to encourage waste reduction.

## What I have learned and what I know how to do

Here's a self-assessment based on what you've learned and know how to do:

### Sustainability Concepts:

You have gained knowledge about **green skills** and **sustainability practices** within technology, business, and society.

You understand how **green technologies** and **eco-friendly practices** can be integrated into various industries.

### Document Creation & Structure:

You have worked on **documenting your knowledge and skills** related to sustainability, likely in a structured format (e.g., a **Green Skills Document**).

You know how to organize your thoughts and experiences into a clear, concise document that highlights your **competence in green technologies**.

### Eco-friendly Practices in Development:

You may have learned how to implement **sustainable practices** in your software development projects, such as optimizing performance to reduce energy consumption or using **environmentally conscious tools**.

### Personal Awareness of Sustainability:

You're likely aware of **sustainable practices** both in your professional life as a software developer and in broader contexts. You may now be thinking about how to incorporate **green technologies** in the products you develop or the way you work.

## TO LEARN MORE

### 1. Green Technologies and Sustainable Practices in Tech:

**Energy-efficient Algorithms:** Learn more about **algorithm optimization** to improve performance and reduce energy consumption, particularly in **cloud computing** and **AI-based systems**.

**Eco-friendly Development Tools:** Investigate tools, libraries, and frameworks that promote **sustainability**. For example, look into energy-efficient coding practices or using **low-carbon servers** for hosting.

**Green Hosting Solutions:** Understand how to choose **sustainable hosting providers** that focus on using renewable energy sources for their data centers.

## 2. Circular Economy & Sustainability in Development:

**Circular Design in Tech:** Learn about **product lifecycle management**, **recycling strategies**, and the **reuse of software components**. Explore how you can design tech products (including software) with their entire lifecycle in mind.

**Green Software Engineering:** Explore principles of **green software** design, focusing on energy efficiency, resource optimization, and minimizing environmental impact in software architecture and design.

## 3. Sustainability Certifications and Standards:

Look into certifications such as **ISO 14001 (Environmental Management)**, **LEED (Leadership in Energy and Environmental Design)** for sustainable buildings, or **Green IT** certifications.

Consider **accreditations** that focus on **sustainable development goals (SDGs)** and how software or tech companies contribute to these global goals.

## ANSWERS for the main Topic

### Exercise 1:

1c, 2a, 3d, 4e, 5b

### Exercise 2:

1c, 2c, 3a

### Exercise 3:

1 must, 2 are installed, 3 can, 4 are introduced, 5 should

**Exercise 4:**

Solar energy is a sustainable source.

Recycling can help reduce waste pollution.

We should protect our environment.

Trees are important because they absorb carbon dioxide.

One way to reduce plastic pollution is to recycle.

**ANSWERS for the Subtopic****Exercise 1:**

1c, 2e, 3d, 4b, 5a

**Exercise 2:**

1c, 2b, 3a

**Exercise 3:**

It is important to reduce waste.

Glass bottles can be recycled.

Composting helps reduce food waste.

Cloth bags are better than plastic bags.

We should avoid single-use plastic.

**Exercise 4:**

1 must, 2 are recycled, 3 can, 4 should, 5 are placed



# Free Time Activities





Co-funded by  
the European Union

A Welcome Kit to Europe – AWKE- A2 English Translation

COUNTRY: Greece

ORGANISATION: 2nd Gymnasium Of Nafpaktos

## LP-A2 Topic – Free Time Activities

Title: Exploring Free Time: Fun Activities for Everyone!

### Grammar:

**Present Continuous (for future arrangements):** use of the present continuous to talk about plans or activities arranged for the near future.

**Modal Verbs (can/can't, must/mustn't, should/shouldn't):** modal verbs to talk about abilities, permissions, and advice related to free time activities.

**Prepositions of Time (in, on, at):** prepositions used to talk about time in relation to specific free time activities.

**Gerunds (as subjects or after certain verbs):** gerunds to describe hobbies or activities.

**Vocabulary:** Vocabulary related to common free time activities, such as **sports** (football, basketball, swimming), **hobbies** (painting, playing an instrument, gardening), **games** (board games, video games, card games), and **outdoor activities** (hiking, cycling, picnicking).

Vocabulary for **locations** where free time activities take place, including park, beach, gym, library, cinema, and community center.

Vocabulary related to **time and scheduling**, such as days of the week (Monday, Saturday), time phrases (in the morning, in the evening, at the weekend), and frequency adverbs (often, sometimes, rarely).

Vocabulary for describing **how activities feel** or what they are like, including fun, relaxing, exciting, boring, and challenging.

**Communication Skills:** listening to peers, teachers, or audio materials  
discussing free time activities and responding appropriately, reading and understanding texts related to free time activities, making arrangements in the near future, expressing rules, permissions, and advice

## Topic

### Text/ Audio

#### [The Value of Free Time Activities in the Life of Teenagers](#)

Free time activities are very important for teenagers. They help them relax, have fun, and learn new skills. Many teenagers enjoy playing sports, like football or basketball. Some of them also like creative activities, such as painting or playing musical instruments. Doing these activities is not only fun but also good for their health and mind.

In their free time, teenagers can meet with friends. Spending time with friends is a great way to share ideas and experiences. For example, many teenagers are meeting their friends at the park this weekend to play sports or have a picnic. These activities help them feel happier and more connected.

It's also important to do activities that help teenagers stay active. They should spend time outdoors to get fresh air and exercise. They mustn't stay indoors all the time, watching TV or using their phones for hours. Sports and outdoor games are great ways to stay fit and have fun at the same time.

Some teenagers like reading books or listening to music in their free time. These activities help them relax after school. They can also learn new things by reading or listening to different types of music. For example, going to the library is a great way to discover new books.

Free time activities teach teenagers how to manage their time well. Planning activities for the weekend is a good way to organize their schedules. For example, they visit a museum on Saturday afternoon and play football on Sunday. By doing this, they learn how to balance schoolwork and fun activities.

In conclusion, free time activities are important for teenagers because they help them relax, stay active, and learn new things. They can do many activities that make them feel good, from sports to reading. Having hobbies is important for a healthy and happy life.

## Tasks

**1- Listen to the text 3 times**

**2 -Summarize the main points**

**3-Create a list of activities mentioned in the text**

## Exercises

**1- Multiple Choice (Reading and Listening Comprehension)**

**Listen to the audio text 3 times. Then, choose the correct answer for each of the following questions.**

What do free time activities help teenagers do?

- a) Only learn new skills
- b) Relax, have fun, and learn new skills
- c) Just relax after school

Which of the following is an example of a creative activity mentioned in the text?

- a) Swimming
- b) Playing musical instruments
- c) Riding a bike

Why is spending time with friends important?

- a) It helps teenagers share ideas and experiences
- b) It helps them study more
- c) It makes them feel bored

What are many teenagers doing this weekend?

- a) Meeting their friends at the library
- b) Playing sports or having a picnic at the park
- c) Watching TV indoors

What should teenagers do in their free time to stay healthy?

- a) Watch TV or play video games
- b) Spend time outdoors and play sports
- c) Stay indoors and relax

What must teenagers avoid doing for long hours?

- a) Playing sports
- b) Staying indoors, watching TV, or using their phones
- c) Reading books or listening to music

Why is it good for teenagers to plan their activities for the weekend?

- a) They can organize their schedules better
- b) It helps them spend more time indoors
- c) It makes them forget about schoolwork

What does the text say about hobbies?

- a) Having hobbies is important for a healthy and happy life
- b) Hobbies are not useful for teenagers
- c) Teenagers should only focus on studying, not hobbies

## **2: Looking for Synonyms**

<https://wordwall.net/resource/80201366>

**Find words related to free time activities in the word search puzzle and match them to the clues given.**

Activities - Actions or tasks that people engage in for enjoyment or purpose.

Relax - To become free from tension and anxiety; to unwind.

Skills - Abilities or expertise developed through practice and learning.

Connected - Being in touch with others; having relationships or bonds.

Outdoor - Relating to or located in the open air rather than indoors.

Manage - To organize or control something, such as time or resources.

Balance - The ability to give equal importance to different aspects of life, such as work and leisure.

Hobbies - Activities done regularly in one's free time for enjoyment.

Well-being - The state of being comfortable, healthy, or happy.

Discover - To find something new or learn about something for the first time.

### 3: Grammar Quiz: Can/Can't, Must/Mustn't, Should/Shouldn't

<https://forms.gle/3C1dhkYnh3dz3XMt6>

1. You \_ listen to music loudly at night because it might disturb the neighbors.

- a. can
- b. mustn't
- c. should
- d. can't

2. You \_ bring your own snacks to the movie theater; they sell food there.

- a. mustn't
- b. can
- c. should
- d. can't

3. If you want to stay healthy, you \_ eat a lot of fruits and vegetables.

- a. can't
- b. must
- c. shouldn't
- d. Should

4. You \_ swim in the pool without a lifeguard on duty.

- a. can
- b. shouldn't
- c. mustn't
- d. must

5. You \_ practice the piano every day to get better.

- a. should
- b. mustn't
- c. can't
- d. must

6. You \_ use your phone during class; the teacher allows it for research.

- a. can
- b. mustn't
- c. shouldn't
- d. can't

7. To avoid getting a sunburn, you \_ wear sunscreen when you go to the beach.
- shouldn't
  - must
  - can
  - mustn't
8. You \_ bring your homework to school every day.
- shouldn't
  - can
  - must
  - mustn't
9. You \_ play video games all night if you have school the next day.
- must
  - can
  - shouldn't
  - mustn't
10. You \_ visit your grandparents often; they love to see you.
- should
  - can't
  - mustn't
  - Can

## Subtopic

### Text/ Audio

#### [Planning a Day Trip to the Beach](#)

#### Dialogue:

Anna: Hi, Mark! Are you excited about our trip to the beach this weekend?

Mark: Yes! I can't wait. What time should we meet?

Anna: Let's meet at 10 a.m.

Mark: Sounds good! We can play volleyball and swim in the sea.

Anna: Great idea! Don't forget to bring sunscreen and hats. We need to protect ourselves from the sun.

Mark: Right! We should also have some snacks and drinks.

Anna: Yes, we can eat lunch there. What do you want to do in the afternoon?

Mark: I would love to take some pictures. The beach is so beautiful!

Anna: Me too! And we can stay until sunset. It will be amazing!

Mark: Perfect! I can't wait to have a fun day together!

## Tasks

**1-Listen to the dialogue 2 times**

**2 -Role-play the dialogue**

**3-Create a beach trip check list**

## Exercises

**1-Instructions: Listen to the dialogue and fill in the gaps with the correct words.**

<https://shorturl.at/FYeNb>

Dialogue:

Anna: Hi, Mark! Are you excited about our trip to the beach this weekend?

Mark: Yes! I can't wait. What time should we meet?

Anna:Let's meet \_\_\_\_\_ (1) 10 a.m.

Mark: Sounds good! We can \_\_\_\_\_ (2) volleyball and \_\_\_\_\_ (3) in the sea.

Anna: Great idea! Don't forget to \_\_\_\_\_ (4) sunscreen and hats. We need to protect ourselves from the sun.

Mark: Right! We should also \_\_\_\_\_ (5) some snacks and drinks.

Anna: Yes, we can eat \_\_\_\_\_ (6) lunch there. What do you want to do \_\_\_\_\_ (7) the afternoon?

Mark: I would love to \_\_\_\_\_ (8) some pictures. The beach is so beautiful!

Anna: Me too! And we can \_\_\_\_\_ (9) until sunset. It will be amazing!

Mark: Perfect! I can't wait to \_\_\_\_\_ (10) a fun day together!

**2- Quiz: Prepositions of Time (in, on, at)**

### PREPOSITIONS OF TIME QUIZ

Question 1: Which preposition is used for specific days?

- a) in
- b) on
- c) at

Question 2: Choose the correct preposition: "I was born \_\_\_\_\_ July."

- a) in
- b) on
- c) at

Question 3: Which preposition is used for times of the day?

- a) in
- b) on
- c) at

Question 4: Choose the correct preposition: "We have a meeting \_\_\_\_\_ Monday."

- a) in
- b) on
- c) at

Question 5: Fill in the blank: "The concert starts \_\_\_\_\_ 7 PM."

- a) in
- b) on
- c) at

Question 6: Which preposition is used for months?

- a) in
- b) on
- c) at

Question 7: Choose the correct preposition: "We go skiing \_\_\_\_\_ winter."

- a) in
- b) on
- c) at

Question 8: Fill in the blank: "I like to relax \_\_\_\_\_ the weekends."

- a) in
- b) on
- c) at

Question 9: Choose the correct preposition: "She arrives \_\_\_\_\_ noon."

- a) in
- b) on
- c) at

Question 10: Which preposition is used for seasons?

- a) in
- b) on
- c) at

Question 11: Fill in the blank: "We have a family dinner \_\_\_\_\_ Thanksgiving."

- a) in
- b) on
- c) at

Question 12: Choose the correct preposition: "The shop closes \_\_\_\_\_ 5 PM."

- a) in
- b) on
- c) at

Question 13: Which preposition is used for a specific date?

- a) in
- b) on
- c) at

Question 14: Fill in the blank: "My birthday is \_\_\_\_\_ June."

- a) in
- b) on
- c) at

Question 15: Choose the correct preposition: "Let's meet \_\_\_\_\_ 3 PM."

- a) in
- b) on
- c) at

### 3- Unjumble the Gerund Sentences

**Rearrange the jumbled words to form correct sentences. Identify the gerunds in each sentence and explain their function (as subjects or after certain verbs).**

<https://wordwall.net/resource/80204799>

I love swimming in the ocean.

My sister enjoys reading books.

Studying is important for students.

I enjoy cooking on weekends.

Running is my favorite exercising activity.

Jane is interested in painting.

I hate doing homework on Fridays.

The teacher likes students to take writing classes.

Going shopping is her favorite activity.

My friends enjoy playing video games.

### What I have learned and what I know how to do

#### General Knowledge Quiz

#### Exercise 1: Correct the Mistakes

**Read the sentences below and correct the mistakes related to modal verbs (can, can't, must, mustn't, should, shouldn't).**

Teenagers can't spend all their time outdoors; they must study for school.

You should eat a lot of fruit and vegetables if you want to stay healthy.

They mustn't forget to bring sunscreen when they go to the beach; it is important for skin protection.

You can watch TV for hours if you finish your homework first.

Students can bring their phones to class, but they mustn't use them during the lesson.

### Exercise 2: Fill in the Gaps with Present Continuous or Gerunds

Fill in the gaps with the correct form of the verb in parentheses, using either the present continuous or gerunds.

Many teenagers \_\_\_\_\_ (enjoy) playing sports during their free time.

This weekend, they \_\_\_\_\_ (plan) a picnic at the park with friends.

She loves \_\_\_\_\_ (read) books to relax after school.

Right now, they \_\_\_\_\_ (practice) for a volleyball game.

\_\_\_\_\_ (spend) time outdoors is important for staying healthy.

He is \_\_\_\_\_ (listen) to music while studying for his exams.

They are \_\_\_\_\_ (organize) a group outing to the beach this Saturday.

I can't stand \_\_\_\_\_ (watch) TV all day; I prefer being active.

I can summarize keypoints from a given text.

I can list the free time activities mentioned, including sports, painting, playing instruments, reading, and spending time outdoors.

Use modal verbs (can/can't, must/mustn't, should/shouldn't)

Understand the importance of free time:

Improve time management

Grammar practice with prepositions of time

Unjumble sentences and identify gerunds

To LEARN more

Expand the vocabulary by crossing out words that do not belong to the same Semantic Field

### ANSWERS

#### 1: Multiple Choice (Reading and Listening Comprehension)

Answer Key (for teacher use):

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

#### 2: Looking for Synonyms

**Activities** - Actions or tasks that people engage in for enjoyment or purpose.

**Relax** - To become free from tension and anxiety; to unwind.

**Skills** - Abilities or expertise developed through practice and learning.

**Connected** - Being in touch with others; having relationships or bonds.

**Outdoor** - Relating to or located in the open air rather than indoors.

**Manage** - To organize or control something, such as time or resources.

**Balance** - The ability to give equal importance to different aspects of life, such as work and leisure.

**Hobbies** - Activities done regularly in one's free time for enjoyment.

**Well-being** - The state of being comfortable, healthy, or happy.

**Discover** - To find something new or learn about something for the first time.

### 3: Grammar Quiz: Can/Can't, Must/Mustn't, Should/Shouldn't

#### Answer Key

b

d

d

c

a

a

b

c

c

a

#### SUBTOPIC

### 1: Fill in the Gaps: Planning a Day Trip to the Beach

#### Answer Key:

at

play

swim

bring

have

at

in

take

stay

have

## 2: Kahoot Quiz: Prepositions of Time (in, on, at)

### Answers:

b) on

a) in

c) at

b) on

c) at

a) in

a) in

b) on

c) at

a) in

b) on

c) at

b) on

a) in

c) at

## 3: Unjumble the Gerund Sentences

### Answers:

I love swimming in the ocean.

My sister enjoys reading books.

Studying is important for students.

I enjoy cooking on weekends.

Running is my favorite exercising activity.

Jane is interested in painting.

I hate doing homework on Fridays.

The teacher likes students to take writing classes.

Going shopping is her favorite activity.

My friends enjoy playing video games.



# Exploring Cultural Diversity





Co-funded by  
the European Union

A Welcome Kit to Europe – AWKE- English Translation

LPA2

## Topic: Exploring Cultural Diversity

**COUNTRY:** Greece

**ORGANISATION:** Fthia in Action

Title: Exploring Cultural Diversity

**Grammar:**

**Present and Past Simple Passive:** be + past participle

**Reported Speech:** Indirect speech

**Auxiliary Verbs:** So, neither – so am I, neither do I, etc.

**Vocabulary:**

Custom, tradition, diversity, inclusion, community, cuisine, heritage, culture, beliefs, celebrations, languages, clothing, festivals, rituals, nationality, values, art, music, dance, religion, tolerance, food, symbols, stories, festive, belonging, expressions, practices, tolerance, appreciation, folklore, gathering, symbolism, multiculturalism, dialogue, perspective, identity, unity, cultural heritage. pass down

**Communication Skills:**

Describing cultural practices

Sharing personal experiences about traditions

Expressing agreement and disagreement

**Introduction of the LP:** This lesson integrates grammar practice with topic-related vocabulary, focusing on describing and discussing cultural diversity through passive voice, reported speech, and auxiliary verbs. Students will gain both grammatical accuracy and expanded vocabulary for real-life communication.

## Lesson Plan (Topic)



Cultural diversity is the presence of different cultures, traditions, and ways of life within a community or society. It includes the variety of customs, beliefs, languages, and practices that make each group unique. Cultural diversity is important because it allows people to learn from one another and understand different perspectives. In a diverse society, we can experience a wide range of food, music, clothing, celebrations, and art, all of which help us appreciate the richness of human life.

In Europe, cultural diversity is an essential part of the values that bring people together. European countries celebrate their differences through festivals, traditions, and shared experiences. People from various cultural backgrounds coexist in cities, towns, and villages, contributing to a multicultural environment where everyone can express their identity freely. Respect for diversity promotes inclusion, tolerance, and understanding, which are central to European values.

Cultural diversity not only enriches our personal lives but also strengthens communities. By embracing different cultures, we can foster unity and create a society where everyone's heritage and traditions are respected. Whether it's the art we admire, the food we eat, the languages we speak, or the religious practices we follow, cultural diversity helps create a more connected and harmonious world. It is through these differences that we learn to celebrate our shared humanity.

### Tasks

#### Task 1- Vocabulary Reflection Activity

##### Instructions:

Read the introduction about cultural diversity(Above). Then, choose 5 vocabulary words from the list and reflect on their meaning in the context of your own culture. Write a short paragraph explaining how these words relate to

traditions, values, or practices in your culture. Share your ideas with a partner or in small groups of 3.

**Vocabulary List:** customs, traditions, diversity, inclusion, community, cuisine, heritage, beliefs, rituals, nationality, values, religion.

**Example:**

**Cuisine:** In my culture, food plays a central role in celebrations. We often prepare traditional dishes during festivals, and food is shared with family and friends to honor special occasions.

**Customs:** One of the customs in my culture is greeting people with a handshake or a hug, which shows respect and kindness.

**Discussion:** After completing the activity, share your reflections with the group. How are these cultural elements celebrated in your country? Do they connect to the values of diversity, inclusion, or community? Use the auxiliary verbs **so and neither** to respond to your partner's statements and connect your own experiences.

**Example:**

Partner: "In my culture, food is shared with family during festivals."

You: "So is food shared in my culture! We also prepare special dishes for our relatives."

Partner: "My culture celebrates diversity and encourages respect for all beliefs."

You: "So does mine. We value inclusivity and celebrate different religious traditions."

## Task 2 – Read for Comprehension

**Instructions:**

Read the text below. After reading the text, identify the sentences with **passive voice** and underline **vocabulary words that describe cultural diversity**, such as "multicultural," and "dialogue."



**Text:**

Europe is home to a rich variety of cultures, languages, and traditions. Over the centuries, different groups of people have contributed to the continent's diverse heritage. Multicultural societies are common in many European cities, where people from different nationalities and backgrounds live and work together. In these societies, customs and traditions from various cultures are respected and celebrated.

Cultural diversity is recognized as one of Europe's greatest strengths. It is believed that multiculturalism fosters a sense of inclusion and unity, allowing individuals from different cultural backgrounds to share their experiences and learn from one another. This exchange of ideas and practices is supported by many initiatives aimed at promoting inter-cultural dialogue. Through discussions and events, people from different cultures can better understand each other's beliefs, values, and customs.

In European countries, cultural festivals are often organized to celebrate the traditions of various communities. These festivals bring people together to enjoy music, food, art, and dance from different cultures. By participating in these events, people learn to appreciate the diversity that exists in their societies.

The importance of inter-cultural dialogue is also reflected in European policies, which encourage cooperation between different cultural groups. This dialogue helps break down stereotypes and build stronger, more cohesive communities.

Printable version: [Canva Link](#)

### **Task 3 – Group Work – Exploring Cultural Traditions**

#### **Instructions:**

In groups of 2-3, choose one cultural tradition that you celebrate. Create a mini-presentation (to a carton or A4 or Canva Whiteboard) that describes the tradition in an interesting way.

Your task is to:

Write three sentences using the passive voice to describe the tradition.

Include at least three vocabulary words related to cultural diversity (e.g., heritage, inclusion, customs, traditions, dialogue).

Be creative and add any interesting details, such as how this tradition is celebrated in different countries.

#### **Example:**

The Tziknopempti festival is celebrated every year on the Thursday before Clean Monday in Greece. Traditional dishes, such as grilled meat, are grilled in the streets by families to share with friends and neighbors.

Digital tool: [Canva Whiteboard](#), students can use the canva whiteboard to put elements related to their cultural tradition, and write their sentences.

### **Task 4 –Reported Speech Practice**

#### **Instructions:**

Pair up and discuss a festival from your culture.

Report what your partner shared using reported speech.

**Example:**

Student A: "In Greece, Easter is celebrated with special bread and lamb."

Student B (reporting): "My partner said that Easter is celebrated with special bread and lamb in Greece."

**Exercises****Exercise 1- Passive to Active Voice Conversion with AI**

Instructions:

Write two sentences on a cultural event (e.g., Christmas) using both passive and active voice.

-Write the first sentence in passive voice.

-Write the second sentence in active voice.

After writing both versions, use the Passive to Active Voice Converter AI to convert the passive sentence into active voice.

Compare the AI-generated active sentence with your own active voice version. Analyze how the AI's structure differs from your own and see if there are any improvements or changes you would like to apply to your sentences.

Finally, rewrite both sentences (passive and active) if needed, using any insights you've gained from the AI conversion.

**Example:**

**Step 1:** Write a sentence in **Passive Voice** and another in **Active Voice**.

**Passive:** "Christmas trees are decorated with ornaments during the holiday season."

**Active:** "Families decorate Christmas trees with ornaments during the holiday season."

**Step 2:** Use the **Passive to Active Voice Converter AI** to convert your passive sentence.

**AI Output:** "People decorate Christmas trees with ornaments during the holiday season."

**Step 3:** Compare the AI's output with your own active voice sentence.

**Your Active Sentence:** "Families decorate Christmas trees with ornaments during the holiday season."

**AI Active Sentence:** "People decorate Christmas trees with ornaments during the holiday season."

**Step 4:** Rewrite your sentence based on your comparison.

### Rewritten Sentences:

Passive: "Christmas trees are decorated with ornaments during the holiday season."

Active: "Families decorate Christmas trees with ornaments during the holiday season."

Link to [writerbuddy AI](#)

### Exercise 2- Canva Infographic

#### Instructions:

Create an infographic about Christmas (or any cultural event of your choice) using passive voice and including **at least five vocabulary words** from the list below. You can use Canva to design your infographic.

Your infographic should include the following elements:

**Title:** Give your infographic a title that reflects the cultural event.

**Passive Voice:** Use passive voice in **at least three sentences** to describe actions associated with the event.

**Vocabulary:** Use at least five vocabulary words from the list provided below.

**Imagery and Design:** Include relevant images or icons to make your infographic visually engaging.

#### Vocabulary List:

Decorated

Exchanged

Celebrated

Prepared

Shared

Given

Enjoyed

Cooked

Wrapped

Organized

Displayed

Gathered

Tradition

Festival

Lights

Link to [Canva](#).

### Exercise 3 - Grammar and Vocabulary Gap-Fill

**Instructions:** Complete the sentences with the correct passive verb form and vocabulary word.

Sentences:

Special meals \_\_\_\_\_ (prepare) for significant holidays and celebrations.

Cultural \_\_\_\_\_ (heritage) \_\_\_\_\_ (preserve) through storytelling and festivals.

Many different \_\_\_\_\_ (cuisines) \_\_\_\_\_ (serve) during international events to showcase diverse cultures.

Local \_\_\_\_\_ (customs) \_\_\_\_\_ (pass down) through generations.

\_\_\_\_\_ (beliefs) about respect and kindness \_\_\_\_\_ (teach) in many cultures through festivals and family gatherings.

Artworks created by ancient civilizations \_\_\_\_\_ (display) in museums around the world.

Cultural \_\_\_\_\_ (rituals) \_\_\_\_\_ (perform) to mark important milestones in life.

The values of unity and inclusion \_\_\_\_\_ (highlight) in community activities during national holidays.

The significance of \_\_\_\_\_ (values) related to respect for nature \_\_\_\_\_ (celebrate) during various cultural observances.

\_\_\_\_\_ (rituals) \_\_\_\_\_ (observe) in many cultures to mark the beginning of a new year.

### Exercise 4 -Auxiliary Verbs – Agreeing and Disagreeing

**Instructions:**

Divide students into pairs or small groups of 3-4.

Present a list of statements (see below) related to cultural traditions. Students will take turns reading statements aloud.

For each statement, the other student(s) must agree or disagree using the appropriate auxiliary verb ("so" or "neither"), based on the statement.

After responding with "so" or "neither," students must add their own personal experience or observation related to the statement. For example, if agreeing, they might say, "So do I. In my culture, music is an important part of weddings."

Interactive Statements for the Exercise:

**"Festivals bring communities together."**

Response Options:

"So do traditions."

"Neither do customs."

*(Students then explain why they agree or disagree using examples from their own culture.)*

**"Music plays a major role in cultural events."**

Response Options:

"So does dance."

"Neither does food."

*(Students can elaborate on how music or dance is part of cultural celebrations in their country.)*

**"Traditional rituals are followed in many cultures."**

Response Options:

"So are customs."

"Neither are modern practices."

*(Students can share an example of a ritual or tradition from their own culture.)*

**"Food is shared with family during special occasions."**

Response Options:

"So is it in my culture!"

"Neither is it in my country."

*(Students can discuss food traditions in their culture or family.)*

**"Cultural diversity is celebrated in many festivals."**

Response Options:

"So is inclusion."

"Neither is it in all countries."

*\*(Students can mention festivals they know or celebrate that promote cultural diversity.)*

**"Art and music are valued in cultural expressions."**

Response Options:

"So is dance."

"Neither are sports."

*(Students can talk about how art, music, or dance is part of their cultural identity.)*

**"Cultural identity is celebrated through festivals and traditions."**

Response Options:

"So is heritage."

"Neither is modernity."

*(Students can share how their culture celebrates or preserves cultural identity.)*

## Subtopic Europe and Culture



### [Cultural Deal for Europe](#)

Watch this video from the European Cultural Foundation, highlighting the vital role of European culture in shaping the continent's identity and unity. Rich in diversity, European culture encompasses a broad spectrum of languages, traditions, and artistic expressions that have evolved over centuries. This heritage is key to understanding Europe's past and defining its future.

European culture fosters unity, transcending differences in languages, philosophies, and traditions. It upholds shared values like democracy, human rights, and the rule of law, which underpin the European Union itself. The arts, from visual arts to music and literature, are central to this culture, with Europe having birthed many influential artists and thinkers whose impact continues globally.

Moreover, Europe's intellectual heritage in philosophy, science, and education shapes modern thought and drives global innovation. This culture also encourages respect for diversity and inclusion, strengthening social cohesion and promoting dialogue among people from different backgrounds.

## Tasks

### Task 1 – Cultural Traditions in Reported Speech

#### Instructions:

Choose a cultural tradition from your country (or religion or a country you're familiar with).

In pairs, describe this tradition to your partner. Use simple sentences.

After your conversation, write down three sentences using reported speech to summarize what your partner shared to the class.

#### Example:

Student A: "In Greece, we celebrate Easter with a lamb roast and red-dyed eggs."

Student B: "My partner said that in Greece, they celebrate Easter with a lamb roast and red-dyed eggs."

### Task 2 – Create a Song About Your Favorite Traditional Food Using AI

#### Instructions:

Choose a traditional food from your culture or any culture you like.

Think about what makes this food special. You can talk about its taste, how it is made, when it is eaten, and why you like it.

Use AI ([Chatgpt](#)) to help you create a short song about your favorite food. The song should include auxiliary verbs like "so", "neither", and "either".

Sing the song in the class.

#### Example:

Traditional Food: Pizza (Italy)

"Pizza is cheesy, so is my favorite dish!"

"I love it with mushrooms, neither do I like it without!"

"Either it's topped with veggies or pepperoni, pizza's a hit!"

### Task 3 – Reported Speech and European Proverbs

#### Instructions:

Choose a proverb from European culture. (See the list below)

Work in pairs to discuss its meaning and compare it to a similar sayings from your own culture.

Reported Speech Practice: Report what your partner shared about the meaning and relevance of the proverb.

**Example:**

Partner: "In Germany, there's a proverb that says, 'Practice makes perfect.'"

Reported: "My partner said that in Germany, the proverb 'Practice makes perfect' is common."

List: Proverb list printable or digital format: [Link](#)

Country	Proverb	Meaning
Germany	<i>"Übung macht den Meister"</i> (Practice makes perfect.)	Success comes with consistent effort and practice.
Spain	<i>"A quien madruga, Dios le ayuda"</i> (God helps those who rise early.)	People who start their work early have an advantage.
France	<i>"Qui ne risque rien n'a rien"</i> (Nothing ventured, nothing gained.)	You have to take risks to achieve something worthwhile.
Italy	<i>"Chi va piano, va sano e va lontano"</i> (Slow and steady wins the race.)	Patience and consistency lead to long-term success.
Greece	<i>"Μάθε τέχνη κι άστηνε"</i> (Learn a skill and leave it.)	It's valuable to have a skill or knowledge that can help you in the future.
Cyprus	<i>"Ο σκοπός αγιάζει τα μέσα"</i> (The end justifies the means.)	The outcome is more important than the methods used.
Portugal	<i>"Água mole em pedra dura, tanto bate até que fura"</i> (Constant dripping wears away the stone.)	Perseverance overcomes all obstacles.
Turkey	<i>"Damlaya damlaya göl olur"</i> (Drop by drop, a lake is formed.)	Small efforts accumulate into something big.

**Task 4- Create Your Own Festival! (Writing Exercise)****Instructions:**

Imagine a New Festival: Think of a unique festival or cultural tradition that you would like to create. What is it about? What will people do? Why is it important?

Write a Description: Write a short paragraph (4-5 sentences) describing your festival.

Be sure to include:

- The name of the festival.
- What people do during the festival (activities, food, music, etc.).
- The purpose or meaning of the festival.

Use Reported Speech: After writing your description, exchange your ideas with a classmate. They will write down what you said about your festival using reported speech.

**Example:**

"Student A described their festival as being about helping others, where people donate food."

Share Your Ideas: Once everyone has completed their writing, you can share some of the most creative or unique festivals with the class!

Example Writing:

"My festival is called the 'Green Day Festival.' It is celebrated to promote sustainability and take care of nature. During this festival, people plant trees and clean up parks. There are also workshops on recycling and making eco-friendly products. The festival's purpose is to teach everyone the importance of protecting the environment."

**Exercises****Exercise 1 - Transforming Direct to Reported Speech with Cultural Statements****Instructions:**

Transform the direct quotes below into reported speech.

**Sentences:**

"We celebrate the harvest festival every autumn."

"In Italy, Carnival is a colorful and joyful event."

"Music and dance are integral to our heritage."

"On Christmas Eve, we have a big family dinner."

"During Midsummer, we light bonfires to celebrate."

"The festival of lights, Diwali, is celebrated in India with fireworks and sweets."

"In Spain, La Tomatina is celebrated by throwing tomatoes."

"In Greece, we have a special Easter bread called 'tsoureki'."

"We enjoy outdoor picnics during the summer solstice."

**Exercise 2 - Cultural Dialogue Completion with Auxiliary Verbs****Instructions:**

Complete the dialogue using "so," "neither," or "either" appropriately.

Link to [digital form](#), for the digital option.

**Dialogue:**

Person A: "I enjoy attending music festivals every summer."

Person B: "\_\_\_\_\_ do I."

Person A: "We celebrate Thanksgiving with a big family dinner."

Person B: " \_\_\_\_ do we."

Person A: "I don't like traditional dances."

Person B: " \_\_\_\_ do I."

Person A: "In our country, we celebrate the New Year with fireworks."

Person B: " \_\_\_\_ do we."

Person A: "I've been to several food festivals."

Person B: " \_\_\_\_ have I."

Person A: "We don't have any cultural festivals in my town."

Person B: " \_\_\_\_ do we."

Person A: "I love traditional music performances."

Person B: " \_\_\_\_ do I."

Person A: "We don't celebrate Easter the same way as in other countries."

Person B: " \_\_\_\_ do we."

Person A: "I think food plays an important role in our cultural celebrations."

Person B: " \_\_\_\_ do I."

Person A: "I have never attended a film festival."

Person B: " \_\_\_\_ have I."

### **Exercise 3 - Vocabulary and Passive Voice with European Culture**

#### **Instructions:**

Fill in the blanks using cultural vocabulary and passive verb forms.

Folk music \_\_\_\_\_ (play) at most festivals across Europe.

Important cultural traditions \_\_\_\_\_ (preserve) through family celebrations.

Ancient monuments \_\_\_\_\_ (protect) by national heritage organizations.

Local recipes \_\_\_\_\_ (share) among family members for generations.

Traditional festivals \_\_\_\_\_ (celebrate) in Spain during the summer months.

The famous Christmas market \_\_\_\_\_ (hold) in Germany every year.

National languages \_\_\_\_\_ (use) in schools and government offices across Europe.

Cultural customs \_\_\_\_\_ (recognize) by UNESCO as important aspects of human heritage.

Folk tales \_\_\_\_\_ (tell) to children during the winter season in many Eastern European countries.

Local folklore \_\_\_\_\_ (perform) in open-air theaters during summer festivals.

#### **Exercise 4 - Cultural Story with ChatGPT**

##### **Instructions:**

Use [ChatGPT](#) to help you create a short story about your favourite event or traditions, making sure to use some passive voice in your sentences. Students can also create an image using their story by using [AI Image generator](#).

The story should be 100-150 words long.

Students should share the story by reading it.

##### **Example:**

In my town, there is a special festival called "The Harvest Celebration". It happens every year in the autumn. The festival marks the end of the harvest season. The streets are decorated with flowers and fruits. A big parade is held, and everyone watches it.

During the festival, local songs are sung, and dances are performed by the people in traditional clothes. The smell of fresh bread and local food is in the air. Everyone enjoys these foods. At night, a big fire is lit. The fire is said to bring good luck and happiness. The festival is loved by many people.

#### **What I have learned and what I know how to do**

I can use the present and past simple passive voice correctly.

I can transform direct speech into reported speech.

I can agree or disagree using auxiliary verbs.

I can identify and use cultural diversity vocabulary words.

I can describe my cultural traditions and those of other cultures using appropriate grammar and vocabulary.

I can participate in discussions, share reflections, and respond to others using agreement and disagreement expressions.

I can identify and explain cultural vocabulary.

I can describe cultural traditions using passive voice.

I can convert sentences from active to passive voice.

I can use reported speech to summarize information.

## ANSWERS for the main Topic

### Exercise 3 - Answers

Special meals **are prepared** for significant holidays and celebrations.

Cultural heritage **is preserved** through storytelling and festivals.

Many different cuisines **are served** during international events to showcase diverse cultures.

Local customs **are passed down** through generations.

Beliefs about respect and kindness **are taught** in many cultures through festivals and family gatherings.

Artworks created by ancient civilizations **are displayed** in museums around the world.

Cultural rituals **are performed** to mark important milestones in life.

The values of unity and inclusion **are highlighted** in community activities during national holidays.

The significance of values related to respect for nature **is celebrated** during various cultural observances.

Rituals **are observed** in many cultures to mark the beginning of a new year.

## ANSWERS for the Subtopic

### Exercise 1 - Answers

Direct Speech: "We celebrate the harvest festival every autumn."

Reported Speech: They said that they celebrate the harvest festival every autumn.

Direct Speech: "In Italy, Carnival is a colorful and joyful event."

Reported Speech: They mentioned that in Italy, Carnival is a colorful and joyful event.

Direct Speech: "Music and dance are integral to our heritage."

Reported Speech: They said that music and dance are integral to their heritage.

Direct Speech: "On Christmas Eve, we have a big family dinner."

Reported Speech: They told me that on Christmas Eve, they have a big family dinner.

Direct Speech: "During Midsummer, we light bonfires to celebrate."

Reported Speech: They explained that during Midsummer, they light bonfires to celebrate.

Direct Speech: "The festival of lights, Diwali, is celebrated in India with fireworks and sweets."

Reported Speech: They said that the festival of lights, Diwali, is celebrated in India with fireworks and sweets.

Direct Speech: "In Spain, La Tomatina is celebrated by throwing tomatoes."

Reported Speech: They mentioned that in Spain, La Tomatina is celebrated by throwing tomatoes.

Direct Speech: "In Greece, we have a special Easter bread called 'tsourekí'."

Reported Speech: They told me that in Greece, they have a special Easter bread called 'tsourekí'.

Direct Speech: "We enjoy outdoor picnics during the summer solstice."

Reported Speech: They said that they enjoy outdoor picnics during the summer solstice.

## Exercise 2 - Answers

### "So"

**Explanation:** Person B is agreeing with Person A's statement.

Person B: "So do I."

### "So"

**Explanation:** Person B is agreeing with Person A's statement.

Person B: "So do we."

### "Neither"

**Explanation:** Person B is agreeing with the negative statement made by Person A.

Person B: "Neither do I."

### "So"

**Explanation:** Person B is agreeing with the statement of celebrating with fireworks.

Person B: "So do we."

### "So"

**Explanation:** Person B is agreeing with the experience of attending food festivals.

Person B: "So have I."

### "Neither"

**Explanation:** Person B is agreeing with Person A's negative statement about cultural festivals.

Person B: "Neither do we."

### "So"

**Explanation:** Person B agrees with the statement about loving traditional music performances.

Person B: "So do I."

### "Neither"

**Explanation:** Person B agrees with the fact that they don't celebrate Easter the

same way.

Person B: "Neither do we."

### **"So"**

**Explanation:** Person B is agreeing with the importance of food in cultural celebrations.

Person B: "So do I."

### **"Either"**

**Explanation:** Person B is agreeing with the negative statement and saying they also haven't attended a film festival.

Person B: "Either have I."

## Exercise 3 - Answers

**"is played"**

**"are preserved"**

**"are protected"**

**"are shared"**

**"are celebrated"**

**"is held"**

**"are used"**

**"are recognized"**

**"are told"**

**"is performed"**