



E-books for an Effective Language Learning English. B1





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Exploring Green Skills for a Better Tomorrow



Exploring Green Skills for a Better Tomorrow

Grammar

First conditional, future time clauses

Second conditional – unreal situations

First and second conditionals

Third conditional – past unreal situations

Passive verb forms

Active and passive voice

Indirect speech – reported speech

Gerund or infinitive – do, to do, doing

Vocabulary:

Please check out the online activity here:

<https://quizlet.com/tr/996424569/exploring-green-skills-for-a-better-tomorrow-flash-cards/?i=5vrw1g&x=1qqt>

Carbon neutrality

Energy efficiency

Environmental impact

Renewable resources

Sustainable development

Waste management

Climate resilience

Eco-friendly practices

Green technology

Resource conservation

Communication Skills:

Expressing hypothetical situations and outcomes

Discussing future plans and actions

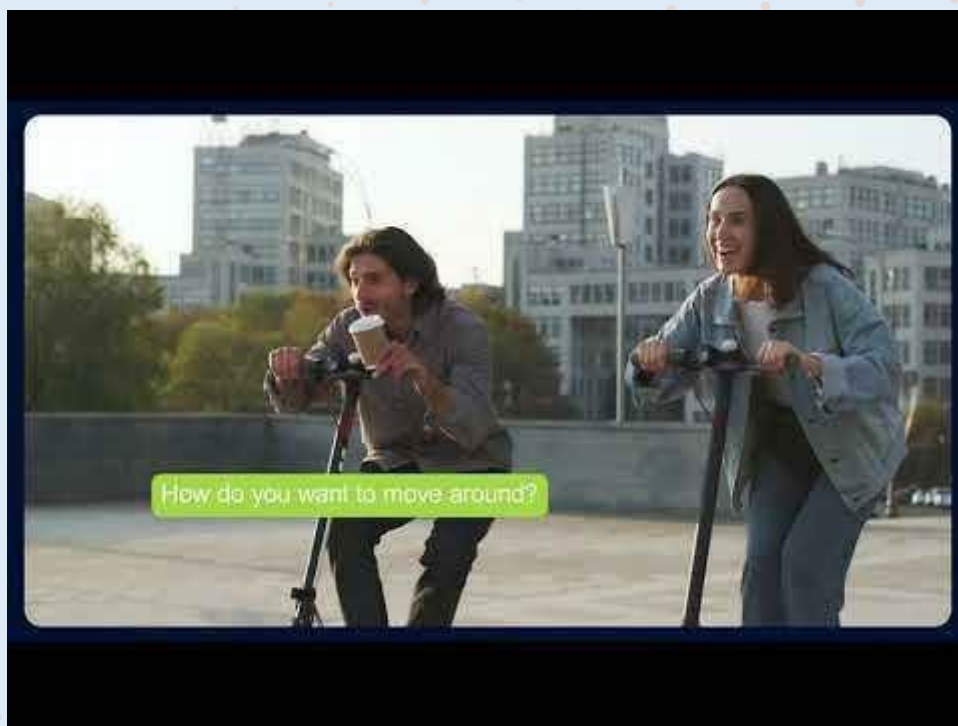
Explaining past unreal situations and their implications

Reporting environmental statements using indirect speech

Describing responsibilities and achievements using passive voice

Introduction of the LP: This lesson plan equips students with the tools to discuss green skills using advanced grammar structures like conditionals, passive voice, and reported speech. Students will explore real-world applications of green skills, analyze hypothetical scenarios, and report environmental actions. By the end of the lesson, they will be able to articulate the importance of sustainability in diverse contexts.

Lesson Plan on Exploring Green Skills for a Better Tomorrow



The video, **"What is the European Green Deal and Why is it Important?"**, explains the EU's ambitious strategy to achieve climate neutrality by 2050. It highlights the importance of transitioning to renewable energy, promoting

sustainable agriculture, improving energy efficiency, and reducing greenhouse gas emissions. The video discusses the global impact of the Green Deal, emphasizing collaboration among EU countries, industries, and citizens to build a sustainable future while ensuring economic growth and environmental protection.

For more information, visit

<https://youtu.be/H37grur6HaU?si=rER5ySEyW6Sa9601>.

<https://youtu.be/nEWiL7A9kIY?si=VIN3Ahehrjky57R>

https://ec.europa.eu/commission/presscorner/detail/en/ip_19_6691

https://commission.europa.eu/document/daef3e5c-a456-4fbb-a067-8f1cbe8d9c78_en

Tasks

Task 1 – Watch the video and list five key actions proposed in the European Green Deal. Use the passive voice to write sentences summarizing these actions (e.g., "Renewable energy sources are being expanded to reduce emissions.")..

Task 2 – In pairs, discuss: "If you were a policymaker, what would you do to promote green skills?" Write two sentences using the second conditional.

Task 3 – Reflect on a past situation in your community where sustainability could have been improved. Write two sentences using the third conditional (e.g., "If we had introduced recycling earlier, we would have less waste now.").

Task 4 – Summarize the goals of the European Green Deal in a paragraph using indirect speech (e.g., "The speaker stated that achieving climate neutrality is the EU's primary goal.").

Task 5 - Write a short paragraph using gerunds and infinitives to describe actions you take or plan to take to support sustainability (e.g., "I enjoy conserving water by turning off taps.").

Exercises

Exercise 1: Rewrite the sentences in the passive voice:

Governments are implementing policies to promote green energy.

Volunteers cleaned the park after the event.

Exercise 2: Complete the sentences using the first conditional:

If industries reduce emissions, _____ (the environment/improve).

If schools teach green practices, _____ (students/become eco-conscious).

Exercise 3: Complete the sentences using the second conditional:

If I _____ (lead) an environmental campaign, I would focus on waste management.

If communities _____ (invest) in green technology, they could achieve sustainability faster.

Exercise 4: Complete the sentences using the third conditional:

If we _____ (start) using solar energy earlier, energy costs would have decreased.

If companies _____ (adopt) eco-friendly practices, pollution levels would have been lower.

Exercise 5: Convert the sentences into indirect speech:

"We need to focus on sustainable development," said the expert.

"Renewable energy is key to fighting climate change," mentioned the speaker.

Exercise 6: Fill in the blanks with the correct form of the verb (gerund or infinitive):

_____ (Reduce) energy waste is crucial for sustainability.

People should start _____ (adopt) renewable energy sources.

Subtopic: Practical Applications of the European Green Deal



Copenhagen, the capital of Denmark, is a leading example of a city working towards achieving carbon neutrality. Since 2005, Copenhagen has made remarkable progress in reducing its CO₂ emissions, with a 75% decrease already achieved. The city's aim is to become carbon-neutral by 2025. This ambitious goal is being pursued through a combination of strategies that include increasing renewable energy production, particularly from wind and solar power, and improving waste management. Additionally, Copenhagen has implemented green infrastructure such as extensive cycling paths and energy-efficient buildings, all of which help reduce the city's environmental footprint.

One of the city's most significant challenges is transportation, as road traffic emissions still constitute a major source of pollution. However, Copenhagen is addressing this issue by promoting cycling and public transportation, while encouraging the use of electric vehicles. The city's residents have also played an active role in adopting sustainable lifestyles, including recycling, reducing waste, and conserving energy. Though challenges remain, particularly in the sourcing of locally produced sustainable food, the city's citizens are increasingly engaged in initiatives that promote environmental sustainability.

Despite the difficulties, Copenhagen continues to make progress, and its journey toward carbon neutrality has positioned the city as a leader in global climate action. The city plans further reductions in CO₂ emissions and continues to innovate with new initiatives, such as increasing green energy use, further reducing transport emissions, and ensuring sustainability in everyday life. Copenhagen's efforts serve as an inspiration to other cities, and it is hoped that its experience can help other urban centers around the world to embark on similar paths toward sustainability.

References

European Commission. (2021). *EU Green Deal: How the EU is leading the fight against climate change*. European Commission. Retrieved from https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

European Environment Agency (EEA). (2020). *Green cities for a green future: The role of urban areas in climate action*. EEA. Retrieved from <https://www.eea.europa.eu/highlights/green-cities-for-a-green-future>

EU Covenant of Mayors. (2023). *Copenhagen's journey towards carbon neutrality: Best practices and lessons learned*. Covenant of Mayors for Climate and Energy. Retrieved from <https://www.covenantofmayors.eu/>

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 could have been done differently to improve the initiative?" Write two sentences using the third conditional.

Task 3 – Write three sentences about how these practices could be applied to your local community using the first and second conditionals.

Task 4 – Summarize a key point from the case study using indirect speech.

Task 5 – Write a paragraph using gerunds and infinitives to explain how you would contribute to a similar initiative.

Exercises

Exercise 1: Rewrite the sentences in the passive voice:

Researchers developed a new method to recycle plastic.

The community planted trees to combat deforestation.

Exercise 2: Complete the sentences using the first conditional:

If renewable energy becomes cheaper, _____ (more people/use it).

If citizens are educated about sustainability, _____ (they/support green initiatives).

Exercise 3: Complete the sentences using the second conditional:

If governments _____ (subsidize) green technology, more companies would adopt it.

If I _____ (be) a city planner, I would focus on public transportation.

Exercise 4: Complete the sentences using the third conditional:

If the city _____ (build) more bike lanes, traffic congestion would have been reduced.

If companies _____ (prioritize) sustainability earlier, they would have avoided penalties.

Exercise 5: Convert the sentences into indirect speech:

"We should adopt a circular economy model," stated the policy advisor.

"Eco-friendly practices must be implemented at all levels," emphasized the report.

Exercise 6: Fill in the blanks with the correct form of the verb (gerund or infinitive):

To improve air quality, we need _____ (limit) vehicle emissions.

_____ (Educate) younger generations is essential for long-term sustainability

What I have learned and what I know how to do

I can use first, second, and third conditionals to discuss real, hypothetical, and past unreal situations.

I can use the passive voice to describe achievements and ongoing actions.

I can report statements using indirect speech.

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

I can discuss the application of green skills in various contexts.

Exercise 1:

To protect the environment, we should develop green skills. If people _____ (reduce) their energy consumption, fewer resources _____ (be) wasted, which would benefit the planet. For instance, if more people _____ (grow) their own vegetables, they _____ (cut) down on food miles and decrease their carbon footprint. We also need to learn how _____ (manage) waste, because if we _____ (compost) more, we _____ (minimize) the amount of organic waste that ends up in landfills. Another essential skill is _____ (choose) eco-friendly products. If we _____ (select) sustainable goods, we _____ (help) protect natural habitats and reduce pollution.

If we _____ (switch) to renewable energy earlier, we _____ (reduce) carbon emissions significantly. However, if individuals _____ (start) using eco-friendly products last year, we _____ (see) a decrease in pollution today.

A report from the environmental agency stated that if more people _____ (recycle), the pollution levels _____ (drop). The government _____

(encourage) citizens to reduce waste by implementing new laws. It is hoped that people _____ (take) these laws seriously and _____ (start) using more sustainable practices.

Exercise 2:

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

She enjoys _____ (cycle) to work instead of driving.

cycling

to cycle

To reduce pollution, we need _____ (buy) products with minimal packaging.

to buy

buying

They avoid _____ (eat) meat every day and prefer plant-based meals.

eating

to eat

We plan _____ (install) solar panels on our roof next month.

installing

to install

TO LEARN MORE

I can explore EU reports and videos about green initiatives.

I can practice writing using conditionals, passive voice, and indirect speech.

I can read case studies on sustainable development practices.

ANSWERS for the main Topic

Exercise 1:

Policies to promote green energy are being implemented by governments.

The park was cleaned by volunteers after the event.

Exercise 2:

the environment will improve

students will become eco-conscious

Exercise 3:

led

invested

Exercise 4:

had started

had adopted

Exercise 5:

The expert said that we need to focus on sustainable development.

The speaker mentioned that renewable energy is key to fighting climate change.

Exercise 6:

Reducing

to adopt

ANSWERS for the Subtopic**Exercise 1:**

A new method to recycle plastic was developed by researchers.

Trees were planted by the community to combat deforestation

Exercise 2:

more people will use it

they will support green initiatives

Exercise 3:

subsidized

were

Exercise 4:

had built

had prioritized

Exercise 5:

The policy advisor stated that we should adopt a circular economy model.

The report emphasized that eco-friendly practices must be implemented at all levels.

Exercise 6:

to limit

Educating

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

Exercise 1: To protect the environment, we should develop green skills. If people reduced (reduce) their energy consumption, fewer resources would be (be) wasted, which would benefit the planet. For instance, if more people grew (grow) their own vegetables, they would cut (cut) down on food miles and decrease their carbon footprint. We also need to learn how to manage (manage) waste, because if we composted (compost) more, we would minimize (minimize) the amount of organic waste that ends up in landfills. Another essential skill is choosing (choose) eco-friendly products. If we selected (select) sustainable goods, we would help (help) protect natural habitats and reduce pollution.

If we had switched (switch) to renewable energy earlier, we would have reduced (reduce) carbon emissions significantly. However, if individuals had started (start) using eco-friendly products last year, we would have seen (see) a decrease in pollution today.

A report from the environmental agency stated that if more people recycled (recycle), the pollution levels would drop (drop). The government encouraged (encourage) citizens to reduce waste by implementing new laws. It is hoped that people will take (take) these laws seriously and start (start) using more sustainable practices.

Exercise 2:

Gerund: "She enjoys cycling" (after verbs like "enjoy")

Infinitive: "We need to buy" (after verbs like "need")

Gerund: "They avoid eating" (after verbs like "avoid")

Infinitive: "We plan to install" (after verbs like "plan")



Undertaking in Europe



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A Welcome Kit to Europe – AWKE – English Translation

LPB1

Topic: Undertaking in Europe

COUNTRY: Spain

ORGANISATION: AEPI Sabon

Title: Creating a startup business

Grammar:

All, both, either, neither, any, none.

Comparative and superlative.

Connectors: as well as, whereas, while, as a consequence, despite of.

Conditional sentences. If/whether.

What/Which

Vocabulary:

Entrepreneur, partner, partnership, investor, business, company, stakeholder, shareholder, profit, customer.

Communication Skills:

Understand the use of quantifiers.

Proper use of different connectors in a conversation.

Make conditional sentences.

Difference between “if” and “whether”, and between “what” and “which”.

Entrepreneurship related vocabulary: talk to stakeholders or potential investors, take part in meetings.

Be able to use this knowledge in a conversation.

Introduction of the LP.



Meeting at a start-up. Free to use image ([source](#)).



Business plan. Free to use image ([source](#)).

The lesson will introduce entrepreneurship principles and values to the students as a mean to develop their future professional life, so they consider the possibility of creating their own start-up business when the time comes.

Lesson Plan (Topic)

Text – Starting up a new business.

Companies are needed to maintain the wealth of a country, since they are the ones that create products that satisfy the needs of consumers and, while doing so, they create jobs for workers and generate business for other companies that act as suppliers.

In addition, through their contribution through the payment of taxes, they help countries and regions to develop and improve the quality of life of their inhabitants.

But for companies to exist, there must be entrepreneurs, people who can identify a business opportunity and who is willing to take the step of risking their money and their effort to achieve their vision.

To do so with the greatest possible guarantees, it is necessary for the entrepreneur person to design a business plan, a document in which they reflect on all the aspects that must be taken into account for their company to be successful and to analyse its viability, so that nothing is left to chance: For an entrepreneur person, success is based on planning and analysis.

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 the text carefully, and review and improve your previous notes.

Task 2 – Collect and organize information about business plans: What are they? What are they used for? What minimum content should they have?

Task 3 – Think about what it means to become an entrepreneur. After that, make a list with what you think are three advantages and three disadvantages of being an entrepreneur.

Task 4 – Given the importance of entrepreneurship for the future of Europe, the European Commission has defined a Framework of Competences for Entrepreneurship (EntreComp), which is summarised in the following image, which includes the three main areas of competences and the 5 competences they contain.



Review these 15 competences and define in your own words what you understand by each of them.

Image source: [European Commission, JRC Publications Repository: EntreComp into Action - Get inspired, make it happen: A user guide to the European Entrepreneurship Competence Framework.](#) [↗](#)

Exercises

Exercise 1 – Match the following descriptions with the entrepreneurial competence that corresponds to them, according to EntreComp

Concepts:

- ____. Use your imagination and abilities to identify opportunities for creating value.
- ____. Develop creative and purposeful ideas.
- ____. Work towards your vision of the future.
- ____. Make the most of ideas and opportunities.
- ____. Assess the consequences and impact of ideas, opportunities and actions.
- ____. Believe in yourself and keep developing.
- ____. Stay focused and don't give up.
- ____. Get and manage the resources you need.
- ____. Develop financial and economic know-how.
- ____. Inspire, engage and get others on board.

Possible competences to choose from: Spotting opportunities, Creativity, Vision, Valuing ideas, Ethical and sustainable thinking, Self-awareness and self-efficacy, Motivation and perseverance, Mobilising resources, Financial and economic literacy, Mobilising others.

Exercise 2 – Use the right quantifier in each sentence

You and I are the only ones who know how the prototype works, so we _____ (both/none) must attend the meeting.

_____ (All/None) of them knew the answer for the investors question, so they remain silent.

We can't start the company because _____ (neither/either) you nor me have enough money.

We are the ones who can explain the business plan, so _____ (either/neither) you or me have to be there.

Do we have _____ (all/any) money left to buy supplies?

Our business plan includes _____ (all/both) the necessary considerations to start the business.

John and Mary have _____ (both/all) very impressive resumes, we should hire them.

_____ (All/Any) of the team was involved in the design of the new product, so everyone contributed their part.

Unfortunately, _____ (none/any) of us were brilliant during the presentation with the shareholders.

Do you have _____ (either/any) idea to fix this issue?

Possible quantifiers to choose from: all, both, either, neither, any, none

Exercise 3 – Choose the right comparative or superlative in each sentence

The new design is _____ (better/gooder) than the previous one.

These materials are _____ (more expensive/expensiver) than the ones we are using now.

It's important to have an idea, but it is _____ (more important/importanter) to find a business opportunity.

This product is my favourite, is the one I like _____ (the most/the more).

The _____ (biggest/most big) issue for us was to find the money to start the company.

I was _____ (most concerned/concernest) about this technical inspection.

In this way is _____ (easier/more easy) to achieve your goals.

This is the _____ (easiest/most easy) way to do it.

Mary was the _____ (happiest/more happy) after the meeting.

The new machine is the _____ (smoothest/smoother) of all we have.

Exercise 4 – Write down a conditional sentence to match these situations.

I would like to start up my own company, but I don't have enough money.

It is not easy to be an entrepreneur, that is why not many people try it out.

The bank was closed because I left the office late.

We couldn't close the deal because we didn't have enough products.

Our company could be much bigger with more investors.

The computer was very expensive, so I didn't buy it.

I have some spare parts to borrow, but I didn't know you need them.

I am sleepy because I went to bed late last night.

I couldn't charge my mobile phone because I didn't find a free power outlet.

It is not easy to do this, that is why nobody does it.

Subtopic

Text – Erasmus for Young Entrepreneurs, the European exchange programme for entrepreneurs.



Young entrepreneurs working meeting. Free to use image ([source](#)).



New entrepreneur working with host entrepreneur. Free to use image ([source](#)).

The European exchange programme for Entrepreneurs, a programme called “Erasmus for Young Entrepreneurs”, helps provide aspiring European entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. New entrepreneurs gather and exchange knowledge and

business ideas with an experienced entrepreneur, with whom they stay and collaborate for a period of 1 to 6 months. This stay is partly financed by the European Commission.

The programme encourages the participation of both aspiring or new entrepreneurs, and experienced entrepreneurs. New Entrepreneurs must have residence in any EU member state or a Single Market Programme (SMP) third country. Host Entrepreneurs must have residence in any EU member state, SMP or non-SMP country.

By taking part in this programme, a new entrepreneur will benefit from on-the-job training in a small or medium-sized enterprise in another Participating Country. This will ease the successful start of their business or strengthen their new enterprise. They can also benefit from access to new markets, international cooperation and potential possibilities for collaboration with business partners abroad.

Meanwhile, a host entrepreneur can benefit from fresh ideas from a motivated new entrepreneur on their business. The new entrepreneur may have specialised skills or knowledge in an area the host do not master. Most host entrepreneurs enjoyed the experience so much that they decide to host other new entrepreneurs afterwards.

Source: [Erasmus for Young Entrepreneurs' official website](#). 

Tasks


Task 1 – Read the text quickly two or three times and then write the main ideas you understand of the Erasmus for Young Entrepreneurs programme. Then read carefully the text and check your notes to see if you get everything right.

Task 2 – In the Erasmus for Young Entrepreneurs' official website, research, collect and organize information on the countries that are eligible destinations for new entrepreneurs and how to participate in the programme.

Go to: [Erasmus for Young Entrepreneurs' official website](#). 

(Please, note that you can select to see this website in any European language by selecting it in the header menu, on the left corner of the page)

Task 3 – In the Erasmus for Young Entrepreneurs' website you can consult the requirements to take part in the programme as an entrepreneur. Read these requirements and reflect on what you would need to do to meet them.

Go to: [Can I participate as a start-up entrepreneur?](#) 

Task 4 – Think about what you would like to do in the future as a professional. Do you think the Erasmus Programme for Young Entrepreneurs will be of your interest one day? Why or why not? Write down at least three reasons explaining your opinion.

Exercises

Exercise 1 – Unscramble the following word related to the text. Use the hints to find out which is the right word.

_____ : The owner or manager of a business enterprise who, by risk and initiative, attempts to make profits

_____ : Special ability acquired by training

_____ : A commercial or industrial establishment, such as a firm or factory

_____ : Striving for or desirous of reaching some goal

_____ : Demand for a particular product or commodity

_____ : The process of bringing a person to an agreed standard of proficiency by practice and instruction

_____ : Something that improves or promotes

_____ : Desire to do something

_____ : Awareness, consciousness, or familiarity gained by experience or learning

_____ : A person who receives or entertains guests

Exercise 2 – Choose the right connector for each sentence.

I like the old design better, _____ (while/as well as) Paul likes the new one better.

We are going to start the company now, _____ (despite of/whereas) all the problems.

We are going to buy the computer, _____ (as well as/while) the printer.

We created a very good business plan and, _____ (as a consequence/despite of), the investors will put in their money.

I would like to start now, _____ (whereas/as well as) all the others prefer to wait a little.

Take the new prototype _____ (as well as/despite of) the old one, so we can compare them.

He wants to start selling products _____ (despite of/whereas) not having enough quantity.

We sold a lot of new products in the fair and, _____ (as a consequence/despite of), we have enough money to go on holidays.

The new product is beautiful _____ (as well as/while) reliable.

John prefers our products to be beautiful, _____ (while/as well as) Mary prefers them to be reliable.

Exercise 3 – Choose between “if” or “whether” in the following sentences.

_____ (Whether/if) we can make it to the presentation on time, I don't know.

_____ (If/whether) I knew this before, I would have come earlier.

_____ (Whether/if) I knew it or not, I would have come at the same time.

We have to decide _____ (whether/if) to buy a new computer or not.

There is still a lot of discussion about _____ (whether/if) we should buy a new computer or not.

_____ (If/whether) you like it, buy it.

_____ (Whether/if) we hire John or Mary, we have to do it now.

We would sell more coats _____ (If/whether) it was colder.

You have to plug the computer _____ (If/whether) you want it to work.

You have to deliver the speech, _____ (whether/if) you like it or not.

Exercise 4 – Choose between “what” and “which” in the following sentences.

_____ (Which/What) are the requirements to take part in the Erasmus for Young Entrepreneurs programme?

_____ (What/Which) do you want to do for a living when you grow up?

_____ (What/Which) do you like the most about being abroad?

_____ (Which/What) design do you like the most, the old one or the new one?

I didn't know _____ (what/which) to say to her question.

_____ (Which/What) project was your favourite one?

I am doing _____ (what/which) I have been told.

I can't tell _____ (which/what) is _____ (which/what).

_____ (Which/What) of these 3d printers is more suitable for the job?

I finally understand _____ (what/which) the customer needs from us.

What I have learned and what I know how to do

General Knowledge Quiz

I can use connectors and make conditional sentences according to the context of the communication and use the right comparative and/or superlative.

Exercise 1 – Complete with the following sentences using the right connectors and conditionals.

He came today, ___ (as well as/while) his sister, and ___ (both/all) of them are having trouble to decide ___ (whether/if) they will stay for lunch at my place or not. ___ (While/As well as) he wants to eat at my place, she prefers to go out. ___ (As a consequence/Despite of), we don't know what we are going to do yet.

Exercise 2 – Complete with the right comparative or superlative.

I am buying a new 3D printer, so we are going to need a ___ (bigger/more big) desk. Right now, my desk is the ___ (biggest/most big) but is not big enough to accommodate the new printer. Of course, this new printer is ___ (more expensive/expensiver) than the previous one but is not the ___ (most expensive/expensivest) in the market. It will allow us to create ___ (better/more good) designs, and be the ___ (best/goodest) company in town.

TO LEARN MORE

I can search for and understand information related to entrepreneurship in the EU.

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

I understand basic entrepreneurship vocabulary.

ANSWERS for the main Topic

Exercise 1 – Match the following descriptions with the entrepreneurial competence that corresponds to them, according to EntreComp

Spotting opportunities

Creativity

Vision

Valuing ideas

Ethical and sustainable thinking

Self-awareness and self-efficacy

Motivation and perseverance

Mobilising resources

Financial and economic literacy

Mobilising others

Exercise 2 – Select the right quantifier in each sentence

Both.

None.

Neither.

Either.

Any.

All.

Both.

All.

None.

Any

Exercise 3 – Choose the right comparative or superlative in each sentence

Better.

More expensive.

More important.

The most.

Biggest.

Most concerned.

Easier.

Easiest.

Happiest.

Smoothest.

Exercise 4 – Write down a conditional sentence to match these situations.

If I had enough money, I would start up my own company.

If being an entrepreneur was easier, more people would try it out.

If I left the office earlier, the bank would still be open.

If we had enough product, we could have closed the deal.

If we had more investors, our company would be much bigger.

If the computer was cheaper, I would have bought it.

If I knew you need them, I could have borrowed you some spare parts.

If I had gone earlier to bed last night, I wouldn't be sleepy.

If I had found a free power outlet, I would have charged my mobile phone.

If doing this was easy, someone would be doing it.

ANSWERS for the Subtopic

Exercise 1 - Unscramble the following word related to the text. Use the hints to find out which is the right word.

Entrepreneur

Skill

Business

Aspiring

Market

Training

Benefit.

Motivation.

Knowledge.

Host.

Exercise 2 – Choose the right connector for each sentence.

while.

despite of.

as well as.

as a consequence.

Whereas.

as well as.

despite of.

as a consequence.

as well as.

while.

Exercise 3 – Choose between “if” or “whether” in the following sentences.

Whether.

If.

Whether.

Whether

Whether

If.

Whether.

If.

If.

Whether.

Exercise 4 – Choose between “what” and “which” in the following sentences.

Which.

What.

What.

Which.

What.

Which.

What.

Which / Which

Which.

What.

PORTFOLIO

Exercise 1 – Complete with the following sentences using the right connectors and conditionals.

He came today, as well as his sister, and both of them are having trouble deciding whether they will stay for lunch at my place or not. While he wants to eat at my place, she prefers to go out. As a consequence, we don't know what we are going to do yet.

Exercise 2 – Complete with the right comparative or superlative.

I am buying a new 3D printer, so we are going to need a bigger desk. Right now, my desk is the biggest but is not big enough to accommodate the new printer. Of course, this new printer is more expensive than the previous one but is not the most expensive in the market. It will allow us to create better designs, and be the best company in town.



Jobs and professions: Health and Safety at Work





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A Welcome Kit to Europe – AWKE- English Translation

LPB1

Topic: Jobs and professions: Health and Safety at Work

COUNTRY: SPAIN

ORGANISATION: IES Urbano Lugrís

Title: Occupational risks in an electrical warehouse

Grammar:

Have to, must, should – obligation, prohibition, necessity, advice -

So, such, such a, so much, so many

During, for, while

Vocabulary:

Risks: falls, collisions, fires, explosions, vehicle accidents, falling objects, noise, ergonomic risks, psychosocial risks, hazardous materials, leaks.

Damages: injuries, hearing problems, stress, musculoskeletal injuries, physical fatigue, mental fatigue, back injuries, foot injuries, hand injuries.

Working conditions: safety, health, cleanliness, organisation, visibility, training, order, lighting, coordination, communication.

Equipment and technologies: forklifts, work platforms, exoskeletons, fire extinguishing equipment, shelving, hearing protection equipment, Personal Protective Equipment (PPE), cut-resistant gloves, safety shoes with reinforced toes, trolleys, lifts.

Actions and measures: ensure, maintain, prevent, operate, store, follow (rules/instructions), mark (routes), use (equipment), assess (weight and size), lift (correctly), communicate (movements), check (container condition), take (regular breaks), alternate (tasks), inform (supervisor), seek (medical attention).

Communication Skills:

Understanding and conveying safety protocols: Ability to clearly understand and communicate safety measures and protocols to ensure a safe working environment.

Following instructions: Demonstrating the ability to follow detailed instructions and guidelines related to safety and operational procedures.

Team communication: Collaborating with team members to maintain a safe and organized workspace, including clear communication about potential risks and necessary precautions.

Training and education: Participating in and delivering training sessions on safety practices and the proper use of equipment and technologies.

Introduction of the LP:

Ensuring the safety and health of all workers is crucial in all works. Employers are responsible for preventing and controlling any occupational risks in order to minimize injuries at work. The main occupational risks in an electrical warehouse are explained and some key safety practices are explored, such as manual handling of loads, to highlight the importance of using correct techniques and protective measures to maintain a safe working environment.

Lesson Plan (Topic)



[AUDIO FILE - go to this link](#)

Main occupational risks in an electrical warehouse

All employers have to ensure the safety and health of everyone working in the company, and in an electrical warehouse, we can encounter the following risks:

Risk of falls at the same and different levels. Workers could trip over objects on the floor or slip on wet surfaces. Such accidents could cause serious injuries.

To prevent these risks, it is essential to maintain order and cleanliness in the warehouse. Many accidents occur due to a lack of cleanliness and organisation.

Stepping on objects. Workers should be able to move freely without obstacles. During work, it is important that all objects are in their place. Additionally, circulation routes must be clearly marked, well-lit, and kept clean and free of obstacles.

Collisions with moving objects. Collisions with moving objects, such as forklifts, are dangerous. Workers must be able to see and be seen. Therefore, it is crucial that work areas are well-lit and that workers wear clothing that enhances their visibility.

Fires and explosions. Depending on the stored material, fires and explosions could occur due to improper handling of materials, inadequate storage systems, or the effect of temperature. Therefore, it is necessary to know the risks of the stored material, and it is essential to have accessible and well-maintained fire extinguishing equipment.

Vehicle accidents. Forklift drivers must be able to operate their vehicles safely using the designated circulation routes. These routes should not be occupied by workers and must be kept free of objects.

Falling objects. Falling objects due to collapse or toppling are dangerous. Workers could suffer serious injuries if materials are not stored correctly. Many accidents could be prevented by using appropriate shelving and the correct arrangement of objects.

Noise. Excessive noise can cause hearing problems and stress. Such conditions could affect workers' health. Therefore, it is important to use hearing protection equipment if regulations require it.

Ergonomic and psychosocial risks. The physical load from awkward postures, repetitive movements, and manual handling of loads could cause musculoskeletal injuries or physical fatigue. Mental load and other aspects of work organisation and the work environment can cause mental fatigue and even work-related stress.

Use of machines. The use of machines, such as forklifts and work platforms, must be operated only by trained personnel. During the use of these machines, all manufacturer usage rules must be followed.

New technologies. Exoskeletons are a new technology that can help reduce the physical load on workers. Such devices could improve ergonomics and reduce the risk of injuries. However, their use also generates health risks such as falls, trips, and abrasions and compressions at the contact points with the body. During their use, it is important to receive adequate training and follow the manufacturer's instructions.

Conclusion. Preventing occupational risks in an electrical warehouse is essential to protect workers' health and safety. Many accidents could be avoided with appropriate measures of order, cleanliness, lighting, and training. During work, everyone must be attentive to possible risks and follow safety

rules and the manufacturer's instructions for the use of machines and tools. All employers in European Union companies must provide to their workers adequate training in health and safety at work.

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 – Write a brief memo to explain “What are the most common risks in an electrical warehouse?”

Task 4 – Based on the list of risks in an electrical warehouse, create another list of risks in an activity within your professional field and determine which common risks exist.

Exercises

Exercise 1

1. What must employers ensure in an electrical warehouse?
 - a) The workers should wear uniforms.
 - b) The safety and health of all people working in the company.
 - c) The warehouse can be cleaned once a month.
2. What should workers be able to do to avoid stepping on objects?
 - a) Move freely without obstacles.
 - b) Wear protective gloves.
 - c) Use forklifts.
3. What must be done to prevent collisions with moving objects?
 - a) Workers should wear helmets.
 - b) Work areas must be well-lit and workers must wear visible clothing.
 - c) Objects should be scattered on the floor.
4. What could cause fires and explosions in an electrical warehouse?
 - a) The use of exoskeletons.
 - b) Improper handling of materials or the effect of temperature.
 - c) Lack of lighting.

5. What must forklift drivers do to operate their vehicles safely?
 - a) Use hearing protection equipment.
 - b) Follow the designated circulation paths.
 - c) Wear high-visibility uniforms.
6. What can excessive noise cause in the workplace?
 - a) Hearing problems and stress.
 - b) Musculoskeletal injuries.
 - c) Falling objects.
7. What must workers do to prevent collisions with moving objects?
 - a) Use exoskeletons.
 - b) Keep work areas well-lit and wear visible clothing.
 - c) Clean the warehouse once a month.
8. What can awkward postures and repetitive movements cause?
 - a) Fires and explosions.
 - b) Hearing problems.
 - c) Musculoskeletal injuries or physical fatigue.
9. What is essential to prevent risks in an electrical warehouse?
 - a) Adequate training in occupational risk prevention.
 - b) Using machines without training.
 - c) Lack of cleanliness and organization.
10. What must employers in European Union companies do?
 - a) Not worry about the safety and health of workers.
 - b) Allow workers to operate machines without training.
 - c) Provide adequate training to their workers in health and safety at work.

Exercise 2

Fill in the blanks using one of the following words:

marked / exoskeletons / order / earplugs / lit / clothing / forklifts / extinguishing / training / shelves

1. To prevent falls, it is essential to maintain _____ in the warehouse.
2. Workers must wear _____ that enhance their visibility to avoid collisions with moving objects.

3. Circulation paths must be _____ so that forklift drivers can operate their vehicles safely.
4. It is important to use _____ for hearing protection if regulations advise it.
5. _____ must be operated only by trained personnel.
6. To prevent injuries from falling objects, appropriate _____ must be used.
7. _____ are a new technology that can help reduce the physical load on workers.
8. During the use of exoskeletons, it is important to receive adequate _____.
9. _____ equipment must be accessible and in good condition to prevent fires and explosions.
10. Work areas must be well _____ so that workers can see and be seen.

Exercise 3

Match the words with their definitions

Instructions: for each definition, find the word that best fits.

Words:

1. Forklift
2. Earplugs
3. Exoskeletons
4. Extinguishing
5. Marked
6. Lit
7. Training
8. Clothing
9. Order
10. Shelves

Definitions:

- A. A device worn to protect the ears from loud noises.
- B. A structure used to store items in an organized manner.
- C. A vehicle used to lift and move heavy objects.
- D. The process of keeping an area clean and tidy.
- E. Clothing that makes workers more visible.

- F. Equipment used to put out fires.
- G. A new technology that helps reduce physical strain on workers.
- H. The act of providing knowledge or skills through instruction.
- I. Clearly indicated paths for movement within a warehouse.
- J. The condition of being well illuminated.

Exercise 4

Match the risks with their potential damages

Instructions: For each risk, find the potential damage that best fits.

Risks:

1. Falls
2. Stepping on objects
3. Collisions with moving objects
4. Fires and explosions
5. Vehicle accidents
6. Falling objects
7. Noise
8. Ergonomic risks
9. Use of machines
10. New technologies (Exoskeletons)

Potential Damages:

- A. Hearing problems and stress
- B. Serious injuries from tripping or slipping
- C. Injuries from stepping on scattered objects
- D. Injuries from collisions with forklifts
- E. Burns or injuries from improper handling of materials
- F. Injuries from being hit by a vehicle
- G. Injuries from falling objects due to collapse
- H. Musculoskeletal injuries or physical fatigue
- I. Injuries from improper use of equipment
- J. Injuries from falls, trips, or abrasions

SUBTOPIC



[AUDIO FILE - go to this link](#)

Manual handling of loads

HEALTH AND SAFETY MANAGER: Good morning, John and Martha. I noticed you manually moved an 18 kg load. How did you do it?

JOHN: Well, we lifted it together. We thought we could do it without any problems.

MARTHA: Yes, we grabbed it by the sides and moved it to the shelf, but I don't think we used any special technique.

MANAGER: I understand. That can be problematic because, if you don't use the correct technique, you could injure yourselves. Also, when moving the load together, you might not have coordinated your movements well. If mechanical means can be used to handle the load, they should be preferred. However, if there is no other option, manual handling must be done correctly to avoid injuries. Before lifting any load, you have to assess its weight and size. Did you know that the maximum recommended weight according to regulations is 25 kg for men and 15 kg for women? From a seated position, the maximum weight is even lower.

JOHN: No, I didn't know that.

MARTHA: Neither did I. I thought 18 kg wasn't that much.

MANAGER: The load you moved is within the limits, but you must lift the load with the correct technique to avoid injuries. Also, in a chemical warehouse, you must consider that some boxes may contain hazardous materials. Therefore,

you should always use Personal Protective Equipment (PPE), such as cut-resistant gloves or safety shoes with reinforced toes.

The steps for lifting and transporting a regular load are:

You should analyse the load before lifting it. It must be stable and easy to grip.

You have to stand close to the load with your feet shoulder-width apart.

You should bend your knees while keeping your back straight. Do not bend your back.

You have to grip the load firmly and lift it using your legs, not your back.

You have to keep the load close to your body and you should avoid twisting your torso while transporting it.

You have to walk with short, firm steps, and if you need to change direction, you should move your feet to turn your whole body, avoiding twisting your trunk.

You must place the load on the ground following the same procedure in reverse order.

JOHN: What if the load is irregular?

MANAGER: In that case, you should handle it between two people to distribute the weight. You must ensure a good grip and communicate your movements to avoid accidents. If the load is bulky or contains chemicals, you should check that the container is in good condition to avoid leaks.

JOHN: What injuries could we suffer if we don't follow these steps?

MANAGER: The most common injuries include back injuries, foot injuries, or hand injuries.

MARTHA: I didn't know it was so important to follow these steps!

MANAGER: Yes, it is. You have to follow these rules throughout the process to work safely.

JOHN: Now that you explained it, it makes a lot of sense. We will be more careful next time.

MANAGER: It is also important to consider the frequency and duration of lifting tasks. If you lift heavy loads repeatedly for long periods, you should take regular breaks and alternate tasks to avoid fatigue.

MARTHA: What if we feel pain while lifting a load?

MANAGER: If you feel pain, you must stop immediately and not continue lifting. Pain is a sign that something is wrong. You should inform your supervisor and seek medical attention if necessary. Do not ignore the pain, as it could worsen the injury.

MARTHA: Could you give us some examples of situations where we might need to lift irregular loads?

MANAGER: Sure, Martha. For example, if you have to move a small machine or a piece of equipment that doesn't have a regular shape, or a box containing objects of different sizes and shapes, that can make the load irregular.

MARTHA: Is there any other advice we should keep in mind?

MANAGER: Yes, it is also important to keep the work area clean and organized. This helps to avoid trips and falls while lifting and transporting loads.

JOHN: Thank you for all this advice. We will make sure to follow it.

MANAGER: You're welcome, John. Remember that safety is everyone's responsibility. You must always be attentive and follow best practices to avoid injuries.

MARTHA: We will. Thank you for your time and for explaining everything so clearly.

MANAGER: You're welcome, Martha. I'm here to help. If you have any other questions or need more information, don't hesitate to ask. Have a good day!

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 lift, carry, and place a load safely.

Task 4 – Write a brief memo to explain “Why is proper lifting technique so important?”

Exercises

Exercise 1

Grammar tip 1:

Use of must, have to or should for obligation, prohibition, necessity or advice.

For obligation, “must” or “have to” can be used.

Must is used for expressing obligation that depends on the speaker or the person listening or reflects a personal need. Example: "You must leave before 12 p.m. or you'll be late", "I must stop eating sugar".

Have to: Used for external obligations, rules or necessities (another person wants it done, or it is compulsory). Example: "You have to wear protective hearing equipment because there is too much noise (it is compulsory to do so)".

For expressing prohibition, it is used the negative form of must.

“Must not” or “mustn’t” expresses that there is a prohibition or an obligation not to do something. Example: “You must not drive faster than 120 km/h” (120 km/h is the maximum speed on this motorway”).

For expressing absence of necessity when something is permitted, the expressions “don’t have to” or “needn’t” may be used.

Example: “You don’t have to carry this 12 kg load by yourself. You can use a forklift to carry it” (12 kg is under the limit, but as there is a forklift, there is no need to carry it by oneself).

For advice or recommendations, “should” is used in affirmative sentences, and “shouldn’t” or “should not” are used in negative sentences.

Examples: "You should wear hearing protection although it is not compulsory" or "You should not carry a 15 kg load if you can get some help" (it is possible but not advisable).

Exercise 1

Complete the following sentences with must, have to, or should, considering its purpose in each sentence.

1. (Obligation) You ___ use the correct technique to lift heavy loads to avoid injuries.
2. (Advice) You ___ analyse the load before lifting it.
3. (Prohibition) You ___ bend your back while lifting a load.
4. (Necessity) All workers ___ wear Personal Protective Equipment (PPE) in the warehouse.
5. (Advice) You ___ keep the load close to your body while transporting it.
6. (Obligation / compulsory) Forklift drivers ___ use the designated vehicle routes.
7. (Advice) Workers ___ take regular breaks when lifting heavy loads repeatedly.
8. (Prohibition) Workers ___ ignore pain while lifting; they ___ stop immediately.
9. (Obligation / compulsory) The load ___ be stable and easy to grip before lifting.
10. (Advice) You ___ communicate your movements when lifting loads as a team.

Exercise 2 -

Grammar tip 2

Use of so, such, such a/an, so much and so many

So + adjective/adverb → Used to emphasize a quality.

*Example: "I didn't know it was **so** important to follow these steps!"*

Such + noun phrase → Used to emphasize a quality of a noun.

*Example: "It is **such** an important safety rule."*

Such a/an + singular countable noun → Used to emphasize a specific object.

*Example: "It was **such a** heavy load!"*

So much + uncountable noun → Used to express a large amount.

*Example: "There is **so much** noise in the warehouse."*

So many + plural countable noun → Used to express a large quantity.

*Example: "There are **so many** safety rules to remember."*

Exercise 2

Workplace Safety Report

Instructions:

Situation: Imagine you are a Health and Safety Manager preparing a report on manual handling risks in the warehouse. You need to describe different aspects of workplace safety, emphasizing key points using *so*, *such*, *such a*, *so much*, and *so many*.

Task: Complete the report below using the correct form (*so*, *such*, *such a*, *so much*, *so many*).

Workplace Safety Report – Manual handling of loads

During a recent inspection, I observed that some workers were not following proper manual handling techniques. This is (1) a serious issue because incorrect lifting can cause severe injuries. Workers often believe that an 18 kg load is not (2) heavy, but lifting without proper technique can lead to back problems.

There are (3) safety measures that employees must follow to ensure a safe work environment. For example, there is (4) a risk of injury when loads are not assessed properly before lifting. Workers must use proper lifting techniques to avoid strains and injuries.

Additionally, some employees are not using PPE correctly, which is (5) a dangerous habit. There is (6) noise in the warehouse, making it essential to wear hearing protection. It's (7) important to communicate movements when lifting a load as a team.

To improve safety, we will organize training sessions and distribute guidelines because there are still (8) workers who are unaware of proper techniques. We must ensure that all employees understand and follow these crucial safety procedures.

Exercise 3 -

Grammar tip 3 - Using "during", "for", and "while"

During:

Usage: Used to indicate that something happens within a specific period of time.

Example: "You must lift the load with the correct technique during the entire process to avoid injuries."

For:

Usage: Used to indicate the duration of an action or event.

Example: "You should analyse the load for a few moments before lifting it."

While:

Usage: Used to indicate that two actions are happening at the same time.

Example: "You should bend your knees while keeping your back straight."

Exercise 3

Complete the following sentences using "during", "for" o "while":

1. We lifted the load together _____ coordinating our movements.
2. You must lift the load with the correct technique _____ the entire process to avoid injuries.
3. You should analyse the load _____ a few moments before lifting it.
4. You have to stand close to the load _____ keeping your feet shoulder-width apart.
5. You should bend your knees _____ keeping your back straight.
6. You must grip the load firmly and lift it using your legs, not your back, _____ the entire lift.
7. You have to keep the load close to your body _____ avoiding twisting your torso.
8. You have to walk with short, firm steps, and if you need to change direction, you should move your feet to turn your whole body _____ the movement.
9. You should take regular breaks _____ a few minutes to avoid fatigue.
10. You must place the load on the ground _____ following the same procedure in reverse order.

Exercise 4

Sort the procedure for correct manual handling of loads.

Instructions: Below are the phases of the procedure for correct manual handling of loads. Sort the sentences in a logical order.

- A. After that, bend your knees and keep your back straight to avoid injuries.
- B. First, assess the weight and shape of the load to determine if you can lift it alone or if you need help.
- C. While lifting, use your leg muscles and not your back muscles to lift the load.
- D. Finally, remember, if at any point you feel you cannot handle the load, ask for help to avoid injuries.
- E. If you need to turn, move your feet instead of twisting your back.
- F. Before lifting, grasp the load firmly with both hands.
- G. Additionally, keep the load close to your body to reduce strain on your back.
- H. Next, place your feet shoulder-width apart to have a stable base.

What I have learned and what I know how to do

- I can understand and identify occupational risks and some injuries for the health of workers.
- I can explain some preventive measures and safety procedures to reduce risks and damages.
- I recognise the importance of using safety equipment.
- I understand the necessity of training in health and safety at work, especially when using machines, equipment and new technology.
- I can indicate a colleague how to proceed to lift a load safely.
- I can use "have to", "must" and "should" to express obligation, prohibition, necessity, and advice.
- I can use "so," "such," "such a," "so much," and "so many" to emphasize something.
- I can use "during," "for," and "while" to indicate time periods and durations.

ANSWERS for the main Topic

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

Exercise 2 - 1. order / 2. clothing / 3. marked / 4. earplugs / 5. Forklifts / 6. shelves / 7. Exoskeletons / 8. Training / 9. Extinguishing / 10. Lit

Exercise 3 - A2 / B10 / C1 / D9 / E8 / F4 / G3 / H7 / I5 / J6

Exercise 4 - 1B / 2C / 3D / 4E / 5F / 6G / 7A / 8H / 9I / 10J

ANSWERS for the Subtopic

Exercise 1 -

1. must / 2. should / 3. mustn't or must not / 4. have to / 5. should / 6. have to / 7. should / 8. mustn't or must not / must / 9. has to / 10. should

Exercise 2 -

1. such / 2. so / 3. so many / 4. such / 5. such / 6. so much / 7. so / 8. so many

Exercise 3 -

1. while / 2. during / 3. for / 4. while / 5. while / 6. during / 7. while / 8. during / 9. for / 10. while

Exercise 4 -

1B / 2H / 3A / 4F / 5C / 6G / 7E / 8D



Famous families from La Coruña





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A Welcome Kit to Europe – AWKE- English Translation

LPB1

Topic: Famous families from La Coruña (Spain)

COUNTRY: Spain

ORGANISATION: UDC

Title: Family and literary works of Emilia Pardo Bazán

Grammar:

B1 Reflexive pronouns myself, yourself, etc.

B1 Future forms: will, be going to, present continuous.

B1 Can, could, be able to ability and possibility.

B1 For, since, from. what's the difference?

Vocabulary: family, marriage, couple, husband, wife, wedding, honeymoon, parents, children, noble families, countess, count, separation.

Communication Skills:

Active listening, discourse skills, and asking and answering questions.

Introduction of the LP:

This lesson aims at learning languages and cultures by approaching the life and family of a renowned Spanish writer born in La Coruña (Spain). Students will learn vocabulary related to the topic and all the grammar elements included in this lesson in an engaging way. They will also learn how to prepare a short presentation on a specific topic and how to prepare a short list of bibliographical references.

Lesson Plan (Topic). Emilia Pardo Bazán and her family

Picture: [emilia pardo bazán - Búsqueda Imágenes](#)



Audio: [Emilia Pardo Bazan.mp3](#)

Text:

Countess Emilia Pardo-Bazán y de la Rúa-Figueroa was born in La Coruña on 16 September 1851. She was the only daughter of a noble couple: José Pardo Bazán and Amalia María de la Rúa-Figueroa y Somoza. In 1868, at the age of 16, Emilia married José Quiroga, also from a well-known family, who was 19 years old and still studying law. This marriage was well regarded by their parents and the wedding took place in the Torres de Meirás (La Coruña), where the Pardo-Bazán family spent their summers. After the wedding, the couple toured Spain on their honeymoon. The couple did not separate from their family and for years they lived with her parents and travelled all over Europe.

After eight years, they had their first child: Jaime in 1876, followed by their daughters Blanca in 1879 and Carmen in 1881. In the following years, their marriage suffered greatly, not for personal reasons, but as a consequence of Emilia's intellectual and literary works. For this reason, her husband asked her to stop writing to avoid scandals, but not only she ignored him, but also she left him and continued writing many of her literary works incessantly during the months she spent at the Torres de Meirás from 1876 until her death. Emilia Pardo Bazán died in Madrid on 12 May 1921, where she had lived since 1917. She is buried in Madrid, although she had given instructions to be buried in the Torres de Meirás.

Emilia Pardo Bazán was the first great Spanish journalist and the first professional foreign correspondent in Rome and Paris. As well as a novelist, essayist, literary critic, poet, playwright, translator, editor, professor and lecturer. She was also the first Spanish woman to hold a university chair and the main ideologist of nineteenth-century feminism with her ideas on women's rights and education in Spain. Her journalistic legacy and literary writings are still relevant today.

Tasks

1. Listen to/read the audio/text carefully.
2. Collect and organise information about someone's life.
3. Know how to apply all aspects of grammar included in this lesson at B1 level.

Exercises

Exercise 1. Multiple-Choice Questions

1. When and where was Emilia Pardo Bazán born?

- a) September 16, 1851, in Madrid.
- b) September 16, 1851, in La Coruña.
- c) May 12, 1921, in La Coruña.

2. Who were Emilia Pardo Bazán's parents?

- a) José Quiroga and Amalia Somoza.
- b) José Pardo Bazán and Amalia María de la Rúa-Figueroa.
- c) Jaime Quiroga and Carmen de la Rúa-Figueroa.

3. At what age did Emilia marry José Quiroga?

- a) 18 years old.
- b) 19 years old.
- c) 16 years old.

4. What caused problems in Emilia Pardo Bazán's marriage?

- a) Financial difficulties.
- b) Disagreements over raising their children.
- c) Her intellectual and literary pursuits.

5. How many children did Emilia Pardo Bazán have?

- a) Two: Jaime and Blanca.
- b) Three: Jaime, Blanca, and Carmen.
- c) Four: Jaime, Blanca, Carmen, and Amalia.

6. Where did Emilia Pardo Bazán spend much of her time writing?

- a) Madrid.
- b) Rome and Paris.
- c) Torres de Meirás (La Coruña).

7. What notable firsts did Emilia Pardo Bazán achieve?

- a) First Spanish woman to publish a novel and win a literary award.
- b) First Spanish woman to hold a university chair and work as a foreign correspondent in Rome and Paris.
- c) First Spanish woman to become a politician and feminist activist.

8. When and where did Emilia Pardo Bazán pass away?

- a) May 12, 1921, in Madrid.
- b) May 12, 1921, in La Coruña.
- c) September 16, 1851, in Madrid.

9. What is Emilia Pardo Bazán remembered for today?

- a) Her political reforms in Spain.
- b) Her journalistic legacy and literary writings that remain relevant today.
- c) Founding the first feminist organization in Europe.

Exercise 2. For, since and from

Grammar explanation

For

We can use **for** + a period of time. Ex: We've been here for a few hours. When I met them, they had been married for ten years. We can also use **for** when an action started in the past and also finished in the past. Ex: I lived in London for 20 years. (I am not living in London now. The action started and finished in the past).

Since

We use **since** to talk about the duration of an action, event or state. **Since** indicates the starting point, the moment that marks the beginning of a period of time. Ex: We've been here since 4 o'clock. They had been married since 2010.

From

We use **from** + starting point to mark the beginning of something: an action, a state or an event. When we use **from** to indicate the starting point, we can also use **to** or **until/till** to mark its endpoint. Ex: Masks will be compulsory from tomorrow. The city reported 400 new COVID-19 cases from Friday to/until/till Sunday.

We've been here... for/since/from... a few hours.

He's been studying... for/since/from... he got up.

When I met them, they had been married... for/since/from... ten years.

I have known John ... for/since/from... I was a child.

I work ... for/since/from... 8 a.m. to 6 p.m.

The city reported 400 new COVID-19 cases ... for/since/from... Friday until Sunday.

Emilia has been reading ... for/since/from... a long time.

He's been working for us ... for/since/from... he finished school.

Masks will be compulsory... for/since/from... tomorrow.

I'm usually here... for/since/from... six o'clock.

Exercise 3. Reflexive pronouns myself, yourself, etc.

Brief explanation

Reflexive pronouns are used when the subject and the object of a sentence are the same person or object. In other words, the person doing the action is also the one receiving it.

Reflexive Pronouns List

I → myself

You → yourself (singular)

He → himself

She → herself

It → itself

We → ourselves

You → yourselves (plural)

They → themselves

We use **Reflexive Pronouns** when the subject and object are the same person/thing, to emphasise who did something, or with certain verbs and expressions:

Some verbs are used with reflexive pronouns, like: enjoy, introduce, teach, or help. Ex.: He introduced himself to the new neighbour.

Fill in the blanks with the correct reflexive pronoun.

1. I looked at _____ in the mirror before leaving for work.
2. Be careful! You might hurt _____ with that knife.
3. He taught _____ how to play the guitar.
4. We enjoyed _____ at the concert last night.
5. The cat cleaned _____ after eating.
6. Did you introduce _____ to your new classmates?
7. She made the cake by _____.

8. I think I can do this project by _____.
9. The dog hurt _____ while running in the park.
10. Did you enjoy _____ at the party?

Exercise 4. About Emilia Pardo Bazán. True or false

Emilia Pardo Bazán was born in La Coruña.

Emilia Pardo Bazán had four children.

Emilia Pardo Bazán is buried in La Coruña.

Emilia Pardo Bazán married José Quiroga.

Emilia Pardo Bazán was a famous lawyer.

Emilia Pardo Bazán spent her summer time in las Torres de Meirás (La Coruña).

Emilia Pardo Bazán was born in 1751.

Emilia Pardo Bazán travelled all over Europe.

Subtopic. Emilia pardo Bazán main literary works

Image: <https://bit.ly/4gPJM7c>



Audio: [EPB obras.mp3](#)

Text: The Most Important Works of Emilia Pardo Bazán

Emilia Pardo Bazán was a famous Spanish writer. She left a wide legacy through her novels, essays, and short stories. Her works are famous for their exploration of social issues, feminism, and human nature. ***La Tribuna* (1883)** is one of her most significant contributions to literature. It is recognised as the first Spanish naturalist novel. It examines the life of a working-class woman in Galicia and reflects the influence of Émile Zola's ideas on social realism. The novel highlights issues such as class struggle and women's roles in society. In addition to her fiction, she wrote influential **essays** like "**La Cuestión Palpitante**" (1883), which introduced naturalism to Spain and defended its principles. This essay was controversial but helped to build her reputation as an intellectual leader. In **1885** she wrote ***El Cisne de Vilamorta***. It is a novel that blends naturalist elements with romantic feelings while addressing social and moral issues in rural Galicia.

The most important work written by Emilia Pardo Bazán is ***Los Pazos de Ulloa* (1886)**. It is considered the masterpiece of Spanish naturalism. This novel portrays the decline of an aristocratic family in rural Galicia, exploring themes such as corruption, decadence, and the conflict between tradition and modernity. Its brilliant illustration of Galician landscapes and rural life makes it one of her most influential works. The sequel, ***La Madre Naturaleza* (1887)**, explores deeper into these themes, focusing on human instincts and the relationship between nature and society. Pardo Bazán also addressed gender roles and women's independence in ***Memorias de un solterón* (1896)**. These novel critiques traditional gender beliefs and promotes women's autonomy.

In addition to her novels and essays, Emilia Pardo Bazán was a prolific **short story writer**, publishing **over 600 stories** during her career. Notable collections include ***El Encaje Roto* (The Torn Lace)**, which addresses violence against women; ***Cuentos de Amor* (Love Stories)**, which explores romantic themes; and ***Cuentos Góticos* (Gothic Tales)**, which incorporates dark and supernatural elements. Emilia Pardo Bazán's works remain influential for their literary

innovation and brave exploration of social issues like feminism and class inequality. Her contributions to Spanish literature continue to be celebrated today.

Tasks

1. Listen to/read the audio/text carefully.
2. Gather and organise information about literary references.
3. Create a short presentation on a theme or character.
4. Know how to apply all aspects of grammar included in this lesson at B1 level.

Exercises

Exercise 1. Collect the references included in the text on the work of Emilia Pardo Bazán and put them in the correct order.

Brief explanation.

To make a bibliographical reference of a book in APA format (7th edition) the following order must be followed. In general, a reference includes the following basic elements: author(s), date of publication, title (in italics) and publisher. It is important to use French indentation and to arrange references in alphabetical order at the end of the document.

Example:

Pardo Bazán, E. (1886). *Los pazos de Ulloa*. Editorial Austral.

Exercise 2. Future forms: will, be going to, present continuous.

Grammar explanation

We use different verb forms to talk about our plans for the future, depending on what kind of plan it is.

Will. We use **will** to talk about spontaneous plans decided at the moment of speaking. Ex.: There's no milk. I'll buy some when I go to the shops.

Going to. We use **going to**, to talk about plans decided before the moment of speaking. Ex: I'm going to wear my black dress tonight.

Present continuous. We usually use **the present continuous** when the plan is an arrangement – already confirmed with at least one other person and we know the time and place. Ex: *We're having a party next Saturday. Would you like to come?* We also use **the present continuous** to ask about people's future plans. Ex: *Are you doing anything interesting this weekend?*

The countess _____ her daughter's wedding dress tomorrow afternoon.

- a) will try on
- b) is going to try on
- c) is trying on

The couple has already planned everything, so they _____ their honeymoon in Paris next week.

- a) will spend
- b) are spending
- c) are going to spend

I think the children _____ love playing with their new toys from their parents.

- a) will
- b) are going to
- c) are

The noble family has decided that they _____ host a grand celebration for their son's marriage next month.

- a) will
- b) are going to
- c) are hosting

Look at this invitation! They _____ invite all the noble families in the area!

- a) will not
- b) are not going to
- c) are not inviting

The countess thinks her children _____ inherit the family estate in a few years.

- a) will
- b) are going to
- c) are inheriting

They _____ their 25th wedding anniversary next month with their friends and parents.

- a) will
- b) are going to
- c) are celebrating

After the ceremony, they _____ travel to Italy on their honeymoon.

- a) will travel
- b) are going to
- c) are travelling

Exercise 3. Can, could, be able to. Ability and possibility.

Grammar explanation

Can

We use **can** to make **general statements** about what is **possible**. Ex: *It can be very cold here in winter.* We use **can't (oral)** or **cannot (written)** to say that something is **impossible**. Ex.: *That can't be true. You cannot be serious.*

We use **can** and **can't** to talk about general or specific **abilities** to do something at a specific time in the present or future. Ex.: I can see you.

Could

We use **could** to show that something is **possible**, but not certain. Ex.:
*They **could come** by car.*

We use **could have** to say that someone had the **ability** or opportunity to do something, but **did not do it**. Ex.: *She **could have learned** Swahili, but she **didn't want to**.*

Be able to

We use **Be able to**, to talk about a specific ability. Ex.: When the computer crashed yesterday, I was able to fix it.

She _____ speak English.

Can

Could

Is able to

Charlie _____ understand how to do puzzles when he was three years old.

Can

Could

Am able to

He _____ drive, he's too tired.

Cannot

Could not

Is not able to

Deborah _____ arrive on time tomorrow if she takes her car from the garage.

Can

Will be able to

Could

We _____ come now. It is impossible.

Cannot

Could not

Are not able to

Samuel _____ jump high even when he was at school. Now, he is a prominent high jumper.

Can

Could

Is able to

Sorry, but I _____ to help you tomorrow.

Could not

cannot

Will not be able

Of course, I _____ call you yesterday but I didn't want to.

Can

Could

Am able to

Exercise 4. Tick the correct answer

Which was the first naturalist novel written by Emilia Pardo Bazán?

La Tribuna

Los pazos de Ulloa

Memorias de un solterón

Los Pazos de Ulloa portrays ...

the decline of an aristocratic family in rural Galicia

the decline of a rural family in Galicia

the decline of an aristocratic family in Madrid

El Cisne de Vilamorta is a novel that blends ...

fantastic elements with romantic feelings

naturalist elements with romantic feelings

magic elements with romantic feelings

What I have learned and what I know how to do

I have learned...

To use prepositions: For, since, from.

To use reflexive pronouns.

To use the Future forms: will, be going to, present continuous.

To use verbs: can, could and be able to.

To use the vocabulary related to the topic.

I know how to...

- Prepare a presentation.
- Design a reference list.
- Give information about someone's life and works.

ANSWERS for the main Topic**Exercise 1. Multiple-Choice Questions**

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

Exercise 2. For, since and from

for

since

for

since

from

from

for

since

from

from

Exercise 3. Reflexive pronouns

1. Myself.
2. Yourself.
3. Himself.
4. Ourselves.
5. Itself.
6. Yourself.
7. Herself.
8. Myself.
9. Itself.
10. Yourself/yourselves.

Exercise 4. Emilia Pardo Bazán. True or false

Emilia Pardo Bazán was born in La Coruña **True**

Emilia Pardo Bazán had four children **False**

Emilia Pardo Bazán is buried in La Coruña **False**

Emilia Pardo Bazán married José Quiroga **True**

Emilia Pardo Bazán was a famous lawyer **False**

Emilia Pardo Bazán spent her summer time in las Torres de Meirás (La Coruña) **True**

Emilia Pardo Bazán was born in 1751 **False**

Emilia Pardo Bazán travelled all over Europe **True**

ANSWERS for the Subtopic**Exercise 1. Collect the references included in the text on the work of Emilia Pardo Bazán and put them in the correct order.**

Pardo Bazán, E. (1883). *La tribuna*. Alfredo de Carlos Hierro (Editor).

Pardo Bazán, E. (1883). *La cuestión palpitante*. Prólogo de Leopoldo Alas «Clarín». Imprenta Central a cargo de Victorino Saiz.

Pardo Bazán, E. (1885). *El cisne de Vilamorta*. Establecimiento Tipográfico de Ricardo Fe.

Pardo Bazán, E. (1886). *Los pazos de Ulloa. Novela original, precedida de unos apuntes autobiográficos*. Daniel Cortezo y Cía. Editores.

Pardo Bazán, E. (1887). *La madre naturaleza. Segunda parte de Los pazos de Ulloa*. Daniel Cortezo y Cía.

Pardo Bazán, E. (1896). *Memorias de un solterón*. Tipografía de Agustín Avrial.

Exercise 2. Choose the correct future form (will, be going to, or present continuous) for each sentence.

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

Exercise 3. Can, could, be able to. Ability and possibility.

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

Exercise 4. Tick the correct answer

1a, 2a, 3b.



Describing a city and its cultural and historical heritage





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A Welcome Kit to Europe – AWKE- English Translation

LPB1

Topic: Getting to know the culture of Italy: describing a city and its cultural and historical heritage

COUNTRY: ITALY

ORGANISATION: LICEO DELLE SCIENZE UMANE ALBERTINA SANVITALE

Title: Exploring a small city in Northern Italy. Cremona and its historical heritage.

Grammar:

B1 Present Perfect and Past Simple

B1 Past Perfect and Past Simple

Prepositions:

Giving directions (go straight on, turn right and left, go across, go along, go past)

Vocabulary:

building, palace, square, street, cathedral, Baptistery/violin, piano, saxophone, guitar, bass, recorder, flute, cello.

Communication Skills:

Describing a place (city and its landmarks), giving directions, talking about musical instruments, talking about historical events.

Introduction of the LP: students will be introduced to a small-sized Italian city situated in Northern Italy. They will read and understand information about its history, its cultural heritage and music. They will learn to give and understand directions.

Lesson Plan (Topic)

Getting to know a small city and its traditions.

What do you do when you want to visit a place or city that you do not know?

Do you read a guidebook? Do you ask for information? do you contact the tourist office? You do not like finding any information before, but you ask a friend who is with you. Or...you visit the place or city without any information at all!

This lesson plan aims at describing a place or city with its landmarks and historical heritage.

It also aims at learning how to ask for and give directions and to expand vocabulary related to historical events, landmarks and musical instruments.



Cremona and its historical background

Read the text.

Cremona is a city and *comune* in northern Italy, situated in Lombardy, on the left bank of the Po river in the middle of the *Pianura Padana* (Po Valley). The city is especially noted for its musical history and traditions, including some of the earliest and most renowned luthiers, such as Giuseppe Guarneri, Antonio Stradivari and several members of the Amati family.

Cremona was first mentioned in history as a settlement of the Cenomani, a Gallic (Celtic) tribe that arrived in the Po valley around 400 BC. However, the name Cremona most likely dates back to earlier settlers and puzzled the ancients, who gave many fanciful interpretations. It is not clear where the name comes from.

Around 200 BC the Romans established on that spot their first military outpost. Cremona and nearby Placentia (modern Piacenza, on the south bank of the Po) were founded in the same year. From it started the *Via Brixiana*, which is a Roman road which connected *Brixia* (Brescia) to Cremona.

Cremona quickly grew into one of the largest towns in northern Italy and was on the *Via Postumia*. It supplied troops to Rome and the famous poet Virgil went to school there.

Its prosperity continued to increase until 69 AD, when it was sacked and destroyed. The sacking was described by Tacitus in *Histories*.

For some time it was a military outpost as part of the Byzantine Empire and was later conquered by the Lombard King Agilulf. Queen Theodelinda later installed a bishop there, so that the city increased its power and became prosperous.

During the Middle Ages the city was divided, as many Italian ones, in two opposing parties, the Guelphs and the Ghibellines.

The city also sided with Frederick Barbarossa when he descended into Italy, later changing side and joining the Lombard League.

When it became a Signoria, the Calvalcabò family built some important buildings, such as the Torrazzo.

When the Visconti family came into prominence, Cremona became part of the Duchy of Milan, following its fate until the unification of Italy. The Visconti and later the Sforza provided cultural and religious development, also founding a university. When Francesco I Sforza and Bianca Maria Visconti married in 1441, a new sweet was created and it later evolved into the popular *torrone*.

Many foreign occupations followed: the Republic of Venice (1499 - 1509), the Spain (1524 - 1701), France, Austria.

Tasks

Task 1 – Read and listen to the passage. Identify the main historical periods and include them in the table below.

Celtic Times	Roman Times	Middle Ages	Signoria Times	Invasions
--------------	-------------	-------------	----------------	-----------

Task 2 – Read the passage again and answer the questions.

1. Where is Cremona situated?
2. What is it popular for?
3. Who settled it?
4. What happened during the Roman Times?
5. What are the names of the most important families during the Signoria time?

Task 3 – After answering the questions in writing, prepare an oral presentation, collating and organising the information. Use Canva, Genially, Google Presentations or any other presentation.

Exercises

Exercise 1

Complete the exercise.

<https://wordwall.net/it/resource/85595106/cremona-an-historical-outline-complete-the-sentences-using-the>

Cremona is a city and comune in northern Italy, situated in Lombardy, on the left bank of the Po River in the middle of the Pianura Padana (Po Valley)

LEFT/SITUATED/WRITTEN/MADE

Cremona was first mentioned in history as a settlement of the Cenomani, a Gallic (Celtic) tribe that arrived in the Po valley around 400 BC

IS/ARE/HAD/WAS

From it started via Brixiana, which is a Roman road which connected Brixia (Brescia) to Cremona.

FINISHED/STARTED/ARRIVED/LEFT

Queen Theodelinda later installed a bishop there, so that the city increased its power and became prosperous.

BANNED/DESTROYED/BURNT DOWN/INSTALLED

When the Visconti family came into prominence, Cremona became part of the Duchy of Milan, following its fate until the unification of Italy.

BROUGHT/ENDED/CAME/STARTED

Exercise 2

Past Simple verbs are usually grouped in a table, including base form, Past Simple and Past Participle.

Here is a list of the most common ones. After studying them carefully, complete the exercise below.

Base Form	Past Simple	Past Participle
-----------	-------------	-----------------

write	wrote	written
-------	-------	---------

swim	swam	swum
------	------	------

see	saw	seen
-----	-----	------

ride	rode	ridden
------	------	--------

eat	ate	eaten
-----	-----	-------

take	took	taken
------	------	-------

drive	drove	driven
-------	-------	--------

speak	spoke	spoken
-------	-------	--------

be was were been

give gave given

throw threw thrown

<https://wordwall.net/resource/85904749>

Irregular verbs grouped. Drag and drop each verb to the corresponding one.

Go went gone

Eat ate eaten

Be was/were been

See saw seen

Drink drank drunk

Drive drove driven

Write wrote written

Speak spoke spoken

Exercise 3

Past Simple

For verb reference first study in the above table.

I _____ (write) a letter yesterday

They _____ (see) New York last summer.

She _____ (eat) too much ice-cream two days ago.

He _____ (take) a new job last month.

They _____ (throw) the ball over the wall.

Subtopic

The main historical landmarks in Cremona

Read the text.

Here is a list of the main historical building in Cremona.

The Cathedral of Cremona (Romanesque - Gothic art), The Baptistery (Romanesque - Gothic art)

Piazza del Comune

It is one of the most beautiful medieval squares in Italy. While walking across it, you can see the Torrazzo, the Cathedral, the Baptistery and the Palazzo del Comune.



Sant'Agata Church, San Girolamo Church, San Sigismondo Church

The Torrazzo (the third highest brickwork bell tower in Europe)

It is situated near the Cathedral, and it is the symbol of Cremona. It is 112 metres tall, and it is the second highest church bell tower in Italy (and the third in Europe). It contains 502 steps.

Loggia dei Militi, Palazzo Ponchielli, Museo della Civiltà Contadina

Museo del Violino

It was inaugurated in 2013, and it allows all visitors to understand the magic world of the violin and listen to its unique sound. Musicians like Monteverdi and Ponchielli were born in Cremona.

Tasks

Task 1 – Read the passage. Now read some comments made by people visiting or living in Cremona. Gather the information in the table below.

Jessica: Cremona is a small sized city where life is very easy and comfortable. The city centre is Piazza Duomo, the Baptistery and the Palazzo del Comune. You can park your car and visit it on foot. When I have had a nice ice-cream or I have tasted the popular *torrone*, I can walk along its beautiful streets and squares. Some popular Italian singers and actors such as Mina and Ugo Tognazzi were born in Cremona. The musician Amilcare Ponchielli was born here, too. Also Stradivari, with his violins, is an important character of Cremona. There are many reasons to visit this extraordinary city!

Michael: Cremona, city of Art! Visit the Torrazzo and its bell tower, its square and the Baptistery. Cremona is popular for its violins and Stradivari, for its small

shops, for the *torrone* and the many places where you can buy sweets. Also its restaurants are well-known all over Italy. And don't forget the lovely *salame*!

Anna: we can define Cremona as a "sleeping beauty" in the Po Valley! the River Po is nearby, with its foggy landscapes. I have experienced this sleepy atmosphere many times, especially on winter mornings, when the lights are mingled with fog. It is also a very romantic place for all those who want to experience its magic embrace.

John: a beautiful square, many fantastic buildings to visit. Nice walking site for everybody. I have walked along its streets many times. Do not miss the Violin Museum and the Po Valley. I have visited it recently and the valley looks very green and quiet. You can also travel by boat, don't forget the river cruises.

Monuments Museums Famous characters what to eat Other

Task 2 – Tick the correct information below.

Piazza Duomo is the most important square in the city.

Cremona is popular for its sweets.

Amilcare Ponchielli invented the *torrone*.

Torrazzo is a typical kind of sweet.

Stradivari was a violinist.

Cremona is in the Arno Valley.

You cannot sail along the River Po.

Cremona is a romantic city.

Cremona is very foggy in winter.

Ugo Tognazzi was a singer.

Task 3 – Now you have to organize a trip in Cremona. Decide where you want to go and, by using Google Maps, give directions. Practice the following expression:

Excuse me, can you please tell me where I can find...

Where can I find.....?

Can you please tell me how to get to?

Can you please help me to find.....?

go straight on

go past

near, in front of, opposite

behind

turn right and left
 go across
 stop
 road, street, square

Task 4 –

Read the passage. Answer the questions.

Cremona and its musical heritage

Cremona has a distinguished musical history. The 12th-century cathedral was a focus of organized musical activity in the region in the late Middle Ages. By the 16th century the town had become a famous musical centre. Nowadays there are important *ensembles* for Renaissance and Baroque music and festivals which maintain Cremona as one of the most important towns in Italy for music.

Beginning in the 16th century, Cremona became renowned as a centre of musical instrument manufacture, with the violins of the Amati and Rugeri families, and later the products of the Guarneri and Stradivari workshops.

Cremona is still renowned for producing high-quality instruments, rare examples of which can be seen when visiting the local Museo del Violino.

Cremona had a band tradition linked to the *Guardia Nazionale* founded under Napoleonic influence. In 1864 Amilcare Ponchielli became its leader and created what might be considered one of the greatest bands of all time.

What is Cremona popular for?

When did its musical activity begin?

What is the most popular type of music?

What can you see in the Museo del Violino?

Who was Amilcare Ponchielli?

Exercises

Exercise 1 - Present Perfect and Past Simple

We use both tenses when we talk about past actions. In the first case we are not interested in when the action took place and it can also be linked to the present.

For example: I have studied English for 10 years.

In the second case the action is finished and we usually have a time expression like last, ago, yesterday.

For example: I started to study English in 2015.

How it works:

Past Simple: verb base form+-d/ed; for irregular verbs see table of irregular verbs

Present Perfect: have/has+Past Participle (base form+-d/-ed for regular verbs; for irregular verbs see table)

Complete the exercise:

I have studied/studied Chinese last year.

We played/have played football recently.

Jack went/has gone to New York one year ago.

I haven't read/didn't read this book this year.

I have practised/practised English for 5 years and I am still doing it!

Exercise 2 - Past Simple and Past Perfect

The past perfect simple is used to sequence events in the past to show which event happened first.

For example:

*The music **started** when the film **began**.* Past simple + past simple: the music started at the same time as the film began.

*The music **had (already) started** when the film **began**.* Past perfect simple + past simple: the music started and then the film began.

The past simple often suggests a connection between the time of the two events.

How it works:

Past Simple: regular verbs, base form+-d/ed; irregular verbs see table of irregular verbs.

Past Perfect: had+Past Participle (regular verbs: base form+-ed/-d; irregular verbs see table of irregular verbs).

Complete the exercise. Use the following verbs:

TOLD - HAD LIVED - WENT – HAD THOUGHT - HAD SENT - FLEW -
DECIDED - MOVED - RECEIVED

Last year I _____ to Germany. I _____ about this opportunity for months and in January I finally _____ to apply for Berlin. I _____ an e-mail from the university department 5 weeks after I _____ the documents. They _____ me that I had been accepted to the Faculty of Law. In August I _____ to Berlin and I _____ into a small apartment, replacing a Japanese girl who _____ there since the start of summer semester.

Exercise 3 - Giving directions: prepositions

Practice the prepositions by completing the exercises.

<https://wordwall.net/resource/85905244>

Go up - Go down

Go straight ahead

Turn right

Turn left

Go round

Go over

Cross the street

Exercise 4 - Vocabulary: musical instruments. Read and identify the musical instruments. Then complete the exercise.

Saxophone, guitar, flute/recorder, violin, drums, cello, accordion, clarinet, bass, trumpet, piano.

<https://wordwall.net/resource/87377239>

Piano: it has white and black keys

Bass: it looks like a guitar

Violin: Stradivari used to play it

Drums: it is made of different elements

Trumpet: you need to have a good breath to play it

Cello: a big instrument

Exercise 5 -

AI to create texts. By using any AI app, create a text about Cremona

Example: text created by using CHAT GPT

Cremona is a charming city in northern Italy, situated in the Lombardy region. It's renowned for its rich history, stunning architecture, and most famously, its tradition of violin-making. Here are a few highlights about Cremona:

Violin-Making Legacy

Cremona is the birthplace of master luthiers like **Antonio Stradivari**, **Andrea Amati**, and **Giuseppe Guarneri**, whose violins are considered some of the finest ever crafted.

The **Museo del Violino** (Museum of the Violin) celebrates this heritage with displays of historical instruments and insights into the art of violin-making.

Landmarks

Cremona Cathedral (Duomo di Cremona): A stunning Romanesque-Gothic cathedral with a magnificent façade and breathtaking frescoes inside.

Torrazzo di Cremona: Adjacent to the cathedral, this is one of the tallest brick bell towers in Europe. It offers panoramic views of the city.

Piazza del Comune: The heart of Cremona, surrounded by historic buildings like the Palazzo Comunale and the Baptistery.

Culture and Cuisine

Cremona has a rich culinary tradition, including specialties like **torrone** (nougat) and **mostarda** (a sweet and spicy fruit preserve).

The city hosts numerous music festivals, honoring its musical history.

Have you visited Cremona or are you planning to?

What I have learned and what I know how to do

I can use some Past Tenses: Present Perfect, Past Simple, Past Perfect. I can read and understand a passage about history and I can describe a small city. I can also give directions and name some musical instruments.

TO LEARN MORE

- I can identify buildings and places in town.
- I can talk about historical events and give directions.
- I can identify some musical instruments.

ANSWERS for the main Topic

Exercise 1

Situated - Was

Started

Installed

Came

Exercise 2

Go went gone

Eat ate eaten

Be was/were been

See saw seen

Drink drank drunk

Drive drove driven

Write wrote written

Speak spoke spoken

Exercise 3

wrote, saw, ate, took threw

ANSWERS for the Subtopic**Exercise 1**

studied

have played

went

haven't read

have practised

Exercise 2

went

had thought

received

had sent

told

flew

moved

had lived

Exercise 3

Go up



Go down



Go straight ahead



Turn right



Turn left



Go round



Go over



Cross the street



Exercise 4

piano

cello

violin

trumpet

bass

drums



Meeting people





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A Welcome Kit to Europe – AWKE- English Translation

LPB1

Topic: Meeting people

COUNTRY: Italy

ORGANISATION: IC Borsellino Ajello

Title: Meeting New People

Grammar: Present tenses

B1 Present simple or present continuous

B1 Past simple or present perfect?

Prepositions

B1 Verb + preposition

Vocabulary:

Main verbs used in context

Communication Skills:

Get to know people in more depth, talk about your interests and tastes

Introduction of the LP: These lessons are designed for users who have acquired the ability to relate to an elementary level and now need to expand their grammatical skills and knowledge of the language at B1 level.



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Lesson Plan (Topic)

Text/Audio/Video



<https://www.freepik.es/fotos-vectores-gratis/rutina-diaria-ninos>

Bob's daily routine

I get up at seven o'clock every morning on weekdays. I brush my teeth and get dressed. Then, I have breakfast with eggs, honey, butter, cheese, olives, and tomatoes. I prefer drinking orange juice. After breakfast, I leave home at about eight o'clock and go to school by school bus. I have lessons between half past eight in the morning and three o'clock in the afternoon. I have lunch with my friends at school at quarter past twelve.

After school, I attend my music course at quarter past three and play beautiful songs with my violin. I usually arrive home at about five o'clock and watch some cartoons on TV. I do my homework and have dinner with my family at eight o'clock. After dinner, I go to my room and listen to music. I sometimes go online and search for information about my school subjects. I read a book before I go to bed. I always sleep at half past nine.

On Saturdays, my family and I usually go to a supermarket and do shopping. We sometimes go to the cinema and watch a film. In the afternoons, we go for a walk in the park and feed the birds there.

On Sundays, my family and I always visit my grandparents. They live in a village and have some animals. I play with their dog Goldy and milk the cows. Sometimes, I pick fruits or vegetables from their garden. Cherries and plums are my favourites. My grandmother makes her delicious strawberry cake and serves tea with it. We all sit in the living room and talk to each other. We sometimes play games. In the afternoon, we go back home at about four.

Simple past rules, examples

The Simple past describes a completed action in a time before now and things that happened one after another in the past

Actions that happened at a specific time in the past.

I got a book yesterday. I had a great time in Italy last month.

Simple past regular verbs

Add -ed to the regular verb. look - looked, watch - watched,

Some verbs you need to change a bit.

Verb ending in...

-e only add -d

live - lived

date - dated

Consonant +y Change y to i and add -ed

carry - carried

cry - cried

1 vowel + 1 consonant

Double consonant and

add -ed

stop - stopped

Examples: cook - cooked, play - played, wash - washed -e at the end of the verb: only add -d. love - loved, live - lived, close - closed, live – lived

Simple past irregular (not regular) verbs

Some verbs are not regular. You have to learn them.

Example:

begin - began

break - broke

come - came

drink - drank

fall - fell

forget - forgot

get - got

speak - spoke

Simple past verb: To be

I was

you were

he/she/it was

we were

you were

They were

Present perfect

The present perfect is formed from the present tense of the verb have and the past participle of a verb.

-We use the present perfect for something that started in the past and continues in the present. Ex.: They've been married for nearly twenty years. She has lived in London all her life.

-When we are talking about our experience up to the present. Ex.: I've seen that film before. I've been playing the piano ever since I was a child.

-We often use the adverb **ever** to talk about experience up to the present. Ex.: My last birthday was the worst day I have ever had. We use **never** for the negative form:

Have you ever met Bob? Yes, but I've never met his wife.

-For something that happened in the past but is important in the present. Ex.: I can't get in my car. I've lost my keys. Maria isn't home. I think she has gone away.

have been and have gone

We use have/has been when someone has gone to a place and returned:

A: Where have you been?

B: I've just been out to the school.

A: Have you ever been to Liverpool?

B: No, but I've been to London.

But when someone has not returned, we use have/has gone:

A: Where's Maria? I haven't seen her for weeks.

B: She's gone to Paris for a week. She'll be back tomorrow.

The present continuous

The present continuous is used for actions that are currently happening. For example, "I'm walking". It is formed with the verb "be" and the base verb plus -ing.

If a verb ends in -y, simply add -ing. For example, "play" becomes "playing"

For monosyllabic verbs ending in a consonant after a vowel, double the last consonant before adding -ing, like "sit" to "sitting"

For verbs that end in -e, drop the -e and add -ing, such as "have" to "having"

To form the negative, use the conjugated verb followed by "not" and the -ing verb.

The negative form can be in extended or contracted form.

For questions, start with the correct form of "be" followed by the -ing verb. For example, "Are you walking home?" Can be answered with short or complex responses, like "No, I'm walking to school". The present continuous shows actions in progress, while the simple present describes habitual actions, as in "I'm drinking coffee now, but I usually drink tea".

Tasks

Task 1 – review present simple and present continuous

Task 2 – Past simple

Task 3 – Present perfect

Task 4 – Past simple or present perfect?

Exercises

Exercise 1. Put the words in the correct order to make a sentence

Now right playing my with I'm family cards.

To mum now Mary talking is.

You always restaurant have Do the lunch at?

Lunch at have I home usually don't.

Often Mum Saturday makes cakes on.

Exercise 2. Highlight only regular verbs in the Simple Past

Baby and her dog.



Openart.ai

Baby and her dog

When I woke up this morning, I found my dog, Blanco, waiting for me. He wanted me to take him for a walk. But first I had breakfast. Then I brushed my teeth and put on a tracksuit and a heavy coat, because it was really cold outside, Blanco was already impatient. We both went out and walked to the small park near home. When my hands were frozen, I decided it was time to go back home. Blanco didn't want to, but I pulled hard, and I managed to take him back. When we arrived at the front door, I realized I didn't have my keys with me, so we stayed out in the cold for more than an hour! Blanco was very happy!

Exercise 3. Present perfect – Right or wrong



We are gone

We have read

I arrived

They have arrived

I have done

Has he worked?

Exercise 4. Present Perfect or Past Simple?

She _____ there when she was a child

Has lived

Lived

Have lived

2. I _____ her since last year.

Hasn't seen

Haven't seen

Didn't see

3. They _____ a few hours ago.

Left

leaved

have left

4. He _____ unemployed since he left school.

Hasn't been

Haven't been

Wasn't

5. The film _____ yet.

Didn't start

Hasn't started

Hasn't start

Subtopic

Text /video/Audio

Verbs + Prepositions

To

She **belongs to** a tennis club.

I always **listen to** music on my way to school.

I **look forward to** the weekend.

He **said to** me that she would be late.

We **talk to** our parents every day.

She **writes to** her pen pal in Rome every month.

For

She **asked for** a book.

He **applied for** the job but didn't get it.

They **are looking for** the money but can't find it.

I **paid for** the cakes.

I'm **waiting for** Maria.

At

She **arrived at** the station on time.

He **laughed at** the comedian's joke.

He **looked at** the painting in awe.

They **shouted at** the team in encouragement.

She **smiled at** me when I entered the room.

In

She **arrived in** London yesterday.

He **believes in** being honest at all times.

They **invest in** real estate as part of their business.

They **succeeded in** passing all their exams.

On

He **depends on** public transport to get to work.

She **insists on** having fresh coffee in the morning.

They **spend** a lot of money **on** gadgets.

Of

She **reminds** me **of** her mother.

He **thinks of** a new idea every day.

With

She **argues with** her brother a lot.

He **agrees with** the proposed plan.

They **compare with** each other too often.

We **spend time with** our family during the holidays.

He has decided to **stay with** his cousin for the summer.

About

She **argues about** politics frequently.

He **complains about** the weather constantly.

She **dreams about** becoming an astronaut.

We often **talk about** our future plans.

He **thinks about** changing his job frequently.

Grammar explanation

Verbs in long sentences are often followed by prepositions

We **agree with** you. He **listens to** music. She **thanked** me **for** the present

There are no rules for which preposition goes with which verb, so it's wise to learn them together. Write new vocabulary in sentences or phrases. Here are common verbs for each preposition:

Verbs with for

She **apologised for** being late

I have to **prepare for** my work tomorrow.

We're **waiting for** the train

We **applied for** the job

How do you **ask for** water in French?

Verbs with from

This mask should **protect** us **from** virus

Has she **recovered from** the accident yet?

She **saved** Mary **from** drowning

She **suffers from** celiac disease

Verbs with in

I **believe in** love at first sight

I **specialize in** cardiac surgery

You have to do a lot to be **successful in** life

Verbs with of

I don't **approve of** wars

The doctor **died of** covid

This soap **smells of** lemons

Verbs with on

Our decision will **depend on** the test

The film is **based on** the book of Andrea Camilleri

I can't **concentrate on** my work

I'm **relying on** you!

Verbs with to

What kind of music does she like **listening to**?

Can we **introduce** you **to** our friends?

They **responded to** my complaint

Verbs with with

We **agree with** you

I will **provide** you with more information **later**

I'm finding it difficult to **deal with** the stress

Tasks

Task 1 – Know which preposition to pair with the verb

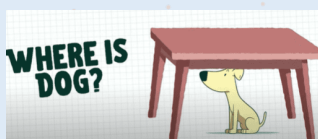
Task 2 – Deepen your knowledge of which preposition to pair with the verb

Exercises

Exercise 1. Prepositions



1. The dog is ___ the table



2. The dog is ___ the table



3. The dog is ___ the table



4. The dog is ___ the box and the table



5. The dog is ___ the box

Exercise 2. Write the correct preposition

Goodbye! See you _____ (in, on, at) Friday.

My sister got married _____ (in, on, at) May.

Where were you _____ (in, on, at) 28 February?

I got up _____ (in, on, at) 8 o'clock this morning.

I like getting up early _____ (in, on, at) the morning.

Exercise 3. Verbs with prepositions. Connect each item with the correct preposition

compare	talk	congratulate	disagree	succeed	participate	forget	concentrate
argue (someone)	apologize	meet	consist	cope	deal	blame (something)	rely
specialize	worry	complain	remind	apply	accuse	depend	care
believe	argue (something)	blame (someone)	wait	smell	get rid	prepare	

About For Of

In On With

Complain, worry, concentrate, rely, succeed, specialize, depend, compare, meet, forget, prepare, apologize, care, talk, argue (something), blame (someone), congratulate, apply, blame (something), wait, smell, get rid, accuse, consist, remind, believe, disagree, participate, deal, argue (someone), cope.

ABOUT FOR OF IN ON WITH

Exercise 4. Match the verbs with the correct preposition.

Ability
Responsible
Report
Looking
Experience
Depend
Knowledge
Suitable
Expected
Fluency
Prospects



On
For
Of
To
In

What I have learned and what I know how to do

Review present simple, present continuous, past simple and present perfect

I can use prepositions with verbs

TO LEARN MORE

- I can identify present simple or present continuous.
- I can identify past simple or present perfect.
- I can use the right preposition.

ANSWERS for the main Topic

Exercise 1. Put the words in the correct order to make a sentence

I'm playing cards with my family right now.

Mary is talking to mum now.

Do you always have lunch at the restaurant?

I don't usually have lunch at home.

Mum often makes cakes on Saturday.

Exercise 2. Highlight only regular verbs in the Simple Past

Wanted, washed, walked, jumped, pursued, destroyed, decided, pulled, managed, arrived, realized, stayed.

Exercise 3. Present perfect – Right or wrong

w

r

w

r

r

r

Exercise 4. Present Perfect or Past Simple?

1b, 2b, 3a, 4a, 5b

ANSWERS for the Subtopic

Exercise 1. Prepositions

on

under

beside

between

in

Exercise 2. Write the correct preposition

on

in

on

at

in

Exercise 3. Verbs with prepositions. Connect each item with the correct preposition

Complain, worry, care, talk, argue (something), forget **ABOUT**

Prepare, apologize, apply, blame (something), wait **FOR**

Smell, get rid, accuse, consist, remind, accuse **OF**

Believe, succeed, specialize, participate **IN**

Concentrate, rely, depend, blame (someone), congratulate **ON**

Deal, disagree, argue (someone), cope, compare, meet **WITH**

Exercise 4. Match the verbs with the correct preposition

1d, 2b, 3d, 4b, 5c, 6a, 7c, 8b, 9d, 10e, 11b



Green Skills





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A Welcome Kit to Europe – AWKE- English Translation

LPB1

Topic: Green Skills

COUNTRY: Cyprus

ORGANISATION: UCY

Title: Building a Sustainable Future with Green Skills

Grammar:

To effectively discuss green skills, learners should practice the following grammar points:

Present Perfect to discuss past experiences and ongoing effects (e.g., "Many countries have invested in renewable energy").

First Conditional for predicting future outcomes (e.g., "If we plant more trees, we will reduce air pollution").

Passive Voice to emphasize actions and processes (e.g., "Solar panels are installed on many buildings").

Relative Clauses for providing extra information (e.g., "The company, which focuses on sustainability, has reduced its waste output").

Vocabulary:

Understanding key vocabulary related to green skills is crucial. Some important words and phrases include:

Renewable Energy (e.g., solar power, wind turbines, hydropower)

Sustainability (e.g., carbon footprint, eco-friendly, biodegradable)

Waste Management (e.g., recycling, composting, upcycling)

Green Technology (e.g., electric vehicles, energy-efficient appliances, solar panels)

Conservation (e.g., biodiversity, reforestation, water preservation)

Communication Skills:

Communication Skills Effective communication about green skills involves:

Explaining environmental issues and solutions

Using persuasive language to encourage sustainable behaviors

Discussing policies and strategies for a greener future

Expressing opinions with supporting reasons (e.g., "I think renewable energy is the future because it reduces pollution.")

Giving advice and making recommendations (e.g., "You should use reusable bags instead of plastic ones.")

Introduction of the LP:

This lesson plan focuses on enhancing students' understanding of green skills, which are essential for promoting environmental sustainability. Through engaging activities, discussions, and practical exercises, students will learn about eco-friendly practices, waste reduction, renewable energy, and sustainable living. By the end of the lesson, they will be able to communicate effectively about environmental issues and apply green skills in their daily lives.

Lesson Plan (Topic)



Learning Objectives:

Develop vocabulary related to sustainability and environmental conservation.

Understand key grammar structures used in discussions about green skills.

Enhance communication skills through debates, presentations, and discussions.

Apply knowledge of green skills to real-life scenarios and problem-solving activities.

Tasks

Task 1:

Research and Present:

Research different types of renewable energy and present their benefits and challenges to the class.

Task 2:

Sustainability Debate:

Debate the importance of government policies in promoting green skills and sustainability.

Task 3:

Eco-Friendly Lifestyle Plan:

Create a personal or community plan to adopt greener habits in daily life.

Task 4:**Green Business Ideas:**

Brainstorm and present an eco-friendly business idea that promotes sustainability.

ExercisesExercise 1:**Find the Match:** (*Vocabulary Matching*)

Match the green-related terms with their correct definitions: (*below you can find the correct matching*)

Terms:

Biodegradable

Upcycling

Carbon Footprint

Sustainability

Zero Waste

Definitions:

- a. A lifestyle that aims to eliminate waste production.
- b. Reusing materials to create a product of higher quality.
- c. A material that breaks down naturally over time.
- d. Meeting present needs without compromising future resources.
- e. The total amount of greenhouse gases produced by an individual or organization.

Exercise 2:**Quiz:** (*Multiple Choice Questions*)**1. What is the best way to reduce waste?**

- a) Throwing everything in the trash
- b) Recycling and reusing materials
- c) Burning waste
- d) Using more plastic

2. Which of the following is a renewable resource?

- a) Coal
- b) Oil
- c) Solar energy
- d) Plastic

3. Why is composting important?

- a) It increases landfill waste
- b) It turns organic waste into useful fertilizer
- c) It pollutes the environment
- d) It wastes food

Exercise 3:

Complete the Sentence: (*Grammar Practice – Modal Verbs & Passive Voice*)

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.

Sustainable materials _____ (use) to reduce pollution.

If we _____ (recycle) more, we will reduce landfill waste.

Exercise 4:

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.

Grow Your Own Food

Industrial farming contributes to deforestation, excessive water use, and pesticide pollution. Growing your own food reduces reliance on mass food production, promotes organic eating, and lowers the environmental footprint of transportation and packaging.

Example: Planting herbs like basil, mint, and rosemary at home reduces the need to buy packaged herbs from the supermarket.

How to do it: Start a small garden in your backyard, balcony, or even indoors using pots. Grow seasonal vegetables and fruits using organic compost and natural fertilizers.

Use Eco-Friendly Products

Many conventional products contain harmful chemicals and plastic packaging that contribute to pollution and environmental damage. Eco-friendly products minimize toxic waste, reduce landfill waste, and promote sustainable production practices.

Example: Switching from chemical-based cleaning products to biodegradable, plant-based alternatives reduce water pollution.

How to do it: Look for products labeled as biodegradable, cruelty-free, and free from harmful chemicals. Choose sustainable personal care items such as bamboo toothbrushes and organic soaps.

Proper E-waste Disposal

Single-use plastics take hundreds of years to decompose and often end up polluting oceans and harming wildlife. Reducing plastic waste helps protect marine life, decrease landfill waste, and conserve fossil fuels used in plastic production.

Example: Using a reusable stainless steel water bottle instead of buying plastic bottles daily reduces plastic waste.

How to do it: Carry a reusable shopping bag, avoid plastic straws and cutlery, and choose refillable or bulk-packaged products to minimize plastic consumption.

Support Local Initiatives

Excessive energy consumption leads to increased carbon emissions and reliance on non-renewable energy sources. Conserving energy helps reduce greenhouse gas emissions, lower electricity bills, and slow down climate change.

Example: Unplugging electronic devices when not in use can help reduce phantom energy consumption.

How to do it: Turn off lights when leaving a room, unplug chargers and appliances when not needed, use LED bulbs, and consider investing in renewable energy sources like solar panels.

Advocate for Green Policies

Government policies play a crucial role in environmental protection. Supporting and promoting green policies leads to stronger regulations on pollution, better investments in renewable energy, and a more sustainable future for all.

Example: Signing petitions and supporting local initiatives that promote renewable energy policies can lead to government action.

How to do it: Participate in environmental campaigns, write to local representatives about sustainability issues, and educate others about the benefits of green policies through social media or community meetings.

Tasks

Task 1:

Research and Present

Research one of the sustainable actions (e.g., "Reduce Water Usage" or "Limit Single-Use Plastics") and prepare a short presentation on why it is important and how to implement it in daily life.

Share your findings with the class or in small groups.

Task 2:

Sustainability Challenge

Choose one sustainable action and apply it for a week (e.g., using only reusable shopping bags or reducing shower time).

Keep a journal and write about the challenges and benefits you experienced.

Task 3:

Green Policy Proposal

Imagine you are an environmental activist. Write a short policy proposal on how schools, businesses, or governments can promote one of these sustainable actions.

Present your proposal to your classmates and discuss its feasibility.

Task 4:

Eco-Friendly Campaign

Create an awareness poster, social media post, or short video encouraging people to adopt one of these sustainable actions.

Highlight key reasons, examples, and steps for implementation.

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:

Solar

Wind

Hydro

Biomass

Geothermal

Recycling

Definitions:

- a. Provides clean energy without emissions.
- b. Uses water flow for electricity generation.
- c. Uses Earth's heat to generate energy.
- d. Converts waste into renewable energy.
- e. Reduces electricity bills.
- f. Processing waste materials into new products.

Exercise 2:**Quiz: (Multiple Choice Questions)**

What is the primary benefit of using a reusable water bottle instead of single-use plastic bottles?

- a) More convenient
- b) Reduces plastic waste
- c) Cheaper

Which of the following is a renewable source of energy?

- a) Solar energy
- b) Natural gas
- c) Coal

What is the most sustainable way to dispose of food waste?

- a) Throwing it in the trash
- b) Composting
- c) Burning it

Exercise 3:**Sentence Reordering: (Communication Skills – Sentence Structure)**

Put the words in the correct order to form meaningful sentences:

use / reduce / we / energy / can / solar / by / panels
 saving / trees / is / important / it / for / environment
 recycling / plastic / help / reduce / waste / can / you

Exercise 4:**Complete the Sentence: (Grammar Practice – Correct Answers Highlighted)**

Fill in the blanks with the correct word(s):

To create a sustainable garden, you should use _____ (organic/natural) fertilizers and avoid _____ (synthetic/chemical) pesticides.

Watering plants in the _____ (morning/early morning) helps prevent water loss through _____. (evaporation/water loss).

Composting is a great way to reduce organic waste and create _____ (nutrient-rich/fertile) _____ (soil/compost) for your garden.

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:

Understand Practical Actions:

I have learned that simple, everyday decisions—such as using energy-efficient lighting, reducing waste through recycling and composting, and selecting eco-friendly products—can make a significant positive impact on the environment.

Implement Sustainable Home Practices:

I now know how to develop a sustainability plan for my home, which includes actions like minimizing energy and water usage, improving recycling efforts, and incorporating sustainable materials.

Adopt Renewable Energy Solutions:

I understand the benefits of renewable energy sources (e.g., solar, wind, hydro) and can explain how these alternatives help reduce greenhouse gas emissions and reliance on fossil fuels.

Engage in Community Initiatives:

I have learned strategies for organizing community clean-up events and local green initiatives, fostering a collective effort toward environmental conservation.

Practice Eco-Friendly Gardening:

I know various sustainable gardening techniques such as using organic fertilizers, applying natural pest control, mulching to retain moisture, and planting native species to conserve water and support local biodiversity.

Apply Eco-Conscious Transportation:

I understand that choosing public transportation, cycling, or walking over driving not only reduces personal carbon emissions but also contributes to cleaner air and reduced urban congestion.

TO LEARN MORE**Deepen Renewable Energy Knowledge:**

Explore in-depth resources on how to install and maintain renewable energy systems (e.g., solar panels, wind turbines) through online courses, webinars, and technical guides.

Advanced Sustainable Living Practices:

Look into sustainable building practices and eco-friendly technologies by reading case studies, white papers, or attending workshops and seminars focused on environmental innovation.

Authoritative Resources:

Visit reputable websites such as the Environmental Protection Agency (EPA) or the United Nations Environment Programme (UNEP) for updated research, guidelines, and news on sustainability and green practices.

Enroll in Courses and Webinars:

Sign up for online courses on platforms like Coursera, edX, or local community college offerings that cover topics such as climate change, green technology, and sustainable living.

Books and Documentaries:

Read books and watch documentaries dedicated to climate change and sustainability. These resources provide historical context, scientific insights, and practical solutions for environmental issues.

Join Local and Online Communities:

Participate in local environmental groups or online forums to exchange ideas, experiences, and practical tips for implementing greener practices in daily life.

Hands-On Experiments:

Start a small-scale project like a home composting system or a mini urban garden to apply your knowledge practically and observe its impact on reducing waste and supporting local ecology.

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

1c, 2b, 3e, 4d, 5a

Exercise 2:

1b, 2c, 3b

Exercise 3:

1 should, 2 are recycled, 3 can, 4 are used, 5 recycle

Exercise 4:

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.

ANSWERS for the Subtopic**Exercise 1:**

1e, 2a, 3b, 4d, 5c, 6f

Exercise 2:

1b, 2a, 3b

Exercise 3:

We can reduce energy use by using solar panels.

It is important for saving trees for the environment.

You can help reduce plastic waste by recycling.

Exercise 4:

1 organic | synthetic, 2 morning | evaporation, 3 nutrient-rich | soil



Cultural Awareness and Sustainability





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A Welcome Kit to Europe – AWKE- English Translation

LPB1

Topic: Cultural Immersion and Participation: Cultural Awareness and Sustainability

COUNTRY: Greece

ORGANISATION: Fthia in Action

Title: Cultural Awareness Through Conditionals

Grammar:

Conditionals:

First Conditional: Future possibilities (If we recycle more, we will reduce waste).

Second Conditional: Unreal situations (If I lived in another country, I would learn about their traditions).

Third Conditional: Past unreal situations (If they had adopted sustainable practices, they would have saved resources).

Auxiliary Verbs: Question Tags (This is important, isn't it?)

Vocabulary:

Sustainability: eco-friendly, renewable energy, upcycle, composting, emissions, conservation, biodegradable, carbon neutral, sustainability, zero waste, policy, sustainable development, recycling, waste management, biodiversity, renewable resources, water conservation, energy efficiency, electric cars, carpooling, pollution reduction.

Cultural Awareness: adaptation, cross-cultural, hospitality, multilingual, integration, intercultural, observances, indigenous, creativity, transformative, generation, traditions, heritage, diversity, inclusiveness, innovation, intercultural exchange, cultural preservation.

Communication Skills:

- Discussing sustainability and cultural integration issues
- Expressing hypothetical ideas and regrets using conditionals
- Participating in discussions using question tags

Introduction of the LP:

This lesson integrates sustainability and cultural awareness to practice conditional grammar and auxiliary verbs. Students will learn how eco-friendly actions and cultural adaptation contribute to a better future while engaging with real-life scenarios through reading, listening, and interactive tasks.

Lesson Plan (Topic)

Text:

Cultural Sustainability and Its Importance:

Cultural sustainability ensures that traditions and values are maintained while supporting environmental goals. Indigenous communities often practice sustainable farming, which helps preserve biodiversity. If we learned from their methods, we could improve our ecosystems. Similarly, cross-cultural cooperation on climate issues creates inclusive and effective solutions. If people embraced sustainable habits globally, they would reduce their carbon footprint while protecting cultural heritage

Tasks

Task 1 – Read the text and highlight all conditional sentences.

Culture is a vital component of sustainable development, influencing how communities adapt and innovate. If cultural considerations are integrated into development policies, they can foster inclusiveness and resilience. For example, local and indigenous knowledge systems offer valuable insights for addressing biodiversity loss and climate change. If more development programs incorporated these practices, they would achieve more sustainable outcomes. Additionally, if societies valued cultural heritage, they could find innovative ways to balance economic growth with environmental conservation. By respecting cultural diversity, development strategies can become more equitable and effective.

Task 2 – Watch the [video by UNESCO](#) about -Culture for Sustainability- and take notes on key sustainability practices mentioned in the video:



Task 3 – Discuss in pairs: What cultural or sustainable practices could you adopt from the list below and explain why?, incorporating the use of **auxiliary question tags** for discussion:

Cultural Practices:

Celebrating traditional festivals in eco-friendly ways

Supporting local artisans by purchasing handmade products.

Promoting language preservation by learning indigenous or endangered languages.

Participating in intercultural events to share and exchange traditions.

Sustainable Practices:

Reducing waste by practicing recycling and upcycling at home.

Saving water and energy through mindful daily habits.

Using public transport or carpooling to reduce carbon emissions.

Planting trees or starting a community garden to support biodiversity.

Example:

Planting trees is an easy way to support biodiversity, isn't it?

Task 4 – Create six sentences using the three types of conditionals based on what you learned about culture and sustainability.

Exercises

Exercise 1 – Match the conditional sentences with the correct ending. The exercise includes a mix of First, Second, and Third Conditionals to align with your grammar focus:

Instructions:

Match the beginning of each conditional sentence on the left with the correct ending on the right.

Sentences:

Left Column (Beginnings):

- If we recycle more,
- If I lived in a community with intercultural events,
- If people had planted more trees in urban areas,
- If we celebrated festivals with eco-friendly materials,
- If everyone turned off lights when not in use,
- If indigenous traditions were preserved,
- If my family had used less plastic in the past,
- If we started a community garden,
- If children learned about sustainability in school,
- If governments promoted renewable energy more actively,

Right Column (Endings):

- a. we would have less pollution in our oceans.
- b. I would meet people from different cultures and learn new perspectives.
- c. we will help reduce waste.
- d. we could grow fresh vegetables and reduce food waste.
- e. cities would have better air quality today.
- f. it could inspire others to take similar actions.
- g. we would save a lot of energy each year.
- h. future generations would benefit from their wisdom.
- i. they would know how to protect the environment.
- j. climate change impacts could decrease significantly.

Exercise 2- Circle the correct answer for each blank in the sentence. Choose the right form of the verb and the appropriate question tag.

If we _____ (recycled / recycle) more, we _____ (will reduce / would reduce) waste, _____ (don't we / won't we)?

If I _____ (lived / live) in a city with better waste management, I _____ (would use / will use) the recycling bins more.

If they _____ (adopted / adopt) sustainable practices last year, they _____ (would have saved / would save) resources, _____ (didn't they / won't they)?

If we _____ (planted / plant) more trees, we _____ (would improve / will improve) air quality, _____ (didn't we / aren't we)?

If you _____ (had / have) more time, you _____ (would volunteer / will volunteer) in environmental projects, _____ (wouldn't you / won't you)?

If she _____ (had participated / participates) in the intercultural program, she _____ (would have learned / would learn) a lot about other cultures.

If we _____ (celebrated / celebrate) festivals with eco-friendly materials, we _____ (would benefit / will benefit) the environment, _____ (wouldn't we / won't we)?

If I _____ (studied / study) about indigenous traditions, I _____ (would understand / would have understood) them better, _____ (wouldn't I / won't I)?

If they _____ (knew / know) more about renewable energy, they _____ (would use / would have used) it earlier, _____ (didn't they / won't they)?

If we _____ (switched / switch) to electric cars, we _____ (would cut / will cut) emissions, _____ (wouldn't it / won't it)?

If I _____ (had / have) the chance, I _____ (would travel / will travel) to learn more about sustainability practices around the world, _____ (wouldn't I / won't I)?

If they _____ (were / are) more aware of cultural differences, they _____ (would adapt / will adapt) better, _____ (wouldn't they / won't they)?

If we _____ (used / use) public transport more often, we _____ (would save / will save) money, _____ (wouldn't we / won't we)?

If you _____ (took / take) part in this project, you _____ (would gain / will gain) valuable experience, _____ (wouldn't you / won't you)?

If we _____ (reduced / reduce) emissions, we _____ (would slow / will slow) down climate change, _____ (wouldn't we / won't we)?

Exercise 3 - Sentence Writing: Write two sentences for each type of conditional: First, Second, and Third.

Exercise 4 - Question Tags Practice:

Complete the sentences with the correct question tag.

Remember:

If the statement is positive, the question tag is negative.

If the statement is negative, the question tag is positive.

Match the verb tense and subject in the statement.

Sustainability is important, _____?

We can reduce emissions, _____?

People don't always recycle, _____?

You have started composting at home, _____?

Renewable energy won't solve every problem, _____?

They planted more trees in the city last year, _____?

Governments haven't done enough to promote conservation, _____?

Everyone should be aware of cultural differences, _____?

You didn't forget to turn off the lights, _____?

It's exciting to learn about intercultural traditions, _____?

Subtopic: Intercultural awareness

Text



The Role of Intercultural Exchange in Promoting Sustainability

Intercultural exchange plays a significant role in fostering sustainable practices. By learning from different traditions, communities can adopt innovative and eco-friendly methods. Indigenous cultures, for example, have long practiced sustainable farming, which preserves biodiversity and reduces waste. If more people embraced these traditions, they would help protect ecosystems globally. Similarly, intercultural events encourage individuals to share ideas about renewable energy, waste reduction, and conservation. These collaborations create solutions that are both inclusive and effective. By valuing cultural diversity, societies can achieve sustainable development while respecting their heritage.

Tasks

Task 1 – Vocabulary Building: Read the text and underline words related to sustainability.

Words to underline:

Intercultural, exchange, traditions, communities, eco-friendly, indigenous, biodiversity, waste, renewable energy, conservation, solutions, cultural diversity, sustainable development, heritage.

Task 2 – Write three conditional sentences using three words, one word for each sentence) you highlighted from the text above.

Task 3 – Create a poster describing one sustainable practice that can help cultural heritage preservation. You can use [Canva](https://www.canva.com).

Task 4 – Present the poster you created in Task 3, and explain it using question tags.

Exercises

Exercise 1 - Write three sentences using the Third Conditional to discuss environmental actions connected with cultural heritage.

Exercise 2 - Fill the Gaps

Instructions: Complete the sentences with the correct word from the list below, you can use some words more than once.

Words: culture, renewable, diversity, conservation, eco-friendly, diverse, cultural

_____ energy is good for the environment because it doesn't pollute.

We should focus on the _____ of nature, such as forests and oceans.

Many different _____ practices can help us protect the planet.

It's important to protect our _____, which makes life more interesting and valuable.

_____ exchange leads to the sharing of helpful ideas for environmental protection.

Many cultures have _____ knowledge about protecting nature.

If we (use) more _____ energy, we (reduce) pollution.

If we (adopt) more _____ practices, we (live) in a cleaner world.

People should protect _____, shouldn't they?

If we (focus) on _____, we (preserve) natural resources for future generations.

Exercise 3 - Short Discussion

Instructions:

Encourage students to think critically about sustainability in a cultural context.

Work with a partner and answer the following questions. Then share your answers with the class.

How can intercultural exchanges help us learn more about sustainability?

What sustainable practices have you seen in your culture or another culture?

Why do you think it's important to learn about different cultures when thinking about the environment?

Exercise 4 - Write a short paragraph (5-7 sentences) on how sustainability and cultural awareness are interlinked in your own community or country.



What I have learned and what I know how to do

I can use conditionals to express future plans, hypothetical situations, and past regrets.

I can form question tags in conversations about sustainability and cultural awareness.

I can describe eco-friendly practices and their cultural importance using appropriate vocabulary.

I can participate in discussions about cultural integration and sustainable development.

I can create and present materials that promote sustainability and cultural awareness.

ANSWERS for the main Topic

Exercise 1 -

If we recycle more, we will help reduce waste.

If I lived in a community with intercultural events, I would meet people from different cultures and learn new perspectives.

If people had planted more trees in urban areas, cities would have better air quality today.

If we celebrated festivals with eco-friendly materials, it could inspire others to take similar actions.

If everyone turned off lights when not in use, we would save a lot of energy each year.

If indigenous traditions were preserved, future generations would benefit from their wisdom.

If my family had used less plastic in the past, we would have less pollution in our oceans.

If we started a community garden, we could grow fresh vegetables and reduce food waste.

If children learned about sustainability in school, they would know how to protect the environment.

If governments promoted renewable energy more actively, climate change impacts could decrease significantly.

Exercise 2 -

If we recycle more, we will reduce waste, won't we?

If I lived in a city with better waste management, I would use the recycling bins more.

If they had adopted sustainable practices last year, they would have saved resources, didn't they?

If we planted more trees, we would improve air quality, didn't we?

If you had more time, you would volunteer in environmental projects, wouldn't you?

If she had participated in the intercultural program, she would have learned a lot about other cultures.

If we celebrated festivals with eco-friendly materials, we would benefit the environment, wouldn't we?

If I studied about indigenous traditions, I would understand them better, wouldn't I?

If they knew more about renewable energy, they would have used it earlier, didn't they?

If we switched to electric cars, we would cut emissions, wouldn't it?

If I had the chance, I would travel to learn more about sustainability practices around the world, wouldn't I?

If they were more aware of cultural differences, they would adapt better, wouldn't they?

If we used public transport more often, we would save money, wouldn't we?

If you took part in this project, you would gain valuable experience, wouldn't you?

If we reduced emissions, we would slow down climate change, wouldn't we?

Exercise 3 -

First Conditional: If we recycle more, we will reduce waste.

Second Conditional: If I lived in another country, I would learn about their traditions.

Third Conditional: If they had adopted sustainable practices, they would have saved resources.

Exercise 4 -

Sustainability is important, isn't it?

We can reduce emissions, can't we?

People don't always recycle, do they?

You have started composting at home, haven't you?

Renewable energy won't solve every problem, will it?

They planted more trees in the city last year, didn't they?

Governments haven't done enough to promote conservation, have they?

Everyone should be aware of cultural differences, shouldn't they?

You didn't forget to turn off the lights, did you?

It's exciting to learn about intercultural traditions, isn't it?

ANSWERS for the Subtopic**Exercise 1 -****Exercise 2 -**

Renewable energy is good for the environment because it doesn't pollute.

We should focus on the **conservation** of nature, such as forests and oceans.

Many different **eco-friendly** practices can help us protect the planet.

It's important to protect our **culture**, which makes life more interesting and valuable.

Cultural exchange leads to the sharing of helpful ideas for environmental protection.

Many cultures have **diverse** knowledge about protecting nature.

If we (use) more **renewable** energy, we (reduce) pollution.

If we (adopt) more **eco-friendly** practices, we (live) in a cleaner world.

People should protect **diversity**, shouldn't they?

If we (focus) on **conservation**, we (preserve) natural resources for future generations.



Sports





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A WelcomeKit to Europe – AWKE-English Translation

LPB1

Topic: Sports

COUNTRY: Greece

ORGANISATION: 2nd Gymnasium of Nafpaktos

Title: From Ancient Olympia to Modern Stadiums: The Game-Changing History of Greek Sports!

Grammar:

B1 Past simple, past continuous, past perfect

B1 Phrasal verbs

B1 Defining and non-defining relative clauses

B1 Clauses of contrast, purpose and reason

B1 -Ed/-ing adjectives – adjectives from verbs

Vocabulary:

Sports: Olympics, gymnastics, football, wrestling, medal, athlete, coach, training.

History/Culture: Ancient Greece, Olympia, tradition, heritage, national pride.

Achievements/Challenges: Success, inspiration, goal, challenge, perseverance, motivation.

Grammar Terms: Although, because, so that, who, which, give up, take up.

Descriptive Words: Exciting, inspiring, challenging, rewarding, proud.

Modern Sports: Team sports, physical education, inclusion, role model.

Communication Skills:

Discussing historical and modern sports using past simple, past continuous, and past perfect.

Comparing and contrasting ideas using clauses of contrast, purpose, and reason (e.g., *although, because, so that*).

Describing personal experiences and goals related to sports and achievements.

Using relative clauses to add details about people, places, and events (e.g., *The athlete, who won a gold medal, inspired many*).

Expressing feelings and experiences using -ed/-ing adjectives (e.g., *The match was exciting, and the fans were excited*).

Introduction of the LP: Welcome to our lesson on *The Evolution of Sports in Greece*! We'll explore the history of sports, from ancient Olympics to modern achievements, while practicing grammar like **tenses**, **relative clauses**, and **clauses of purpose and contrast**. Get ready to improve your English skills and discover how sports inspire people worldwide!

Lesson Plan (Sports)

Text/Audio

[The Evolution of Sports in Greece](#)

The Evolution of Sports in Greece

Sports in Greece have a long and rich history, with many important moments shaping the sports culture we know today. Ancient Greece is often considered the birthplace of sports, as the Olympic Games originated there in 776 BC. Since then, Greek athletes have had a significant influence on sports around the world.

In the past, sports in Greece were mostly associated with physical training and military preparation. Greek soldiers trained regularly, and public festivals often included athletic competitions. These early games were held in honor of the gods and took place every four years in Olympia, where athletes competed in running, wrestling, and chariot racing.

Today, sports in Greece are very different. Many people in Greece now play team sports, such as football, basketball, and volleyball. Football, for instance, is hugely popular, with Greek teams regularly competing in European competitions. Greece has also had success in individual sports, particularly in athletics, with athletes like Konstantinos Kenteris, who won a gold medal in the 2000 Olympics.

Greek sports culture has changed over time. If we look back, we see that sports were once seen as a privilege for the elite. Nowadays, however, more people from all walks of life participate in sports regularly. Sports are also a key part of education in schools, with physical education lessons being held at least once a week. Many children in Greece also join local sports clubs where they can practice and develop their skills.

In the last few decades, sports in Greece have evolved significantly. More women are participating in sports than ever before, and there are now many successful female athletes in various fields. If the trend continues, women's sports will likely become even more popular.

Sports have had a huge impact on the Greek economy, too. Major sporting events like the Athens 2004 Olympics brought a lot of attention and investment to the country. Greek athletes have also continued to achieve success in

international competitions, and many people in Greece train hard to improve their performance. For example, Olympic gold medalist Pavlos Kontides, a sailor, has made history by becoming one of Greece's most decorated athletes in recent years.

Tasks

Task 1: Reading and Listening

Read the text silently **or** listen to the audio carefully 3 times.

After the first reading/listening, think about:

What is the text mainly about?

What are the key topics or events mentioned?

Task 2 : Create a Sports Timeline – "From Ancient Greece to Today"

collect key information from the text and organize it into a timeline to show how sports in Greece have evolved over time.

Task 3: Speaking – Role Play (Interview with a Greek Athlete)

Work in pairs. One student will play the role of a **journalist**, and the other will play the role of a **Greek athlete** (e.g., Konstantinos Kenteris or Pavlos Kontides). The journalist will ask questions about the athlete's career, training, and achievements. Use the following questions as a guide:

When did you start practicing your sport?

What is your greatest achievement so far?

How has sports culture in Greece changed during your career?

What advice would you give to young athletes?

How do you prepare for major competitions?

Task 4: Writing – Compare and Contrast (Ancient vs. Modern Sports in Greece)

Write a short paragraph (100–150 words) comparing and contrasting sports in ancient Greece with sports in modern Greece. Use the following linking words: **while, however, in contrast, on the other hand, similarly**.

Exercises

Exercise 1: Reading Comprehension – True or False

Instructions:

Read the following statements and decide if they are **True** or **False** based on the text.

The Olympic Games originated in Greece in 776 BC.

In ancient Greece, sports were only for entertainment and had no connection to military training.

Football is the most popular team sport in Greece today.

Women's participation in sports has decreased in recent decades.

The Athens 2004 Olympics had a positive impact on the Greek economy.

Ancient Greek sports included running, wrestling, and chariot racing.

Konstantinos Kenteris won a gold medal in the 2000 Olympics.

Sports in ancient Greece were only for the elite.

Pavlos Kontides is a famous Greek basketball player.

Physical education is not part of the school curriculum in Greece today.

Exercise 2 : Vocabulary Matching – Sports and History

Instructions:

Match the words on the left with their correct definitions on the right.

Originated

Elite

Competitions

Investment

Decorated

Chariot

Festival

Military

Achievement

Economy

- a) A group of people considered superior in a society.
- b) To have started or come from a particular place or time.
- c) Events where people compete against each other.
- d) The act of putting money or resources into something to gain a profit or advantage.
- e) Honored with awards or medals for achievements.
- f) A two-wheeled vehicle used in ancient races.
- g) A celebration or event, often with cultural or religious significance.
- h) Related to the armed forces or soldiers.
- i) Something accomplished successfully, especially through effort.
- j) The system of production and consumption of goods and services in a country.

Exercise 3: Grammar – Past Simple, Past Continuous, or Past Perfect

Instructions:

Complete the sentences using the correct form of the verb in brackets: **past simple**, **past continuous**, or **past perfect**.

The Olympic Games _____ (begin) in Greece in 776 BC.

While the athletes _____ (compete), the crowd _____ (cheer) loudly.

By the time the modern Olympics _____ (start) in 1896, ancient Greek sports _____ (disappear) for centuries.

Konstantinos Kenteris _____ (win) a gold medal before he _____ (become) a national hero.

The Greek soldiers _____ (train) hard because they _____ (prepare) for war.

When the Athens 2004 Olympics _____ (take place), Greece _____ (invest) a lot of money in infrastructure.

Pavlos Kontides _____ (sail) for many years before he _____ (win) an Olympic medal.

While the chariot race _____ (happen), the audience _____ (watch) in excitement.

By the time the festival _____ (end), the athletes _____ (receive) their awards.

The ancient Greeks _____ (honor) the gods through sports before they _____ (develop) other forms of entertainment.

Exercise 4: Grammar – Defining and Non-Defining Relative Clauses

Instructions:

Combine the sentences using **defining** or **non-defining relative clauses**. Add commas where necessary.

The Olympic Games began in 776 BC. They were held in Olympia.

Konstantinos Kenteris won a gold medal in 2000. He is a Greek athlete.

The Athens 2004 Olympics brought attention to Greece. They were a major international event.

Chariot racing was a popular sport in ancient Greece. It was part of the Olympic Games.

Pavlos Kontides is a famous sailor. He won an Olympic medal.

Exercise 5: Phrasal Verbs Exercise

Instructions:

Fill in the blanks with the correct phrasal verb from the list below. Use each phrasal verb once.

Phrasal Verbs:

give up

take up

look back

bring about

cheer on

Many ancient Greek athletes _____ sports to honor the gods.

After the injury, the athlete decided to _____ his career.

The Athens 2004 Olympics _____ many positive changes in Greece.

When we _____ at ancient Greek sports, we see how much has changed.

The crowd _____ the runners during the marathon.

Subtopic Text: Interview with a Female Greek Olympic Medalist

Interviewer: Thank you for joining us today! Can you tell us a little about your journey as an athlete?

Athlete: Of course! I started training in gymnastics when I was just 6 years old. Even though it was challenging, I fell in love with the sport because it allowed me to express myself creatively.

Interviewer: What inspired you to keep going, even when things got tough?

Athlete: My family and coaches were incredibly supportive. They always encouraged me to push through the difficult moments so that I could achieve my dreams. While some people thought I should focus on academics, I knew I wanted to pursue sports professionally.

Interviewer: How did it feel to win an Olympic medal?

Athlete: It was an amazing experience! Winning the medal was exciting, but it was also exhausting because I had trained so hard for years. Even though I felt tired, I was proud of what I had accomplished.

Interviewer: What role do you think sports play in modern Greek society?

Athlete: Sports are incredibly important. They bring people together and create a sense of unity. For example, during the Athens 2004 Olympics, the whole country was cheering on the athletes. It was inspiring to see how sports could unite people from different backgrounds.

Interviewer: What advice would you give to young girls who want to pursue sports?

Athlete: I would tell them to never give up, even if they face challenges. Sports can be demanding, but they are also rewarding. If you work hard and stay focused, you can achieve anything you set your mind to.

Task 1 : Reading and Listening – Interview with a Female Greek Olympic Medalist

Read the interview silently.

After the first reading think about:

What is the main idea of the interview?

What are some key points the athlete mentions?

Task 2: Create a Personal Achievement Timeline – "The Athlete's Journey"

Organize information about the athlete's career into a timeline.

Task 3: Speaking – Role Play (Interview with a Young Athlete)

Work in pairs. One student will play the role of a **journalist**, and the other will play the role of a **young athlete** who is inspired by sports and dreams of achieving greatness.

The journalist will ask **5 questions** about the young athlete's journey, challenges, and aspirations.

Use the following questions as a guide:

What is your favorite sport, and why do you love it?

What is the hardest part of training for your sport?

If you could meet any athlete in the world, who would it be and why?

What is your biggest goal in sports, and how do you plan to achieve it?

How do you think playing sports has changed your life?

After the role play, students can switch roles or present their interviews to the class.

Task 4: Writing – Compare and Contrast (The Athlete's Journey vs. Your Own Goals)

Write a short paragraph (100–150 words) comparing and contrasting the athlete's journey with their own goals or experiences in sports or other areas.

Use the following linking words: **while, however, in contrast, on the other hand, similarly.**

Exercises

Exercise 1: Reading Comprehension – True or False

Instructions:

Read the following statements and decide if they are **True** or **False** based on the interview.

The athlete started training in gymnastics when she was 6 years old.

Her family and coaches discouraged her from pursuing sports.

Winning the Olympic medal was an exciting but exhausting experience.

The athlete believes that sports divide people in Greece.

She advises young girls to give up if they face challenges in sports.

The athlete found gymnastics challenging but rewarding.

The Athens 2004 Olympics inspired a sense of unity in Greece.

The athlete's family and coaches were not supportive of her career.

The athlete feels proud of her accomplishments in gymnastics.

Sports are not an important part of modern Greek society.

Exercise 2: Vocabulary Matching**Instructions:**

Match the words on the left with their correct definitions on the right.

Supportive

Challenging

Achieve

Inspiring

Unity

Demanding

Encourage

Proud

Rewarding

Focus

- a) To succeed in doing something through effort.
- b) Giving help or encouragement to someone.
- c) Difficult in a way that tests your ability.
- d) Making you feel motivated or enthusiastic.
- e) The state of being united or joined as a whole.
- f) Requiring a lot of effort or attention.
- g) To give someone confidence or hope.
- h) Feeling pleased about something you have done.
- i) Providing satisfaction or a sense of accomplishment.
- j) To concentrate on a particular goal or task.

Exercise 3: Grammar – -ed/-ing Adjectives

Instructions:

Complete the sentences using the correct form of the adjective in brackets: **-ed** or **-ing**.

The athlete found her training _____ (exhaust) but rewarding.

Winning the Olympic medal was an _____ (excite) experience.

She felt _____ (inspire) by the support of her family and coaches.

The Athens 2004 Olympics were an _____ (amaze) event for Greece.

Many young girls feel _____ (motivate) by her success.

The athlete's journey was _____ (challenge), but she never gave up.

The crowd was _____ (thrill) to watch her perform.

Her coaches were _____ (please) with her progress.

The interview was _____ (interest) and inspiring.

The athlete's story is _____ (encourage) for young athletes.

Exercise 4: Grammar – Clauses of Contrast, Purpose, and Reason

Instructions:

Complete the sentences using the correct conjunction: **although**, **because**, **so that**, **while**, or **even though**.

The athlete started training at a young age _____ she loved gymnastics.

_____ some people thought she should focus on academics, she pursued sports professionally.

She trained hard for years _____ she could achieve her dreams.

Winning the medal was exciting, _____ it was also exhausting.

_____ sports can be demanding, they are also very rewarding.

Exercise 5: Phrasal Verbs Exercise

Instructions:

Fill in the blanks with the correct phrasal verb from the list below. Use each phrasal verb once.

Phrasal Verbs:

give up

take up

look forward to

cheer on

bring together

The athlete decided to _____ gymnastics at a young age.

She never _____, even when training was difficult.

The whole country came to _____ the athletes during the Athens 2004 Olympics.

Sports have the power to _____ people from different backgrounds.

Many young girls _____ following in her footsteps one day.

What I have learned and what I know how to do

I can use clauses of contrast, purpose, and reason to explain why things happen or why people do things

I can use -ed and -ing adjectives to describe how people feel and how things are.

I can use phrasal verbs to talk about sports, challenges, and achievements.

I can use the past simple, past continuous, and past perfect to describe past events and actions.

I can use defining and non-defining relative clauses to add extra information about people, places, or things.

Exercise 1: Tenses (Past Simple, Past Continuous, Past Perfect)

Fill in the blanks with the correct form of the verb in brackets.

The Olympic Games _____ (begin) in Greece in 776 BC.

While the athletes _____ (compete), the crowd _____ (cheer) loudly.

By the time the modern Olympics _____ (start) in 1896, ancient Greek sports _____ (disappear) for centuries.

Konstantinos Kenteris _____ (win) a gold medal before he _____ (become) a national hero.

The Greek soldiers _____ (train) hard because they _____ (prepare) for war.

Exercise 2: Relative Clauses (Defining and Non-Defining)

Fill in the blanks with the correct relative pronoun: **who**, **which**, **that**, **where**, or **whose**. Add commas where necessary for non-defining relative clauses.

The Olympic Games, _____ began in 776 BC, were held in Olympia.

Ancient Greek athletes, _____ trained hard, competed in events like running and wrestling.

The Athens 2004 Olympics, _____ brought a lot of attention to Greece, were a major event.

Konstantinos Kenteris is an athlete _____ won a gold medal in 2000.

Sports clubs _____ offer training for children are very common in Greece.

Exercise 3: Clauses of Purpose and Contrast

Instructions:

Fill in the blanks with the correct conjunction: **although**, **because**, **so that**, **while**, or **even though**.

The athlete trained hard _____ she could achieve her dream.

_____ sports can be demanding, they are also very rewarding.

She continued training _____ it was difficult to balance with school.

The Athens 2004 Olympics were expensive, _____ they brought a lot of attention to Greece.

_____ some people thought she should focus on academics, she pursued sports professionally.

Exercise 4: Multiple Choice (-ed/-ing Adjectives)

Instructions:

Choose the correct adjective to complete each sentence.

The match was so _____! I couldn't stop watching.

- a) excited
- b) exciting

She felt _____ after winning the gold medal.

- a) amazing
- b) amazed

The athlete's story was truly _____.

- a) inspired
- b) inspiring

The crowd was _____ by the performance.

- a) thrilling
- b) thrilled

Training for the Olympics was _____, but it was worth it.

- a) exhausted
- b) exhausting

TO LEARN MORE

I can analyze how sports have evolved over time and their impact on society by comparing ancient and modern sports in Greece and discussing their cultural, educational, and economic significance.

I can reflect on personal goals and challenges, connecting them to the stories of athletes and drawing inspiration from their journeys.

I can create visual representations (e.g., timelines) to organize and present information about sports history or personal achievements.

ANSWERSfor the main Topic

Exercise 1 - Answer Key:

True

False

True

False

True

True

True

True

False

False

Exercise 2 - Answer Key:

b

a

c

d

e

f

g

h

i

j

Exercise 3 - Answer Key:

began

were competing, were cheering

started, had disappeared

had won, became

trained, were preparing
 took place, had invested
 had sailed, won
 was happening, were watching
 ended, had received
 had honored, developed

Exercise 4 - Answer Key:

The Olympic Games, which began in 776 BC, were held in Olympia.

Konstantinos Kenteris, who won a gold medal in 2000, is a Greek athlete.

The Athens 2004 Olympics, which were a major international event, brought attention to Greece.

Chariot racing, which was part of the Olympic Games, was a popular sport in ancient Greece.

Pavlos Kontides, who won an Olympic medal, is a famous sailor.

Exercise 5 - Answer Key:

took up
 give up
 brought about
 look back
 cheered on

ANSWERS for the Subtopic

Exercise 1 - Answer Key:

True
 False
 True
 False
 False
 True
 True
 False
 True
 False

Exercise 2 - Answer Key:

b

c

a

d

e

f

g

h

i

j

Exercise3 - Answer Key:

exhausting

exciting

inspired

amazing

motivated

challenging

thrilled

pleased

interesting

encouraging

Exercise 4 - Answer Key:

because

Although

so that

even though

While

Exercise 5 - Answer Key:

take up

gave up

cheer on

bring together

look forward to



Eating out





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A Welcome Kit to Europe – AWKE- English Translation

LPB1

Topic: Eating out

COUNTRY: Portugal

ORGANISATION: Agrupamento de Escolas de Monserrate

Title: Eating disorders

Grammar: Active and passive

Vocabulary: anorexia nervosa, bulimia nervosa, binge eating, body dysmorphia, restrictive eating, purging, malnutrition, self-esteem, body image, recovery, therapia.

Communication Skills:

Discuss complex topics like eating disorders sensitively and accurately.

Recognise and analyse passive voice constructions in academic and informational texts.

Apply passive voice effectively in spoken and written communication.

Introduction of the LP:

Eating disorders are complex mental health conditions that affect millions of people globally. In this lesson, students will explore this critical topic while practising the use of the passive voice. By understanding how eating disorders are described and addressed in passive constructions, students will enhance their grammatical skills while gaining insight into the importance of awareness and recovery. Activities are designed to promote interaction, creativity, and critical thinking.

Lesson Plan (Topic)

<https://youtu.be/vudkwZMskQE>



"Understanding Eating Disorders"

Eating disorders are complex mental health conditions that affect millions of people worldwide. These disorders are characterized by unhealthy attitudes and behaviors surrounding food, eating, and body image. While they can affect anyone, regardless of age, gender, or background, eating disorders often develop during adolescence or young adulthood.

There are several types of eating disorders, but the three most common are anorexia nervosa, bulimia nervosa, and binge eating disorder. Each of these conditions has distinct characteristics, although they may share some similarities.

Anorexia nervosa is perhaps the most well-known eating disorder. People with anorexia have an intense fear of gaining weight and a distorted body image. They often restrict their food intake severely and may exercise excessively. Despite being underweight, individuals with anorexia often see themselves as overweight.

Bulimia nervosa, on the other hand, involves cycles of binge eating followed by compensatory behaviors. During a binge, a person eats a large amount of food in a short time, often feeling out of control. To prevent weight gain, they then engage in behaviors such as self-induced vomiting, misuse of laxatives, or excessive exercise. Unlike those with anorexia, people with bulimia may maintain a normal weight.

Binge eating disorder is characterized by recurrent episodes of eating large quantities of food, often very quickly and to the point of discomfort. Unlike bulimia, these episodes are not followed by compensatory behaviors. People with binge eating disorder often feel ashamed, distressed, or guilty about their eating.

It's important to understand that eating disorders are not just about food. They are complex conditions that arise from a combination of behavioral, biological, emotional, psychological, interpersonal, and social factors. They are often accompanied by other mental health issues such as depression, anxiety, or obsessive-compulsive disorder.

- Binge eating disorder** ● A mental condition where a person spends a lot of time worrying about perceived flaws in their appearance that are often unnoticeable to others.
- Body dysmorphia** ● practice of severely limiting food intake, often as a symptom of an eating disorder.
- Restrictive eating** ● An eating disorder involving cycles of binge eating followed by compensatory behaviors such as self-induced vomiting or excessive exercise.
- Purging** ● An eating disorder characterized by an intense fear of gaining weight, leading to severe food restriction and often excessive exercise.
- Malnutrition** ● A condition that results from eating a diet lacking in nutrients or eating an unbalanced diet.
- Self-esteem** ● A person's overall sense of self-worth or personal value.
- Body image** ● How a person thinks and feels about their body, which may or may not align with their actual appearance.
- Recovery** ● The process of getting better from an eating disorder, often involving therapy, nutritional counseling, and support.
- Therapy** ● Treatment intended to relieve or heal a mental or psychological disorder, often through counseling or psychotherapy.
- Support group** ●

The act of trying to get rid of consumed food, typically through self-induced vomiting or the misuse of laxatives.

Exercise 2 - Choose the right answer for each question.



What are the three main types of eating disorders mentioned in the text?

- Anorexia nervosa, bulimia nervosa, and obesity

- Anorexia nervosa, bulimia nervosa, and binge eating disorder
- Bulimia nervosa, binge eating disorder, and body dysmorphia
- Anorexia nervosa, orthorexia, and binge eating disorder

How does bulimia nervosa differ from anorexia nervosa?

- People with bulimia always maintain a low weight
- Bulimia involves binge eating, while anorexia doesn't
- Anorexia involves compensatory behaviors, while bulimia doesn't
- People with anorexia always maintain a normal weight

Which of the following is NOT mentioned as a potential physical consequence of eating disorders?

- Malnutrition
- Organ damage
- Electrolyte imbalances
- Improved cardiovascular health

Why are eating disorders considered both physical and mental health issues?

- They only affect the body's appearance
- They involve both unhealthy attitudes about food/body image and physical health consequences
- They are only treated with medication
- They only affect a person's mental state

Exercise 3 - Fill in the gaps with the following words: *biological, compensatory behavioral, discomfort, distorted, gaining, interpersonal, quickly, restrict*.



Anorexia nervosa is characterized by an intense fear of _____ weight and a _____ body image. People with this disorder often _____ their food intake severely.

Binge eating disorder involves recurrent episodes of eating large quantities of food, often very _____ and to the point of _____. Unlike bulimia, these episodes are not followed by _____ behaviors.

Eating disorders are complex conditions that arise from a combination of _____, _____, emotional, psychological, _____, and social factors.

https://youtu.be/sl_0npL2ghq

Exercise 4 - Complete the sentences using the correct form of the verb in the passive voice. Pay attention to the context to determine the tense (present simple, past simple, or future simple).

The documents ___ (sign) by the manager every morning.

The new museum ___ (open) last month in the city centre.

The email ___ (send) to all employees tomorrow.

Delicious cakes ___ (bake) in this bakery daily.

The prizes ___ (award) to the winners last Friday.

A new policy ___ (implement) by the government next year.

The classrooms ___ (clean) thoroughly after school every day.

The letter ___ (deliver) yesterday by the postman.

All the arrangements for the party ___ (make) by the time the guests arrive tomorrow.

Many products ___ (manufacture) in this factory every month.

Subtopic

<https://youtu.be/FrZsR3au8KE>



Text: "Sarah's Journey to Recovery"

Sarah had always been a perfectionist, excelling in school and sports. However, at 15, the pressure to maintain her "perfect" image became overwhelming. It started innocently enough – cutting out snacks, then skipping meals. Before long, Sarah found herself in the grip of anorexia nervosa.

At first, Sarah felt powerful as she watched the numbers on the scale drop. But soon, her life began to unravel. Her hair thinned, she felt constantly cold, and her periods stopped. Despite being dangerously underweight, Sarah still saw herself as "too big" when she looked in the mirror.

Sarah's parents and friends noticed the changes. They tried to talk to her, but Sarah pushed them away, insisting she was fine. It wasn't until she fainted during a school track meet that Sarah finally admitted she needed help.

The road to recovery wasn't easy. Sarah worked with a team of professionals – a therapist, a nutritionist, and a doctor. She learned to challenge her distorted thoughts about food and her body. Group therapy sessions helped her realize she wasn't alone in her struggles.

Slowly but surely, Sarah began to heal. She learned to eat regular meals again and to see food as nourishment rather than the enemy. She discovered new ways to cope with stress that didn't involve controlling her eating.

Today, five years later, Sarah is studying psychology at university. She still has challenging days, but she's developed a much healthier relationship with food and her body. Sarah now volunteers at an eating disorder support group, using her experience to help others on their recovery journeys.

Sarah's story is a reminder that recovery from an eating disorder is possible. It takes time, support, and hard work, but the journey leads to a life of freedom and health that is well worth the effort.

Tasks

Task 1 – Read the text for better comprehension

Task 2 – Collect and organise information.

Task 3 – Ordering statements according to chronological order.

Task 4 – Complete the gaps with words related to the topic

Exercises

Exercise 1 - Choose the right answer for each question.



What triggered Sarah's struggle with anorexia nervosa?

- A desire to excel academically
- Pressure to maintain a "perfect" image
- Difficulty managing her social relationships
- Pressure from her parents to lose weight

What event made Sarah realize she needed help?

- Losing her hair
- Pushing her parents and friends away
- Fainting during a school track meet
- Dropping out of school

What profession is Sarah studying at university?

- Nutrition
- Therapy
- Psychology
- Medicine

How does Sarah help others now?

- By sharing her story on social media
- By volunteering at an eating disorder support group
- By publishing a book about her experience
- By leading fitness classes for teens

Exercise 2 – Use the correct word from the box to complete the sentences.

Word Bank: *recovery, nourishment, distorted, coping, perfectionist*

Sarah's _____ thoughts about her body made her believe she was "too big."

Learning to see food as _____ helped Sarah on her journey to health.

A _____ mindset contributed to Sarah's struggle with anorexia nervosa.

Group therapy helped Sarah learn healthier _____ mechanisms for stress.

Sarah's _____ from anorexia was gradual and required a lot of hard work.

Exercise 3 - Arrange the following events in the order they happened in Sarah's story.



Events:

- a) Sarah began working with a team of professionals.
- b) Sarah fainted during a school track meet.
- c) Sarah cut out snacks and started skipping meals.
- d) Sarah volunteered at an eating disorder support group.
- e) Sarah learned to eat regular meals again.

Exercise 4 - Match each word or phrase from the text with its meaning.



Words/Phrases:

Distorted thoughts

Nourishment

Perfectionist

Recovery

Coping

Meanings:

- a) A person who strives for flawlessness and sets excessively high standards
- b) The process of returning to a healthier physical or mental state
- c) The act of dealing with or managing difficulties
- d) Food or sustenance needed for health and growth
- e) Misguided or inaccurate beliefs

What I have learned and what I know how to do

I can use the following exercises to practise.

Exercise 1 - Decide if each statement is True or False.

- a) People with anorexia nervosa always see themselves as underweight.
- b) binge eating disorder is characterized by episodes of overeating followed by compensatory behaviors.
- c) Eating disorders can arise from a combination of biological, emotional, and social factors.
- d) Bulimia nervosa is associated with maintaining a normal weight despite cycles of binge eating and compensatory behaviors.
- e) Eating disorders are solely about food and eating habits.

Answers:

False

False

True

True

False

Exercise 3 - Role Play



Instructions: In pairs, role-play a conversation between a healthcare professional and a patient. The healthcare professional explains the causes, effects, and treatments of eating disorders using information from the text.

Example Script:

Patient: "What causes eating disorders?"

Healthcare Professional: "Eating disorders are caused by a combination of biological, psychological, and social factors. They are often accompanied by other mental health issues like anxiety or depression."

Switch roles and ensure the information is conveyed in a clear and supportive manner.

TO LEARN MORE

- I can identify sentences in the passive voice.
- I can transform active voice sentences into passive voice sentences.
- I can identify...

Exercise 1 - Identify Passive Voice Sentences: Highlight or underline all sentences written in the passive voice. For example:

Passive: *"Eating disorders are characterised by unhealthy attitudes and behaviours surrounding food."*

Annotate: Next to each highlighted sentence, write a short note explaining why the passive voice might have been used. Think about:

Is the focus on the action or the result rather than the doer?

Is the doer unknown or less important in this context?

Does the passive voice make the statement sound more formal or neutral?

Exercise 2 - Detective Game - Solve the Mystery

Scenario: A patient's recovery journey is missing key details. Read the clues and use the passive voice to fill in the blanks.

Clues:

During recovery, nutritional counselling ____ (provide) to patients.

Group therapy sessions ____ (arrange) every week.

Emotional support ____ (give) by family members in the future

Awareness campaigns ____ (organise) by health organisations last week.

Exercise 3 – Sentence Transformation (Active to Passive Voice)

Instructions: Convert the following active sentences from the text into passive voice.

Eating disorders affect millions of people worldwide.

The team of professionals provided therapy and nutritional counseling.

People with eating disorders engage in unhealthy behaviors.

Family and friends will offer support during recovery.

Experts identify eating disorders based on specific symptoms.

Exercise 4 - Choose the correct passive voice form for each sentence. Select the best option from the choices provided.

A new hospital ____ in our town last year.

- a) is built
- b) was built
- c) will be built

The project ____ by the team tomorrow.

- a) is completed
- b) was completed
- c) will be completed

Delicious meals ____ in this restaurant every day.

- a) are prepared
- b) were prepared
- c) will prepare

The documents ____ to the client yesterday.

- a) are sent
- b) were sent
- c) will be sent

The prizes ____ to the winners during the ceremony tomorrow.

- a) will be awarded
- b) were awarded
- c) are awarded

Books ___ in the library every week by students.

- a) are borrowed
- b) will be borrowed
- c) were borrowed

The new rules ___ at the meeting next month.

- a) are discussed
- b) will be discussed
- c) were discussed

The windows ___ after the storm last night.

- a) were broken
- b) are broken
- c) will be broken

This report ___ by the manager every Friday.

- a) is reviewed
- b) was reviewed
- c) will be reviewed

Invitations to the event ___ last week.

- a) are sent
- b) were sent
- c) will be sent

ANSWERS for the topic

Exercise 1

Anorexia nervosa: An eating disorder characterized by an intense fear of gaining weight, leading to severe food restriction and often excessive exercise.

Bulimia nervosa: An eating disorder involving cycles of binge eating followed by compensatory behaviors such as self-induced vomiting or excessive exercise.

Binge eating disorder: A condition where individuals regularly eat large quantities of food in a short time, often feeling a lack of control during these episodes.

Body dysmorphia: A mental health condition where a person spends a lot of time worrying about perceived flaws in their appearance that are often unnoticeable to others.

Restrictive eating: The practice of severely limiting food intake, often as a symptom of an eating disorder.

Purging: The act of trying to get rid of consumed food, typically through self-induced vomiting or the misuse of laxatives.

Malnutrition: A condition that results from eating a diet lacking in nutrients or eating an unbalanced diet.

Self-esteem: A person's overall sense of self-worth or personal value.

Body image: How a person thinks and feels about their body, which may or may not align with their actual appearance.

Recovery: The process of getting better from an eating disorder, often involving therapy, nutritional counseling, and support.

Therapy: Treatment intended to relieve or heal a mental or psychological disorder, often through counseling or psychotherapy.

Support group: A gathering of people with similar experiences or concerns who provide each other with encouragement, comfort, and advice.

Exercise 2

Anorexia nervosa, bulimia nervosa, and binge eating disorder

Bulimia involves binge eating, while anorexia doesn't

Improved cardiovascular health

They involve both unhealthy attitudes about food/body image and physical health consequences

Exercise 3

gaining, distorted, restrict, Correct answers: quickly, discomfort, compensatory, [behavioral, biological, interpersonal] (Note: The order of these words may vary, as long as they are all present)

Exercise 4

1 - b) was built (*Past Simple*)

2 - c) will be completed (*Future Simple*)

3 - a) are prepared (*Present Simple*)

4 - b) were sent (*Past Simple*)

5 - a) will be awarded (*Future Simple*)

6 - a) are borrowed (*Present Simple*)

7 - b) will be discussed (*Future Simple*)

8 - a) were broken (*Past Simple*)

9 - a) is reviewed (*Present Simple*)

10 - b) were sent (*Past Simple*)

ANSWERS for the Subtopic

Exercise 1

Pressure to maintain a "perfect" image

Fainting during a school track meet

Psychology

By volunteering at an eating disorder support group

Exercise 2

distorted

nourishment

perfectionist

coping

recovery

Exercise 3

1 - Sarah cut out snacks and started skipping meals.

2 - Sarah fainted during a school track meet.

3 - Sarah began working with a team of professionals.

4 - Sarah learned to eat regular meals again.

5 - Sarah volunteered at an eating disorder support group.

Exercise 4

The documents **are signed** by the manager every morning. (*Present Simple*)

The new museum **was opened** last month in the city centre. (*Past Simple*)

The email **will be sent** to all employees tomorrow. (*Future Simple*)

Delicious cakes **are baked** in this bakery daily. (*Present Simple*)

The prizes **were awarded** to the winners last Friday. (*Past Simple*)

A new policy **will be implemented** by the government next year. (*Future Simple*)

The classrooms **are cleaned** thoroughly after school every day. (*Present Simple*)

The letter **was delivered** yesterday by the postman. (*Past Simple*)

All the arrangements for the party **will be made** by the time the guests arrive tomorrow. (*Future Simple*)

Many products **are manufactured** in this factory every month. (*Present Simple*)



Europe





Co-funded by
the European Union

A Welcome Kit to Europe – AWKE- B1 English Translation

COUNTRY: SPAIN

ORGANISATION: PICE

LPB1 Topic - Europe

Title: Personalities and European Values

Grammar: Ask questions for an interview

Questions with Did

Negative sentences in past tense

LINK to the verbs

Vocabulary: About people

He/She was born, died, He became...., studied

Studies: University, Vocational, Primary, Secondary ...

Jobs: professor, teacher, architect , etc.

Communication Skills:

Identify persons through questions

Learn to describe a person to others, guess who is it

Describe famous persons...

Introduction: Personalities and European Values. The LP goes through Erasmus+, personalities, values and TED talk using (CLIL) Methodology

Topic

Text/ Audio Sofia Corradi <http://www.iceteacher.com/wp-content/uploads/2024/12/Sofia-Corradi-edited.mp3>

Sofia Corradi biography

ChalGPT

Sofia Corradi was born on September 5, 1934, in Rome, Italy, is an influential educator and academic renowned for her pivotal role in founding the Erasmus Programme. Corradi graduated with a degree in Law from the University of Rome in 1956 and later earned a Master of Comparative Law from Columbia University in New York.

Her transformative idea for Erasmus Programme stemmed from her own experiences as an exchange student and the difficulties she encountered in getting her foreign academic credits recognized upon her return to Italy. Motivated by these challenges, she dedicated herself to creating a system that would facilitate academic mobility and credit recognition across European universities.

Corradi's tireless work with European institutions and universities led to the creation of the Erasmus Programme in 1987. Since then, this initiative has enabled millions of students to study abroad, fostering intercultural understanding and cooperation across Europe.

Throughout her career, Corradi has held a variety of academic positions and has been distinguished with numerous awards, including the prestigious Carlos V European Prize in 2016. Her contributions have had a lasting impact on higher education, making her a key figure in promoting international educational exchange and cooperation.

Corradi's vision and dedication continue to inspire efforts towards global academic collaboration.



Tasks

- 1 – Listen, read and understand
- 2 - Develop Questions to formulate Interview Questions
- 3 - Participate in games to identify persons
- 4 - Improve communication skills about interviews with famous people.

Exercises and Tasks

Exercise 1 – Complete the interview questions.

.....? She was born on the 5th of September 1934.

.....? She is an influential educator and academic recognized for her fundamental role in the founding of the Erasmus Programme.

.....? Corradi graduated in Law from the University of Rome in 1956.

.....? Her transformative idea for the Erasmus Programme comes from her own experiences as an exchange student and the difficulties for academic credits to be recognized in other countries.

.....? At Columbia University in New York.

Personal questions

What is your opinion about Erasmus?

Write at least 4 sentences or more about it.

Exercise 2- Write the answers

How did the Erasmus Programme start?

How did Erasmus come about?

Who and how the Erasmus programme was promoted?

Which award did Corradi receive?

Who did give her the award?

Your own opinion about Erasmus +. Write a sentence

Task 1. Identify an European personality by reading in Internet, then write an inspiring biography



Example:

Pablo Ruiz Picasso (Málaga, October 25, 1881-Mougins) was a Spanish painter and sculptor, creator, together with Georges Braque, of cubism.

When he was a child he moved to La Coruña where his father was a teacher at the School of Fine Arts. There he painted his first painting at the age of 9. His first painting under the direction of his father was *The Yellow Picador* (1889).

In 1907 he painted the *Señoritas de Aviñón* with which he began cubism. He is considered one of 20th century greatest painters who participated in various artistic movements that spread throughout the world. His works are present in museums and collections around the world.

On April 8, 1973, at the age of 91, he died due to pulmonary edema at his home in Mougins, France. The local authorities did not allow him to be buried in the mansion and his wife Jacqueline decided to bury him in the Château de Vauvenargues, also owned by Picasso, where she would also be buried years later.

Make an interview to the Spanish painter Picasso

See an example at the end (in Check the answers)

Task 2- Make a list (complete) of 6 relevant people in 6 different countries and explain why he /she is famous.

Example:

Picasso was a famous painter and sculptor- Spain.His main painting was the *Guernica*

Subtopic

European Values 2024

On the net, Look for information on European Values. See the page https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en

The European Union is founded on the following values:

Human dignity: Human dignity is inviolable. It must be respected and protected and is the very basis of fundamental rights.

Democracy: The functioning of the EU is based on representative democracy. A European citizen automatically enjoys political rights. All adult EU citizens have the right to vote and stand as candidates in elections to the European Parliament. EU citizens have the right to vote and stand as candidates in their country of residence or in their country of origin.

Equality: Equality means that all citizens have the same rights before the law. The principle of equality between men and women underpins all European policies and is the basis of European integration. It applies in all areas. The principle of equal pay for equal work was introduced in the Treaty of Rome in 1957.

Rule of law, Freedom... are other values.



Statue of Athens, in front of the [Austrian Parliament Building](#), symbol of freedom and democracy

Activities

1. Collect information about the European Values.
2. Get familiar with the European Values and speak about them, giving your opinion.
3. Make definitions and identify objects, values from definitions.
4. Work and improve communication skills.

Exercise 1

Name 3 examples of principles of Equality

Name 3 examples of rights of Democracy

Name 3 examples of rights of Freedom

Task 1

Students learn how to do a TED Talk:

Define it.

How to create a TED TALK.

See some examples on the net.

Create your own TED TALK.

TED is an abbreviations for Technology, Entertainment and Design. It is organized as an annual scientific conference by the owner of the TED media group, Chris Anderson, journalist. The organizers are working as a non-profit organization.

TED is an annual event that invites the world's leading thinkers and entrepreneurs to share their ideas. "TED" stands for Technology, Entertainment and Design - three core areas which together contribute to improving our future.

TED TALK Conference.



How long is a TED TALK?: from 5 to 20 minutes.

How to create a TED TALK: It has six steps.

- 1.- Select a topic.
- 2.- Create a slogan.
- 3.- Develop an idea and do Do an inspiring presentation.
- 4.- Create an engaging introduction.
- 5.- Take care of the thread of the speech.
- 6.- End it with a relevant conclusion.

Find on the net an example of a TED TALK

Define in your words the way to implement the TED TALK.

Choose a topic from European values 2024 .

make your own. It will serve to participate in events (European meetings, improve your communication skills, ...)

Write a TED Talk about Democracy and record it

See an example of TED TALK in the Answers

What I have learned and what I know how to do

Exercise 1

I can use the correct form of the verb **He/She was born, He became..., studied**

When ----- he----- (be born) ?

Where----- she----- (study) last year?

What ----- he ----- (watch) on TV last night?

Where ----- he----- (be born)?

When ----- he ----- (become) a doctor ?

--- your friend call you yesterday? No, he did not.

--- your sister study in Santiago? No, she did not.

--- my teacher put an easy exam? No, she did not.

--- my friends travel to New York? No they did not.

Exercise 2

- he ----- (be born) in Málaga?
- she ----- (live) in London last year?
- he----- (watch) TV last night?

He ----- (leave) by train

He -----(become) a doctor five years ago

.----- your friend ----- (help) you yesterday? No, he did not.

.----- your sister ----- (live) in Santiago? No, she did not.

.-----my teacher----- (put) an easy exam? No, she did not.

.----my friends ----- (travel) to New York? No they did not.

Game about guessing famous Characters

Game about guessing famous characters

Using different data, the student identifies the character. (It can be used for self-learning and also in classes).

- He is a Man
- He was born in Malaga in 1881
- He was a painter and sculptor
- In 1990 he moved to La Coruña
- In 1890 he painted his first painting, which depicted a fight scene
- His father was appointed professor at the Academy of Fine Arts (La Lonja)
- The „Ladies of Avignon“, 1907) is the painting with which he began the 20th century
- In 1925 he came closer to the surrealist movement, which combines the monstrous with ingenuity in the composition of figures
- He was director of the Prado Museum- Madrid (Important Spanish museum)
- In 1937 he painted one of his most famous paintings „El Guernica“
- He is the painter who has the most works in museums around the world.

Who is he ?

TO LEARN MORE

- I can identify important figures from the world of letters, arts and sciences.
- I can define different professions with examples.
- I can make my TED TALK.

Check ANSWERS

Main topic

Exercise 1 – Complete the interview questions.

When was she born? She was born on the 5th of September 1934.

Who is she? She is an influential educator and academic recognized for her fundamental role in the founding of the Erasmus Programme.

Where did she study? Corradi graduated in Law from the University of Rome in 1956.

Why did she decide to improve ERASMUS? Her transformative idea for the Erasmus Programme comes from her own experiences as an exchange student and the difficulties to academic credits be recognized in other country.

Where did she get a Master on Comparative Law ? At Columbia University in New York.

What is your opinion about Erasmus+ Open question

Exercise 2- Write the answers

How did the Erasmus Programme start? In February 1976, the European Economic Community began to encourage exchanges between universities in different countries and student travel. This resolution allowed for experimentation that would become the Erasmus programme in 1987.

How did Erasmus come about? From the need for exchanges between students and teachers and for the validation of the credits and skills acquired

Who and how the Erasmus programme was promoted? Sofia Corradi for many years to convince the rectors of European universities to introduce university exchanges into their study programmes.

Which award did she receive?: In 2016, the Italian Minister of Education thanked her for "her extraordinary work", a programme that has completely revolutionised the lives of Universities and students and has contributed to the construction of Europe.

Who gave her this award? It was given to her by King Felipe VI of Spain and the President of the European Parliament, Martin Schulz.

Task 1- Make an interview with the Spanish painter Picasso.

I - Hello, nice to meet you.

P- Hello.

When and where were you born? In Málaga (Málaga, October 25, 1881 in Mougins).

Why are you famous? I am a Spanish painter and sculptor, creator, together with Georges Braque, of cubism.... and other styles.

When did you paint your first picture? I painted my first painting at the age of 9, under the direction of my father who was a teacher at the school of Fine Arts in A Coruña.

What picture was it? The Yellow Picador (1889).

Name one of your main pictures: In 1907 he painted the *Señoritas de Aviñón* with which he began cubism, but my favourite picture is the *Guernica*.

You are considered one of the 20th century greatest painters; where are your paintings? They are spread throughout the world.

...

Task2

Make a list of 6 relevant people in 6 different countries and explain why he /she is famous

Example

Picasso: famous painter and sculptor- Spain.

Ferdinand Magellan: Portuguese navigator - Portugal.

Michelangelo: sculptor and architect – Italy.

Aristotle: developed a philosophy in which experience is the source of knowledge – Greece.

SUBTOPIC

Exercise 1-

Name 3 examples of principles of Equality

Equality between women and men

European policies are the basis for European integration. It applies in all areas.

The principle of equal salary for equal work became part of the Treaty of Rome in 1957

Name 3 examples of rights of Democracy

Every adult EU citizen has the right to vote in elections to the European Parliament. Every adult EU citizen has the right to stand as a candidate

EU citizens have the right to stand as a candidate and to vote in their country of residence, or in their country of origin

Name 3 examples of right of Freedom

Citizens have the right to move and reside freely within the Union

Citizens have the right as respect for private life, freedom, religion,

Citizens have the right to vote in European elections

Task 1- Read the information on how to create a TED TALK Create your own TED TALK.

Example

TED TALK example <http://www.iceteacher.com/wp-content/uploads/2024/12/Democratic-Values1.pdf>

Audio- <http://www.iceteacher.com/wp-content/uploads/2024/12/Democracy-Audio-Edit-2.mp3>

PORTFOLIO

Exercise 1 Answers

I can use the correct form of the verb He/She was born, He became..., studied

Complete de sentences

When was he born ?

Where did she study last year?

What did he watch on TV last night?

Where was he born?

When did he become a doctor ?

Did your friend call you yesterday? No, he did not.

Did your sister study in Santiago? No, she didn't.

Did my teacher give an easy exam? No, she did not.

Did my friends travel to New York? No they did not

Exercise 2

Complete the sentences

He was born in Málaga?

She lived in London last year?

He watched TV last night?

He left by train

He became a doctor five year ago

Did your friend help. you yesterday? No, he did not.

Did your sister live in Santiago? No, she did not.

Did my teacher put an easy exam? No, she did not.

Did my friends travel to New York? No they did not.

Game about guessing famous characters

Using different data, the student identifies the character. (can be used for self-learning and also in classes)

- He is a Man
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- The „Ladies of Avignon“, 1907) is the painting with which he began the 20th century
- In 1925 he came closer to the surrealist movement, which combines the monstrous with ingenuity in the composition of figures
- He was director of the Prado Museum- Madrid (Important Spanish museum)
- In 1937 he painted one of his most famous paintings „El Guernica“
- He is the painter who has the most works in museums around the world.

Answer: **Picasso**