



# LESSON PLANS



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# Belgium

# Content

## Belgium

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# Mine monument



# Mine monument

## Warming up



This picture comes from this website

[https://en.wikipedia.org/wiki/Miner#/media/File:Miner\\_in\\_a\\_gallery\\_Potosi\\_\(pixinn.net\).jpg](https://en.wikipedia.org/wiki/Miner#/media/File:Miner_in_a_gallery_Potosi_(pixinn.net).jpg)

Check for more pictures if you want to go deeper.

- This is a picture of a miner. What do you think it is like for him working in a mine? What might his working conditions be like?
- What can you get from a mine?

# Vocabulary



A



B



C



D



E

Chemical:  
**NaOH or KOH**  
Metal hydroxide for  
making soap or  
cleaning.

F

## Exercise 1

Match the images with the words:

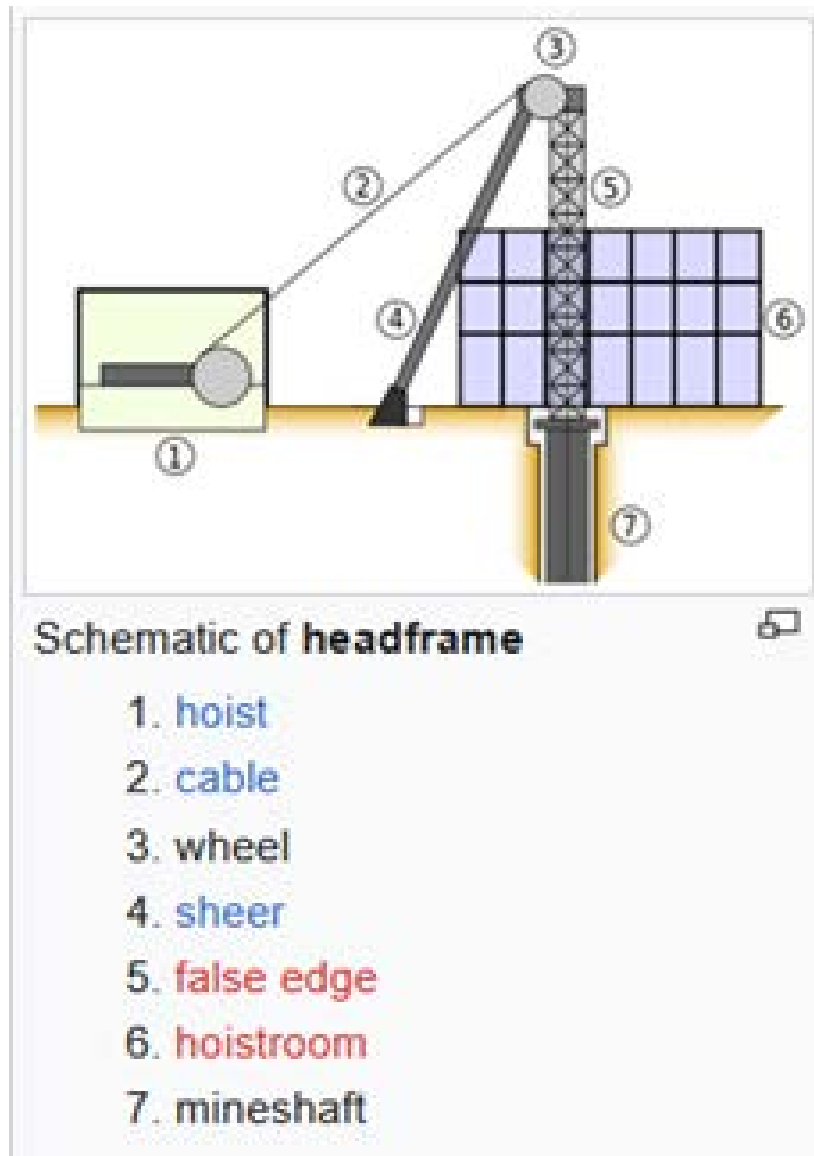
- Chalk
- Clay
- Coal
- Concrete
- Lye
- Sand

## Exercise 2

This is a mine shaft in Poland. Here you can see the headframe or tower.



Here you can find the parts of a headframe.



## Exercise 3

Put the words into the correct group in the table.

- Canal
- Engineer
- Mine
- Miner
- Power station
- Shaft
- Worker

| Jobs | Constructions |
|------|---------------|
|      |               |

## Cultural Heritage



Migration is a constant fact of history. The history of humanity is the history of migration. Humanity is characterized by geographical mobility. No other species has successfully colonized so many different environments. There have been migrations in every age and civilization, for a variety of reasons. So, are people designed to migrate and to move? Does this mean that people have no real roots?

Human beings are not made either to migrate or not to migrate: they are made for freedom. Over the centuries, it is the search for freedom that has generated the great human movements around the planet.

According to the EESC (European Economic and Social Committee), Europe's economic and social model is in danger without migrants.

People migrate for various reasons, ranging from security, demography and human rights to poverty and climate change.

Push factors are the reasons why people leave a country. Pull factors are the reasons why they move to a particular country. There are three major push and pull factors: socio-political, demographic (economic), and environmental.

People migrating to work at the "Zwartberg" mine moved there looking for a better life, better wages, and educational opportunities. But the working conditions in a mine have always been very tough, as working underground is heavy work which brings the risk of serious illnesses and of dangerous accidents. The earth is a miner's livelihood, but it can also cause their death.



## Exercise 1

What sort of factors are the topics in the list below? Can you put them into the correct columns of the table?

- Drought
- Educational opportunities
- Floods
- High unemployment rate
- Human rights violations
- Low salaries
- Natural disaster
- Religion persecution
- War

| Socio-political factor | Demographic/<br>economical factor | Environmental factor |
|------------------------|-----------------------------------|----------------------|
|                        |                                   |                      |

## Listening



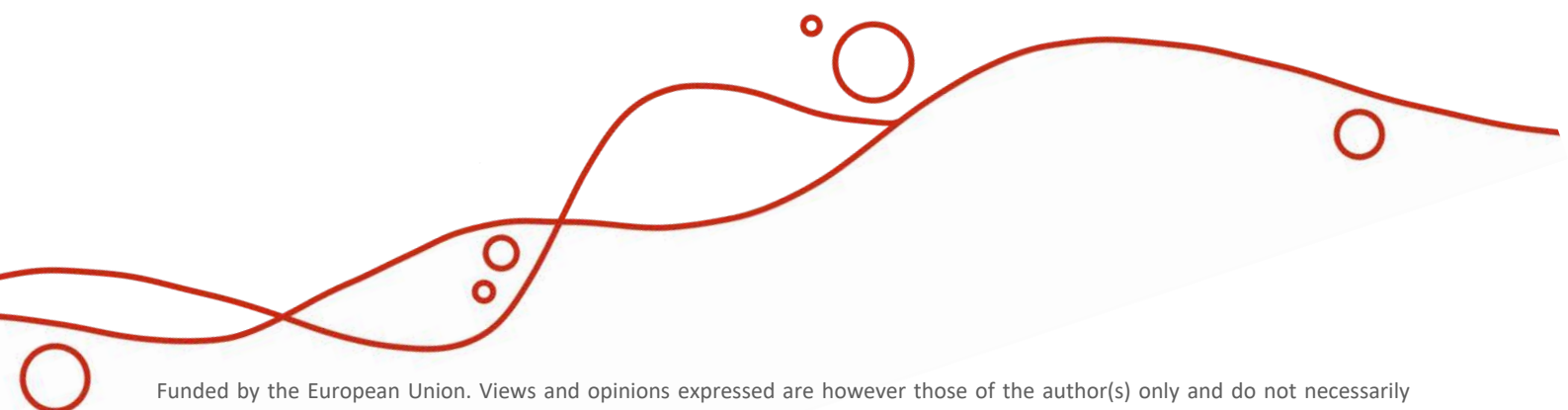
Watch the video about Eurocities:

<https://youtu.be/qyLEleV77Dc>

### Exercise 1

Are the sentences true or false?

- Eurocities works to provide equal opportunities and promote diversity.
- Eurocities works to promote cities learning from each other.
- Eurocities is a closed group that doesn't expand.
- Eurocities doesn't work with young migrants.



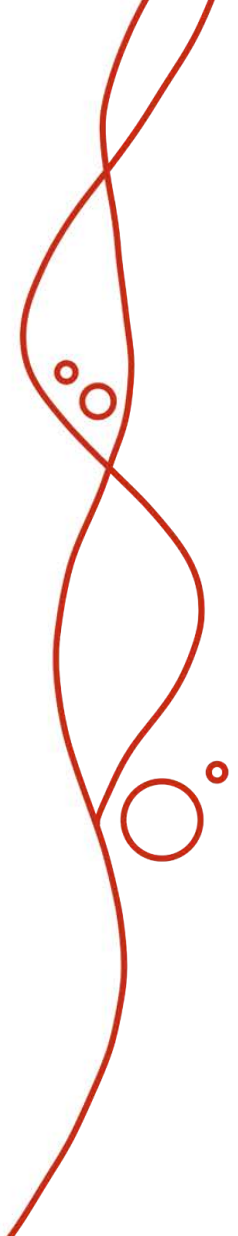
## Read the story



Zwartberg coal mine was one of the seven mines in the Kempen coal basin. This mine was located in Genk's Zwartberg district, named after a mountain called Black Mountain.

On 25 October 1906, "Les Liègeois" got a coal mining concession for 4,180 hectares. The construction of a railway connection and a power station began immediately. The first mine buildings were inaugurated on 14 March 1910. The engineers had to solve the problem of how to deepen the mine shafts. They had to make a hole through 560 metres of soil consisting of sand, chalk, and clay. It was decided to freeze from the surface to the top of the coal layer.

Freezing drilling started in 1913. They drilled 45 holes where they placed steel pipes. In these pipes, they placed a slightly thinner tube of the same length that was open at the bottom. They

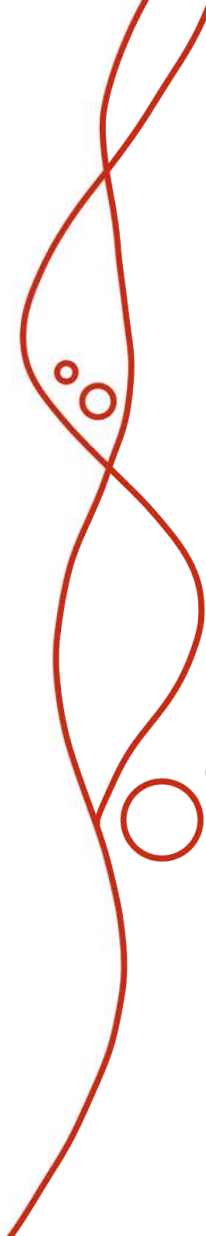


pumped lye cooled to  $-27^{\circ}$  through the thinner tube. The cooled lye caused the surrounding materials to freeze and form ice cylinders.

These materials were extracted, and the space between the casing and the rock was filled with concrete.

In February 1920, miners found the first coal layer at a depth of 575 m. Coal production started on 2 August 1924. The Albert Canal (constructed from 1930 to 1939) played an important role in transporting coal to the Liège industrial basin.

Some four hundred workers started work in the mine. The first miners in Belgium came from Wallonia, Antwerp and northern Limburg. After the First World War, however, there was not enough manpower and people were recruited from countries such as Croatia, Hungary or Slovenia because they had experience of mining. After the Second World War, more

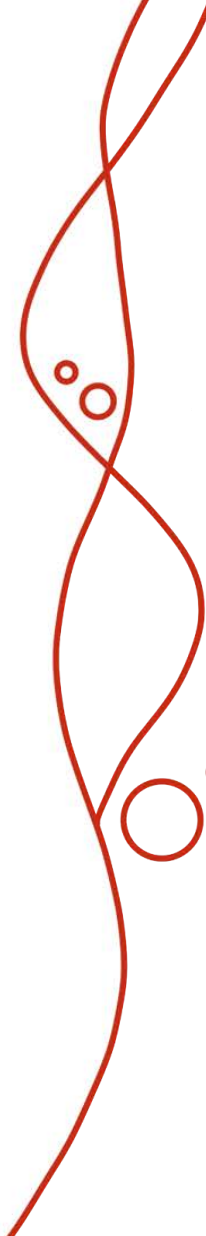


immigrants came from Poland and Italy. Most miners came to Belgium because of the better wages, and when they had saved enough, they wanted to return to their home countries because they felt lonely.

In 1963, more new recruits arrived, but this time

- they came from Turkey and Morocco. These recruits came because many Belgians wanted to work at Philips and Ford. The newcomers knew nothing about mines. Moreover, they brought with them a different religion, different languages and unfamiliar writing, for which mine management was not prepared. The newcomers built up their own society. They were given cafés, stores, football clubs and mosques, so they could feel at home. They were better off in Belgium than in their homelands and did not want to return.

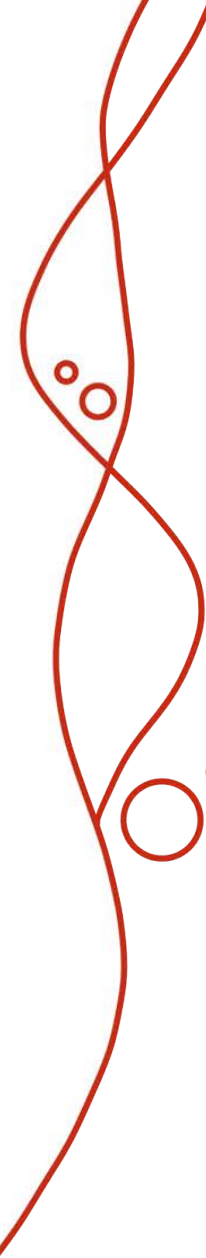
From 1955, the mine enjoyed international prestige because of its technology, training, communication, and social achievements. These improvements came as a response to a mine gas



explosion in 1952 that killed 23 miners. In 1949, Zwartberg became the first European mine to instal a cooling system on its lower floor. An internal television circuit with its own studio that promoted safety was also very popular.

In the summer of 1965, a new government of Christian Democrats and Socialists came to power. The country's economy had a deficit of 22 billion Belgian francs partly due to loss-making coal mines, into which hundreds of millions of francs had to be poured. Those mines were in both the French-speaking south and in the Flemish east. It was mainly in the southern regions that mines were losing money. The government, however, needed to find a balance between the closing of mines in both regions for political reasons.

At that time Zwartberg was the most modern mine in Belgium: highly efficient, with state-of-the-art technology.



However, a few days before Christmas 1965, 4,500 miners received the news that the mine would close its gates in 1966. The miners occupied the mine below ground on 27 January 1966. The strike riots that followed received international attention. Some workers were injured and even died. In the following days, the army was deployed to deal with the very tense atmosphere. On 2 February 1966, the Zwartberg Accords were concluded, allowing calm to return. On 1 October 1966, the mine was closed. In 1967, the shafts were filled in. Precious machinery remained underground, and the two shafts were dynamited in 1967.

Only a few things remain as reminders of the Zwartberg mine. There is a building for technical services and stairs to the main entrance. There is also a plaque depicting important stages in the mine's history, and the sculpture "Mine Monument" that we present below.





# Reading Comprehension



## Exercise 1

Choose the correct answer.

- Which mineral could you find in the Black Mountain mine?

coal – gold – salt

- How didn't they transport the material?  
by train – by ship – by plane

- Why did they close the mine?

Lack of coal – Lack of workers – Lack of government money

- What didn't they have at the mine?

A cooling system at the lower floor  
– Their own television circuit – Their own gym for their families

# Reading Comprehension



## 1. Exercise

Fill in the gaps using the correct word and you will find the way they built the mine.

COAL – CONCRETE – FREEZING – HOLES – SHAFT

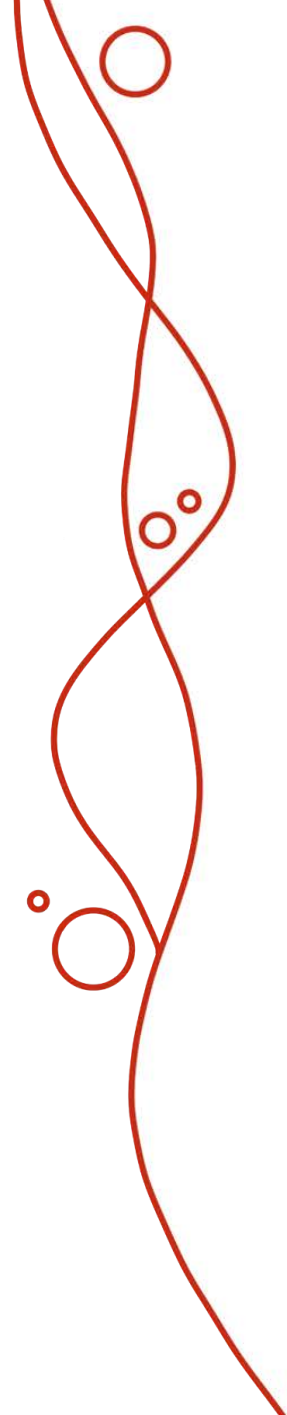
In order to extract the ..... from the ground, they had to dig very deep. They made 45 ..... and put in steel pipes. After  
○ extracting the materials by ..... the contents, they built the whole ..... . They filled the space between the casing and the rock with ..... .

You know there are regular and irregular verbs.

There are some regular past forms in the text.

Can you write the correct past form of the following regular verbs? (Continues over the page)

- locate .....
- drill .....
- place .....
- cool .....
- fill .....
- play .....
- start .....
- reunite .....
- want .....
- promote .....
- receive .....
- remain .....



## Exercise 2

There are some irregular past forms in the text. These forms you must learn by heart. The form is the same for all persons.

Can you write the correct past form of the following irregular verbs?

- is .....
- are .....
- begin .....
- have .....
- find .....
- come .....
- feel .....

## Additional activities



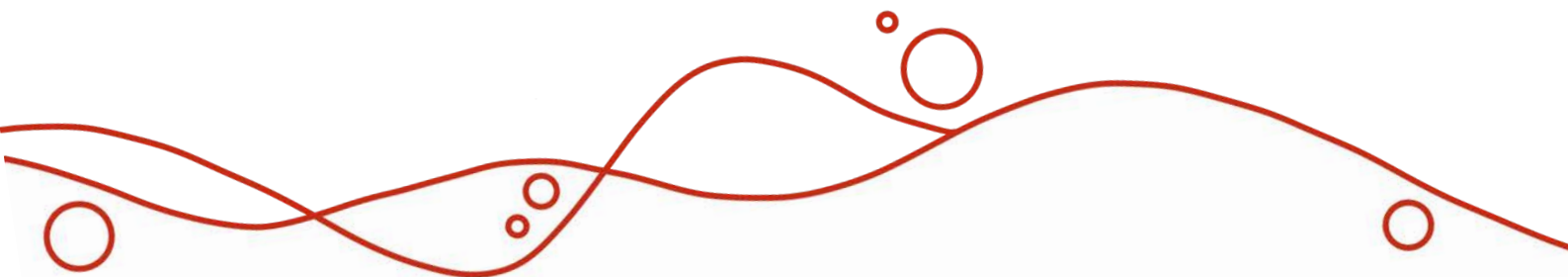
- Are you interested in how a modern coal mine operates? Here is a film about Maules Creek mine in Australia.

<https://www.youtube.com/watch?v=KLaCDMhCOQs>

- Mining has a dark side, and you can learn about that here: <https://www.youtube.com/watch?v=Ailgv0WI3fM>

- Do you want to read about the biggest mining disaster?  
[https://en.wikipedia.org/wiki/Monongah\\_mining\\_disaster](https://en.wikipedia.org/wiki/Monongah_mining_disaster)

- Check the grammar at [https://www.grammar-monster.com/glossary/past\\_tense.htm](https://www.grammar-monster.com/glossary/past_tense.htm)



## Extra resources for learners



- See the 4 Elements interactive arts collection:  
<https://www.4-elements.eu/en/inarts/collection>
- You can read the book *Aberfan – A Story of Survival, Love and Community in One of Britain's Worst Disasters* by Gaynor Madgwick
- You can watch 2 films related to miners: *The 33* by Patricia Riggan and *Blood Diamond* by Edward Zwick.



## Self-Reflection



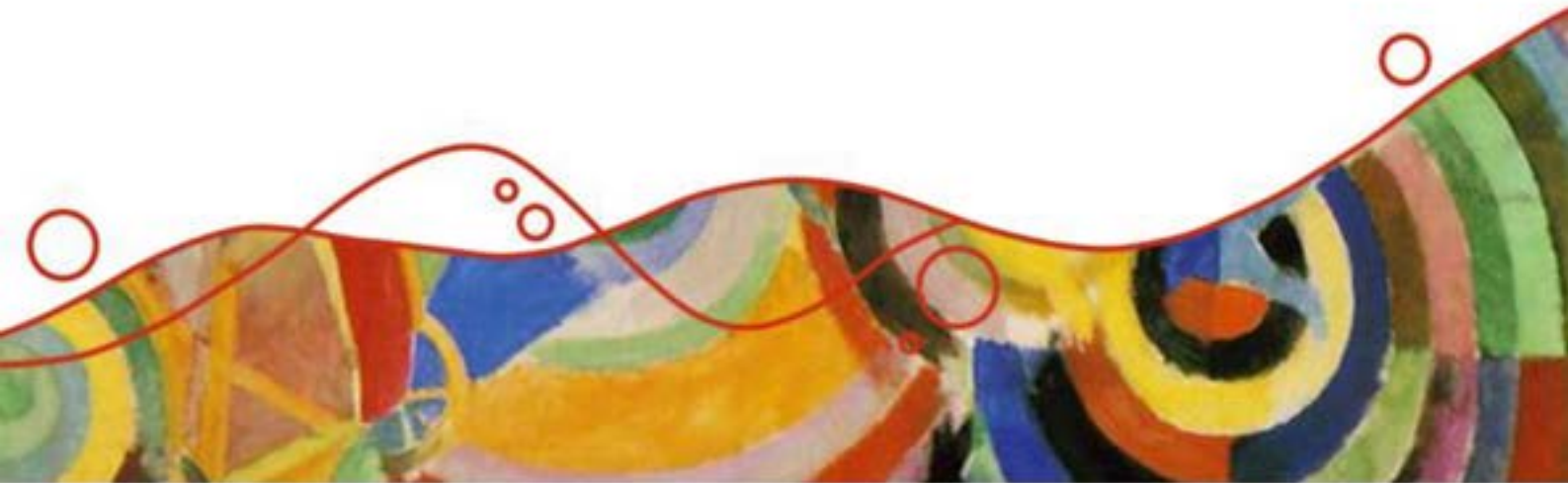
(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



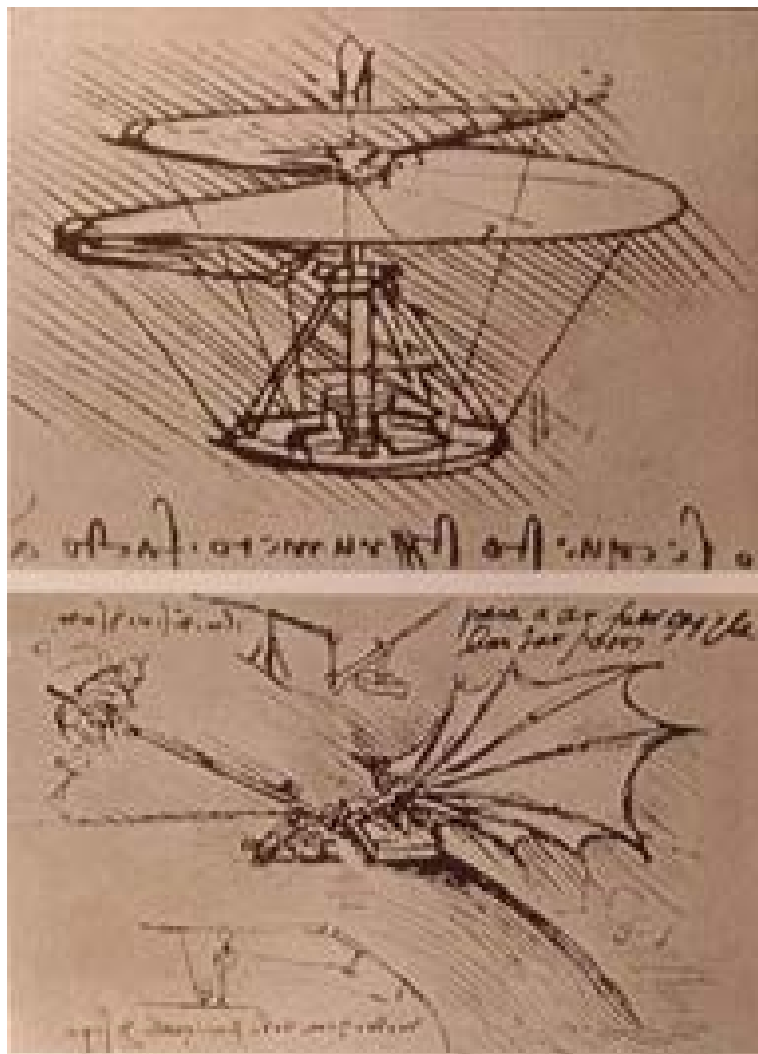


# The Aeromodeller



# The Aeromodeller

## Warming up

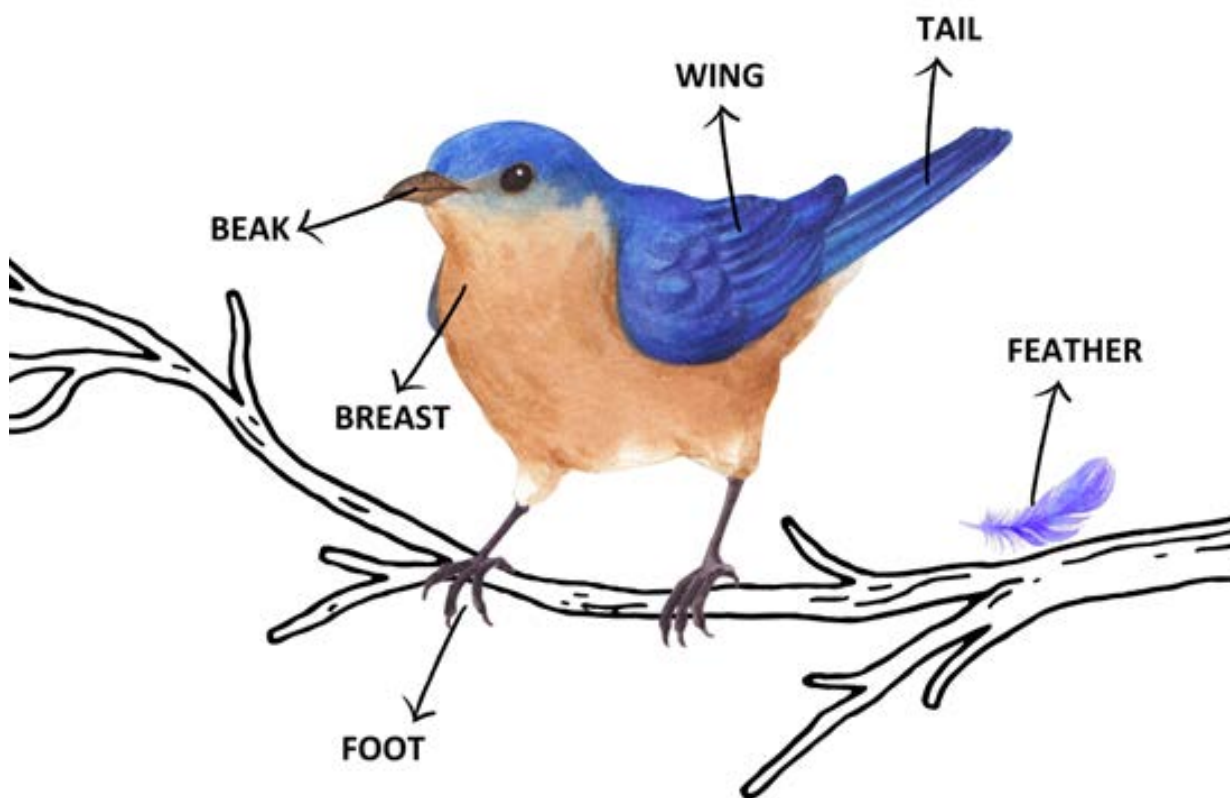


[https://en.wikipedia.org/wiki/Ornithopter#/media  
/File:Leonardo da Vinci helicopter and lifting wing.jpg](https://en.wikipedia.org/wiki/Ornithopter#/media/File:Leonardo_da_Vinci_helicopter_and_lifting_wing.jpg).

An ornithopter (from Greek ornis, ornith- "bird" and pteron "wing") is an aircraft that flies by flapping its wings. This design is by Leonardo Da Vinci who studied the flight of birds.

- Designers tried to imitate the flapping-wing flight of some flying animals. Can you think of some animals who can fly?
- There are some birds who cannot fly. Can you think of any of them?
- Would you like to be able to fly?
- Where would you go first?

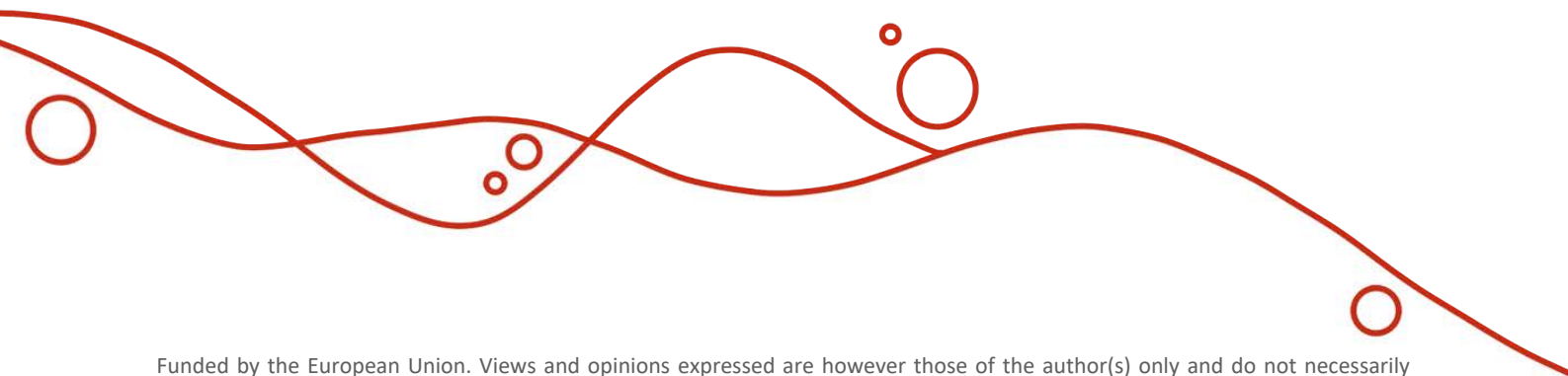
# Vocabulary



## Exercise 1

Look at the picture of the parts of a bird. On the next page, write the words beside their descriptions.

- Beak
  - Breast
  - Feather
  - Foot
  - Tail
  - Wing
- 
- The part of an animal's body that sticks out from the base of the back. ....
  - The front part of a bird's body. ....
  - The part of the body at the bottom of the leg on which a person or animal stands. ....
  - One of the many soft, light things that cover a bird's body; it has a long, thin, central part with material like hairs along each side. ....
  - The flat part of the body that a bird, insect, or bat uses for flying. ....
  - The hard, pointed part of a bird's mouth. ....



In Greek mythology, for example, Daedalus and his son Icarus tried to fly using wax wings. Daedalus was an architect, the builder of the labyrinth of Crete, and the husband of a slave girl called Naucrae. Icarus was held captive with Daedalus on the island of Crete by the island's king, Minos.

Daedalus decided to escape the island in secret. However, since Minos controlled the waters and the land, Daedalus set to work to make wings for himself and his son, Icarus. He arranged feathers according to their size and attached them to each other with a cord and beeswax. Then he gave each whole wing a smooth curvature like a bird's.





‘Icarus and Daedalus’, a painting by Charles Paul Landon (1799):  
<https://commons.wikimedia.org/wiki/File:Landon-IcarusandDaedalus.jpg>

When he had finished his work, Daedalus flapped his wings and found himself in the air. He then equipped his son in the same way and taught him how to fly. When they were ready to take off, Daedalus gave

Icarus some advice. Not to fly too high because the heat of the sun would melt the wax, nor to fly too low because the sea foam would wet the wings and make them too heavy to fly.

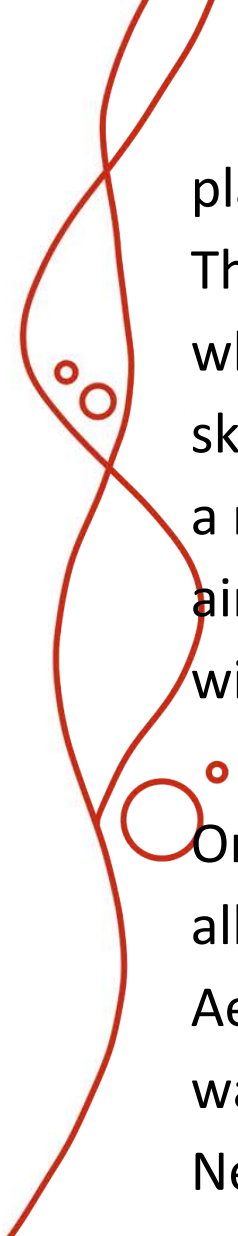
They passed some Mediterranean islands, and the boy began to ascend. The hot sun softened the wax that held the feathers together and they fell away. Icarus flapped his arms, but there were not enough feathers left to hold him in the air, and he fell into the sea. His father wept and regretted his art. He called the land near the place in the sea where Icarus had fallen Icaria, in memory of his son.



## Read the story



The creator of this magnificent work of art is Henri Van Herwegen, better known as Panamarenko. He was a Belgian artist who died in 2019 and is famous for his constructions for flying. In 1969, Panamarenko began work on "The Aeromodeller", the largest airship that he would ever build and an icon in his career. The construction of this huge Zeppelin would last until 1971. The artist, who was interested in the myth of Icarus, set out in search of freedom and longed to explore. The world was his



playing field, and the possibilities were infinite. These ideas were reflected in "The Aeromodeller", which would allow the artist to move freely in the sky. The Zeppelin consists of three parts. First of all, a massive, thirty-metre-long balloon. Second, two aircraft engines to steer the airship. And last a wicker gondola, which is furnished as a living space.

On Saturday, 26 June 1971, at 11 a.m., he was allowed to launch his now world-famous Aeromodeller in a meadow in Balen. Panamarenko wanted to travel from Balen to Arnhem in the Netherlands on his first flight, to participate in an art event there. Just before everything was ready, he received a telegram from the Netherlands telling him that he was not allowed to enter Dutch airspace. However, Panamarenko did not give up. Panamarenko's team rolled out the polyester cover on the meadow where cows were grazing. Moments later, a lorry arrived with 65,000 litres of hydrogen gas. After several hours of tapping, the balloon finally came to life and began to dance

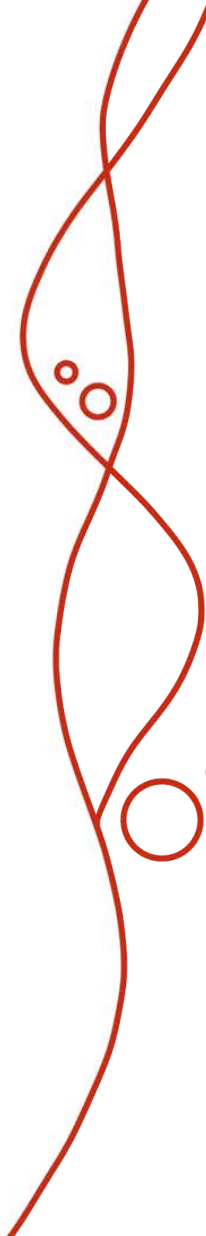


happily. But suddenly the wind unexpectedly picked up, turning the fragile “Aeromodeller” into a toy. The wind became too strong, and the operation was aborted.

Panamarenko's attempts to test “The Aeromodeller” failed. Whether it could ever fly remains ambiguous, but it is because of this ambiguity that the work has a poetic dimension. Panamarenko succeeds in exploring the unknown, in this case airspace, just by suggesting that it is possible.

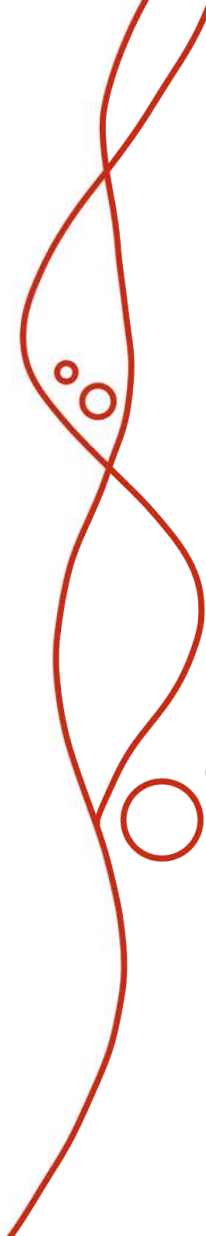
The history of humanity is full of flying attempts which eventually developed into the present-day aviation industry.

In 1485, Leonardo da Vinci began studying the flight of birds. He realized that humans were too heavy, and not strong enough, to fly using wings simply attached to their arms. He therefore sketched a device in which the aviator lies down on a plank. He worked on two large membrane wings using hand levers, foot pedals, and a system of pulleys.



Hundreds of years later, Otto Lilienthal was born in 1847 in Germany. He is considered one of the pioneers of aviation history. For years, together with his brother Gustav, he observed the flight of birds until he realised that imitating nature was not enough. He made experiments with flat and curved surfaces exposed to the wind, and discovered how curvature affects lift. Using detailed drawings and complex mathematical formulas on length and weight, Otto Lilienthal calculated how best to design a glider that was capable of flying.

From 1894, Lilienthal began flying his monoplane gliding device, which he named Normalsegelapparat (“normal elevation apparatus”). This was his most advanced construction. The Normalsegelapparat had a wingspan of 6.7 metres and a wing area of 13 square metres. Taking off from the slopes of the Rhinow Mountains, Lilienthal made flights during which he could glide up to 250 metres. His invention caused a great sensation.



Lilienthal produced additional models of his Normalsegelapparat and sold them in Germany and other countries. However, he was not able to enjoy his fame for long. On 9 August 1896, he crashed from a height of 15 metres during a test flight and died the next day at the age of 48.

At the beginning of the 20th century, the Wright Brothers developed the first aeroplane. The Wright Flyer made the first sustained flight by a manned heavier-than-air powered and controlled aircraft on 17 December 1903 in North Carolina. Taking turns, the Wrights made four brief, low-altitude flights that day. The flight paths were all essentially straight; turns were not attempted. Each flight ended in a bumpy and unintended landing. The last flight, by Wilbur, covered 260 metres in 59 seconds. This is much longer than each of the three previous flights of 37, 53 and 61 metres in 12, 12 and 15 seconds respectively. The fourth flight's landing broke the front elevator supports, which the Wrights hoped to repair for a possible 6 km flight. However, they didn't succeed, and the Wright Flyer never flew again.

# Reading Comprehension

## Exercise 1

Are the sentences true or false?

- Otto and Gustav Lilienthal invented the first plane.
- Panamarenko managed to fly his Zeppelin to the Netherlands.
- Leonardo understood that using wings was not enough to fly.

## Exercise 2

Choose the only correct sentence:

- Panamarenko died in the 20th century.
- Panamarenko managed to make the “Aeromodeller” fly despite the weather conditions.
- Panamarenko’s “Aeromodeller” makes us think about the unknown.



# Grammar



## Exercise 1

Using linking words. These are words that connect 2 sentences or more.

A linking word can:

- add ideas (**and**)
- choose between possibilities (**or**)
- introduce opposite ideas (**however**)
- show the result of something (**therefore**).

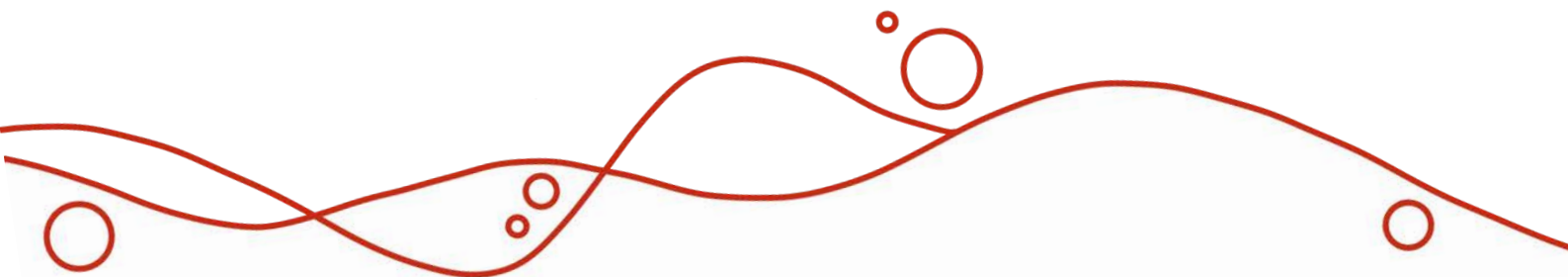
Fill in the gaps with the correct linking word:

- I was very hungry, ..... I decided to go get a pizza.
- My husband wanted to travel to the mountains, ..... , I wanted to go to the beach.
- I love eating fish ..... chips.
- Right ..... wrong, the decision is made.

## Additional activities



- The voladores are “flying men”. Learn more about their UNESCO heritage ritual ceremony: <https://ich.unesco.org/en/RL/ritual-ceremony-of-the-voladores-00175>
- See more of Panamarenko’s work (Dutch-language site): <https://www.panamarenko.be/nl>
- Make and fly a kite, using these instructions: <https://www.wikihow.com/Make-a-Kite>
- If you want to learn more about conjunctions (linking words) go to <https://www.grammar-monster.com/lessons/conjunctions.htm>

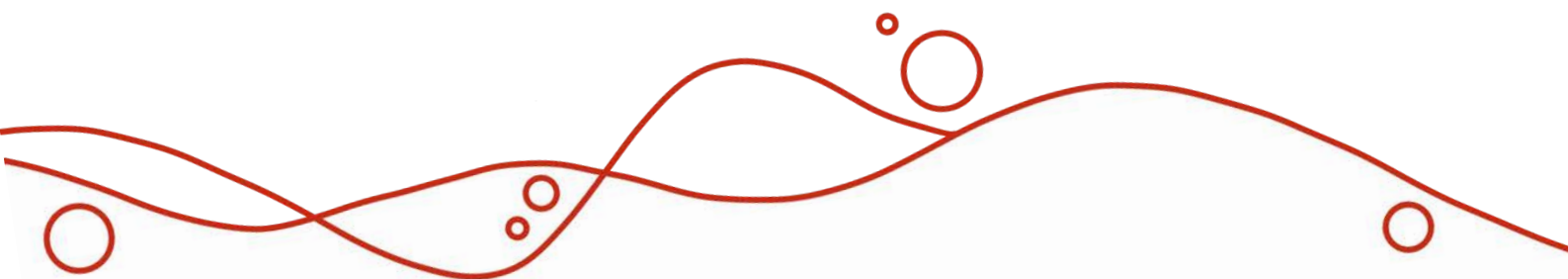




## Extra resources for learners



- See the 4 Elements interactive arts collection:  
<https://www.4-elements.eu/en/inarts/collection>
- Read more about the history of flight, and see pictures of Leonardo's, Lilienthal's and the Wright brothers' aircraft  
<https://www.grc.nasa.gov/www/k-12/UEET/StudentSite/historyofflight.html>
- If you want to learn about important moments in the history of flight, read  
[https://pioneersofflight.si.edu/pioneering\\_moments](https://pioneersofflight.si.edu/pioneering_moments)



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Prometheus Bound



# Prometheus Bound

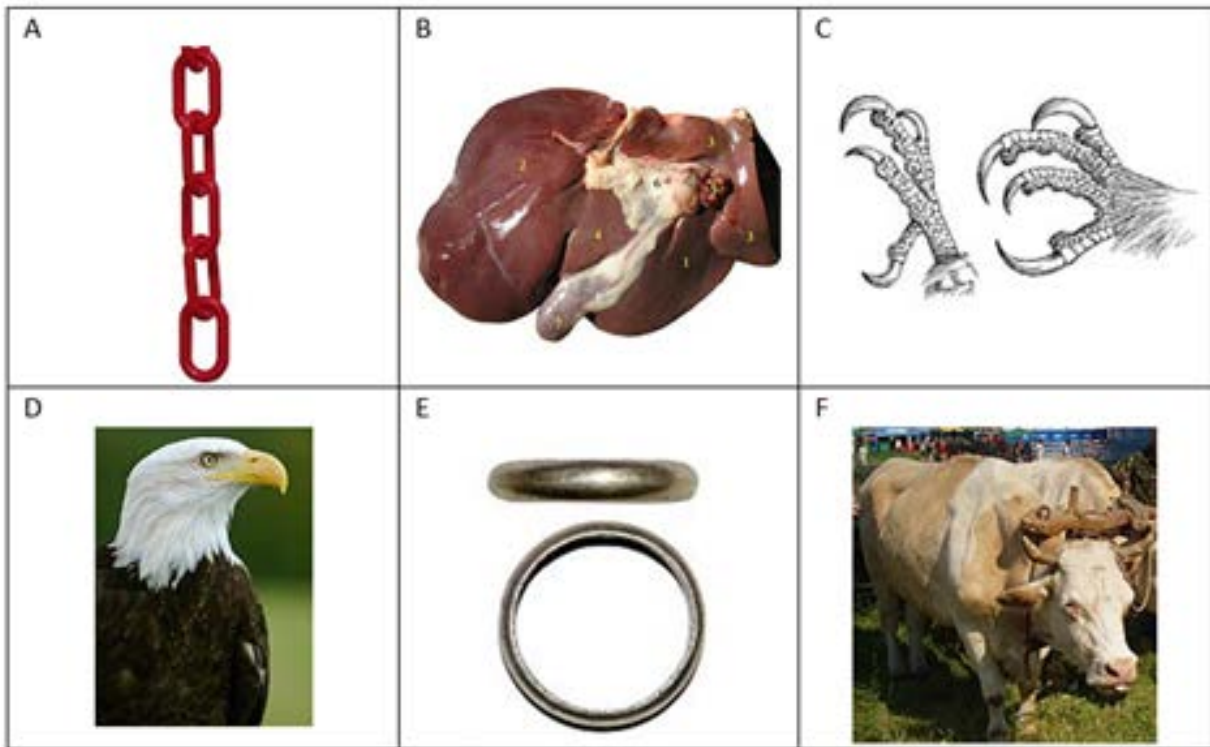
## Warming up



### Exercise 1

- What do you feel when you see this picture?
- What do you associate with fire?
- Try to think of activities you couldn't do if you didn't know how to make fire.

# Vocabulary



## Exercise 1

Match the images with the words.

- Ring .....
- Claw .....
- Ox .....
- Liver .....
- Chain .....
- Eagle .....

## Exercise 2

Find the intruder in each group.

- Wing / Beak / Claw / Fire
- Ring / Chain / Ox / Arrow
- Mountain / Mount / Rock / Genius
- Gods / Humanity / Mankind / Society

## Cultural Heritage

According to Greek mythology, Prometheus stole fire from the gods. In the Western classical tradition, Prometheus became a figure who represented human effort (particularly the search for scientific knowledge) and the risk of failing and its consequences. In the Romantic era he represented the solitary genius who makes efforts to improve human existence that can result in tragedy. Mary Shelley, for instance, gave “The Modern Prometheus” as the subtitle to her novel “Frankenstein” (1818).

Scientific developments made it possible to control diseases, improve food systems, reduce pests, and facilitate communication and the distribution of culture. With all these advances we became more pragmatic. But in many cases this pragmatism hurts our humanity. We become slaves of things and achievements.





Frankenstein or the Modern Prometheus, Theodor von Holst, 1831

[https://upload.wikimedia.org/wikipedia/commons/d/df/Frankenstein%2C\\_or\\_the\\_Modern\\_Prometheus\\_%28Revised\\_Edition%2C\\_1831%29\\_006.jpg](https://upload.wikimedia.org/wikipedia/commons/d/df/Frankenstein%2C_or_the_Modern_Prometheus_%28Revised_Edition%2C_1831%29_006.jpg)



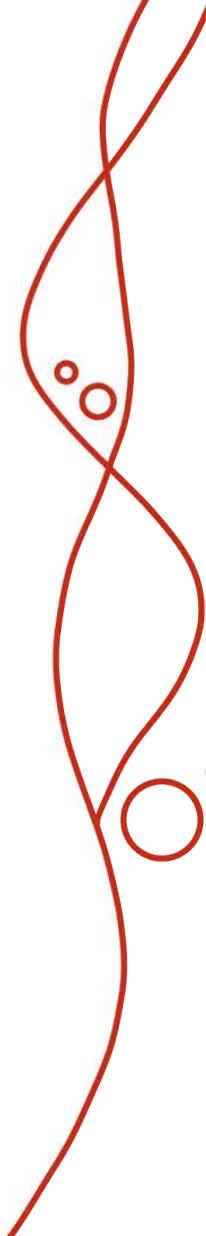
In today's fast-turning world, reaching one goal is only the beginning of reaching the next. This can be very positive, because we always want to go further. But completing a project is not the only important thing: reflecting on it and enjoying what we achieve is also an important part of our project. We need to be sure that what we get is really what we want and need. Otherwise, our work will never end, like Prometheus' punishment.

Unending work is also represented by the story of Sisyphus. He was forced to push a stone up a mountain. Every night, the stone fell back down, and he had to start again from the beginning.

## Read the story

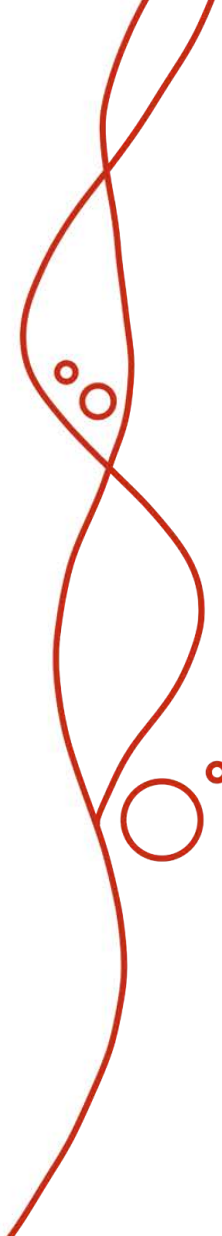


A muscular Prometheus lies on the rocks. His left hand is chained to a rock. The blue-and-white cloth under him barely covers him. In this painting,



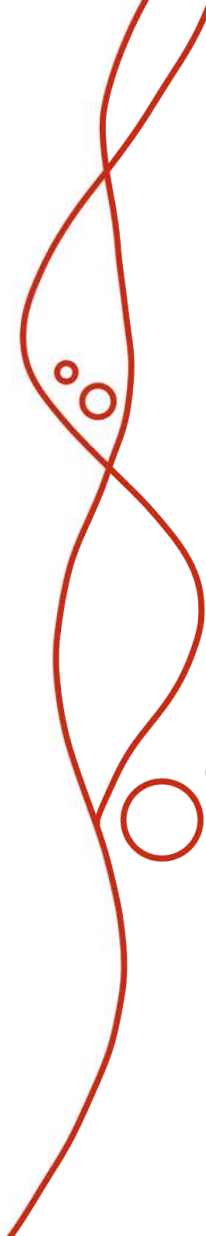
Prometheus is depicted in the light, with a strong contrast between him and the darkness around him. The eagle is particularly dark. It represents the evil force that Prometheus has attracted by stealing fire from the Greek gods and giving it to humans.

- Prometheus looks at the eagle, with its wings spread out, as he almost falls off the rocks (but he can't fall because the chains keep him in place). The large beak of the eagle rips open Prometheus' skin and takes the liver out of his body. The liver is the source of his torture because Greeks considered the liver as the site of the intelligence and the soul, the seat of life. The claws of the eagle are placed on his face and his upper leg to emphasize the pain that Prometheus suffers. The pain is shown in the expression of agony on his face. On the bottom left you can see a small fire burning, which refers to the fire that Prometheus gives to humans.

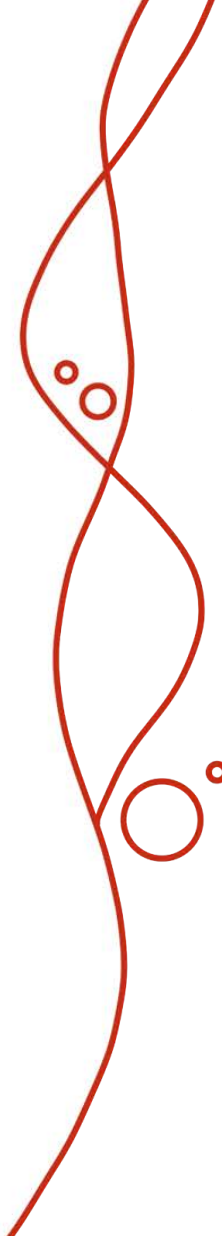


This painting is based on the mythological story of Prometheus. According to myth, Prometheus was a great benefactor of humanity. He annoyed Zeus for the first time by sacrificing a large ox and offering one part to the gods and one part to humans. He divided the ox into two parts. In one part he put the skin and flesh and hid it in the belly of the ox. In the other part he put the bones but covered them with appetizing fat. Later, he let Zeus choose which part the gods would eat. Zeus chose the layer of fat and became very angry when he saw that he had chosen the bones. Since then, men have burnt the animal's bones in sacrifices to offer them to the gods and eaten the flesh themselves.

Angered by this trick, Zeus prohibited humans from using fire. Prometheus decided to steal it. He climbed Mount Olympus, took fire, and managed to return it to humanity. In this way people were able to warm themselves and use it to perform animal sacrifices.



Once again, Zeus was very angry with Prometheus and took him to the Caucasus Mountains, where he was chained to a rock. Zeus sent an eagle to eat Prometheus' liver. Since Prometheus was a Titan and therefore immortal, his liver grew back every night, and the eagle ate it again every day. This punishment was supposed to last forever. However, after hundreds of years, Herakles, son of Zeus, passed by Prometheus' place of captivity. He freed him by shooting the eagle with an arrow and breaking the chains that held him. Zeus didn't mind that Prometheus had escaped his punishment, because this act of liberation and mercy helped to glorify the myth of his son Herakles. Prometheus was finally free, although he still had to carry around a ring attached to a piece of the rock with a chain.



We should learn from Prometheus, because he risked Zeus' anger to defend a weaker group, humanity. At first it seemed that he had lost because he was punished for eternity. But in the end, he was freed by Herakles (the Roman "Hercules"). And ultimately, he did not lose, because his name became the name of a benefactor of humanity.

To call someone "a Prometheus" is to speak of a brave and honourable person. We, like Titans, must take risks to defend our ideas, our principles, and our values, and to help those who are in a more disadvantaged position.



# Reading Comprehension



## Exercise 1

Choose the correct answer:

- Which animal tortured Prometheus?  
• an ox – an eagle – a lion
- Who did Prometheus make angry?  
• Herakles – Apollo – Zeus
- Who freed Prometheus?  
• Herakles – Apollo – Zeus

## Exercise 2

Are the sentences true or false? Correct the false ones.

- Prometheus stole fire from humanity to give it to the gods.
- .....
- The liver was the site of the intelligence and the soul.
- .....
- Prometheus was finally freed from his ring and his chain.
- .....
- Herakles killed the eagle with an arrow.
- .....



# Grammar



## Exercise 1

Some verbs usually go with certain prepositions, such as:

- be angry with
- divide into
- lie on
- look at
- manage to
- pass by

Write the correct preposition beside the verb.

- with – into – on – at – to – by
- manage .....
- look .....
- divide .....
- pass .....
- lie .....
- be angry .....



## Exercise 2

Now think about the simple present tense.

Remember that HE, SHE and IT add an “-S” or “-ES” to the base form.

We add –es instead of –s if the base form ends in -s, -z, -x, -sh, -ch, or the vowel o (but not -oo).

Examples:

- I eat – she eats
- You wash – she washes / I do – he does / We relax – it relaxes



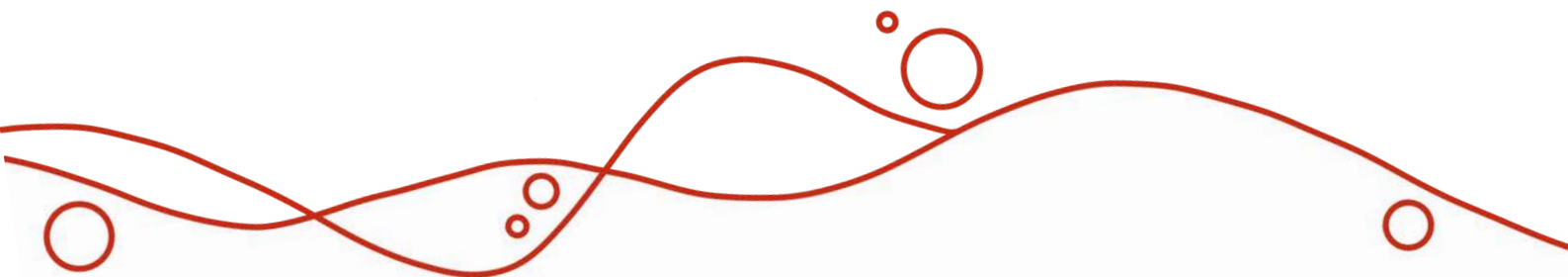
Using the same verbs, fill in the gaps with the correct verb in the present tense + the correct preposition.

- be angry with
  - divide into
  - lie on
  - look at
  - manage to
  - pass by
- 
- Prometheus ..... the eagle with its wings widespread.
  - Prometheus ..... a rock and he is chained to it.
  - Zeus ..... Prometheus because he steals the fire from the gods.
  - Prometheus ..... the ox ..... 2 parts: one for the gods and one for mankind.
  - Herakles ..... the place Prometheus is punished.
  - Prometheus ..... steal fire from Mount Olympus.

## Additional activities



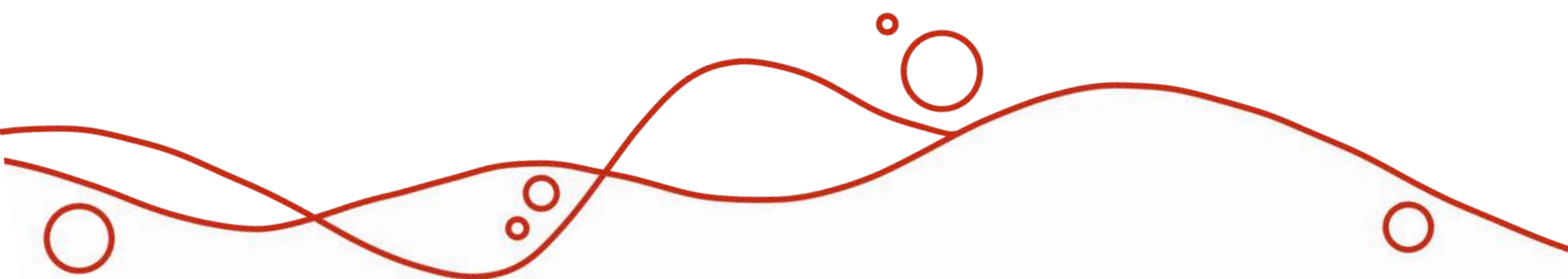
- Do some research into this topic at World History Encyclopedia  
<https://www.worldhistory.org/Prometheus/>
- Other cultures also have stories about stealing fire. Read about some of them here:  
[https://en.wikipedia.org/wiki/Theft\\_of\\_fire](https://en.wikipedia.org/wiki/Theft_of_fire)
- In the myth, Prometheus' liver grows back, and in fact the liver is the only organ in our bodies that can regrow. Find out some more facts about livers here: <https://www.thefactsite.com/liver-facts/>
- If you want to do more work on prepositions go to <https://www.grammar-monster.com/lessons/prepositions.htm>



## Extra resources for learners



- See the 4 Elements interactive arts collection:  
<https://www.4-elements.eu/en/inarts/collection>
- Learn how important controlling fire was for human beings at  
[https://www.youtube.com/watch?v=Ygpzm0S\\_rPQ](https://www.youtube.com/watch?v=Ygpzm0S_rPQ)



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |

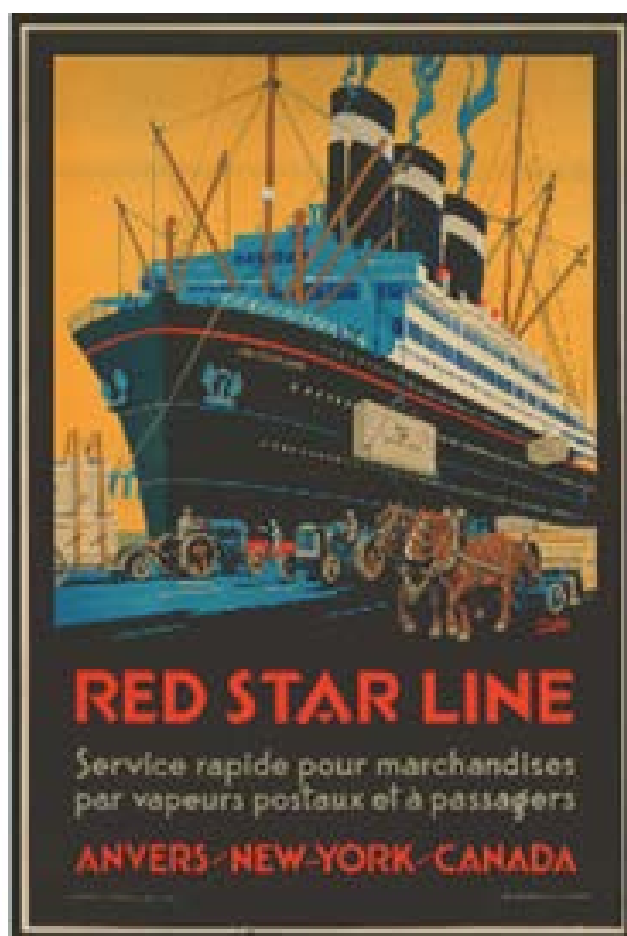


# Red Star Line Company



# Red Star Line Company

## Warming up



Antwerp City Collection, Red Star Line Museum

Morley (designer), Stockmans & Co. (Antwerp) (printer), Poster showing docked Belgenland and inscription '... Service rapide pour marchandises par vapeurs ...', RSL.2016.010.002, Collection City of Antwerp, Red Star Line Museum



## Exercise 1

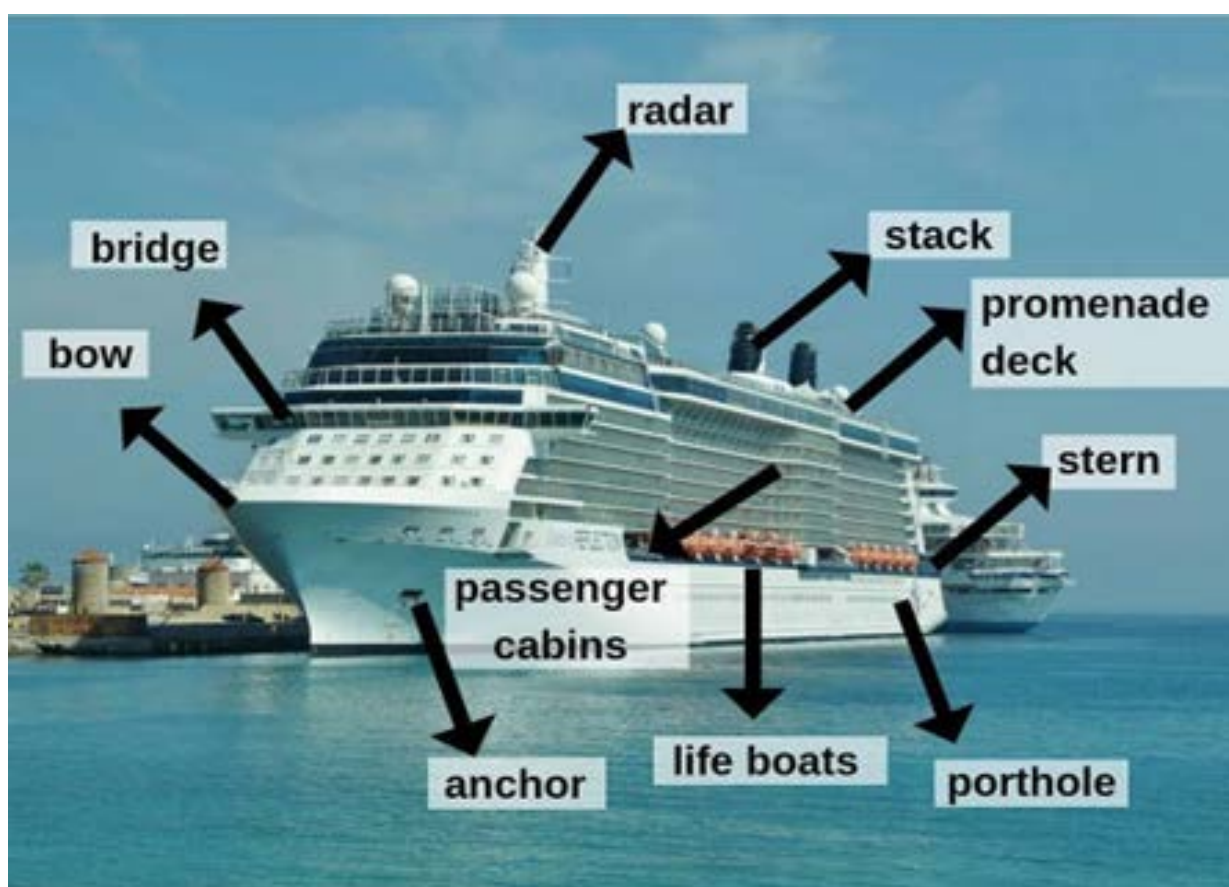
- What can you see in the picture?
- Which words come to your head when you look at it?
- Can you try to classify the words into positive or negative ideas?
- Would you like to be in such a ship?

# Vocabulary

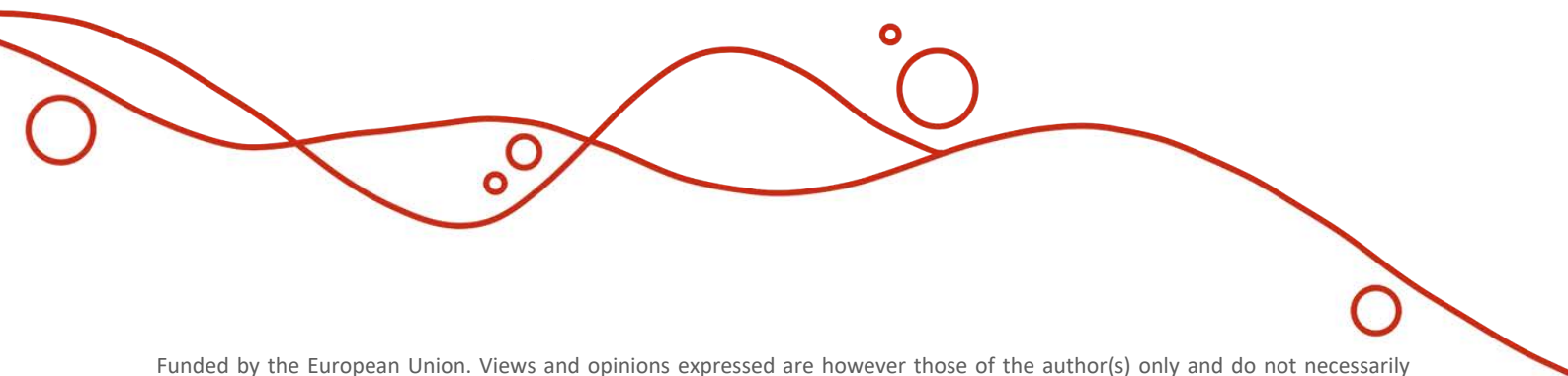


## Exercise 1

Look at the picture showing the parts of a ship and answer the questions.



- What do you need to have if the ship sinks?
- .....
- What is used to fix the ship in a certain place?
- .....
- Where do you sleep?
- .....
- What is the word for a “window” in a ship?
- .....
- What is the part opposite the bow?
- .....



## Exercise 2

A minimal pair is two words that vary by only a single sound, like in the following pairs:

- Ship – Sheep
- Chip – Cheap
- Fit – Feet
- Rich – Reach

Can you match the words listed above and the meanings below? (Continues on the next page)

- A large watercraft that travels the world's oceans and other sufficiently deep waters, carrying cargo or passengers .....
- A thin piece of crisp food .....
- Domesticated, ruminant, mammal animal typically kept as livestock that produces wool .....

- Having a lot of money .....
- Low in price .....
- Plural of foot .....
- To be the right size .....
- To achieve a particular level or goal after working toward it .....

### Exercise 3

- Do you know what a witch-hunt is?
- Take a look at the picture and try to guess the meaning.
- Read the definition on the next page.



A witch-hunt is an attempt to find and punish a particular group of people who are being blamed for something, often simply because of their opinions and not because they have actually done anything wrong.

## A decorative horizontal line consisting of 20 evenly spaced red circular dots spanning the width of the page.

In the 19th century transatlantic passenger crossings became faster, safer, and more reliable with the advent of steamships. The main routes were between England and the US.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



During World War II the transatlantic crossing was very important for the United Kingdom. This is because much of Europe had been taken over by Germany and its allies, preventing trade and supplies.

## Exercise 1

Do you know who discovered the Americas?

.....

Why was there competition amongst countries to cross the Atlantic?

- They wanted money
- They wanted to show their power
- They wanted to be the fastest

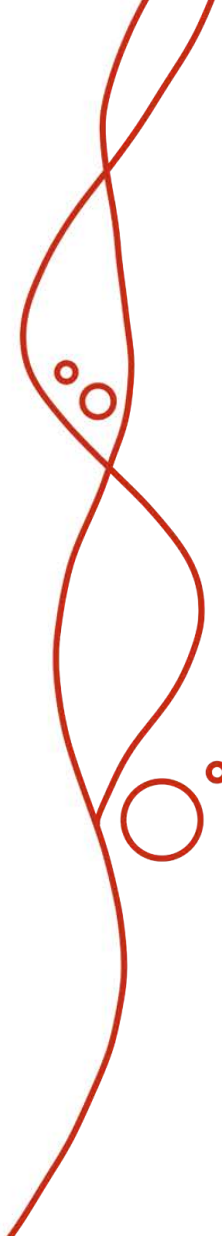
## Read the story



The Red Star Line was a Belgian shipping company with a regular service between Antwerp and New York or Philadelphia. It operated from 1872 to 1935 and fell victim to the stock market crash of 1929.

The Red Star Line was officially called Société Anonyme de Navigation Belge-Américaine or SANBA for short. Its main activity was transporting oil from the United States to Europe and passengers on the way back. Later, the American government banned the transport of oil on passenger ships, so the Red Star Line began to focus on passenger transport.

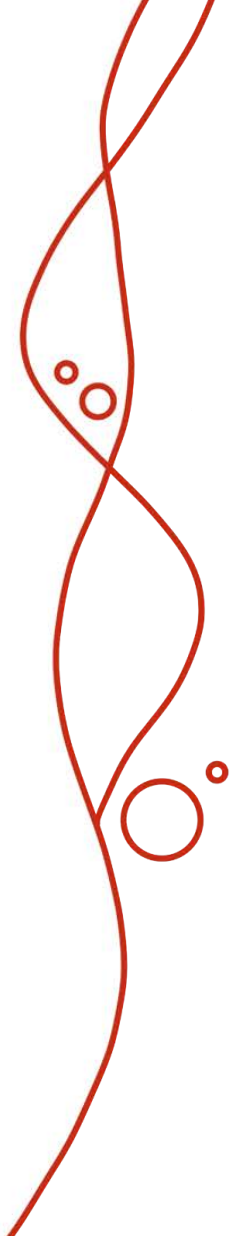
Passengers gathered to board one of the Red Star Line's 23 ships (or one of the more than 150 ships chartered by the shipping company). The third-class passengers first had to have their luggage disinfected and then go to the doctor to be



examined. At first, the examination was conducted outdoors; only after many complaints did the Red Star Line build an additional building. By 1913, the line had reached its peak: in that year alone, it carried 70,075 third-class passengers. In total, between 1873 and 1934, about two million emigrants travelled to America on the Red Star Line. Many of them came from Eastern Europe and about a quarter were Jews. One was Albert Einstein.

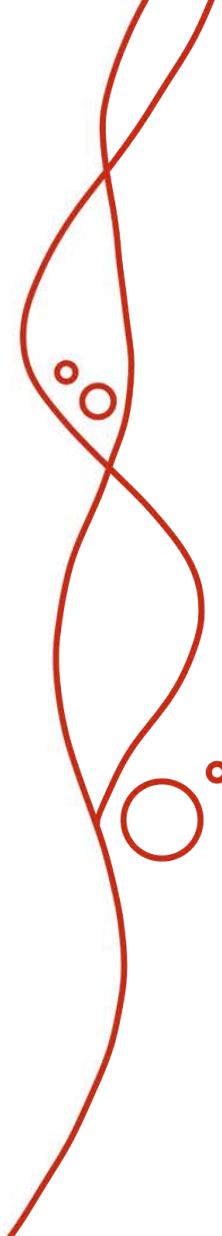
The physicist Albert Einstein, whom Time Magazine proclaimed “Man of the Century” in 2000, was a regular passenger on the Red Star Line. Einstein was Austrian by origin and lived in Berlin. But he had family in Antwerp and was a good friend of Queen Elizabeth of Belgium, the painter James Ensor and other Belgian personalities.

In the summer of 1932, the Reichstag elections made Hitler’s Nazi party the largest in Germany. This was followed by violent riots and Einstein,



who had called for resistance to the Nazis, was advised to leave Berlin until calm was restored. Then he travelled to Belgium. While he was there, he decided to take up the offer of a part-time appointment at the Princeton Institute for Advanced Studies. His intention was to divide his time between Germany and America.

When Hitler came to power in Germany on March 23rd, 1933, Albert Einstein and his wife Elza Koch were on their way back from the United States to Berlin. While onboard the Red Star Line's Belgenland he learnt that the Nazis had confiscated all his possessions and had started a proper witch-hunt against the Jews. They decided it was not possible for them to return to Germany. After the Belgenland arrived in Antwerp (March 28th, 1933), the couple travelled on to the Belgian coast. Queen Elizabeth was fearful for Einstein's safety and ordered the gendarmerie to keep him under constant protection.



In Belgium Einstein gave several talks and received friends including James Ensor and the writer Aldous Huxley. It was probably the Nazis' murder of Professor Theodore Lessing in Czechoslovakia on August 31st, 1933, that convinced Einstein of the danger he was in. Shortly afterwards he left for London. A few weeks later Elza also left Belgium, via Antwerp, on board the SS Westernland. Einstein himself boarded the ship in Southampton to accompany his wife to America. They sailed into New York on October 17th, 1933. Einstein settled in the United States and became an American citizen in 1940.

# Reading Comprehension



## Exercise 1

Are the next sentences true or false?

- The Red Star Line was an American Company .....
  - The company lasted for 63 years .....
  - Between 1873 and 1934, about 2,000,000 emigrants travelled to America on the Red Star Line .....
  - Einstein lived in Antwerp .....

## Exercise 2

Choose the only correct answer:

Einstein was:

- A good friend of Hitler's
- A good friend of the Queen of Belgium's
- A good friend of Elza's

Elza and Albert travelled to New York...

- Together
- Elza went first
- Albert went first

## Exercise 3

Fill in the gap:

While onboard the Red Star Line's Belgenland Einstein learnt that the ..... had confiscated all his possessions and had unleashed a proper ..... against the Jews. They decided it was not ..... for them to return to Germany.

# Grammar

## Exercise 1

As the story takes place in the 19th and 20th centuries there are a lot of past tenses in the text.

Can you classify the ones below into regular or irregular? Put them in the correct part of the table.

- Regular: base form + *ed*
- Irregular: different forms

Banned | Became | Convinced | Did | Gathered |  
Learnt | Made | Operated | Travelled | Was

| Regular | Irregular |
|---------|-----------|
|         |           |



## Exercise 2

Do you remember how to say and write dates? You can practise them using some examples in the texts.

Write the dates in words as in the example:

1872 [?] eighteen seventy-two

1933 [?] nineteen thirty-three

1566 [?] .....

1935 [?] .....

1913 [?] .....



## Exercise 3

Can you write the nationalities of the countries below?

Don't forget! Nationality adjectives must always start with a capital letter [Spain – Spanish, Italy – Italian, Portugal – Portuguese]

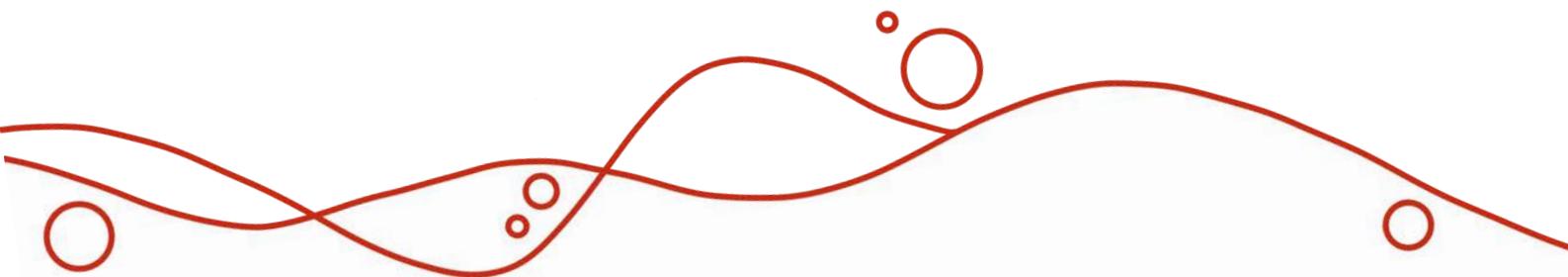
- Austria .....
- Belgium .....
- Czechoslovakia .....
- Germany .....
- The United States .....



## Additional activities



- If you want to learn more about the passengers of the Red Star Line, go to <https://redstarline.be/en/redirect-verhalen>
- Immigrants to the US arrived first at Ellis Island, where they were processed. You can learn more about their experiences here: <https://www.statueoflibertytour.com/blog/what-life-was-like-for-an-ellis-island-immigrant/>
- Can you think of a very famous ship that started the trip from Southampton to New York? Read more information here: <https://en.wikipedia.org/wiki/Titanic>



## Extra resources for learners



- See the 4 Elements interactive arts collection:  
<https://www.4-elements.eu/en/inarts/collection>
- The Last Titanic Survivor Remembers Hitting the Iceberg <https://www.youtube.com/watch?v=HRAGMW4n4mc>



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





# France

# Content

## France

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# The Equatorial Jungle





# The Equatorial Jungle

## Warming up



1. Which words come to your mind when you look at this painting? Do you recognise the artist?

---

---

2. How many animals do you see?

Can you recognise what species they belong to?

---

---

---

---

3. Do you find this painting realistic?

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## Vocabulary



### 1. Match the word with the definition

An area of land overgrown with dense forest and tangled vegetation, typically in the tropics is a

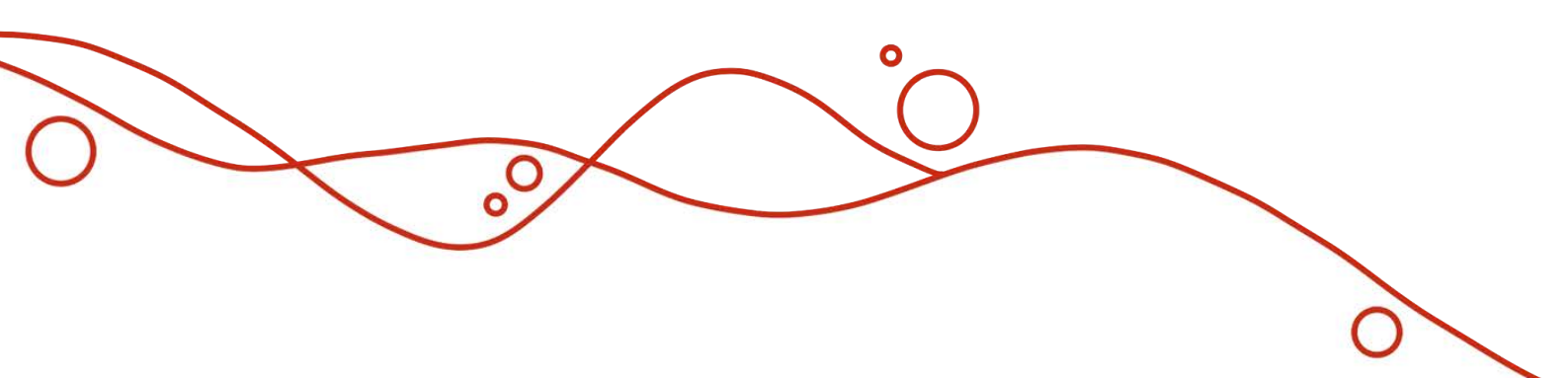
-----

A colourful bird, repeating the words he hears is a

-----

Someone who is full of confidence and simplicity through ignorance, or inexperience is

-----



## Vocabulary



### 2. Fill in the gaps with the right words

Jungles have very dense vegetation and a high temperature, which encourage the evaporation of water and the formation of large clouds.

It is a \_\_\_\_\_ climate.

Henry Rousseau never left France. To paint this jungle, he had to observe many paintings and \_\_\_\_\_ the rest.

He uses different \_\_\_\_\_ of green.

### 3. Can you find the antonym of these words?

Wet = \_\_\_\_\_

Colourful = \_\_\_\_\_ (*faded*)

Naïve = \_\_\_\_\_ (*smart, experienced, perceptive*)

## Cultural Heritage Background



“Naïve art” is usually defined as visual art created by a person who does not have the formal education and training that a professional artist receives (in anatomy, art history, technique, perspective, vision). When this aesthetic is imitated by a trained artist, the result is sometimes called “primitivism”, “pseudo-naïve art”, or “faux naïve art”.

Naïve art is recognised and often imitated for its childlike simplicity and openness. Paintings of this type have a flat style with a rudimentary expression of perspective. A particularly influential painter of naïve art was Henri Rousseau (1844–1910), a French Post-Impressionist who was discovered by Pablo Picasso.

## Cultural Heritage Background



Answer the following questions

1. What is another name for primitivist art?
  - a) Pseudo-naïve art / faux naïve art
  - b) Cubism
  
2. Does the artist of naïve art have great technical skills?
  - a) Yes they have
  - b) No, they don't
  
3. Do you prefer naïve art or classical art?

---

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## Listening

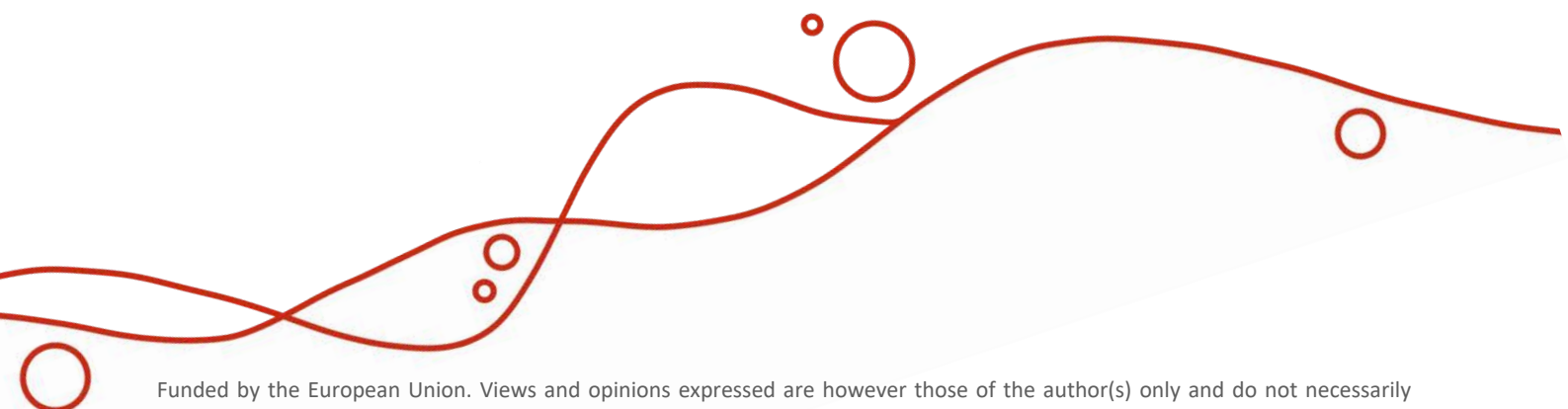


Listen to this audio file



1. Say whether these sentences are true or false

- a) Wilhelm Uhde organized the first exhibition of naïve art. True or false?
- b) Wilhelm Uhde was an American. True or False?
- c) Wilhelm Uhde was an art collector. True or false?



## Read the story

“The Equatorial Jungle” was painted by Henry Rousseau in 1909. This painter, unlike most artists of his time, never attended art school. He learned to paint by observing children's books, plants and taxidermied wild animals. So he was lacking in technique, but he compensated for this with his imagination. The result is a dreamlike, almost childlike atmosphere:



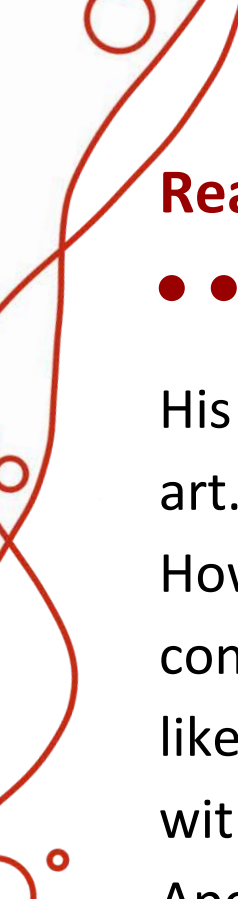
Henry Rousseau, La Guerre, 1890



Henry Rousseau, La Bohémienne endormie, 1897



## Read the story



His art is at the beginning of the movement of naïve art. He wanted to be recognised as a great painter. However, the classical aesthetic codes of the time considered his art to be childish. But, he was well liked in the avant-garde movement. He was friends with great artists like Pablo Picasso, Guillaume Apollinaire, Toulouse-Lautrec. Moreover, he influenced the emergence of the Surrealist movement.

In “The Equatorial Jungle”, the earth is everywhere. Jungles are known to be the densest forests and absorb every available light. Thus we see almost only vegetation, which is present in a wide variety of species. Jungles are the most biologically diverse places on the planet, and are often studied by scientists. There are also many types of fauna, but large animals are hard to find in a place where flora takes up all the space. They usually live in the tops of the trees.

## Reading Comprehension

1. React to the statements about the story read

a) The jungles' biodiversity are the richest of the world. True or False?

b) Many scientific researches are carried in jungles. True or False?

c) Species live there peacefully together. True or False?

2. Highlight the right answers

- Henry Rousseau found his inspiration in real jungles / books / the parks and zoo of Paris.
- He was one of the founders of the naïve art / the Surrealist movement.
- His work was recognised by the society of his time / only by avant-garde artists.
- There are no big animals in the jungle / There are only a few big animals / Big animals are hard to find because they live in the tops of the trees.

## Grammar



1. Fill in the blank with **will** or a form of **be + going to**

When we want to make a prediction, we often use **will + infinitive**.

When we want to make a prediction based on present evidence, we often use **be going to + infinitive**.

If we do nothing to protect them from deforestation, many jungles \_\_\_\_\_ (have) their trees cut down to create farmland and use their natural resources.

Without enough rainforests, the earth \_\_\_\_\_ (to lose) a massive part of its biodiversity.

Endangered species \_\_\_\_\_ (disappear) because of natural disasters and human actions such as poaching.

Many arboreal people \_\_\_\_\_ (to demonstrate) next month against deforestation.

## Grammar



2. Highlight whether the sentence is written in direct speech or indirect speech

People said they were shocked by his work.  
direct speech / indirect speech

People said: "We are shocked by his work".  
direct speech / indirect speech

Many observers commented that he painted like a child.  
direct speech / indirect speech

Rousseau told Picasso they were both great painters.  
direct speech / indirect speech

## Additional activities



### Books

Michelle Markel, Amanda Hall, The Fantastic Jungles of Henri Rousseau, ed. Eerdmans Books for Young Readers, 2012.

<https://www.eerdmans.com/Products/5523/the-fantastic-jungles-of-henri-rousseau.aspx>

Read more about the so-called “Sacred Heart painters” (Henri Rousseau, André Bauchant, Camille Bombois, Séraphine Louis and Louis Vivin).

### Videos

Short video about Henri Rousseau:

<https://www.youtube.com/watch?v=w15zPkNw10A>

Long videos: The Power of Art (documentary about Rousseau) <https://www.youtube.com/watch?v=UjYbs1EbJfU>

His life and painting

<https://www.youtube.com/watch?v=ZUKjXvkXgKI>

## Extra resources for learners



[https://en.wikipedia.org/wiki/Henri\\_Rousseau](https://en.wikipedia.org/wiki/Henri_Rousseau)

<https://en.wikipedia.org/wiki/Jungle>



## Self-reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Job Taunted by his Wife





# Artwork

## Warming up

Leprosy is an infectious disease caused by a bacteria called *Mycobacterium leprae*. It is transmitted by direct contact with a person suffering from this disease or by contact with contaminated objects.



- 1) Can you name another contagious disease that is transmitted by contact and is caused by bacteria or a virus?
- 2) What do you think the woman is saying to the man?

## Vocabulary



### 1. Match the word to the definition

A disease or period of sickness = \_\_\_\_\_

To keep (a person or animal) away from others to prevent the spread of a disease = \_\_\_\_\_

Feelings of pity and sorrow for someone else's suffering = \_\_\_\_\_

To laugh at or tease someone or something in an unkind manner = \_\_\_\_\_

quarantine

to mock

sympathy

illness

## Vocabulary



2. Fill in the blanks with the correct antonym for these words

The opposite of illness is \_\_\_\_\_

The opposite of quarantine is \_\_\_\_\_

The opposite of sympathy is \_\_\_\_\_

The opposite of mock is \_\_\_\_\_ (admiration, deference, praise, flattery)

3. Can you find the synonyms of these words?

Sickness = \_\_\_\_\_ (disease, affliction, infection)

Quarantine = \_\_\_\_\_ (separation, closeting, separation)

Sympathy = \_\_\_\_\_ (empathy, pity, caring, concern)

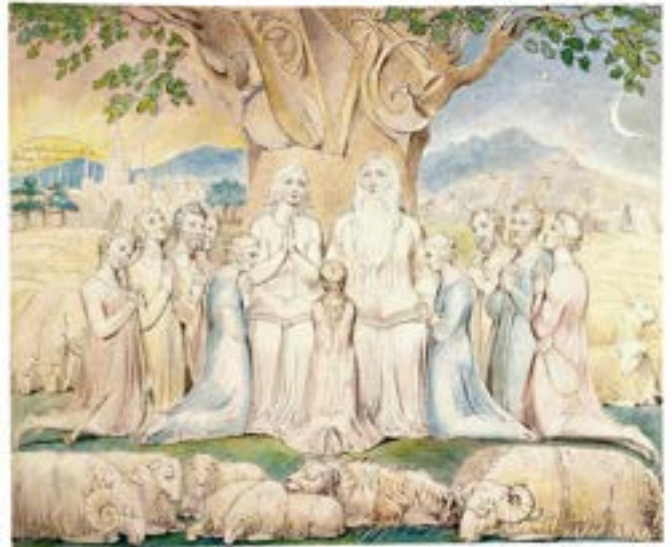
Taunt = \_\_\_\_\_ (mock)

Indifference = \_\_\_\_\_ (neglect, carelessness)

# Cultural Heritage



Find more information  
about Job



1. Answer the following questions

a) Who is the cause of Job's trouble?

-----

b) How many children did Job have?

-----

c) What are the two causes of death of the sons  
of job?

-----

d) In which way was Job rewarded at the end  
of his suffering?

-----

## Listening



Listen to this audio file



### 1. Answer the following questions

a) A chiaroscuro is a Spanish word. True or False

b) A chiaroscuro is a word that means light – dark.

True or False

c) Chiaroscuro is a technique that uses contrast between light and dark.

True or False

d) Leonardo da Vinci and Giorgione were pioneers of chiaroscuro. True and False

e) Picasso, Dali and Matisse used chiaroscuro and were the artists who developed this technique.

True or False



## Read the story

“Job Mocked by his Wife” is a painting by the French artist Georges de La Tour, made between 1620 and 1650.

This painting represents the story of Job in the Bible (Job 2:8-10).

Job is a biblical character from the Old Testament. He was at one time a rich and powerful man who was also pious. Satan told God that Job only prayed to him because he was rich and successful. If Job’s life was horrible, Satan argued, he would turn away from God. God was confident that Job would remain loyal to him. He agreed to test him.

In a short period of time, Job lost his all his children, all his wealth and possessions and his health, but not his faith.

In the painting by de La Tour, we see Job suffering from pain and illness. By his feet lies a piece of pottery, which he has been using to calm the burning of his leprosy. He faces his shame without anger against God.

## Read the story



His piety surprises those around him, including his wife. She mocks him for still having faith and asks him to curse God and die.

Inspired by Caravaggio, Georges de La Tour has created a powerful painting. A simple composition, a realistic representation and a powerful and contrasting lighting.

The light of the candle is just bright enough to reveal the expressions on the faces of Job and his wife, and their exchange of glances. Symbol of a holy presence, the light of the candle seems to purify Job from his pain. In the Bible, fire can represent punishment or cleaning, but also the presence of God.

Job refuses to curse God, and as a reward, at the end of the story he receives more blessings from the Lord than he has ever had before.

## Reading Comprehension



1. Are the sentences true or false?

a) Job is a biblical character. True or False

b) This story is from the New Testament.

True or False

c) In the Bible, fire is an element that can represent God, judgement or purification. True or False

2. Fill in the gaps with the right word:

• renounce - faith - die

Job's wife urged him to \_\_\_\_\_ his \_\_\_\_\_  
in God, to curse him and to \_\_\_\_\_.



## Additional activities



Learn more about chiaroscuro

<https://www.youtube.com/watch?v=FKwoCkY4Goc>

Find out more about George de la Tour

<https://joyofmuseums.com/artists-index/georges-de-la-tour/>



## Self-reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# The Raft of the Medusa



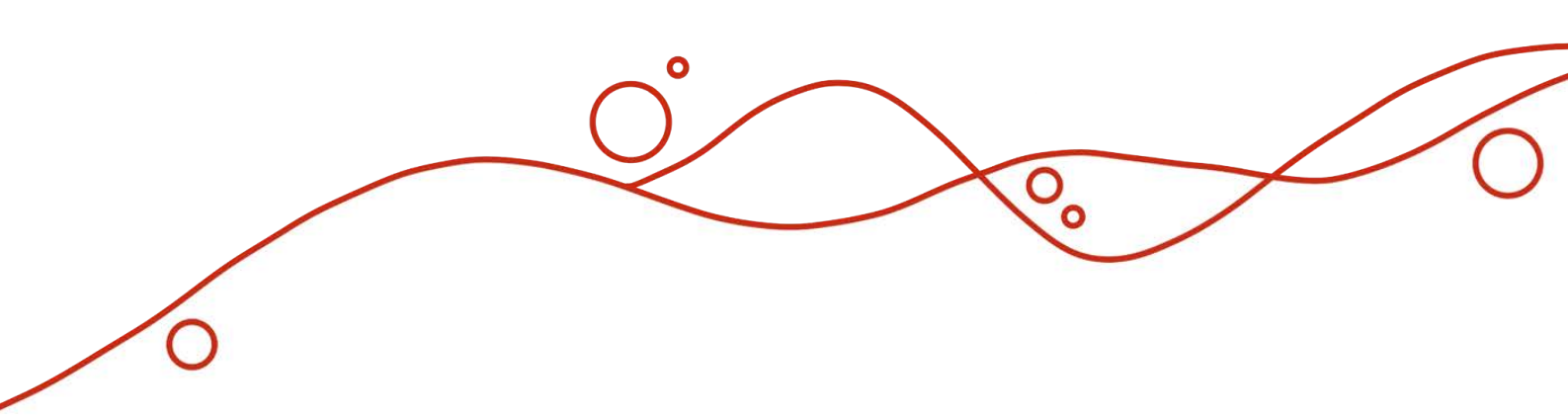
# Artwork

## Warming up



1) Can you write down 3 words that come to your mind when you look at this painting?

---



2) How do you think the people in the painting feel?

---

---

3) What would you do in a situation like this?

---

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## Vocabulary



### 1. Match the word with the definition

• A sea with strong winds, heavy rain, and often lightning and thunder is called = \_\_\_\_\_

• The destruction or loss of a ship is called = \_\_\_\_\_

• The feeling you get when you find yourself in a bad situation but are still optimistic that things could improve = \_\_\_\_\_

• Not having food for an extended period of time and wanting it is called = \_\_\_\_\_

a stormy sea

hunger

a shipwreck

hope



## Vocabulary



2. Fill in the gaps with the right antonym of these

- The opposite of hope is \_\_\_\_\_
- The opposite of hunger is \_\_\_\_\_
- The opposite of stormy (if weather) is \_\_\_\_\_

3. Do you know what a raft is?  
Take a look at the picture and  
try to guess the meaning



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## Cultural Heritage



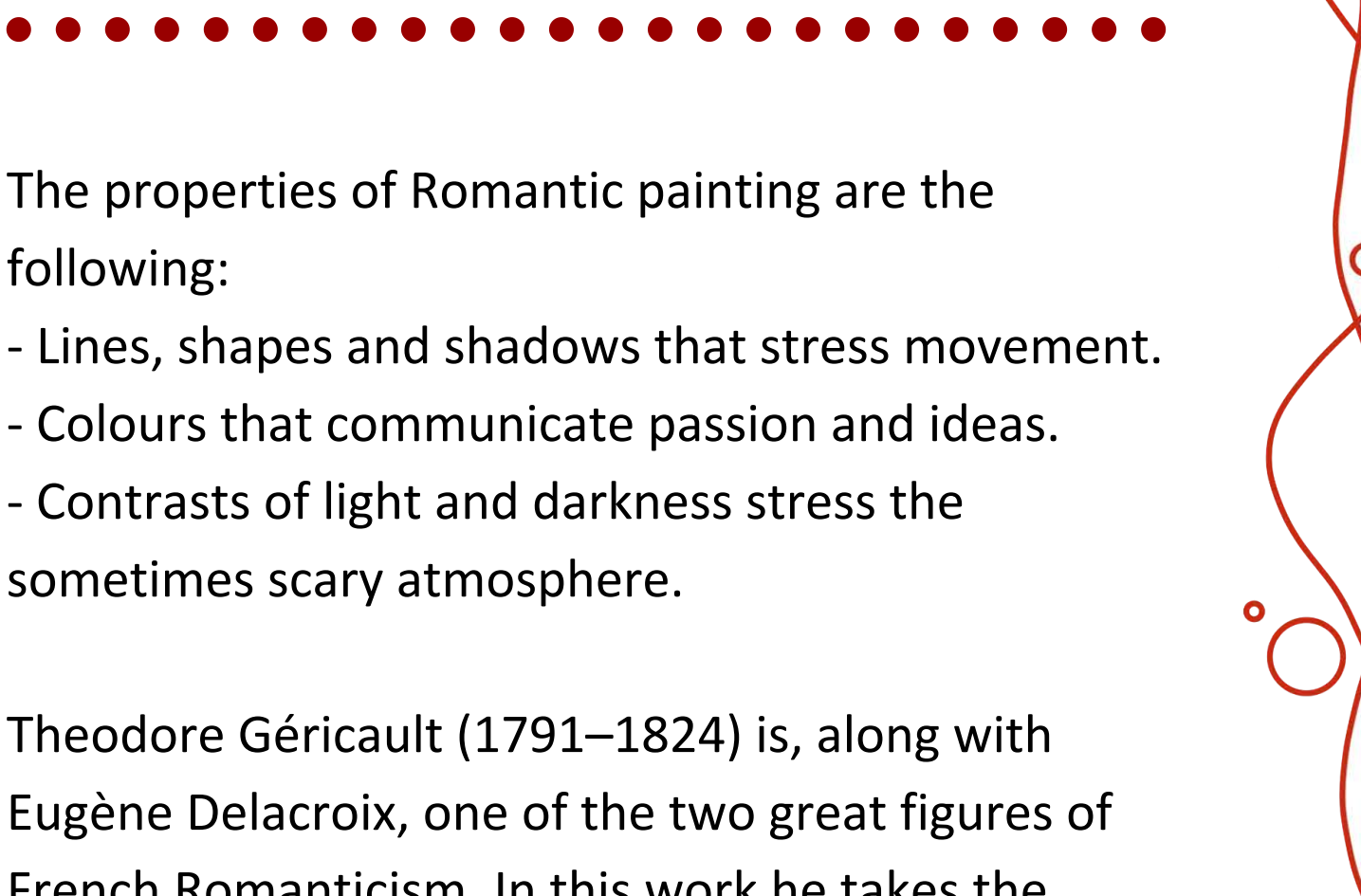
The Romantic movement, born from freedom of thought and expression, appeared after the French Revolution in the first half of the 19th century, along with Neo-classicism and Realism.

Romantic art describes emotion and fantasy rather than reason and morality. The painters of the Romantic movement expressed their ideas, personal impressions and feelings with passion in their works.

The subjects treated by these painters were linked to their travels, as well as the events and difficulties of their time. Their landscapes no longer seek to reflect reality, but rather to represent mental states, sometimes creating strange and gloomy moods.



## Cultural Heritage



The properties of Romantic painting are the following:

- Lines, shapes and shadows that stress movement.
- Colours that communicate passion and ideas.
- Contrasts of light and darkness stress the sometimes scary atmosphere.

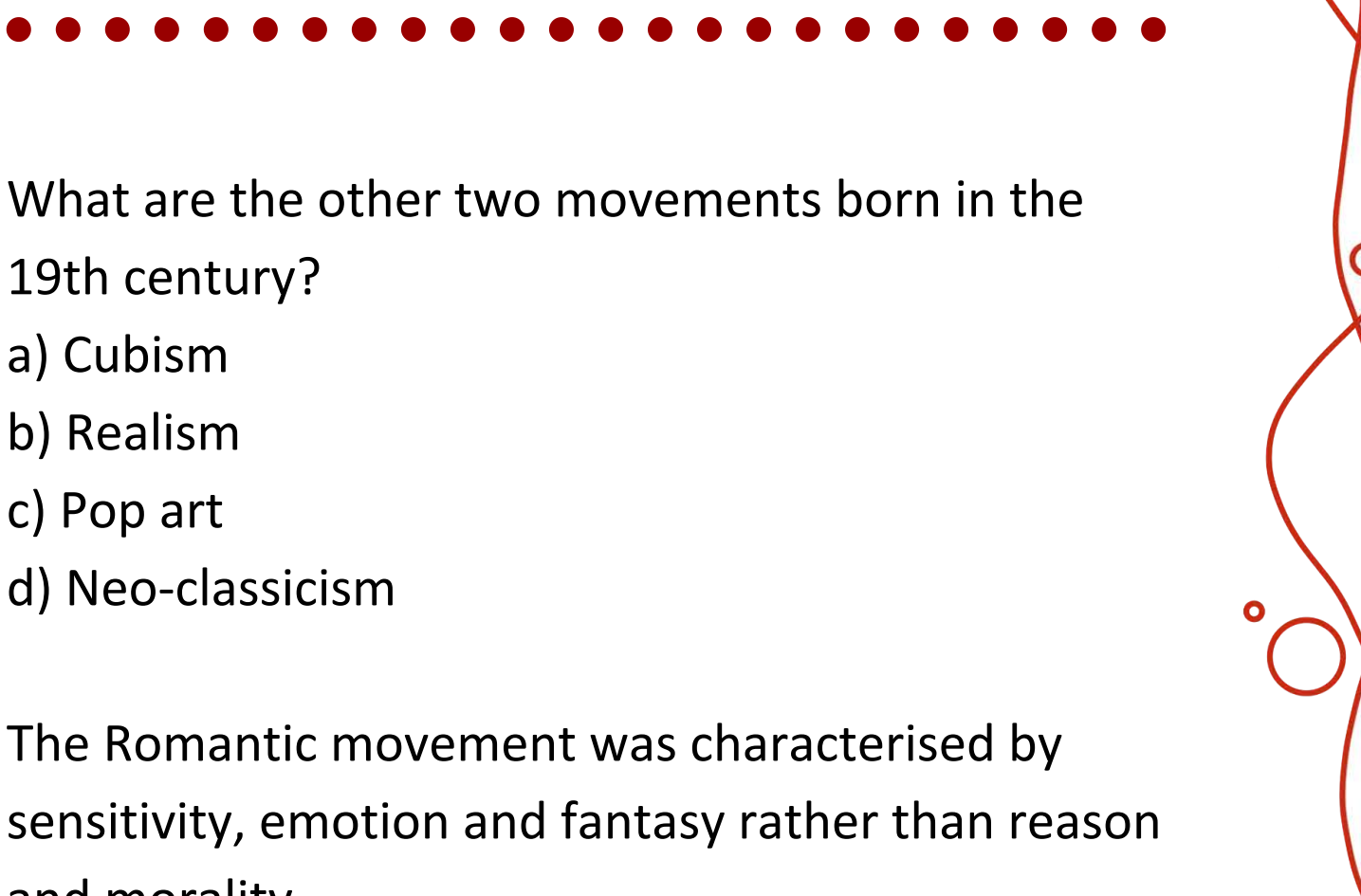
Theodore Géricault (1791–1824) is, along with Eugène Delacroix, one of the two great figures of French Romanticism. In this work he takes the tragic shipwreck of a French boat to say something about the carelessness of Louis XVIII's government.

### 1. Quiz

The two great figures of Romanticism are?

- a) Pablo Picasso
- b) Eugène Delacroix
- c) Claude Monet
- d) Theodore Géricault

## Cultural Heritage



What are the other two movements born in the 19th century?

- a) Cubism
- b) Realism
- c) Pop art
- d) Neo-classicism

The Romantic movement was characterised by sensitivity, emotion and fantasy rather than reason and morality.

- a) True
- b) False

## Listening



Do you know what homophones are?

Homophones are two words which sound the same but have different spellings and meanings. To use the right word, the key is to understand the context.

**Sea** (a large mass of salty water) - **See** (to perceive with the eyes)

**Whether** (if) - **Weather** (atmospheric conditions)

1. Fill in the blank with the right word

Survivors were forced to endure two weeks on a raft at \_\_\_\_\_.

Dark clouds and stormy seas indicate bad \_\_\_\_\_.

In the painting we \_\_\_\_\_ an old man holding the body of his dead son.

I personally ask myself \_\_\_\_\_ this painting is realistic or romanticised.

## Read the story



This large painting (491 cm high and 716 cm wide) represents a tragic episode in the history of the French colonial fleet: the sinking of the ship *Méduse*.

In June 1816, the ship "La Méduse", with three other French ships, left France for the port of Saint-Louis in Senegal. Senegal was a gift to the French by the British as a sign of goodwill towards the restored King Louis XVIII.

The ship transported 400 people: civil servants, military personnel and administrators. The ship's captain was Hugues Duroy de Chaumareys, who had not been on a ship for 25 years and had never commanded a ship in his life, but who was friends with the "right" people.

## Read the story



Picture of Theodore Géricault

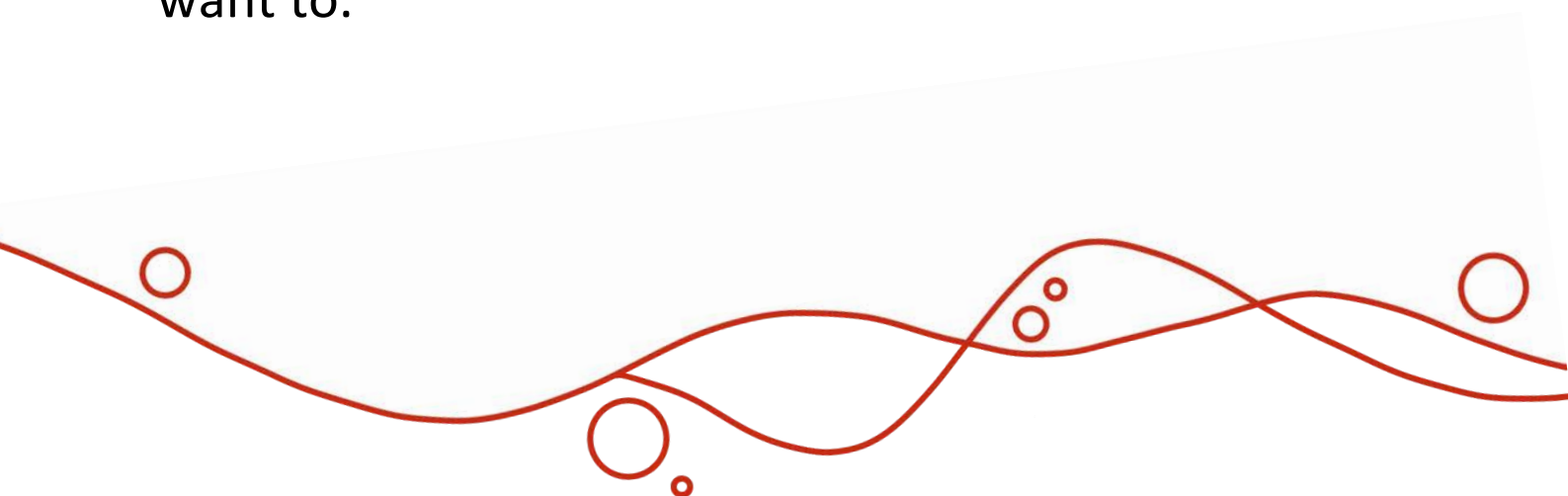
His mistakes caused the ship to sink in a short time. Officials and soldiers, including the captain, got into lifeboats but there was not enough room for everyone and 150 people were forced to get on a raft. What happen after was a two-week nightmare of rough seas, brutal murders, madness and cannibalism. Of the 150 people on the raft, only fifteen survived, and five of them died shortly after their rescue. The shipwreck became an international scandal, because a French captain in the service of the newly restored monarchy was responsible for the disaster due to his incompetence.

## Read the story



Theodore Géricault, then 27 years old, painted this picture two years after the trial of Hugues Duroy de Chaumareys. The painter had studied the subject in depth and read a review written by two survivors. He visited hospitals and morgues to study the dying and the dead, and then set up a replica raft on the sea to watch it roll over the waves. Géricault even cut out body parts from the corpses in the local morgue and left them to decompose in his studio for reference.

With this painting, Géricault was criticising society and the incompetent government, and showing that artists can have a very powerful voice when they want to.



## Reading Comprehension

### 1. React to the statements about the story read

The shipwreck of the Méduse was caused by the incompetence of the captain. True or False?

Senegal was originally a French colony that was given to the British. True or False?

For this painting, the painter went to hospitals and morgues to study the dying and the dead.

True or False?

Civil servants and military staff were unable to get into the lifeboats. True or False?

The victims of the shipwreck on the raft practised cannibalism. True or False?

## Reading Comprehension

### 2. Choose the correct answer

How many people embarked on the Méduse?

- a) 500                                      b) 200                                      c) 400

How long did the survivors of the shipwreck wait on the raft before being rescued?

- a) 5 weeks                                      b) 2 weeks                                      c) 1 week

Out of 150 people on the raft, how many survived?

- a) 10                                              b) 100                                              c) 90

### 3. Fill in the gaps with the right written number

Theodore Géricault was \_\_\_\_\_ years old when he painted this artwork.

The painting was completed \_\_\_\_\_ years after the trial of Hugues Duroy de Chaumareys.



## Grammar



You can replace a noun in a sentence with a gerund or an infinitive.

The gerund is formed from the verbal base + -ING

An infinitive is: to + verb base form

Whether you use a gerund or infinitive depends on the main verb of the sentence.

1. Fill in the sentences by putting the verb either in the gerund or in the infinitive.

- a) They had trouble \_\_\_\_\_ (to stay) alive during the two weeks.
- b) 150 people began \_\_\_\_\_ (to climb) onto a raft.
- c) \_\_\_\_\_ (to do) research was a huge part of Theodore Géricault's work.
- d) This painting tries \_\_\_\_\_ (to report) a real shipwreck.
- e) The survivors of the shipwreck were \_\_\_\_\_ (to wait) for help.
- f) Civil servants and military staff were the first \_\_\_\_\_ (to leave) the sinking ship.

# Grammar

A modal verb is used with a main verb to show ability, possibility, probability, permission and obligation.

| Modal verbs | Function                                                         |
|-------------|------------------------------------------------------------------|
| Can         | Allows you to express the ability to take an action.             |
| Could       | Allows you to express the possibility of carrying out an action. |
| May         | Allows you to express the probability that an event will occur.  |
| Might       | Allows you to express the probability that an event will occur.  |
| Must        | Allows you to express an obligation.                             |
| Shall       | Allows you to express a future action.                           |
| Will        | Allows you to express a future action.                           |
| Would       | Allows you to express the conditional.                           |

## Grammar



2. Fill in the gaps with the right modal verb

a) I have been taking drawing lessons since I was 5 years old. I \_\_\_\_\_ draw very well.

b) I \_\_\_\_\_ visit this museum before it closes.

c) I have been taking drawing lessons since I was 5 years old. I \_\_\_\_\_ have become a famous painter if I had not become a doctor.

d) I have just finished all my paintings, who knows I \_\_\_\_\_ organise a private sale soon.

e) I \_\_\_\_\_ buy one of your paintings, to support you.

f) If I had known you were in Paris, I \_\_\_\_\_ have come to visit you in your studio.



## Extra resources for learners



The painting in high definition

<https://collections.louvre.fr/ark:/53355/cl010059199>

### Videos

“Romanticism Explained through Paintings”:

<https://www.youtube.com/watch?v=FpOed6xmDIA>

“The Romantics”:

<https://www.youtube.com/watch?v=NivbEErzN6o>

Read more about modal verbs:

<https://learnenglish.britishcouncil.org/search/site/modal%20>



## Self-reflection

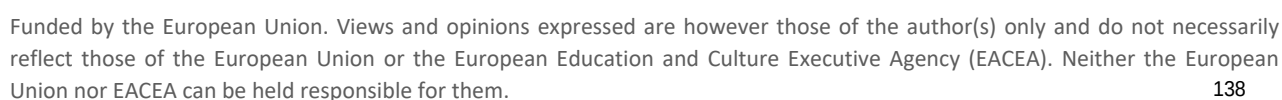


(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# The Windmill of the Galette in Montmartre





# Artwork



## Warming up

1. How would you describe the condition of this windmill?

---

---

2. There are many products that are grinded in a windmill, can you name them?

---

---

3. Could you think of any other use for the windmill?

---

---



## Vocabulary



### 1. Match the word with the definition

- A machine that converts wind power into rotational energy using vanes called sails or blades, specially to mill grain: \_\_\_\_\_
- Material attached to the arms of a windmill to catch the wind: \_\_\_\_\_
- To move in a circle around a center point: \_\_\_\_\_
- A machine for grinding or crushing: \_\_\_\_\_

Sail

Rotate

Mill

Windmill

### 2. Find the intruder

Breezy / Mill / Gusty

Yield / Motor / Generate

Windmill / Turbine / Rotor

## Cultural Heritage

Find more information  
about the history of  
Montmartre



1. Answer the following questions

a) You can find many artist studios in Montmartre.

True or False

b) The Sacré Coeur Basilica is the second most visited monument in Paris. True or False

c) The Sacré Coeur Basilica is always white because of the stones it's made from a produced white substance when it rains. True or False

d) Modern painting was originated in Montmartre.

True or False

## Listening



Listen to the audio fragment



1. Sort the paragraphs based on the audio fragment

The windmills in Montmartre were used to produce flour, wine, perfume and grinding materials for manufacturing.

Montmartre was once crowned by numerous windmills.

Then some millers transformed their mills into merry “guinguettes” where Parisians enjoyed themselves drinking and watching cabaret.

Because of his elevated position.

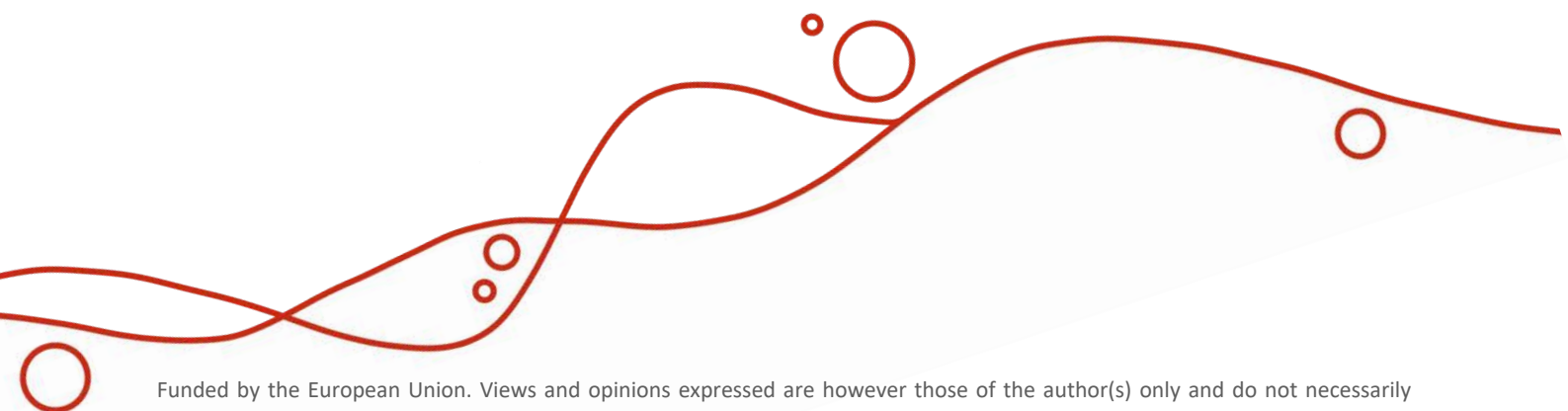
## Listening



### 2. Fill in the gaps with the right words

Thanks to its elevated position, Montmartre was once \_\_\_\_\_ by numerous \_\_\_\_\_. They were used for \_\_\_\_\_ wheat to provide flour for the \_\_\_\_\_, for \_\_\_\_\_ grapes to make wine, for \_\_\_\_\_ flowers to make perfume and for \_\_\_\_\_ materials for manufacturing.

Then some \_\_\_\_\_ transformed their mills into merry “guinguettes” where Parisians enjoyed themselves drinking and watching \_\_\_\_\_ .





This painting from the artist Eugène Ciceri, represents the “Moulin de la Galette” was called “Moulin du Palais” in 1622. It became the property of the Debray family in 1809 and was used for flour production. It was also converted into a “guinguette” in 1870, copying the work of the neighbouring “Radet mill”. Therefore, the Debrays decided to keep only one mill: They chose the “Butte-à-fin”, which was renamed “Moulin de la Galette” around 1895. It was visited by many painters and had its moment of glory when it was painted by Renoir in "Le Bal du Moulin de la Galette", and also inspired “Toulouse-Lautrec” and Picasso.



## Read the story



Along with the “Moulin Radet”, it is the last survivor of the thirty mills that once graced the Butte Montmartre. It is also the only one that is still fully operational. It cannot be visited from the inside and can only be seen from a certain distance from Rue Lepic, as it is located high up.

This mill represents the development and industrial transformation of the city of Paris.

## Reading Comprehension



1. Are the next sentences true or false?

- The Moulin de la Galette is part of the two remaining mills in Montmartre. True or False
- The mills at that time were transformed into merry “guinguettes” where Parisians enjoyed themselves drinking and watching cabaret. True or False
- The disappearance of the mills in Montmartre is the result of a demographic change in Paris. True or False

2. Choose the correct sentence

The Moulin de la Galette was called:

- Moulin Montmartre
- Moulin du Palais
- Moulin Guinguettes

# Grammar



1. Classify the following ones into their categories

In my opinion - Though - To my mind - In order to -  
Even though - As far as i'm concern - Although - To -  
So that - As a result - Moreover - However - In  
addition - But - So - Therefore - Besides - While - As -  
Or - As long as - Whatever - Unless - Since - Because -  
If - Neither ... nor

| Opinion     | Concession | Purpose      |
|-------------|------------|--------------|
|             |            |              |
| Consequence | Contrats   | Adding ideas |
|             |            |              |
| Explaining  | Condition  | Choice       |
|             |            |              |



## Extra resources for learners

Learn more about the history of Montmartre:  
<https://www.france24.com/en/20161028-france-focus-montmartre-history-paris-tourism-hill-sacre-coeur-basilica-art>

The windmill of the Galette in Montmartre, seen by Van Gogh:  
[https://www.google.com/search?q=montmartre+windmills&source=lnms&tbm=vid&s\\_a=X&ved=2ahUKEwjbo4Xjq6j9AhUZa6QEHcMsD7QQ\\_AUoAHoECAEQCg&biw=824&bih=704&dpr=1.25#fpstate=ive&vld=cid:fa77f43b,vid:64DtQYTvHAW](https://www.google.com/search?q=montmartre+windmills&source=lnms&tbm=vid&s_a=X&ved=2ahUKEwjbo4Xjq6j9AhUZa6QEHcMsD7QQ_AUoAHoECAEQCg&biw=824&bih=704&dpr=1.25#fpstate=ive&vld=cid:fa77f43b,vid:64DtQYTvHAW)

More exercise to learn more about linking words  
<https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1w005-linking-words>

## Self-reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
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| I have learnt about its cultural background and history.                                                         |   |   |   |   |



**Greece**

# Content

## Greece

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# Grateful Hellas





# Grateful Hellas

## Warming Up



- What does independence mean to you?
- What do you feel looking at this artwork?
- What do you think it represents?



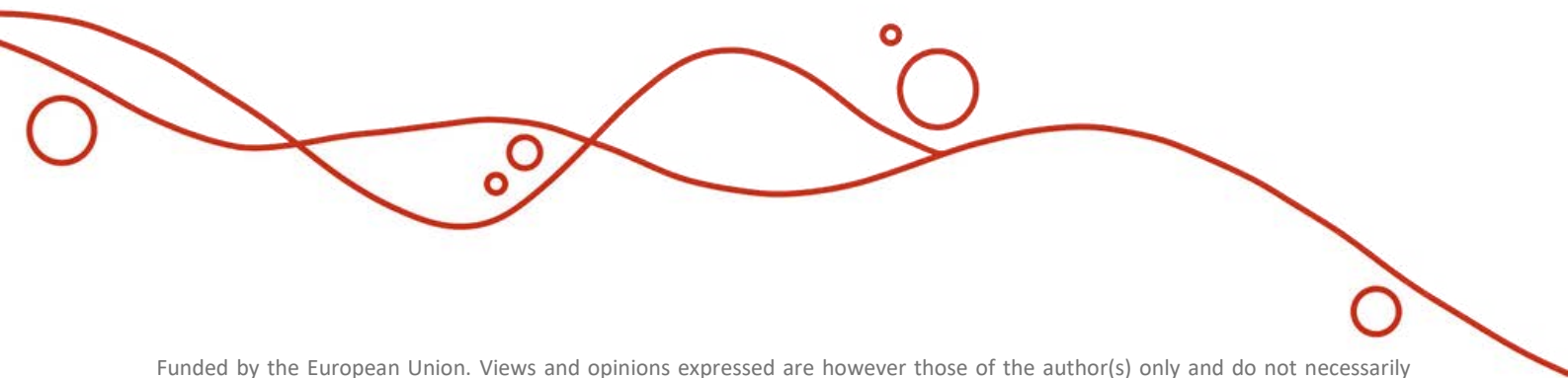
## Vocabulary



### Exercise 1

Match the word with the definition (as an option: match synonyms/antonyms)

- to run away often from danger or evil/to hurry toward a place of security/ to pass away swiftly
- to insert, register, or enter in a list, catalogue, or roll/ to prepare a final perfect copy of (a bill passed by a legislature) in written or printed form/ to roll or wrap up
- a person who attends a school or studies under a teacher / a person who has done advanced study in a special field/ learned person / a holder of a scholarship





## Exercise 2

Drag the words

- War of Greek Independence, (1821–32), rebellion of Greeks within the Ottoman Empire, a struggle which resulted in the ... of an independent kingdom of Greece.
- The Greek cause, however, was saved by the ... of the European powers.
- The women of Souli, called “Souliotisses” are known for their ... in fighting as well as for being martyrs.
- With the support of Egyptian sea power, the Ottoman ... successfully invaded the Peloponnese.



A decorative vertical element on the right side of the page. It consists of a long, thin, wavy line in a dark red color. Interspersed along this line are several small circles and one solid dark red dot, all in the same dark red color. The circles vary in size, and the dot is a small, solid circle.

A decorative vertical element on the right side of the page. It consists of a long, thin, wavy line in a dark red color. Interspersed along this line are several small circles and one solid dark red dot, all in the same dark red color. The circles vary in size, and the dot is a small, solid circle.

## Quiz

1) The artwork depicts the Greek Revolution of

1. 1940
2. 1821
3. 1829
4. 1973

2) The oppressor was

1. Italy
2. Ottoman Empire
3. Germany
4. United Kingdom

Hellas occupies the entire central part of the painting. She has her arms outstretched, and is the brightest part of the canvas. She is surrounded by men, some kneeling, some standing, all facing her.

The work, apart from its rich symbolism and references to Greek antiquity, is also praised for its depiction of recognizable fighters from the Greek Revolution of 1821 amongst the throng of warriors surrounding the figure of Hellas.

Among these many warriors are Laskarina Bouboulina, a famed woman warrior of the revolution, Theodoros Kolokotronis, Papaflessas, Andreas Miaoulis, and even Lord Byron, the Romantic poet and Philhellene, who fought for Greek freedom.

## Listening



Listen to the audio fragment and answer the following questions

[https://www.youtube.com/watch?v=-pcY9b3dasg&ab\\_channel=GreekReporter](https://www.youtube.com/watch?v=-pcY9b3dasg&ab_channel=GreekReporter)

**Guidelines:** You can adapt this exercise based on your audience's needs. For example:

If you teach deaf learners, you can show the video with subtitles.

If you are teaching learners with visual impairments, they can listen to the video's audio. Adjust the use of audiovisual content based on what you want to achieve with your audience.



## Listening Comprehension (optional)



### 1. True/False

On March of 1822 the island of Chios was destroyed by Ottoman troops

### 1. Multiple choice questions

The first free city of Greece was:

a) Athens

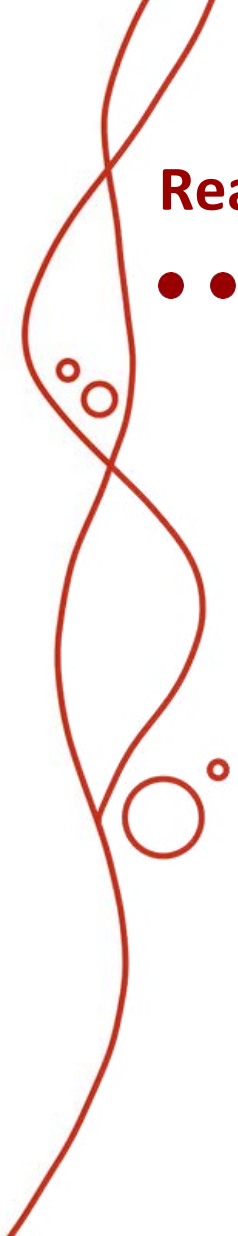
b) Thessaloniki

c) Kalamata

d) Lavrio

### 1. Fill in the gap

As the horrific news spread in Europe, the Messolonghi massacre influenced the eventual decision of Britain, ....., and .... to intervene in the conflict



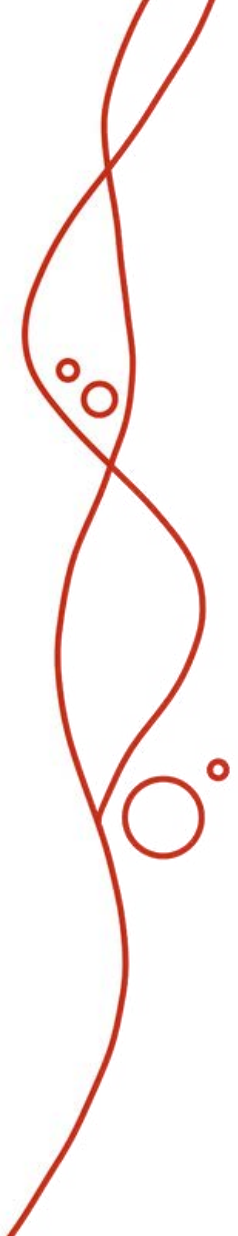
## Reading the story



Theodoros Vryzakis (1819–1878) was a Greek painter, best known for his historical scenes. He was one of the founders of the "Munich School", composed of Greek artists who had studied in that city.

He grew up during the years of the Greek War of Independence. His father was hanged by the Ottoman Army near the beginning of the war, in 1821, and he had to flee with his mother into the mountains.

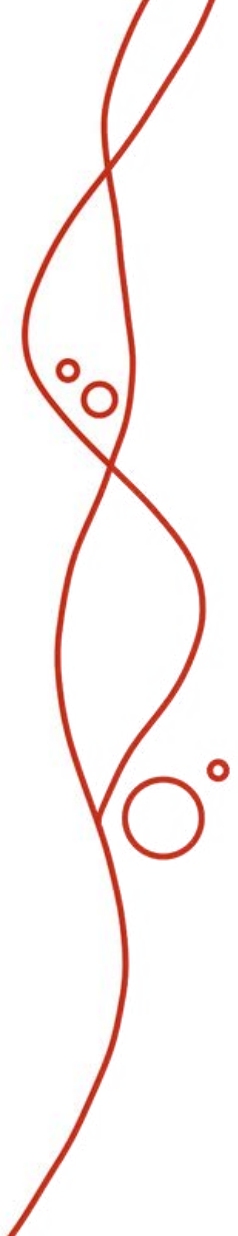
By 1832, the war was over and Vryzakis was in an orphanage. His artistic talent was discovered by Friedrich Thiersch, a scholar who had helped to make the Bavarian Prince Otto the new King of Greece.



Thiersch took Vryzakis to Munich, where he attended the "Panhellenion", a school for orphans of the Greek revolution, founded by King Otto's father. After completing his studies, he returned to Greece and enrolled in the Athens School of Fine Arts.

In 1844, he returned to Munich on a scholarship and was admitted to the Academy of Fine Arts. His teachers there included Carl Wilhelm von Heideck and Peter von Hess, both known for their support of Greek independence. After graduation, Vryzakis spent ten years travelling throughout Europe, including a two-year stay in Greece from 1848 to 1850. At the end of his travels, he exhibited some of his works relating to the Siege of Messolonghi at the Exposition Universelle. Most of these canvases were destroyed by a fire in 1929.





From 1861 to 1863, Vryzakis worked in Manchester, England, painting murals at the Greek Orthodox Church of the Annunciation, Manchester. Four years later, he took part in a major exhibition at the Galerie Del Vecchio in Leipzig. He painted little during the last decade of his life, due to an eye ailment. He died of heart disease.

In his will, he left all of the works in his studio to the University of Athens and 760 marks to repair the roof of the Salvatorkirche in Munich. Many of his paintings were widely distributed in the form of lithographs.

Source:

Wikipedia

[https://en.wikipedia.org/wiki/Theodoros\\_Vryzakis](https://en.wikipedia.org/wiki/Theodoros_Vryzakis)

## Reading Comprehension



### 1. True/False

Theodoros Vryzakis was a Greek painter known mostly for his nature and landscape paintings

### 2. Choose the only correct answer

Thiersch took Vryzakis to

1. Rome
2. Paris
3. Munich
4. Malta

## Grammar (optional)



We can turn a statement into a question by adding question tags like "isn't it?," "can you?," or "didn't they?". People use question tags more often when they talk than when they write.

- We often use question tags when we want the person listening to agree with what we say.
- We use a negative question tag when the verb in the statement is positive.

She works as a doctor, doesn't she?

Yesterday was a lot of fun, wasn't it?



- If the sentence is negative, a positive question tag is used.

He isn't here, is he?

Nobody has called me, have they?

- If we are sure or almost sure that the listener will agree that what we said is true, we use a falling intonation when we say the question tag.
- When we aren't sure about something, we say the question tag with a rising tone.

## Formation

- If the sentence has an auxiliary verb, we use it to make the question tag.

I think James is working on it, isn't he?

She has already said that, hasn't she?

- Sometimes the sentence does not have an auxiliary verb:
- When the verb is in the present simple or past simple, positive form, we use don't, doesn't or didn't:

Jenni eats cheese, doesn't she?

That day, it rained, didn't it?

- When the verb is “to be”, the question tag is also made with “to be”:

The stop is right there, isn't it?

The customers were not happy at all, were they?

Watch out for “am”, which is irregular in the negative form of the tag:

I am never late, am I?

I am always last, aren't I?

- When there is a modal verb in the sentence, the question tag is made with the modal verb:

They could hear what I was saying, couldn't they?

You will keep the secret, won't you?

## Exercise:

You'll be there,\_\_\_\_\_?

1. won't you
2. wouldn't you

I'm next,\_\_\_\_\_?

1. aren't I
2. I aren't

Angela already knew him,\_\_\_\_\_?

1. knew she
2. didn't she

We've never met,\_\_\_\_\_?

1. haven't we
2. have we

He was dating that celebrity chef,\_\_\_\_\_?

1. didn't he
2. wasn't he

You wouldn't lie to me,\_\_\_\_\_?

1. wouldn't you
2. would you

## Additional activities

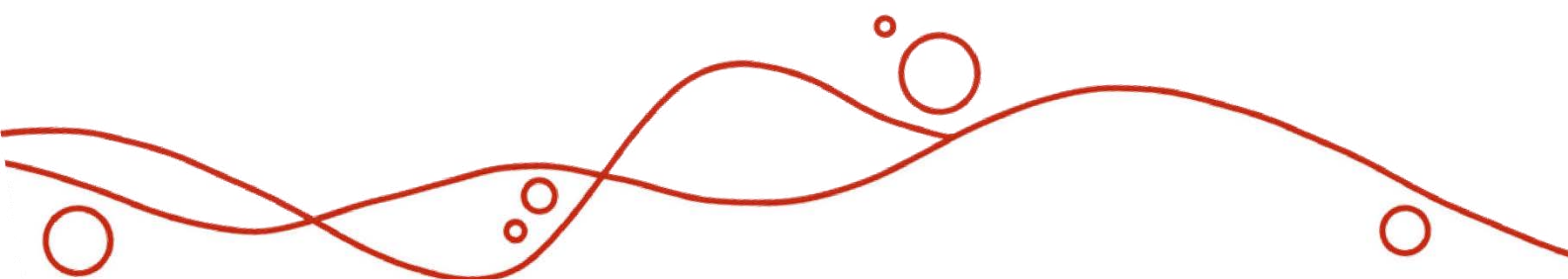


- Learn more about the War of Greek Independence, [here](#)
- Look at more works by Theodoros Vryzakis, [here](#)

## Extra resources for learners



- You can discover legends about earth, [here](#)
- Read about the heroines of the Greek War of Independence, [here](#)
- You can read more about Theodoros Vryzakis's life, [here](#)



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





# The Siren Vase



# The Siren Vase

## Warming Up



- 
- What do you think the story is that the vase is telling?
  - What do you think people used this sort of pot for?
  - How do you feel about going somewhere by boat?

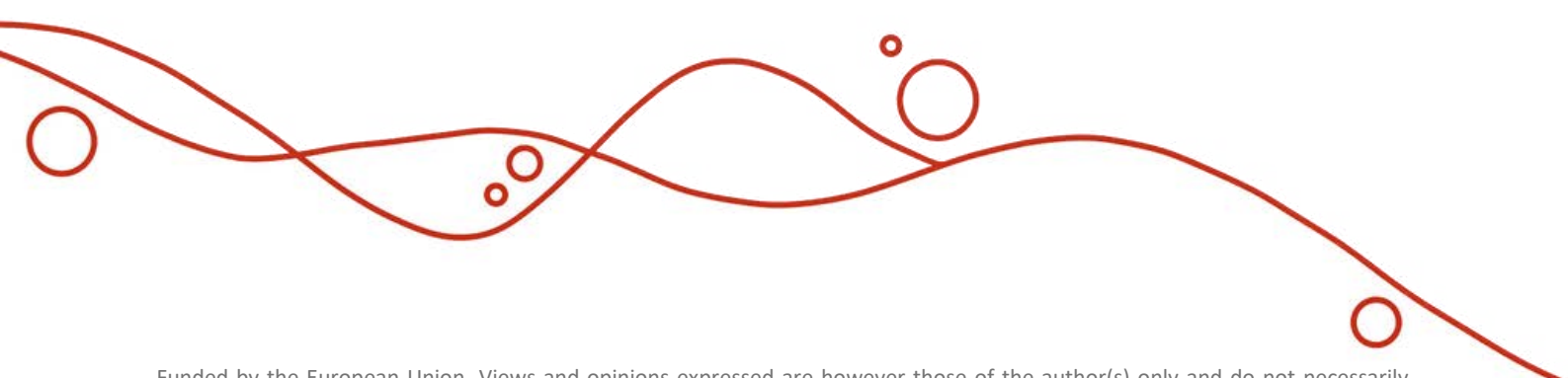
# Vocabulary



## Exercise 1

Match the word with the definition

- an ancient story or set of stories, especially explaining the early history of a group of people or about natural events and facts.
- to wait or move secretly so that you cannot be seen, especially because you are about to attack someone or do something wrong.
- to go or come down.



## Exercise 2

Drag the words to fill in the gap

- In Greek mythology, sirens are .... beings with captivating voices
- The Odyssey is Homer's .... of Odysseus' homeward journey, after the Trojan War is over.
- It is an ancient story for every generation: the struggle of a man on a long and difficult .... longing to return to love and family.
- Ancient Greece was a north-eastern Mediterranean ...., existing from the Greek Dark Ages of the 12th–9th centuries BC to the end of classical antiquity (c. 600 AD), that comprised a loose collection of culturally and linguistically related city-states and other territories.

## Cultural Heritage Background

There are a lot of myths that show how important water was to people's lives in Ancient Greece. People have always wanted to be close to the gods because this too was important to them. So they respected water and the gods connected to it.

The Siren Vase is a stamnos, a kind of Greek pottery used to store liquids. It is painted in a style called “red-figure”, because it shows red figures on a black background.

This stamnos shows a scene from the Odyssey. The work tells the story of Odysseus' journey home from the Trojan War. It is one of the fundamental texts of Western classical culture and is still commonly read worldwide in both its original version and its many translations.

Odysseus' ship is depicted, with Odysseus tied to the mast and his men rowing with their ears plugged; on either side on rocks and swooping above the ship are three winged creatures: the Sirens. Odysseus (who is sometimes called Ulysses) is tied to his ship's mast so he can resist the Sirens' enchanting song. The episode occurs during the hero's long journey to Ithaka after the end of the Trojan War.

The daughters of the river god Achelous and the muse Melpomene, the Sirens were sea demons. They lived on an island where, with their charming song, they lured sailors to their deaths. Odysseus was the only one who could hear the Sirens and yet get past them.



The Siren Vase shows a Siren descending into the sea, perhaps in reference to the legend that the Sirens would die if any sailors managed to escape their clutches and get past them.





## Quiz

Read the cultural heritage background and answer the questions

The Sirens were the daughters of ?

1. Zeus & Hera
2. Achelous & Melpomene
3. Achelous & Athena
4. Melpomene and Odysseus

2) If any sailors managed to escape their clutches, the Sirens would...

1. cry
2. die
3. try harder
4. find other sailors

3) Another name for Odysseus is Ulysses

1. False
2. True

## Listening



Listen to the audio fragment and answer the following questions

**Guidelines:** You can adapt this exercise based on your audience's needs. For example:

If you teach deaf learners, you can show the video with subtitles.

If you are teaching learners with visual impairments, they can listen to the video's audio.

Adjust the use of audiovisual content based on what you want to achieve with your audience.



## Listening Comprehension (optional)



### Exercise 1

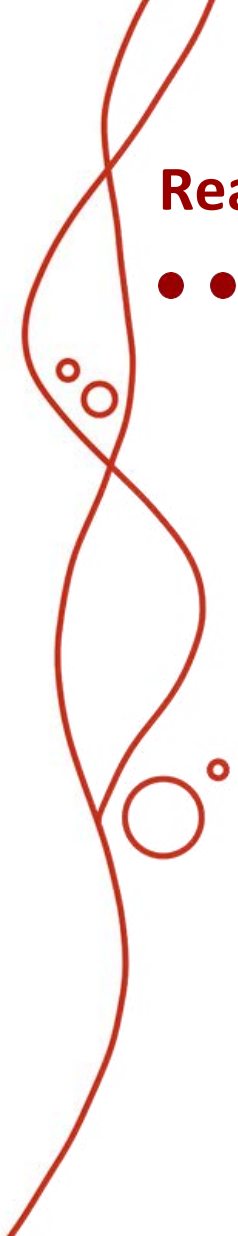
Say whether these sentences are true or false.

1. Odyssey is a 12,000-line poem.
2. The Odyssey is a prequel to Homer's other famous epic, the Iliad.
3. The ancient code of hospitality was called "Xenia"

### Exercise 2

Fill in the gaps.

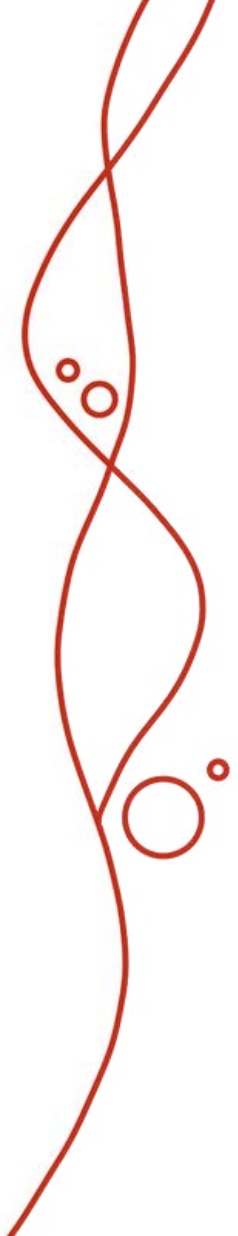
1. The "Odyssey" recounts all of Odysseus' years of travel, but the narrative begins "in medias res", which means .. ... ..
- 2A A closer encounter with a man-eating giant, a ... who turns men into pigs, a long-lost king taking back his throne.



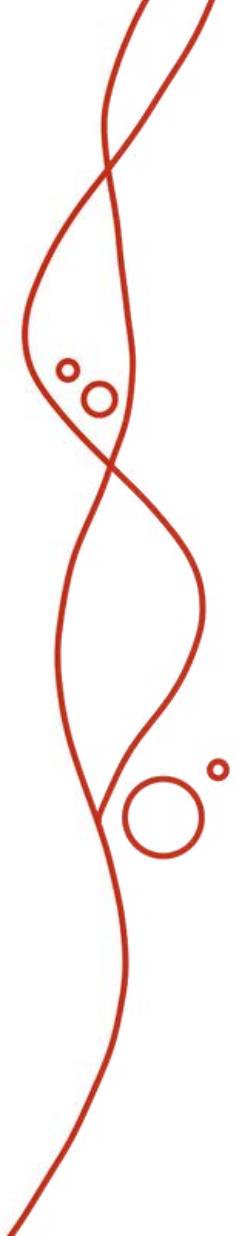
## Reading the story

When Odysseus is about to leave Circe's island, she warns him about the Sirens. She gives him a block of beeswax in order to stop up the ears of his sailors so they can row the ship without falling prey to the Sirens' call. Before he leaves, she tells him:

"The Sirens bewitch everybody who approaches them. If you are not prepared for them, you will never reach home. For with their high clear song the Sirens bewitch everyone who hears them. But they sit in a meadow piled high with the mouldering bones of all the men who have listened to them."



As they near the Island of the Sirens, Odysseus tells his men to tie him to the mast of the ship and plug their ears with the beeswax, so they can row and steer the ship without being bewitched. Unable to move, Odysseus leaves his ears unplugged in order to hear the song. Although he knows that the song is dangerous, Odysseus still wants to hear it, for the Sirens' song promises knowledge of the future. Surprisingly, the Sirens' temptation is not seduction, but an intellectual promise of untold knowledge.



Here is what he hears:

"Come this way, honoured Odysseus, great glory of the Achaeans, and anchor your ship, so that you can listen here to our singing. No one else has ever sailed past this place in his black ship without listening to the honey-sweet voice that issues from our lips. Afterwards, you will sail on, pleased, knowing more than you did; because we know everything that the Argives and Trojans did and suffered during the Trojan war. We know everything that happens everywhere on earth."

Odysseus hears the song, feels tempted, and struggles against his ropes, but his ship passes safely by. The Sirens are defeated. The Greeks sail on to their next adventure. According to some accounts, if anyone passed them successfully, the Sirens had to kill themselves.

Adapted from: [Study.com](https://www.study.com)

## Reading Comprehension



Choose the correct option:

- In the Odyssey, what did Circe tell Odysseus to do to his men before reaching the Sirens' island?

- (a) Tie them to the mast.
- (b) Plug their ears with wax.
- (c) Throw half of them into the sea.

- Why did Odysseus listen to the Sirens?

- (a) He had a great love of music.
- (b) Their song was more beautiful than any other music.
- (c) They could tell him secrets of the future.



## Grammar (optional)



When we talk about permission and obligation, we often use verbs with modal meanings.

Permission

- **can**

We often use “can” to ask for and give permission.

Can I sit here?

You can use my car if you like.

- **could**

We also use “could” to ask for permission (but not to give it). Could is more formal and polite than can.

Could I ask you something?

Could I borrow your pen for a moment, please?





- **may**

“May” is the most formal way to ask for and give permission.

May I see your passport, please?

Customers may request a refund within a period of 30 days.

### *Prohibition*

We use “can't” and “mustn't” to show that something is prohibited – it is not allowed.

- **can't**

We use “can't” to talk about something that is against the rules, particularly when we didn't make the rules.

What does this sign say? Oh, we can't park here.

You can't take photos in the museum. They're strict about it.

- **must not/mustn't**

We use “must not” to talk about what is not permitted. It is common on public signs and notices informing people of rules and laws.

Visitors must not park in the staff car park.

Baggage must not be left unattended.

We use mustn't, particularly when the prohibition comes from the speaker.

(Parent to child) You mustn't say things like that to your sister.

(Teacher to student) You mustn't be late to class.

## Obligation

We use “have to” and “must” to express obligation. There is a slight difference in the way we use them.

- **have to**

“Have to” shows us that the obligation comes from outside the speaker.

We have to wear a uniform when we're working in reception.

(Student to teacher) When do we have to hand in our homework?

- **must**

“Must” expresses a strong obligation or necessity. It often shows us that the obligation comes from the speaker (or the authority that wrote the sentence).

I must phone my dad. It's his birthday today.

(Teacher to student) You must hand in your homework on Tuesday or you will lose ten per cent of your mark.

## *No obligation*

- **don't have to**

We use “don't have to” to show that there is no obligation. You can do something if you want to but it's not compulsory.

- You don't have to wear a tie in our office but some people like to dress more formally.
- You don't have to go to the bank to do a transfer. You can do it online.

## Exercise

\_\_\_\_\_go to the party? I'm really tired.

1. Do we have to
2. Can we
3. Can't we

(Parent to child) You\_\_\_\_\_do your homework before watching television.

1. must
2. can
3. could

You\_\_\_\_\_rent a car without a credit card.

1. don't have to
2. mustn't
3. can't

I\_\_\_\_\_forget to take my library books back on the way home.

1. mustn't
2. don't have to
3. have to

In the UK you can leave a tip in the pub if you want, but you\_\_\_\_\_.

1. mustn't
2. couldn't
3. don't have to

(Notice on a train) Quiet carriage. Passengers \_\_\_\_\_ play music or talk on the phone in this part of the train.

1. can't
2. must not
3. don't have to

You\_\_\_\_\_be a member to buy a ticket. It's open to everyone.

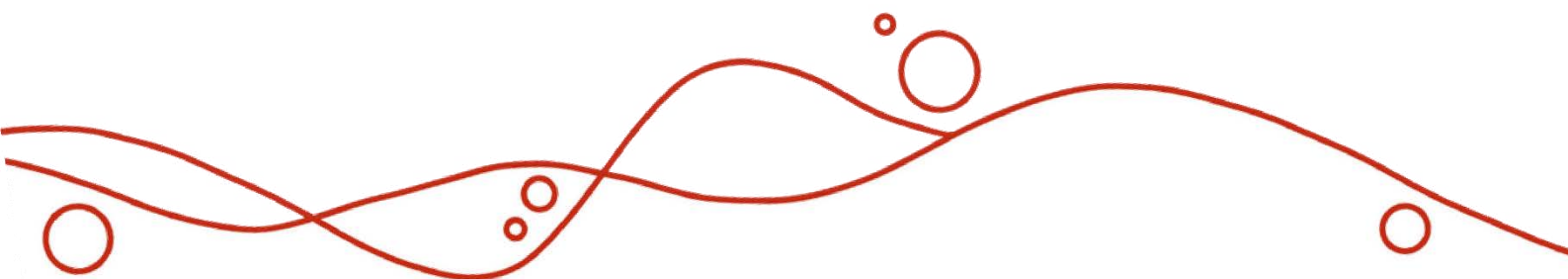
1. have to
2. don't have to
3. can



## Additional activities



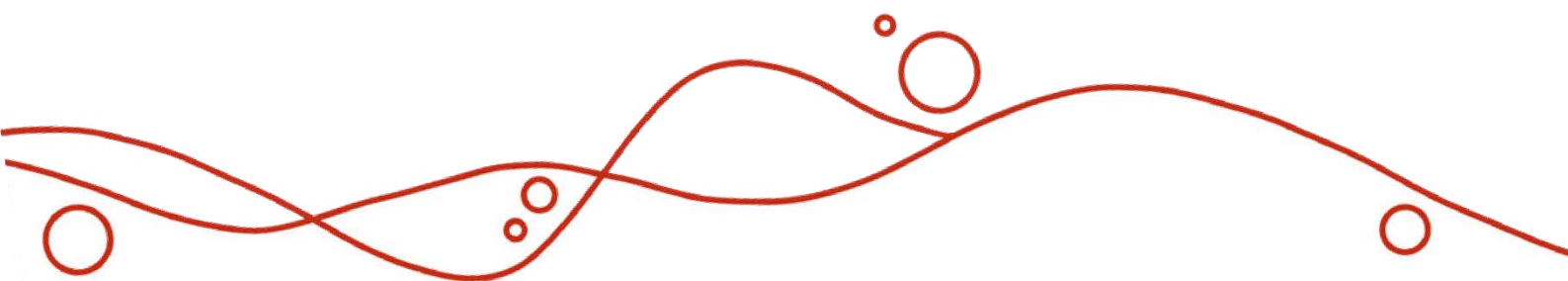
- If you want to read more interesting facts about the Siren Vase, you can check this interactive presentation: <https://prezi.com/rmxfuca-grap/the-siren-vase/>
- If you want to learn more about Odyssey, you can find out more information here: <https://en.wikipedia.org/wiki/Odyssey>
- [https://www.youtube.com/watch?v=OuGeoq\\_uVts&ab\\_channel=TheLifeGuide](https://www.youtube.com/watch?v=OuGeoq_uVts&ab_channel=TheLifeGuide)
- If you are interested in Greek history, you can read more about the Greek Dark Ages here [https://en.wikipedia.org/wiki/Greek\\_Dark\\_Ages](https://en.wikipedia.org/wiki/Greek_Dark_Ages), classical antiquity here [https://en.wikipedia.org/wiki/Classical\\_antiquity](https://en.wikipedia.org/wiki/Classical_antiquity), and city-states here <https://en.wikipedia.org/wiki/Polis>.



## Extra resources for learners



- You can discover more legends about water [here](#)
- You can learn more about ancient Greek pottery [here](#)
- You can watch an animated movie of theOdyssey [here](#)



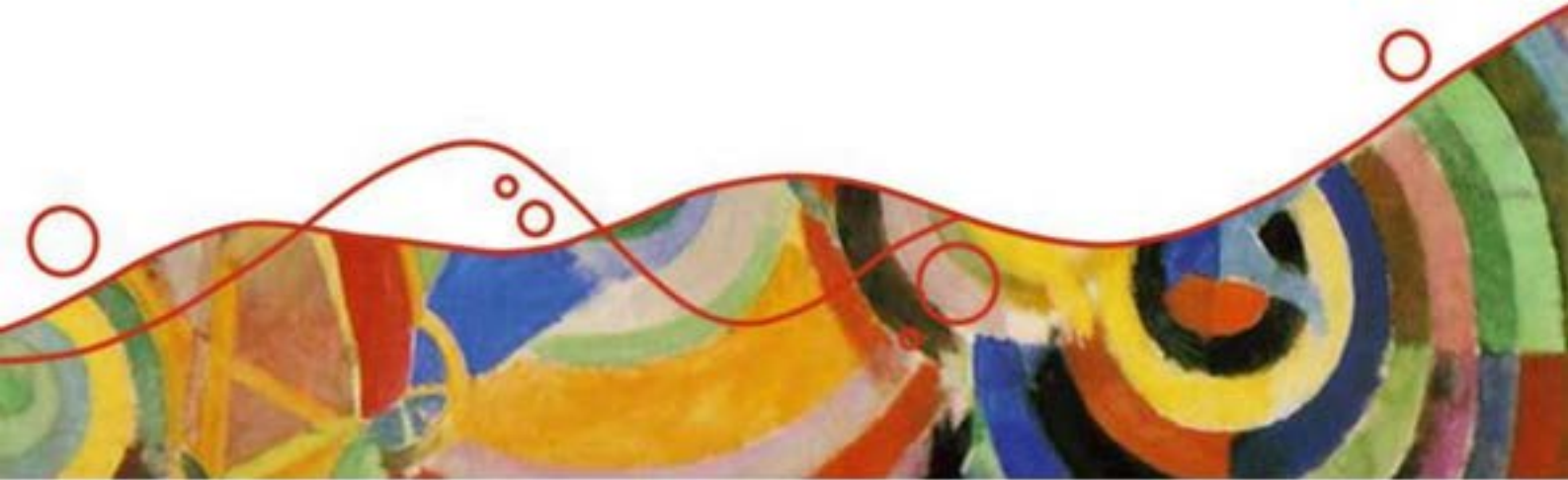


## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Bull-Leaping Fresco

## Warming Up



- What are animal rights? Can you list some?
- What do you think about animal rights?
- How important are sports to you?



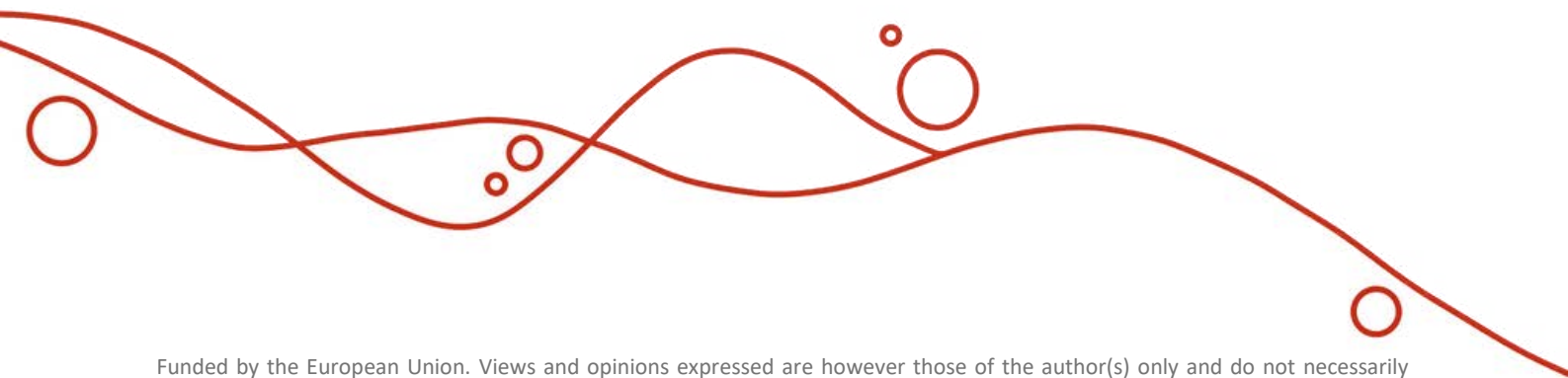
# Vocabulary



## Exercise 1

### 1. Match the word with the definition

- how men and women are expected to behave, think and act by society. For instance: men do not cry, women are weak and need protection
- a public performance especially when on a large scale
- the culture, society and way of life of a particular area



## Exercise2

### 1. Fill in the gap

- The act of bull-leaping is very .... in Minoan culture, for it expresses a tension that underlies man's weak control of nature.
- This particular painting has created a significant amount of .... over the identities and genders of the three figures with regard to their skin tone.
- The bull, either as an individual animal or in bull-leaping and hunting scenes, was one of the most popular .... in Minoan art.
- The fresco is partially ...., but has been fully restored.



## Cultural Heritage Background



The Bull Leaping Fresco is a unique piece of Minoan art. It stands out because of its bright colours and curved shapes, which give the scenes life and energy. Artists from this time could paint nature in a bright, impressionistic way. They could put the painting in a frame made of geometric shapes. This painting shows three people. Two of them have lighter skin and stand outside the picture frame. Someone with dark skin is jumping over the arched back of the bull. The border of the fresco looks like the wheels of a chariot, which shows that it was made in the later years of Minoan culture, after the Mycenaeans had taken over Knossos and destroyed other Minoan centres.

Minoan culture valued bull-leaping. It demonstrated how man's weak control over nature creates tension. It might have been part of a ritual, or a sport, or both. Many works of art have been made to show how people used to tame wild animals. In Minoan art, the bull was a very popular subject. So, the Bull-Leaping Fresco in the Palace of Knossos is a great example of this aspect of Minoan culture.

People have disagreed a lot about who the three people in this painting are and what gender they are. The debate is based on the colour of their skin. When Sir Arthur Evans first saw the figures, he thought the lighter skin on two of them meant they were women. The figure with darker skin was a man. Archaeologists still think that skin colour can show a person's gender.



But what if we need to take a second look at this? Another possibility is that the colours of the bull-leapers were used to show the jumper's movements in order of time. So, the lighter figure on the left, who is holding the bull's horns, is about to somersault the running bull. The darker figure shows the somersault in progress, and the figure on the right with lighter skin shows that the jump is over and the pose is still. If we understand the fresco like this, then only one figure is bull-leaping. This figure is very athletic, as shown by his realistic muscles, and perhaps high class. There are many ways to explain who the figure might be, but they all show that bull leaping was an important part of Minoan culture.

Source: Furman University.

## Quiz

Read the cultural heritage background and answer the questions

The Bull-Leaping Fresco is a unique piece of

1. European art
2. Minoan art
3. Asian art
4. Mycenaean art

2) The Bull-Leaping Fresco is in the Palace of

1. Phaistos
2. Knossos
3. Achilleion
4. Athens

## Listening



Listen to the audio fragment and answer the following questions

**Guidelines:** You can adapt this exercise based on your audience's needs. For example:

If you teach deaf learners, you can show the video with subtitles.

If you are teaching learners with visual impairments, they can listen to the video's audio.

Adjust the use of audiovisual content based on what you want to achieve with your relevant audience.



## Listening Comprehension (optional)



1. The Bull-Leaping Fresco is the most restored of several stucco panels
2. The original fresco was created around 1400 BC
3. Maps were known to the ancient civilizations of the Minoan, Babylonian and Egyptians

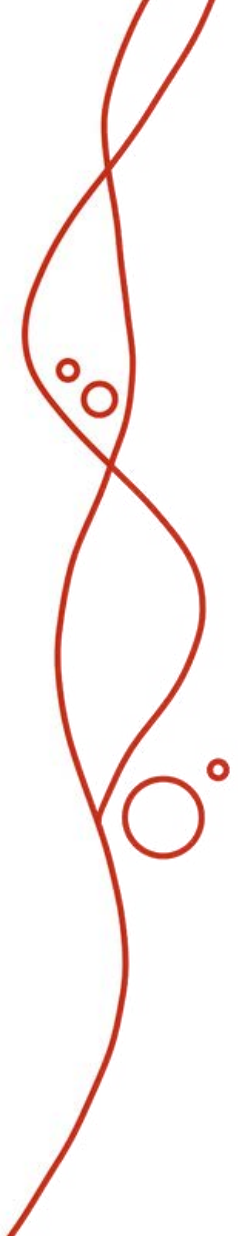


## Reading the story



The Minoans, who lived on the island of Crete for almost 4,000 years, have their fair share of mysteries. They used Linear A, which looks like a mix of the Greek alphabet and Chinese characters. No one has been able to figure out what it says. They believed in an unknown goddess who was often linked to snakes. Some people think they were the first to live in the area known as Atlantis.

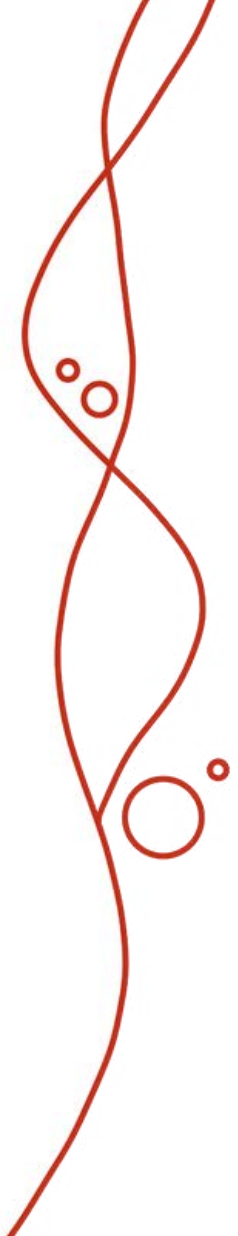
One of the most interesting mysteries about the Minoans is their favourite sport. Bull-leaping was like acrobatic bullfighting.



## BULL CRAZY

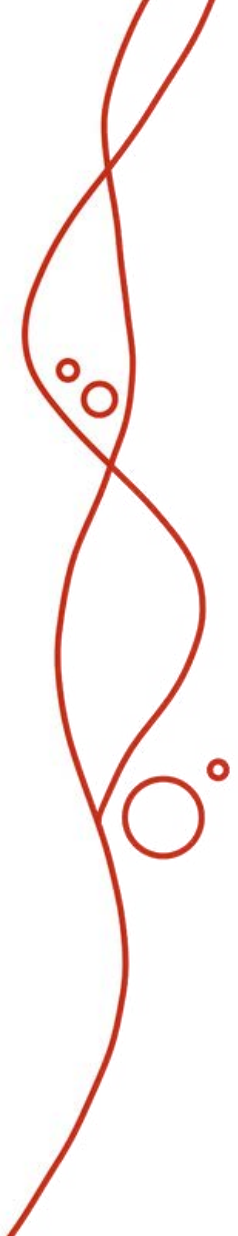
The Minoans were true fans of bulls. In the ruins of Crete's many palaces, bull sculptures, jewellery, and frescoes have been found. They made drinking horns called “rhyta” that ended in the heads of bulls. People also think King Minos's labyrinth, which held the half-man, half-bull minotaur, was in the large palace at Knossos.

One of the most common ways Minoan artefacts show bulls is a man somersaulting over charging bulls. Scholars argue about whether the Minoans did bull-leaping, but it can't be denied that they were interested in it.



Based on Minoan artefacts, scholars think that if the Minoans did this dangerous thing, the basic plan would have had four steps (though depictions differ).

First, the jumper would walk up to the bull; then he would grab its horns. Then, using the bull's upward, goring motion as momentum, he would flip. Finally, he would land behind the bull. This sport would have been for young men from the upper class of Minoan society. It would have happened in the large courtyards of the Minoan palaces on Crete, like the one in the middle of the 150,000-square-foot Knossos palace.



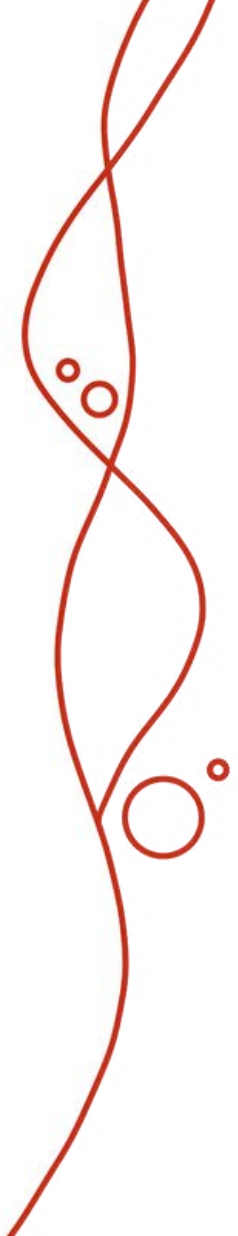
## IS IT TRUE?

Some scholars think that bull leaping was a symbol. They believe many bull-leaping scenes on artefacts show a scene from Minoan mythology. But the scene changes each time and over time.

Bull-leaping scenes are about remembering real events, and not that much about telling a story about the universe.

In bullfighting today, jumping over a charging bull seems impossible or too dangerous. Modern matadors have a long line of helpers who beat down the bull with lances before the matador kills it with a sword. Killing a bull might be easier than jumping over it, though.

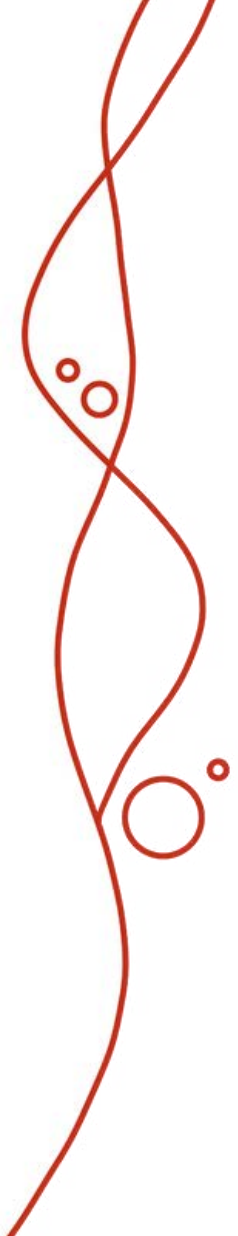




Yet jumping over bulls is still done today. In the “course landaise”, popular in France, the “sauteur” jumps over a charging cow instead of a bull. “Recortes” (which you can see via the video link in the Extra Resources for Learners section) is a Spanish sport in which people jump over bulls. Unlike bullfighting, it rarely ends in bloodshed (for the bull, at least).

## MINOA'S FALL FROM POWER

Even though bull-leaping is still done, the Minoan culture that did it is no longer around. We don't know exactly what happened to the Minoans. If you don't understand Linear A, you can't use historical records to discover what could have brought them down.



Archaeological evidence shows that a nearby volcano, Mount Thera, erupted. The eruption and tsunami that followed may have destroyed many of the Minoans' coastal areas. This made it hard for them to grow food.

• The Minoans lived through this disaster. It may have made them weak enough for their rivals, the Mycenaeans, to come and take over the island. Archaeologists have found Mycenaean weapons buried in the ground from this period, and we know that the Mycenaeans moved to Crete. The Minoans are no longer around, but it doesn't look like their culture died completely: Mycenaean frescoes also show scenes of bull-leaping.

Source: BIG THINK

## Reading Comprehension



1. React to the statements about the story read (True/False)

- The Minoans had a nearly 4,000-year-old civilization on the island of Atlantis
- Scholars believe that if the Minoans did engage in this dangerous activity (bull-leaping), the basic tactic would have happened in four phases.
- Archaeological evidence shows that a nearby volcano, Mount Thera, erupted toward the end of the Minoans' time on Crete.

2. Fill in the gap

- Without understanding ...., it's impossible to use historical records to root out the potential seeds of their downfall



## Grammar (optional)

### “enough” - Grammar Explanation

“Enough” means "As much as necessary". It can be used with a verb, a noun, an adjective, or an adverb. A pronoun can also be used with it.

- enough comes **after adjectives and adverbs** -> “I couldn’t type fast enough, so I don’t have all the notes.”
- enough comes **after verbs** -> “I make sure I eat enough breakfast in the morning.”
- enough comes **before nouns** -> “There is not enough water to have a shower.”
- enough can also be used **without a noun** -> “Did we get enough food for all of us?” “Yes, I think we got enough.” (you don’t need to repeat the noun because it is known)

- When enough is used **with an adjective and a noun**, two positions are possible, but the meaning changes ->

“We haven't got big enough envelopes.” (The envelopes are too small.)

“We haven't got enough big envelopes.” (We have too few big envelopes.)

When “enough” is after the adjective (big enough envelopes), it describes the adjective – the envelopes are too small. When “enough” is before the adjective (enough big envelopes), it describes the noun phrase – we have some big envelopes but need more.

## Exercise

I'm worried I didn't bring\_\_\_\_\_for cold weather.

1. clothes enough
2. enough clothes
3. enough of clothes

My job doesn't pay\_\_\_\_\_.

1. enough well
2. enough of well
3. well enough

We lost. Our players just aren't\_\_\_\_\_yet.

1. enough good
2. good enough
3. enough of good

There isn't \_\_\_\_\_ that cake for everyone to have some.

1. enough
2. enough of
3. of enough

You can find out more here

## Additional activities

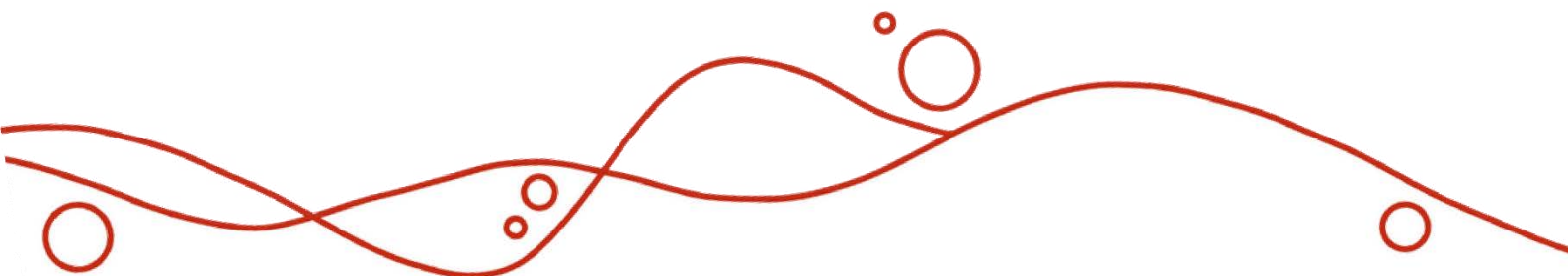


- You can find out more about the Bull-Leaping Fresco [here](#)
- You can explore the Heraklion Museum further [here](#)

## Extra resources for learners



- You can discover more legends about wind [here](#)
- You can learn more about Minoan civilization, [here](#)
- You can gain more information about the art of bull-leaping, [here](#)



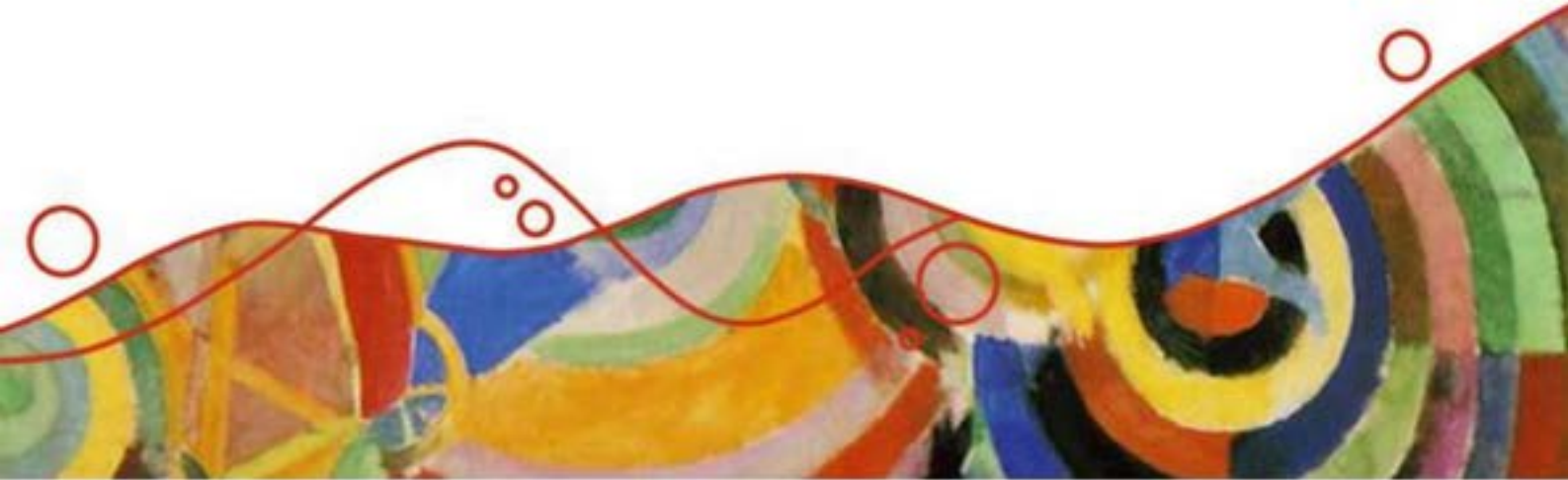
## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





# The Porch of the Caryatids

# The Porch of the Caryatids

## Warming Up



- What are your first thoughts when you see this photo?
- Is this a connection between this ancient monument and today's view of women in society?
- Is there something missing?

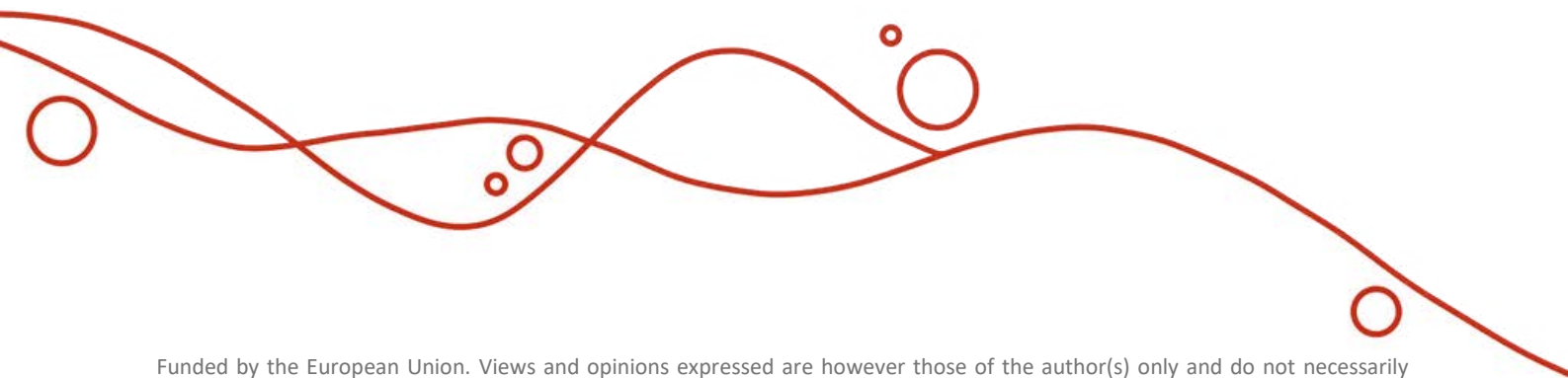
# Vocabulary



## Exercise 1

### 1. Match the word with the definition

- cause (someone) to lose their freedom of choice or action.
- to represent by or as if by a picture
- a hollow container, especially one used to hold liquid, such as a bowl or cask.
- a quality, character, or characteristic ascribed to someone or something / an object closely associated with or belonging to a specific person, thing, or office / especially : such an object used for identification in painting or sculpture



## Exercise 2

### 1. Drag the words to fill in the gap

- Replacing columns with female statues has been a common Greek architectural ... since the Archaic period.
- Many interpretations of the Korai have been put forward in modern ...
- Five of the Caryatids are in Greece while the sixth is in the British Museum in London, after it was ... in 1804 by Thomas Bruce, Lord Elgin.



## Cultural Heritage Background



Erechtheion on the Acropolis in Athens source: [commons.wikimedia.org](https://commons.wikimedia.org)

The Caryatids are sculptures of women that are used as architectural supports. They take the place of a column or pillar and hold an entablature on their heads.

The word "karyatides" in Greek means "girls from Karyai", an old town in the Peloponnese. As punishment for helping the Persians, the women of Karyai were enslaved. Still, they kept their clothes and accessories. Greek architects depicted them as if holding up buildings to remember the event.

The six Caryatids on the Athenian acropolis are the most well-known. Between 421 and 406 BCE, this building was built as part of a big plan by Pericles to improve the city's architecture. The Erechtheion was built to hold the old wooden statue of Athena that was a part of her cult. It was also the centre of worship for a mythical king of Athens named Erechtheus.

The Caryatids' clothes stick to their bodies (called the "wet look"). Their hips and legs are bold and seem active. Both of these qualities would become important parts of Classical sculpture. Even though each Caryatid wears the same robe, each is made differently. The way their hair is braided is a good example of the variety between them.

The figures' arms have been lost. Roman copies show them holding shallow vessels for pouring liquids in their right hands. At the same time, they hold their robes up with their left hands. Scholars think different artists carved them.



## Quiz

Read the cultural heritage background and answer the questions

1) How many Caryatids were on the Athenian acropolis?

- 1. 12
- 2. 6
- 3. 2
- 4. There weren't any Caryatids

2) The Erechtheion was built to hold the ancient wooden cult statue of

- 1. Zeus
- 2. Athena
- 3. Poseidon
- 4. Jesus Christ

3) Even though each Caryatid wears the same robe, each is made differently.

- 1. False
- 2. True

## Listening



Listen to the audio fragment and answer the following questions

**Guidelines:** You can adapt this exercise based on your audience's needs. For example:

If you teach deaf learners, you can show the video with subtitles.

If you are teaching learners with visual impairments, they can listen to the video's audio.

Adjust the use of audiovisual content based on what you want to achieve with your audience.



## Listening Comprehension (optional)



### Exercise 1

Say whether these sentences are true or false

1. The Erechtheion was a temple complex and had main four areas.
2. The statues have different hairstyles and facial features.

### Exercise 2

Fill in the gap

1. The building was named after an ancient ( ....), who was supposedly killed on the spot.
2. There are .... (number) graves on the Acropolis from around the Mycenaean period.

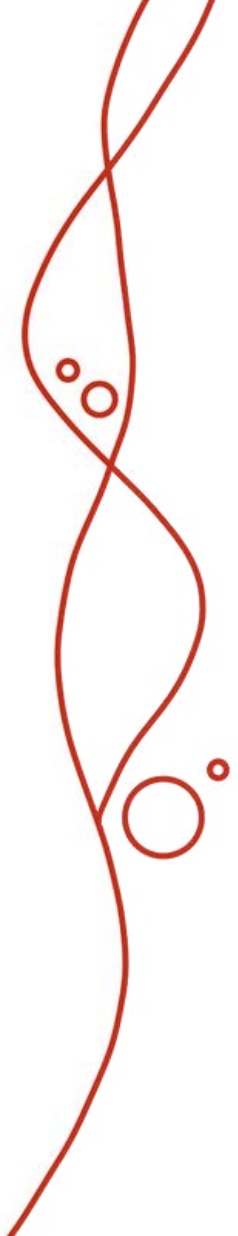


## Reading the story



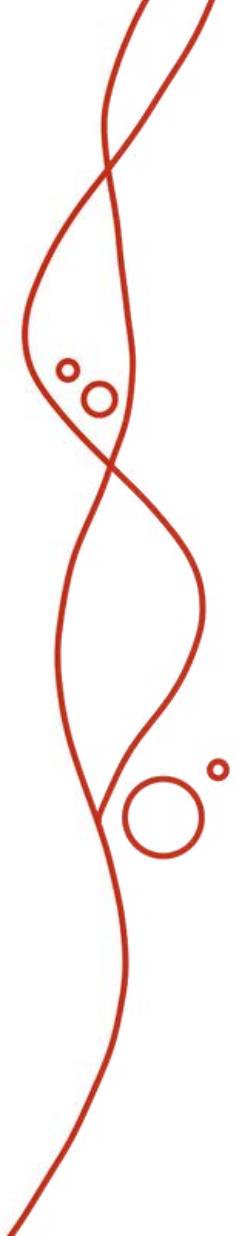
Sideview of the Parthenon from the side of the Erechtheion  
source: commons.wikimedia.org

The Acropolis of Athens is the most striking and complete ancient Greek monumental complex that still exists. It is situated on a hill of average height (156m) that rises in the basin of Athens. Its dimensions are approximately 170m by 350m. The hill is rocky and steep on all sides except the western side and has an extensive, flat top. Strong walls have surrounded the summit of the Acropolis for more than 3,300 years.



In the 5th century BC, the Athenians carried out an ambitious building programme. Empowered by their victory over the Persians, they built many monuments. These included the Parthenon, the Erechtheion, the Propylaia, and the temple of Athena. The monuments were developed by exceptional architects and sculptors. They transformed the rocky hill into a unique complex.

On this hill were born Democracy, Philosophy, Theatre, and Freedom of Expression and Speech. They provide the intellectual basis of the modern world and its values. The Acropolis' monuments have survived for almost twenty- five centuries. They have been through wars, explosions, bombardments, fires, earthquakes, interventions and alterations. They have adapted to different uses. They have also adapted to the civilizations, myths, and religions that flourished in Greece through time.



The perfection of ancient building techniques ensured the strength and durability of the monuments. Despite the unavoidable damage of natural forces and time, they still display their beauty. They communicate their enormous artistic and historic value. However, between the 5th century BCE and our times, extensive damage has been caused. That is being addressed with the ongoing restoration and conservation works. They increase both the stability and the appearance of the monuments.

The authenticity of the Acropolis hill is well preserved. Only interventions which are necessary and respect the ancient structural system are allowed now. The techniques and tools used for restoration are like those of the ancient craftspeople. The white marble used is even quarried from the same mountain as in antiquity (Mt. Penteli). Thus, the restorations fit perfectly with the original parts of the monuments.

Source: UNESCO

## Reading Comprehension



1. Choose the only correct answer

The Athenians' building programme included:

1. the Parthenon
2. the Erechtheion
3. the Propylaia
4. the temple of Athena
5. all of the above
6. none of the above

2. True or False

On the Acropolis were born Democracy, Philosophy, Theatre, and Freedom of Expression and Speech.

Although the "used to" + infinitive and "be/get used to" + -ing have a similar appearance, their functions are totally different.

- I used to have trouble sleeping, but once I started practising yoga, I started getting better sleep.



- be used to and get used to

Be used to means 'be familiar with' or 'be accustomed to'.

She's the boss and she's used to getting what she wants.

I am used to the city now and don't get lost any more.

We use "get used to" to talk about the process of becoming familiar with something.

It took my mother years to get used to living in London after moving from Pakistan.

I'm getting used to the noise now. I found it really stressful when I first moved in.

"Be used to" and "get used to" are followed by a noun, pronoun, or the "-ing" form of a verb and can be used about the past, present, or future.

## Exercise:

I always hated the cold weather but I \_\_\_\_\_ it when I lived in Russia.

1. get used to
2. got used to
3. used to

We \_\_\_\_\_ much positive feedback about our old product, but the new formula is really successful.

4. didn't use to get
5. weren't used to get
6. didn't use to getting

I work from home so I \_\_\_\_\_ people around me all day.

7. 'm not used to have
8. 'm used to not having
9. used to having

I heard Eliza got promoted! \_\_\_\_\_ her as your boss yet?

10. Are you used to having
11. Did you used to have
12. Are you used to have

## Additional activities

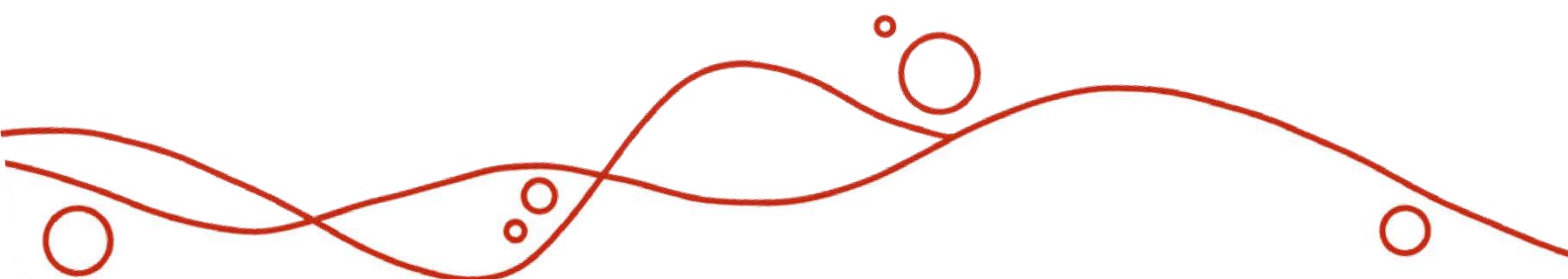


- Find out more about the Caryatids, [here](#)
- Learn more about ancient architecture, [here](#)

## Extra resources for learners



- You can discover legends about fire, [here](#)
- You can learn about the missing sister of the Caryatids, [here](#)
- You can pay a visit to the Acropolis museum [here](#)



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Italy

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# Content

## Italy

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# The Dream of the Pomegranate



# The Dream of the Pomegranate

## Warming-up





- What do you see in the picture?

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- Do you like nature?

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- Do you enjoy spending a lot of time outside,  
in natural surroundings?

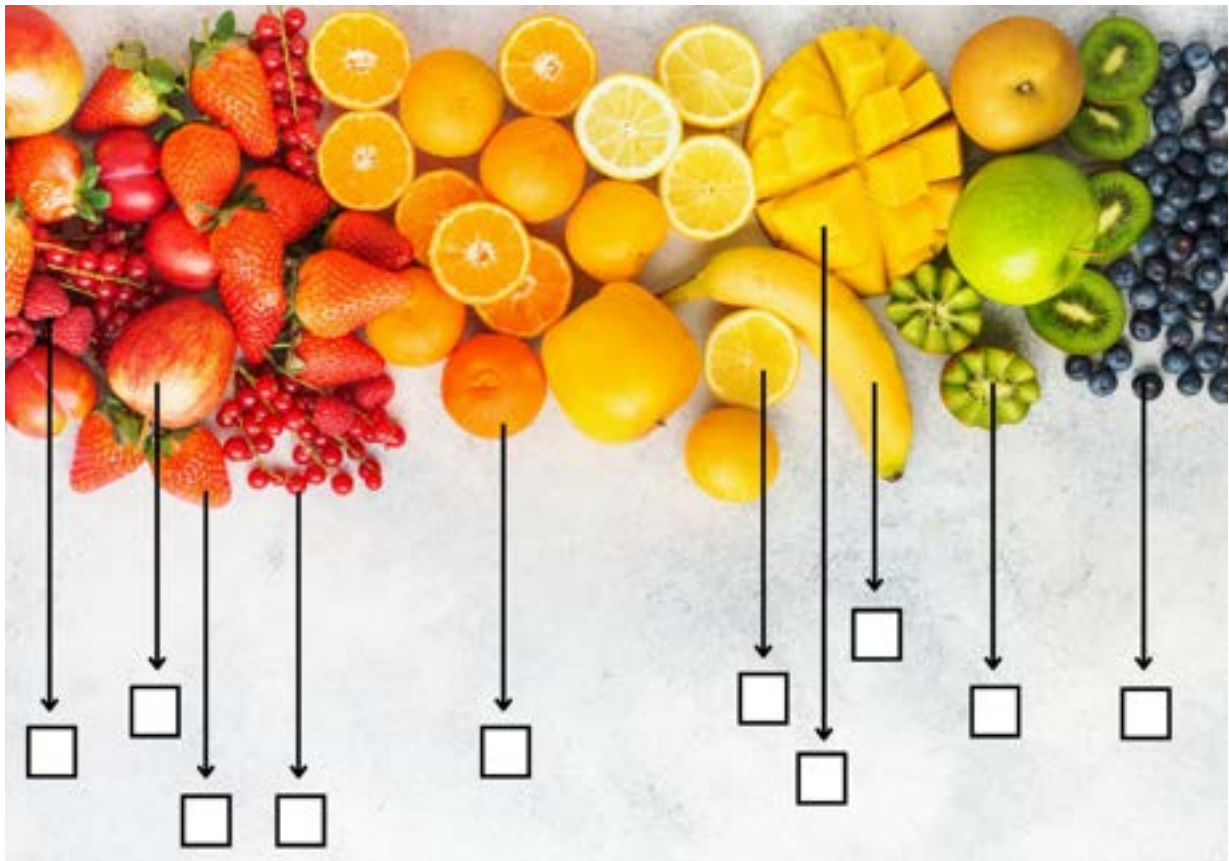
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## Vocabulary

Look at the images. Label each fruit, flower and vegetable with the correct number.



1- Banana

2- Orange

3- Strawberry

4- Blueberry

5- Raspberry

6- Redcurrant

7- Lemon

8- Kiwi fruit

9- Apple

10- Mango



A - Orchid

B - Rose

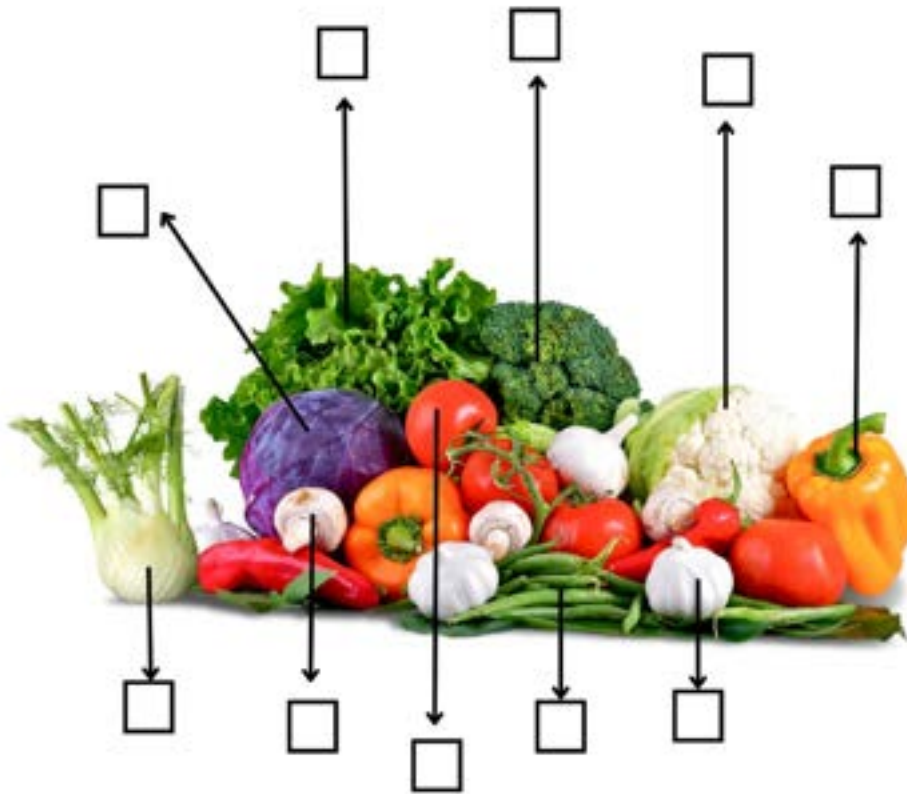
C - Gerbera

D - Iris

E - Lily

F - Daisy

G - Tulip



1 - Garlic

2 - Mushroom

3 - Broccoli

4 - Cauliflower

5 – Runner bean

6 - Fennel

7 - Pepper

8 - Tomato

9 - Red cabbage

10 - Lettuce

## **Find the intruder!**

- 1) Blueberry - Gooseberry - Raspberry - Peach
- 2) Sweet potato - Chili - Carrot - Beetroot
- 3) Grapefruit - Clementine - Cherry - Lime

**Read the extract of the poem “Ode to Tomatoes”  
by Pablo Neruda (translation by Margaret Sayers  
Peden):**

Unfortunately, we must  
murder it:  
the knife  
sinks  
into living flesh,  
red viscera,  
a cool sun,  
profound,

inexhaustible,  
populates the salads  
of Chile,  
happily, it is wed  
to the clear onion,  
and to celebrate the union  
we pour oil,  
essential  
child of the olive,  
onto its halved hemispheres,  
pepper  
adds  
its fragrance,  
salt, its magnetism;  
it is the wedding  
of the day,  
parsley  
hoists

its flag,  
potatoes  
bubble vigorously,  
the aroma  
of the roast  
knocks  
at the door,  
it's time!

Now **circle** the words in the poem used to  
describe tomatoes:

red viscera

profound

smelly

inexhaustible

mouldy

boring

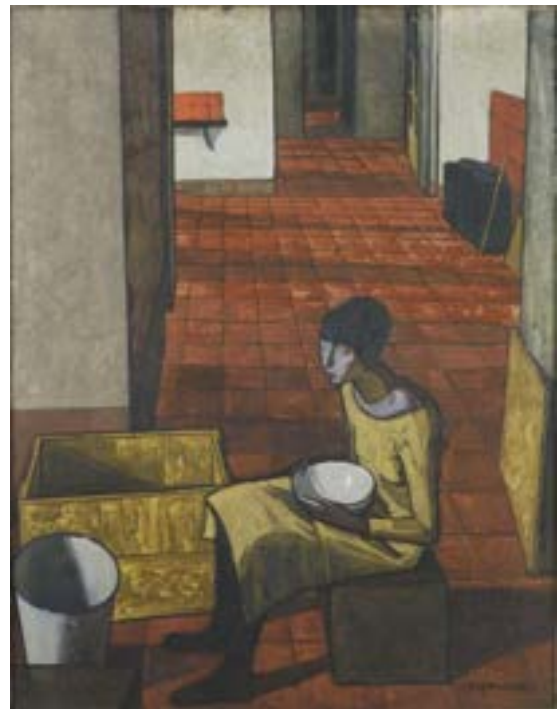
a cool sun

sour



## Cultural Heritage Background

At the beginning of the twentieth century, two artists appreciated and described nature and human feelings in their own way. They came from opposite sides of the world. They were Felice Casorati from Turin (Italy) and Pablo Neruda from Santiago de Chile (Chile).

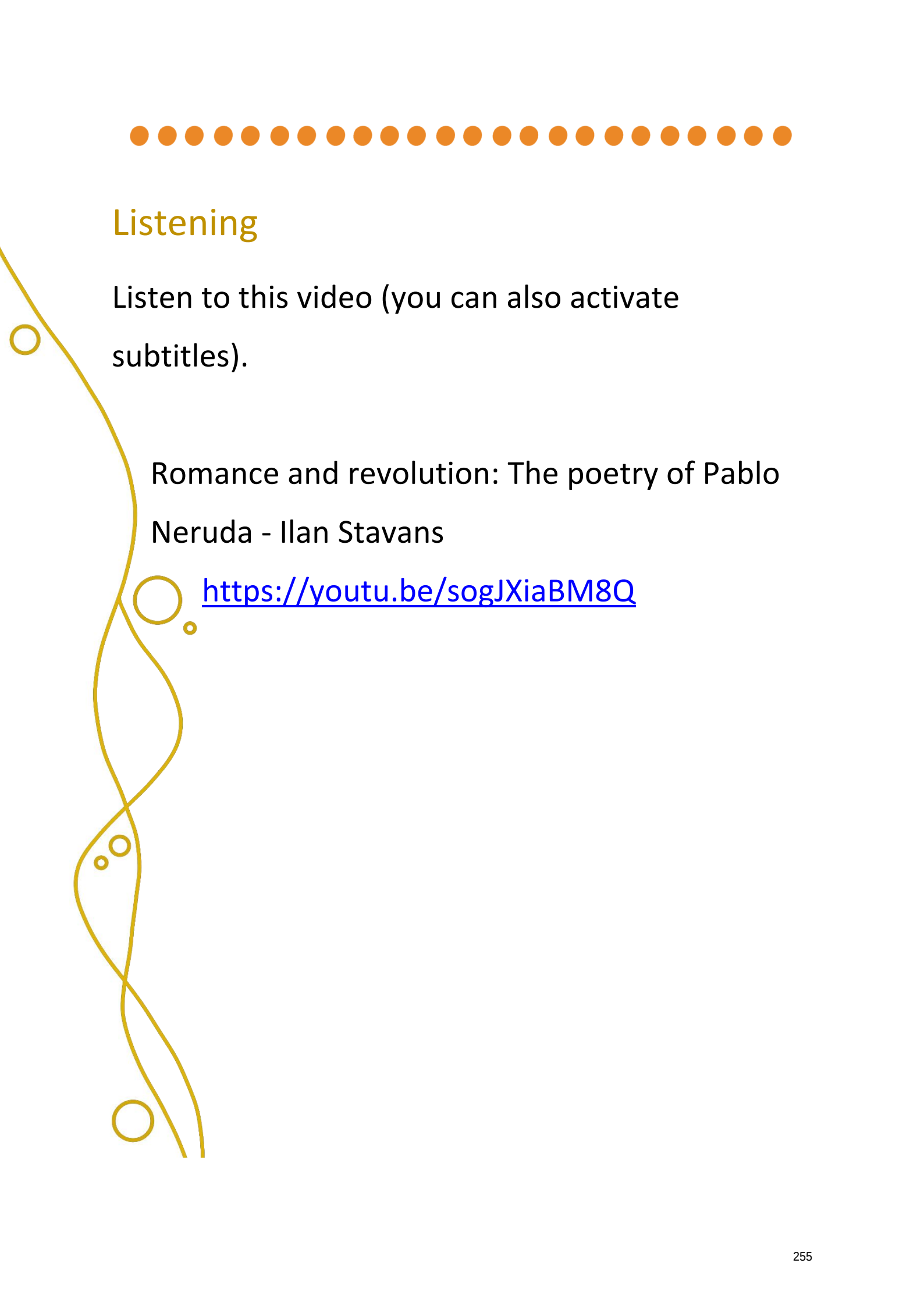


Felice Casorati was a painter, sculptor, and printmaker. His most famous paintings include figure compositions, portraits and still lifes. These are often distinguished by unusual perspective effects. His works of art are usually categorized as the style of “magic realism”. Magic realism shows a realistic view of the world but with magical elements added, often blurring the lines between fantasy and reality.



What's interesting in Casorati's paintings is that both characters and environment have geometric shapes, very defined. They have a relation to one another: the environment seems to represent the innermost thoughts of the person. There is always an open space, as if the painting is not only there, but continues beyond the canvas.

In the same years, Pablo Neruda lived and worked. He wrote his first poem at the age of ten and achieved notoriety and publication while still in his teens. He originally planned to be a teacher, but found higher education uninspiring. Instead, he served in a variety of diplomatic positions and wrote poetry—lots of it. He was an avowed Communist (the Chilean Communist party actually nominated him for president in 1971). Much of Neruda's work was political in nature, but he is primarily remembered for his love poems. In 1971 he won the Nobel Prize for Literature. Neruda's poems communicate human feelings and love for nature and the world.

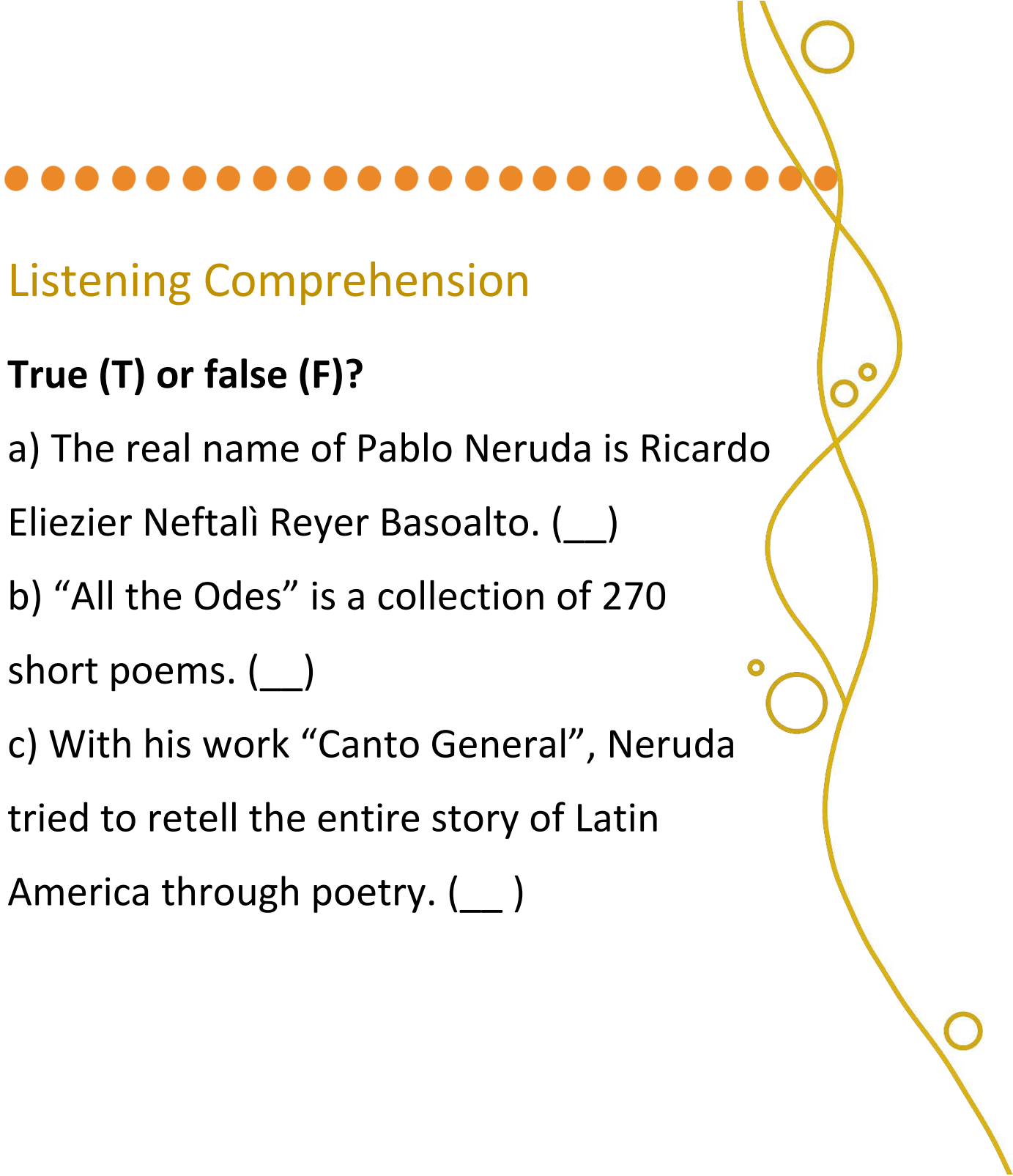


## Listening

Listen to this video (you can also activate subtitles).

Romance and revolution: The poetry of Pablo Neruda - Ilan Stavans

<https://youtu.be/sogJXiaBM8Q>



## Listening Comprehension

### True (T) or false (F)?

- a) The real name of Pablo Neruda is Ricardo Eliezier Neftalì Reyer Basoalto. (\_\_\_)
- b) “All the Odes” is a collection of 270 short poems. (\_\_\_)
- c) With his work “Canto General”, Neruda tried to retell the entire story of Latin America through poetry. (\_\_\_)



## Reading the story

Research reveals that our environments can increase or reduce our stress, which in turn impacts our bodies. What you see, hear and experience at any moment can change not only your mood, but how your nervous, endocrine, and immune systems work.

The stress of an unpleasant environment can cause you to feel anxious, or sad, or helpless. This, in turn, elevates your blood pressure, heart rate, and muscle tension, and suppresses your immune system. A pleasant environment reverses that.

## **Nature connects**

A lot of studies have been done on the influence of nature on human beings. Professors Kuo and

Coley conducted a series of field studies at the Human-Environment Research Lab, University of Illinois. According to them, time spent in nature connects us to each other and to the larger world. Another study at the University of Illinois examined residents in Chicago public housing. This study suggests that people who had trees and green space around their building enjoyed a richer life. First of all, they reported knowing more people. Second, they had stronger feelings of unity with neighbours. Moreover, they were more concerned with helping and supporting each other. Finally, they had stronger feelings of belonging than tenants in buildings without trees. Besides this greater sense of community, they had a reduced risk of street crime and lower levels of violence and aggression. They also had a better

capacity to cope with life's demands, especially the stresses of living in poverty.

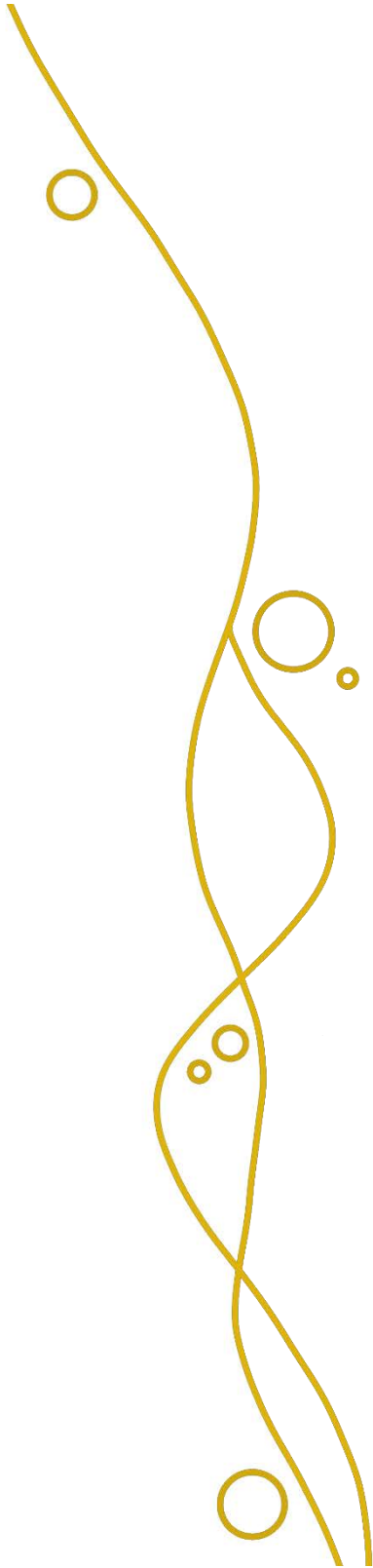
This experience of connection may be explained by studies that used MRI to measure brain activity. When participants viewed nature scenes, the parts of the brain associated with empathy and love lit up. But when they viewed urban scenes, the parts of the brain associated with fear and anxiety were activated. It appears as though nature inspires feelings that connect us to each other and our environment.

### **Too much time in front of screens is deadly**

"Nature deprivation", a lack of time in the natural world, is associated with depression. "Nature deprivation" is largely due to hours spent in front of TV or computer screens. More unexpected are studies by Weinstein and others that associate



screen time with loss of empathy and lack of altruism.





## Reading Comprehension

### True (T) or False (F)?

- 1) The stress of an unpleasant environment can cause you to feel happy, enthusiastic and peaceful. (\_\_\_)
- 2) Time spent in nature connects us to each other and to the larger world. (\_\_\_)

### Multiple choice.

Residents in Chicago public housing who had trees and green space around their building seem to live in a place where...

- a) ...the risk of street crime is reduced.
- b) ...pollution is higher.
- c) ...people are ruder.

“Nature deprivation”, a lack of time in the natural world, largely due to hours spent in front of TV or computer screens, has been associated, unsurprisingly, with...

- a) ...health.
- b) ...happiness.
- c) ...depression.

**Fill in the gaps.**

According to many studies and researches, it seems that nature makes people more (rude – empathic – strange). They can enjoy the (community – TV programmes – pollution) where they live and feel (embarrassed – risk – connected) with each other.



## Grammar

✓ Click on the link to learn about transitive and intransitive verbs

<https://www.grammarly.com/blog/transitive-and-intransitive-verbs/>

**Look at these verbs. Are they transitive (verbs which need an object) or intransitive (verbs which don't need an object)?**

**to sleep – to walk – to meow**

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**Are the verbs below transitive (T) or intransitive (I)?**

- To jump [\_\_]
- To bring [\_\_]
- To run [\_\_]
- To sing [\_\_]
- To arrive [\_\_]
- To borrow [\_\_]



## Additional activities

✓ If you want to know more about  
Pablo Neruda

<https://youtu.be/sogJXiaBM8Q>

✓ If you want to know more works  
of art of Casorati

<https://youtu.be/KT6z7TdUHaY>



## Extra resources for learners

Exercises on transitive and intransitive verbs:

✓ <https://www.englishgrammar.org/transitive-or-intransitive-verb-exercise/>

✓ <https://www.learnenglishfeelgood.com/transitive-intransitive-verbs2.html>



## Self - Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





Ogre of the Sacred

Wood of Bomarzo





## A large, ancient stone carving of a face with a wide-open mouth, serving as a tomb entrance, surrounded by trees and a stone wall. The face has large, circular eyes and a prominent nose. The mouth is a deep, dark opening. The carving is set into a larger stone structure, and a set of stone steps leads up to the entrance. The background shows lush green trees and a stone wall.

What do you see in the picture?

---

---

Do you feel scared of it??

---

---

Which fairy-tale monsters do you know?

---

---



## Vocabulary

Match the words with the images:

a - dragon

b - ogre

c - wizard

d - witch

e - elf

f - centaur

g - dwarf

h - hobbit



## Read the definition of an ogre.



The ogre is the monster protagonist of many fairy tales for children, greedy for human flesh (especially children's). It is often represented as a giant with a big head, an enormous mouth, a beard and thick, shaggy hair, who lives in a cave. Sometimes, parents use the ogre as a threat to their children: "If you are not good, I'll call the ogre"; and "looks like an ogre" might be a way of saying you think someone looks ugly.

**Now choose the adjectives from the list that describe ogres:**

Ogres are:

- ☐ beautiful
- ☐ kind
- ☐ ugly
- ☐ bad
- ☐ evil
- ☐ vegetarian
- ☐ huge
- ☐ small
- ☐ in love with open spaces and nature
- ☐ always hidden in caves

**Match the words with their opposites.**

Shaggy hair

Smooth

Repulsive

Thin

Rough

Soft hair

Giant

Tiny

Thick

Attractive



## Cultural Heritage Background

Tolkien's monsters are evil beings, such as ogres, trolls, giants and spiders, who oppose and sometimes fight his protagonists in Middle-earth. Tolkien was an expert in Old English literature, especially the poem “Beowulf”, and several of his monsters share aspects of the monsters in “Beowulf”. According to medieval European tradition, monsters had horrible shapes, huge and malevolent, like wild beasts, but also somewhat humanoid. Tolkien's lords of evil like Sauron are recognised as monstrous enemies in spirit as well as in body.

It is probably thanks to Tolkien that such characters remain widespread in the popular imagination today.

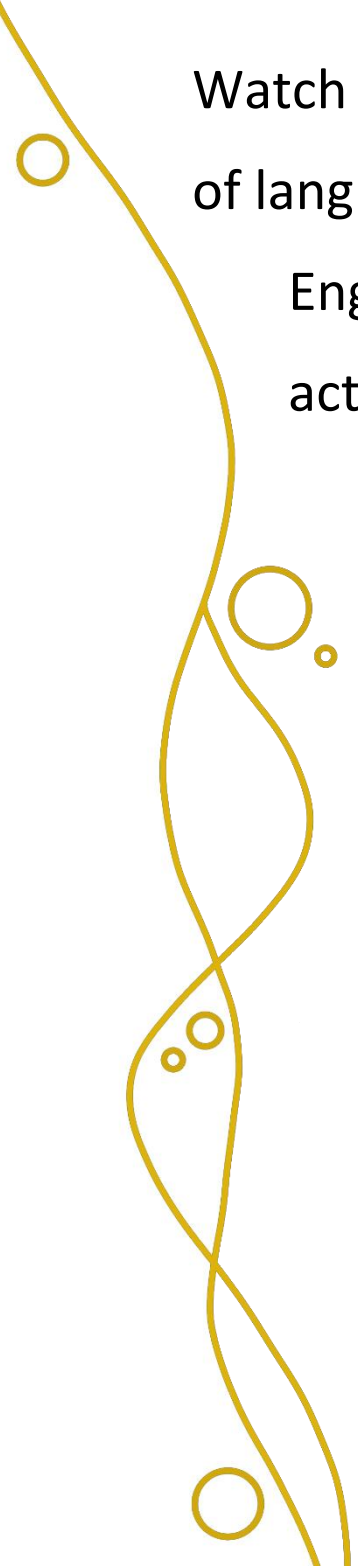




## Listening

Watch this interview with Tolkien about his love of languages: <https://youtu.be/t-K1ypFoaa8>

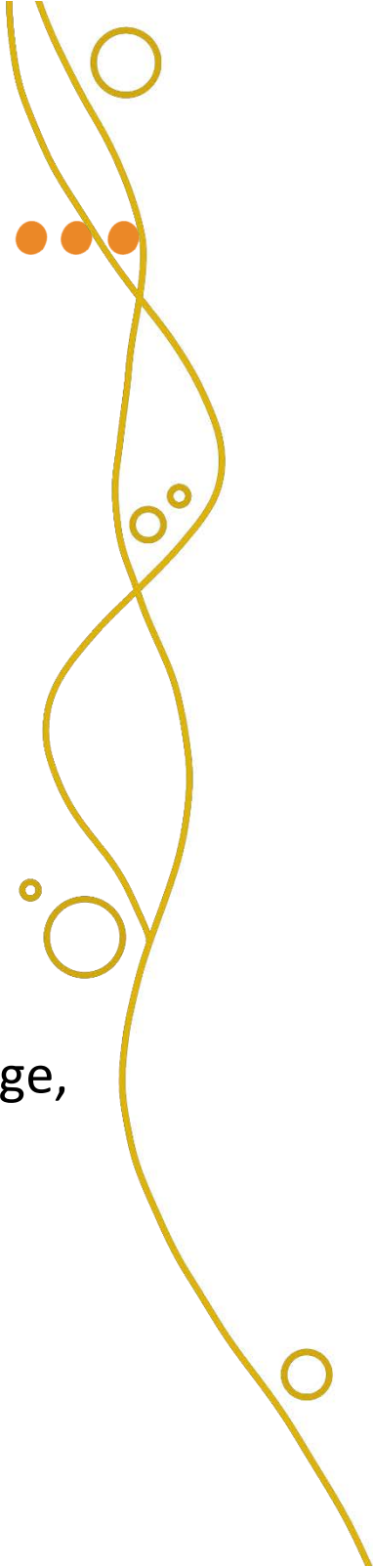
English subtitles are available; you must activate them.





## Listening Comprehension

True (T) or false (F)?

- a) Tolkien started to seriously invent languages when he was 25 years old. (\_\_\_)
  - b) A new language for Tolkien is like taking a new wine or some new sweetmeat. (\_\_\_)
  - c) Tolkien thinks Elvish is an easy language, he would like to talk it every day. (\_\_\_)
- 



## Reading the story

### **Farmer Giles of Ham – a tale by J.R.R. Tolkien**



A giant from the north went for a walk, but became lost in the Middle Kingdom and more specifically in the lands of Farmer Giles.

Warned by his dog's cries, Giles took his rifle and managed to drive away the giant, who was about to attack him. The villagers applauded him: Giles had become a hero. His reputation spread far and wide throughout the Middle Kingdom. Therefore, the king rewarded Giles with a sword called the Caudimordax (translated as "tail biter"). This sword was magic and

would not remain in its sheath if there was a dragon nearby.

The giant told his monstrous friends that there were no more knights in the Middle Kingdom, only pesky insects (he meant Giles' rifle shots). This story stimulated a dragon, Chrysophylax Dives, to explore the area for food and treasure. Everyone turned to Giles to take care of this. He was reluctant because the dragon did not threaten his land but in the end he had to intervene. The local blacksmith provided him with some sort of armour, but it was noisy so Giles covered it with a cloak. He searched and searched and was giving up when he actually found the dragon who, after a chase through the village, surrendered to Giles and his sword. To save his life, the dragon swore to return to the

village within a week and bring all his treasure. This way he would compensate the inhabitants for the damage he had caused. When the king heard of this, he went to the village with his knights, hoping to gain from the dragon's treasure too. The days passed but the dragon did not show himself: Chrysophylax had not respected his oath.

So it was that the king hunted down the lying dragon, sending his knights and Giles after him. Along the way the knights humiliated Giles for being a civilian. They didn't even notice the dragon's footprints because they were concentrating on a discussion of court etiquette. As soon as they saw the dragon, they all ran away. Giles, left alone with the dragon again, frightened him with Tailbiter. The dragon agreed to load himself with his treasure and follow Giles home.

Giles had decided not to go to the palace because he didn't trust the king's love of treasure.

The king flew into a rage when he found out what had happened. He went to Giles with his knights, intending to take the treasure by force. Giles responded by unleashing the dragon against the king and the knights and the dragon chased them away. Giles proclaimed himself earl and kept Chrysophylax Dives with him. After many years, Giles became king of the land, and he allowed the dragon Chrysophylax Dives to return to his cave. But once he got there, he discovered that a younger dragon was living in his home. Furious, Chrysophylax Dives retook his home, fighting tooth and nail.

Finally, after driving away his rival, the dragon found the giant who had started all the trouble and told him off very angrily.



## Reading comprehension

### True (T) or False (F)?

- 1) Farmer Giles had wanted to be a knight since he was a child. (\_\_\_)
- 2) The dragon Chrysophylax Dives felt alone and went to the Middle Kingdom to seek companionship. (\_\_\_)

### Multiple choice.

- 1) To save his life, the dragon swore to return to the village within a week with his:
  - a. treasure
  - b. friends
  - c. food



2) The knights were concentrating on a discussion of court etiquette and didn't even notice the dragon's...

- a) ...tail.
- b) ...footprints.
- c) ...flames.

### **Fill in the gaps.**

In this short \_\_\_\_\_ of J.R.R. Tolkien, written in 1949, we enter the world of the \_\_\_\_\_.

Tolkien also wrote the very popular novels “The Lord of the Rings” and “The Hobbit”. The story focuses on a \_\_\_\_\_ and a dragon and how an ordinary person became a King.

As in other stories by Tolkien, there is a magic tool, the \_\_\_\_\_ called Caudimordax which helps Giles to make the dragon his prisoner.



## Grammar

In English, there are different past tenses according to what you want to say.

For example, the past simple is used to talk about an action in the past that is totally finished now.

The past continuous is used to talk about an action that was in progress at a certain time in the past.

Click on the link to learn more about the past simple and past continuous tenses:

<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/past-continuous-and-past-simple>

## Grammar exercises

1. Look at the sentences and indicate if the verbs are in past simple (PS) or past continuous (PC):

- “He was giving (\_\_\_) up when he actually found (\_\_\_) the dragon.”
- “Once he got (\_\_\_) there, he discovered (\_\_\_) that a younger dragon was living (\_\_\_) in his home.”

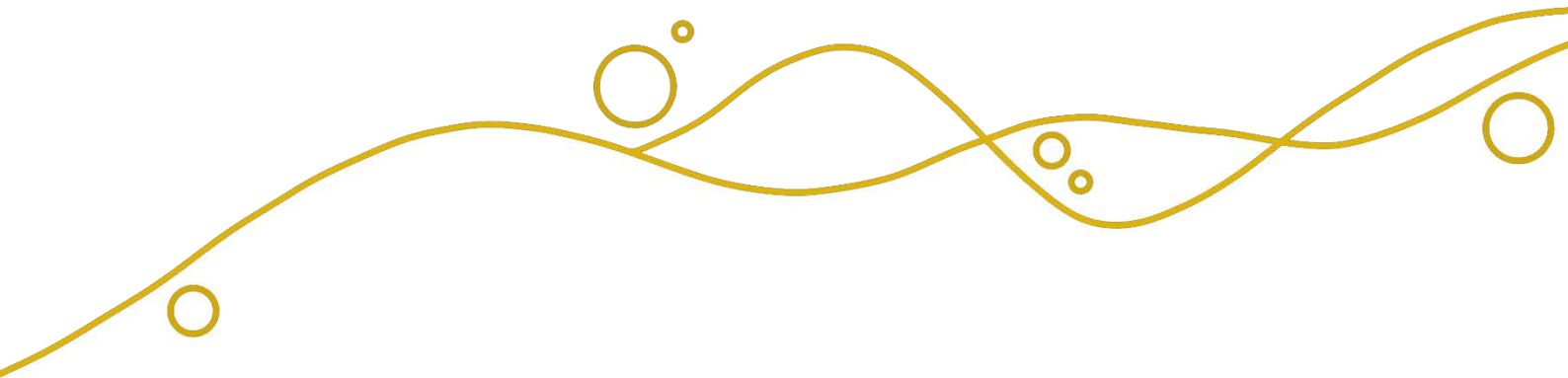
2. Write in the correct form the verbs into brackets.

- “I \_\_\_\_\_ (to study) in the kitchen, when the phone \_\_\_\_\_ (to ring): grandma invited me to go out for dinner.”
- “Hi John, where is Sarah?” “She \_\_\_\_\_ (can not) come. She \_\_\_\_\_ (to work) for an important meeting.”

3. Decide if the verbs are regular or irregular in the past simple and put them in the correct part of the table:

*read – went – ate – stomped – shouted – hit*

| Regular verbs | Irregular verbs |
|---------------|-----------------|
|               |                 |





## Additional activities

✓ If you want to know more about the Sacred Wood of Bomarzo in Italy:

<https://civitavecchia.portmobility.it/en/bomarzo-and-park-monsters-photos-and-useful-info>

✓ Do you want to read more about Tolkien?

<https://www.tolkiensociety.org/author/biography/>



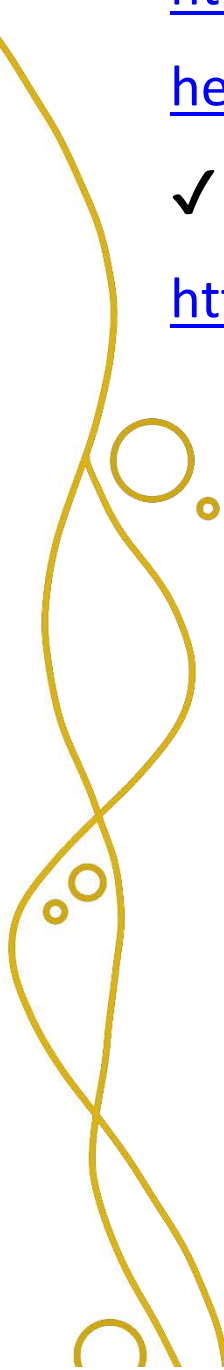
## Extra resources for learners

- ✓ The Hobbit (book)

<https://www.teachingideas.co.uk/library/books/the-hobbit>

- ✓ The Hobbit film: scene with ogres

<https://youtu.be/TeSzBaedb2Y>





## Self - Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Fahrenheit 451





# Fahrenheit 451

## Warming up



What do you see in the picture?

---

Which words come to your head?

---

---

Can you classify those words into positive or negative ideas?

---

---

For which daily activities might you need fire?

---

---

## Vocabulary

**Label the pictures with the letters that correspond to the correct words in the list:**

- |                  |                      |
|------------------|----------------------|
| a. Fire          | f. Smoke             |
| b. Fire engine   | g. Cab               |
| c. Fire fighters | h. Fire extinguisher |
| d. Smoke alarm   | i. Fire alarm        |
| e. Ladder        |                      |





**When was the last time you...?**

\* ...cried at the end of a film?

---

\* ...travelled by plane?

---

\* ...started a new hobby?

---

\* ...called a friend?

---

\* ...danced?

---

\* ...walked more than 10 km?

---

\* ...read a book?

---

**Number the past time expressions from 1 to 10  
(from the nearest to the farthest back in time):**

- ☐ Yesterday morning
- ☐ Last night
- ☐ Last month
- ☐ Three days ago
- ☐ Five minutes ago
- ☐ Last week
- ☐ Last summer
- ☐ The day before yesterday
- ☐ A year ago
- ☐ In 2009



## Cultural Heritage Background

The novel “Fahrenheit 451”, by Ray Bradbury, is an example of dystopian fiction. It was published in 1953. It is also classified as science fiction because it describes significant technological advancements for its time.

“Dystopian” is the opposite of “utopian”.

Dystopian fiction describes an imagined society that has come about as a consequence of humanity going down the “wrong path”.

Dystopian societies struggle with social problems such as destitution, inequality, injustice, and disconnectedness.

The book wants to denounce “censorship”; it shows very clearly what can happen if a powerful group of people controls which ideas can be

shared. Censorship implies the suppression of words, images or ideas considered “offensive” by that group. It happens whenever some people manage to impose their personal political or moral values on others. Censorship can be carried out by the government but also by private pressure groups.





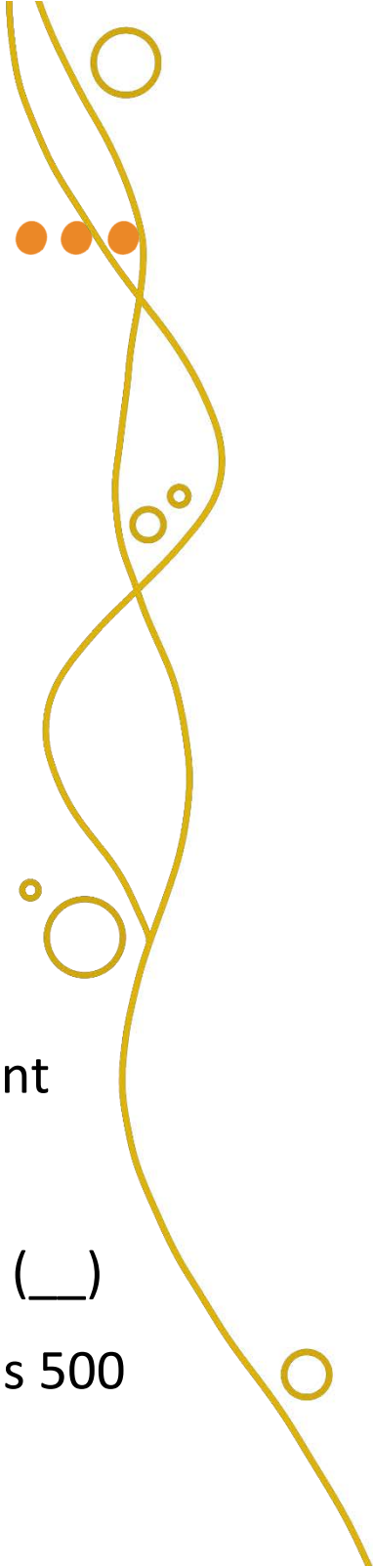
## Listening

Watch this video <https://youtu.be/xJ0sWvr5lds> in which Ray Bradbury explains how Fahrenheit 451 was born. English subtitles are available.



## Listening comprehension

True (T) or false (F)?

- a) The short story “The Pedestrian” is based on something that happened to Ray Bradbury and one of his friends: a policeman stopped them while they were walking in a deserted street. (\_\_\_)
  - b) Ray Bradbury read about libraries burnt in the past, for example in Alexandria, in China and because of dictators like Hitler. (\_\_\_)
  - c) The first edition of Fahrenheit 451 was 500 copies. (\_\_\_)
- 



## Reading the story

“Nineteen Eighty-Four” is a novel by English author George Orwell. It was published in 1949 as a warning against totalitarianism. The dystopia described in the book made a deep impression on readers and the book entered mainstream culture in a really unique way. The book’s title and many of its concepts, such as “Big Brother” and the “Thought Police”, are instantly recognized and understood.

The book is set in 1984 in Oceania, one of three warring totalitarian states (the other two are Eurasia and Eastasia). Oceania is governed by the all-controlling Party. This party has brainwashed the population into unthinking obedience to its leader, Big Brother. The Party has created a

propagandistic language known as “Newspeak”. This is a language designed to limit free thought and promote the Party’s doctrines. Its words include “doublethink” (belief in contradictory ideas simultaneously). This doublethink is reflected in the Party’s slogans: “War is peace”, “Freedom is slavery”, and “Ignorance is strength”. The Party maintains control through the Thought Police and continual surveillance.

The book’s hero, Winston Smith, is a minor party functionary living in a London that is still in ruins after the nuclear war that took place after World War II. He belongs to the Outer Party, and his job is to rewrite history in the Ministry of Truth, bringing it in line with current political thinking. However, Winston’s desire for truth and decency leads him to secretly rebel against the government. He embarks on a forbidden affair

with his friend Julia and they rent a room in a neighbourhood populated by Proles (short for proletariats). Winston also becomes increasingly interested in the Brotherhood, a group of dissenters. Winston and Julia are being watched closely (posters throughout the city warn residents that “Big Brother is watching you”). But they don’t know this!

When Winston is approached by O’Brien—an official of the Inner Party who appears to be a secret member of the Brotherhood—the trap is set. O’Brien is actually a spy for the Party who looks for “thought-criminals”. Winston and Julia are eventually caught and sent to the Ministry of Love for a violent re-education. The imprisonment, torture, and re-education of Winston have two different goals. First, to break him physically or make him submit. Second, to

destroy his independence and dignity. In Room 101 prisoners are forced into submission by exposure to their worst nightmares. In this room

○ Winston panics when a cage of rats is close to his head. He yells out for his tormentors to “Do it to Julia!” and states that he does not care what happens to her. With this betrayal,

○ Winston is released. He later encounters

○ Julia, and neither of them is interested in the other any longer. Instead Winston loves Big Brother.



## Reading comprehension

### True (T) or False (F)?

- 1) Dystopias are funny tales, describing wonderful and peaceful cities. (\_\_\_)
- 2) The Party of Oceania has strong propaganda, which uses a language that limits free thought and promotes doctrine. (\_\_\_)

### Multiple choice.

Winston became interested in a group of dissenters called:

- a) the Brotherhood
- b) O'Brien
- c) Big Brother

In Room 101 prisoners are forced into submission by exposure to their:

- a) worst nightmares
- b) best desires
- c) favourite animals

**Fill in the gaps.**

In 1984, London is a grim city in the totalitarian state of \_\_\_\_\_ where Big Brother is always watching you and the \_\_\_\_\_ can practically read your mind. Winston Smith is a man in grave danger for the simple reason that his memory still functions and he is against the \_\_\_\_\_.





## Grammar

**Look at these words:**

dystopian – disappear

disconnected – disadvantage

What do these words have in common?

---

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What do you think “dystopian” is?

---

---

## Passive verb forms

Read about active and passive verb forms.

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/active-and-passive-voice>

When a verb is in an **active** form, it means that the subject does the action of the verb.

For example: The girl eats the apple. → Here, the girl is acting.

When a verb is in a **passive** form, it means that the subject of the verb is acted upon.

For example: The apple is eaten. → Here, the apple is the subject of the verb, but it is not eating anyone!

We form the passive by using a form of the verb be + the past participle.

**Look at the sentences below.**

**Indicate which sentence is active (A) and which sentence is passive (P):**

- 1) Oceania is governed by the all-controlling Party. (\_\_\_)
- 2) The all-controlling Party governs Oceania. (\_\_\_)
- 3) O'Brien approaches Winston. (\_\_\_)
- 4) Winston is approached by O'Brien. (\_\_\_)
- 5) Winston loves Big Brother. (\_\_\_)
- 6) Big Brother is loved by Winston. (\_\_\_)

**Turn the sentences from the active to the passive form:**

a) My father cooks dinner every day.

---

b) Linda washes the car every week.

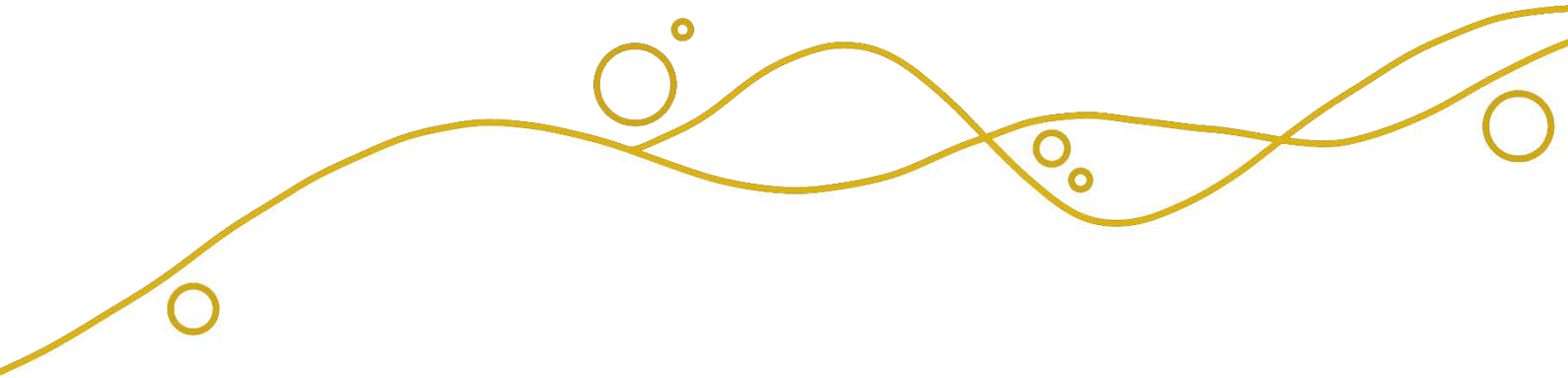
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c) Sara cleans the office every day.

---

d) Robert sells vegetables in the market.

---





## Additional activities

✓ Do you want to know more about  
“Nineteen Eighty Four” and George Orwell?

<https://youtu.be/oe64p-QzhNE>

✓ Can you think of any other dystopias?

Watch this film on how to recognize a  
dystopia.

<https://youtu.be/6a6kbU88wu0>



## Extra resources for learners

✓ Fahrenheit 451: analysis and insights

<https://www.britannica.com/biography/Ray-Bradbury>

✓ Fahrenheit 451: the movies from 1966 to 2018

[https://en.wikipedia.org/wiki/Fahrenheit\\_451 \(1966 film\)](https://en.wikipedia.org/wiki/Fahrenheit_451_(1966_film))

<https://youtu.be/r6VUExA5UKA>

<https://youtu.be/O3irxFd965s>



## Self - Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Narcissus





# Narcissus

## Warming up



What do you see in the picture?

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Do you know the myth of Narcissus?

---

What are your feelings when you look at this work of art?

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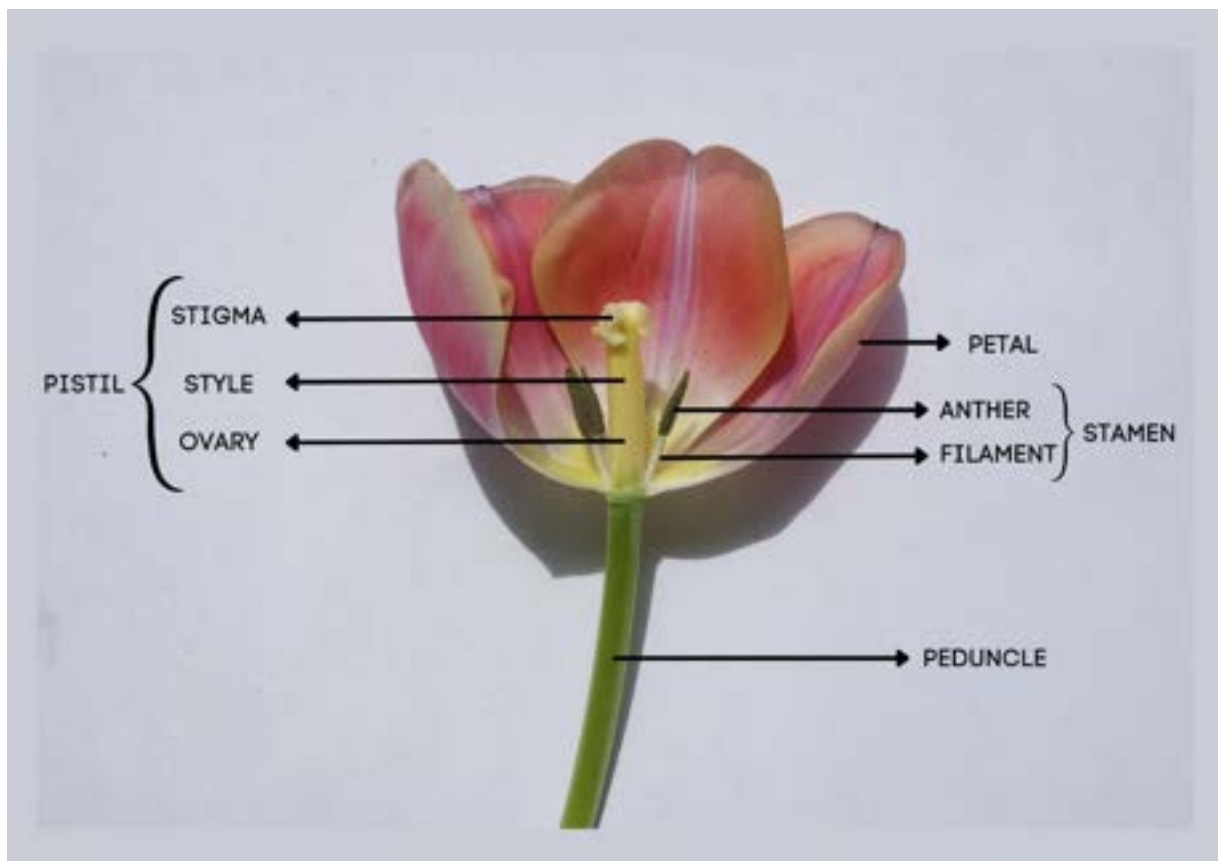
Did you know that Narcissus is a flower, too?

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## Vocabulary

Look at the image showing the parts of a flower.  
Fill in the blank spaces with the correct parts of  
the flower from the image.



\_\_\_\_\_ : The stalk of a flower.

\_\_\_\_\_ : The part of a flower that is usually coloured.

\_\_\_\_\_ : The part of the stamen where pollen is produced.

\_\_\_\_\_ : The pollen-producing part of a flower, usually with a slender \_\_\_\_\_ supporting the anther.

\_\_\_\_\_ : The ovule-producing part of a flower. The ovary often supports a long \_\_\_\_\_, topped by a stigma. The mature ovary is a fruit, and the mature ovule is a seed.

\_\_\_\_\_ : The part of the pistil where pollen germinates.

\_\_\_\_\_ : The enlarged basal portion of the pistil where ovules are produced.

**Find the intruder:**

- a. Narcissus – Violet – Sunflower – Elephant
- b. Narcissus – Caravaggio – Ovid – Daisy
- c. Bee – Pollen – Honey – Lion

**Read the poem “Narcissus” by Federico Garcia Lorca (translated by Edwin Honig) and fill the table:**

Narcissus.  
Your perfume.  
And the river bottom.  
My desire is to stay  
By your side  
Flower of love,  
Narcissus.

Over your unseeing eyes  
Cross waves and sleeping fish.

Over mine  
Birds and butterflies  
Weave oriental patterns.  
You so small and I, huge.

Flower of love.

Narcissus.

The frogs, how crafty they are.  
Yet they do not leave undisturbed

The mirror that reflects  
Your wild joy, and mine.

Narcissus.

My sorrow.

Oh, my very sorrow itself.

| Characteristic<br>of Narcissus | Animals | Feelings |
|--------------------------------|---------|----------|
|                                |         |          |

## Cultural Heritage Background



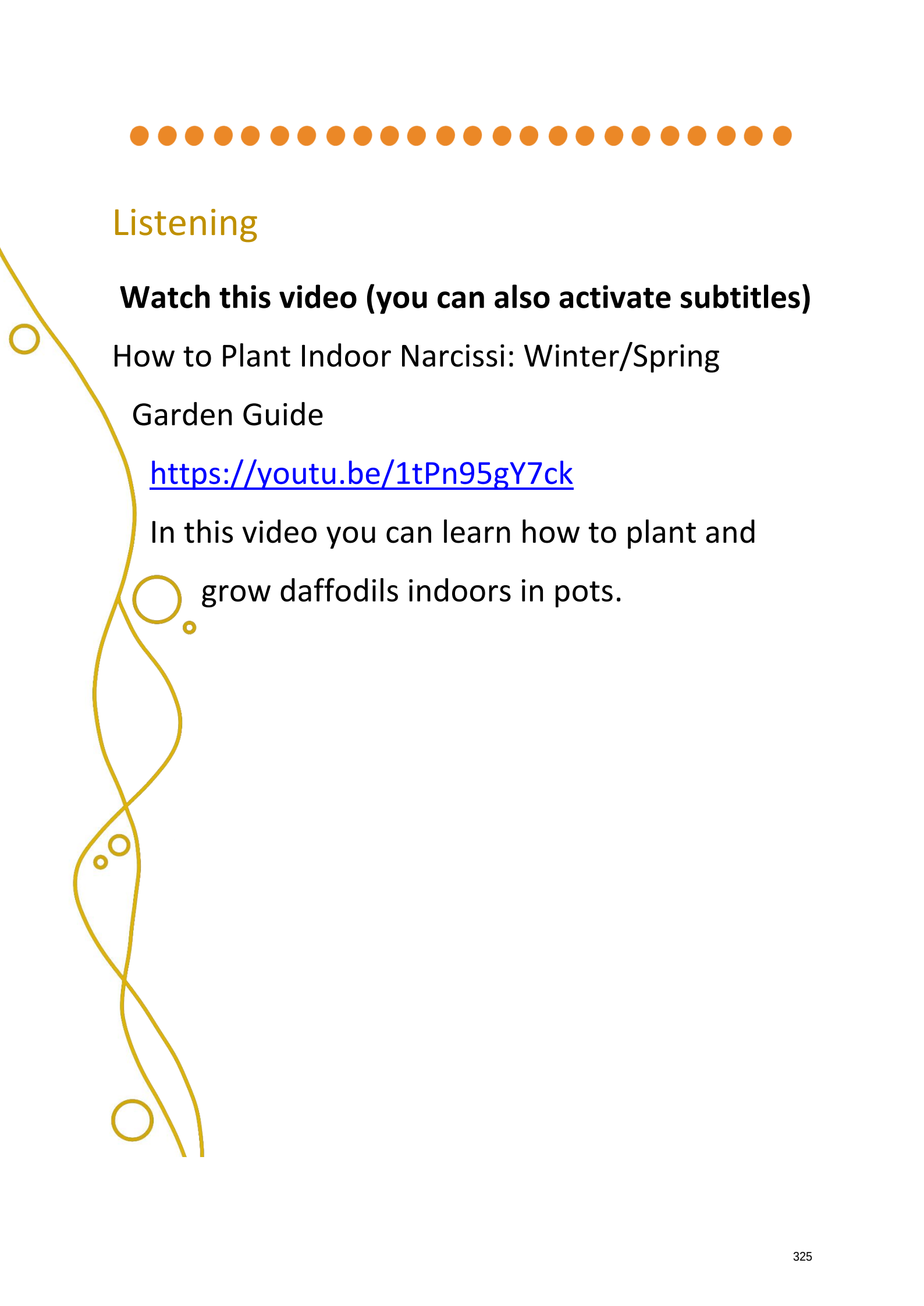
The narcissus is a simple flower to grow, elegant and fragrant. It gracefully adorns the balconies of English houses because it can stand the cold.

There are over 50 species, but if we consider the hybrids made by growers, the number reaches the hundreds.

Do you know where the name of this flower comes from? It is from the Mediterranean area. It is assumed that its name derives from the Greek narkao, due to its perfume, which is inebriating like a narcotic.



The narcissus flower is related to the myth of the young man who loved his image mirrored in the water and died trying to reach it. The myth also warns, obliquely, of the high danger of narcissus leaves and bulbs. In fact, they contain an alkaloid, narcisin, which can cause death.



## Listening

**Watch this video (you can also activate subtitles)**

How to Plant Indoor Narcissi: Winter/Spring  
Garden Guide

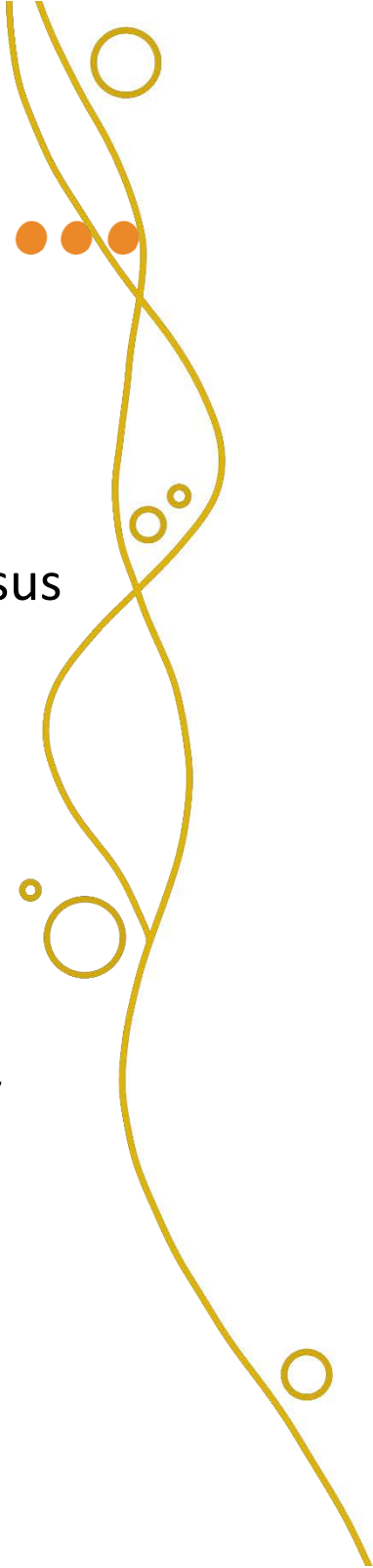
<https://youtu.be/1tPn95gY7ck>

In this video you can learn how to plant and  
grow daffodils indoors in pots.



## Reading comprehension

### True (T) or false (F)?

- a) The name of the “Paperwhite” narcissus comes from the ancient word “papyrus” or “paper-like”. (\_\_\_)
  - b) “Easy-peasy” means “hurry up”. (\_\_\_)
  - c) If you plant bulbs in this way you can call them “clockwork bulbs” because they will flower in succession. (\_\_\_)
- 



## Reading the story

Narcissus was a beautiful and strong boy. He used to spend his days hunting and riding in the woods. One day he saw Echo, a mountain nymph. Echo fell in love with the young man and came out of her hiding place to declare her feelings to him. Narcissus, however, rejected her rudely: he was too beautiful to waste his time with a nymph.

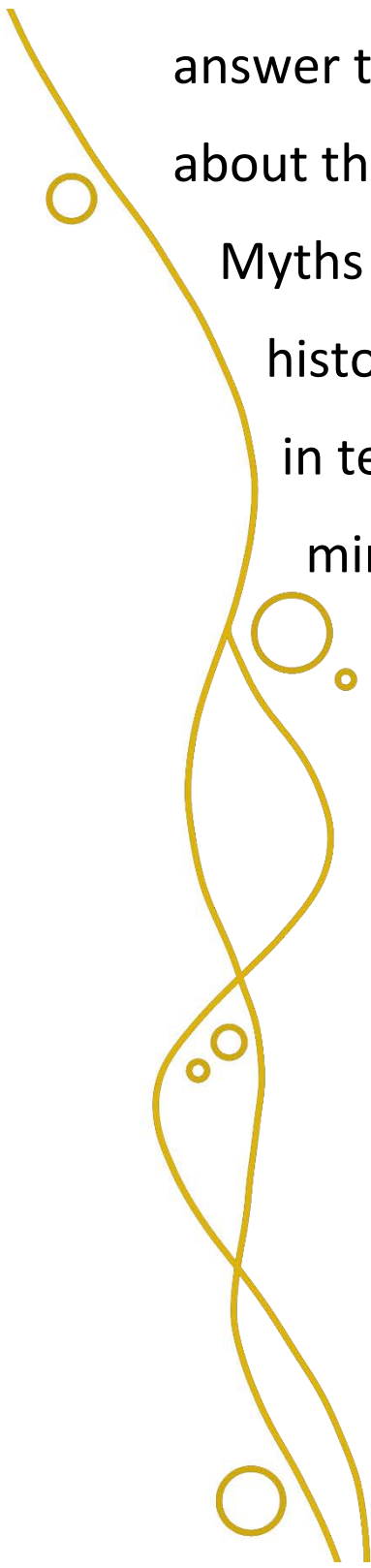
From that day on, heartbroken, Echo continued to follow Narcissus wherever he went. The nymph was consumed by her love for Narcissus and by her pain at being rejected. Her body became transparent and she shut herself up in a cave in the heart of the mountain, singing for Narcissus. Thus, Echo vanished! Only a handful of bones and

her voice remained. Echo's voice is still there now, and responds to those who call out while crossing the mountains, in the hope that one day Narcissus will also respond. Over time, however, she has become increasingly weak and today she can only repeat the last syllables of the words of the travellers.

Narcissus, on the other hand, continued his life. The gods, after seeing how selfish and indifferent he was, decided to punish him. One day, Narcissus was hunting when he saw a crystalline little lake among the vegetation. The young man dismounted from his horse and went over to the lake. There he saw his face, reflected in the water: it was so beautiful that Narcissus fell in love with his reflected image. From that moment on, he went every morning to visit himself reflected in

the little lake, convinced that he saw some deity of the waters. One day he stretched out over the water to caress that face and lost his balance, falling into the water. The lake closed over him and Narcissus never emerged again. On the shore sprouted a beautiful yellow flower, with an intense scent, which in memory of that selfish young man took the name of Narcissus.

The “Metamorphoses” is an epic-mythological poem by Publius Ovidius Naso (43 BC - 17 AD). This poem focused on the phenomenon of metamorphosis (the possibility of changing physical shape). The “Metamorphoses” was composed of fifteen books in which Ovid collected tales from Greek and Roman mythology, including the story of Echo and Narcissus.



Myths perhaps arose from the need to provide an answer to universal human questions, questions about the mysteries of the cosmos and of life.

Myths often embody natural phenomena, tell of historical events, and describe states of mind in terms of concrete and palpable figures that mirror the human condition. Thanks to Ovid we know many of them, too.



## Reading comprehension

### True (T) or False (F)?

- 1) After Narcissus rejected Echo, she went on holiday and looked for another boyfriend. (\_\_\_)
- 2) Echo can only repeat the last syllables of the words of travellers crossing the mountains because she has become too weak. (\_\_\_)

### Multiple choice.

Narcissus fell in love with:

- a) Echo
- b) the goddess of the water
- c) himself

The myth of Narcissus was collected by Ovid in

- a) the “Metamorphoses”



- b) “The Manual of Flowers”
- c) “Amores”

**Fill in the gaps.**

Thanks to \_\_\_\_\_ we know many myths and stories from ancient \_\_\_\_\_ and \_\_\_\_\_.

Myths are legends that aim to provide \_\_\_\_\_ to human questions about the mysteries of the cosmos and of life.



## Grammar

**Read about suffixes here.**

<https://www.bbc.co.uk/bitesize/topics/zqqsw6f/articles/zvqn2v4#:~:text=Rule%201%3A%20For%20words%20ending,suffix%20to%20the%20root%20word.&text=Rule%202%3A%20For%20words%20that,letter%20then%20add%20the%20suffix>

**Look at these words:**

Darwinism – altruism – classicism – Marxism

What do these words have in common?

---

---

What do you think “narcissism” is?

- a. The study of all the varieties of narcissus flower.
- b. A religion.
- c. A behavioural disorder.



## Additional activities

✓ If you want to know more about narcissism

<https://youtu.be/aHHWgG7dB6A>

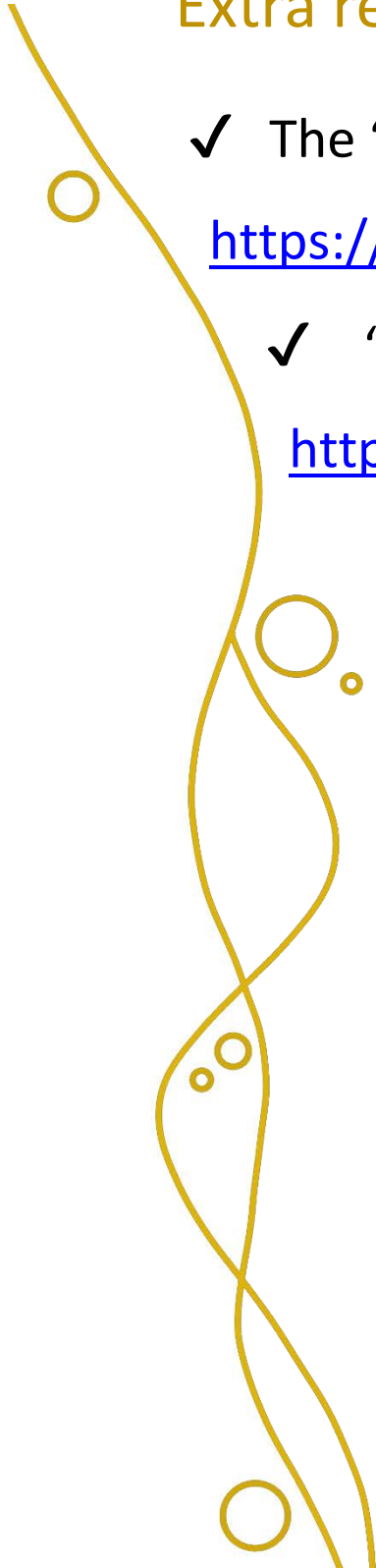
✓ Can you think of other flowers related to myths?

Here you can find a nice website about flowers in mythology:

<https://www.blossominggifts.com/blog/flowers-in-mythology/>



## Extra resources for learners



✓ The “Metamorphoses” of Ovid (book)

<https://en.wikipedia.org/wiki/Metamorphoses>

✓ “Narcissus” by Alanis Morissette (song)

<https://youtu.be/yP5bEnJBx2k>



## Self - Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Latvia

# Content

## Latvia

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# Zvarte's Rock



# Zvarte's Rock

## Warming up



- What colour do you think the rock might be?
- How high do you think it is?
- Are there any rock formations near you?

## Vocabulary



1. Group words with the same meaning.

**ROCK OUTCROP RIVER CREEK VALLEY BASIN  
CARVINGS ENGRAVING**

---

---

2. Highlight the words that don't match the others.

**BEAUTIFUL FAMOUS SYMBOL ORANGE SANDSTONE  
CURVED POPULAR OLD**

The total length of Zvarte Rock, including the curved part, is 320 metres and the height of the cliff is 45 metres.

Many people visit this place as it is one of the most popular geo-sites in Latvia. The rock has old carvings on it, so it needs to be preserved for future generations.



1. Try to guess the answers!

1) What is the name of the valley in the photo?

2) What is the name of the river flowing next to the rock?

3) What is the height of the cliff?

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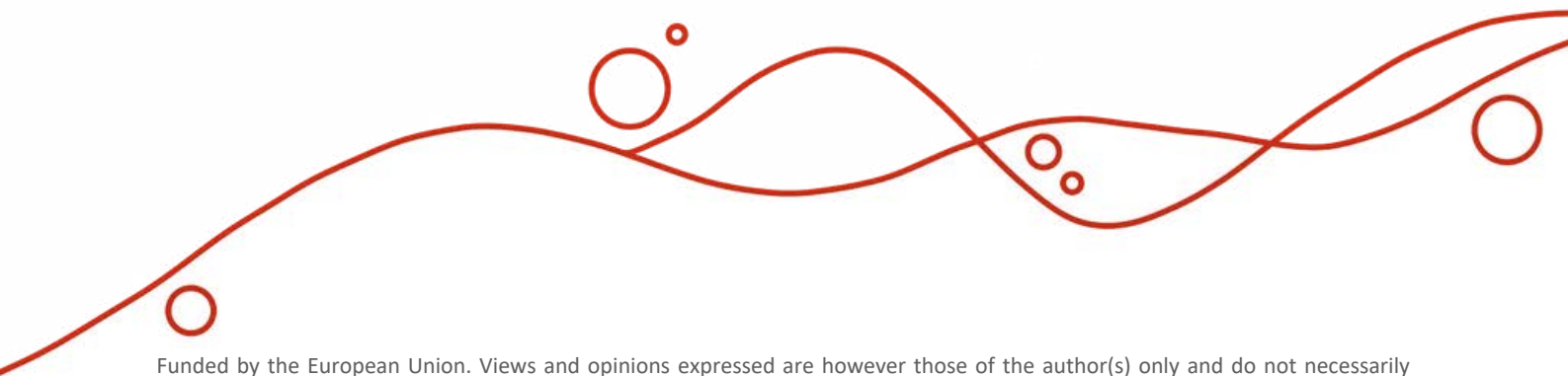
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## Listening



1. Listen and answer the following questions. Or read the text below out loud.

Zvarte Rock is a very famous and beautiful sandstone rock in Latvia. Not only is the rock itself interesting, but the area around it is also full of ancient stories. You can take a hike on the Amata Trail near the rock. There you will see many different types of rocks like dolomite and sandstone. And beautiful scenery with many different plants and animals. The trail goes along the Amata river from Melturi to where it meets the Gauja river.

- Can you imagine the plants and animals living near Zvarte rock?
- Would you like to go for a hike on Amata trail?

---

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## Listening Comprehension



1. Quiz! Guess the answers.

1. What is Zvarte Rock?
2. What is the rock made of?
3. Is there a hiking trail near the rock?
4. What can you see on the Amata Trail?
5. What other types of rocks can be found on the trail?
6. Where does the Amata Trail start and where does it end?

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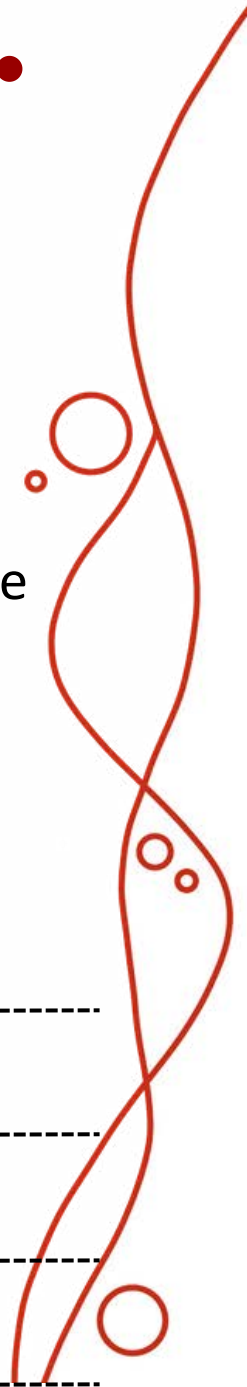
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## Read the story



### 1. Quiz! Guess the answers.

People who live in Zvarte know a legend about witches! They say that when it's windy at night, witches are flying from faraway places like the forests of Ziluzi and Vilkate. They dance, eat together, and use a language that no one can understand. The biggest parties happen on New Year's Eve and at Midsummer. Then it's better not to go out and look down on Zvarte.



People who live in Zvarte know a legend about witches! They say that when it's windy at night, witches are flying from faraway places like the forests of Ziluzi and Vilkate. They dance, eat together, and use a language that no one can understand. The biggest parties happen on New Year's Eve and at Midsummer. Then it's better not to go out and look down on Zvarte.

Young witches don't know all this right away. The devils teach them the evil arts at the top of the Bell Tower. If the young witches do what the devils say, if they remember all the wickedness well, everything is calm. But if they resist the devils, then the river turns into whirlpools. The witches and devils fight until the first rooster crows. Then the witches jump down, find their brooms, and fly away before the third rooster crows.

During the day, a witch looks like an ordinary woman, but she has a long tail hidden under her clothes! It's a tricky life in Zvarte...

- Read the text quickly/ Deep reading

## Reading Comprehension

1. Which statements are true and which ones are false?

1. People in Zvarte know a legend about witches.

T/F

2. Witches can use a language that no one can understand. T/F

3. The valley is calm on New Year's Eve and at Midsummer. T/F

4. Any woman can turn into a witch. T/F

5. Witches can make thunderstorms and hailstorms and can make the grass die. T/F

2. Choose the right answer!

1. What is a witch? A witch is someone who...  
practises witchcraft or magic / has a long nose / wears black clothes

2. What does a witch use for flying?

A shovel / A broom / A hat

3. What is Midsummer?

A pagan celebration to honour summer / A Christian tradition / A market

4. A wicked person is someone who is...

evil, bad, or corrupt / misunderstood / unlucky

5. What is a whirlpool?

A rotating mass of water / A strong current / An object in a river



## Grammar

1. Fill in the blanks with one of the modal verbs (e.g. might, could, ought, should, must).

Once upon a time, in the small village of Zvarte, the people lived in fear of witches. They said that on windy nights, the witches \_\_\_\_\_ fly in from faraway places like the forests of Ziluzi and Vilkate. They would then dance, eat together, and use a language that no one \_\_\_\_\_ understands. The villagers knew that they \_\_\_\_\_ not go out on those nights and they \_\_\_\_\_ to keep their eyes down on Zvarte. The villagers feared the witches \_\_\_\_\_ make people sick or even turn them into stone. Those \_\_\_\_\_ have been frightening times to live in Zvarte..

2. Fill in the gap! Complete the sentences with the correct tag ending (e.g. aren't you? don't you?)

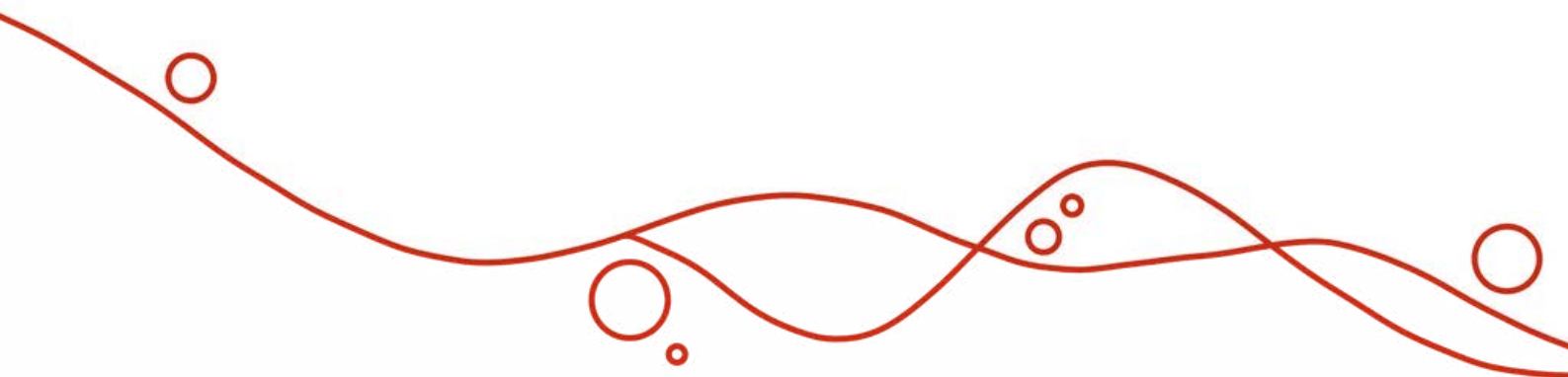
1. Zvarte is a small village, ..... ?

2. People live in fear there, ..... ?

3. Witches are scary creatures, ..... ?

4. They can fly on brooms, ..... ?

5. Witches would then dance and eat, .....?



## Additional activities



- Watch this video about Zvarte Rock with English subtitles <https://www.youtube.com/watch?v=SoBZ4J4uud8>
- Visit this page <https://www.stirnubuks.lv/buks/zvartes-ieza-stirnu-buks-2020/?en> and read about the geologic trail of Amata.



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





# Wind Mother Monument





# Wind Mother Monument

## Warming up



- What can you see in the photo?
- What is a monument?
- Can you guess where the monument is standing?

---

---

---

## Vocabulary



1. Highlight the words that describe the monument mentioned in the text below!

In the photo, you can see a monument made of dolomite and bronze. The 11 m high base is lined with Saaremaa dolomite. An image of a woman cast in bronze is holding her hand over her eyes, looking far into the horizon of the Baltic Sea, and waiting for her loved ones to return home.

2. Fill in the blanks!

**Baltic Sea/ business/ sea/ countries/ forces/ Trade**

Since the 18th century, the \_\_\_\_\_ has been a place of trouble. Pirates terrorised the coasts for hundreds of years, making it hard for traders to do \_\_\_\_\_ safely. Still, people from Germany, the Netherlands, Denmark, and Scotland moved to the southern and eastern shores of the \_\_\_\_\_. Over time, different \_\_\_\_\_ have fought for control of the sea, trade routes, and merchants.

This has caused the balance of power to change many times. In the 18th century, Russia and Prussia became the dominant \_\_\_\_\_ in the region. \_\_\_\_\_ around the Baltic Sea grew, especially with the North Sea region, which needed wood, tar, flax, and hemp from the sea.

### 3. Multiple choice questions.

1. The Baltic Sea was a dangerous place because of the..

bad weather      merchants      pirates

2. What were the main resources that the North Sea region imported from the Baltic Sea region in the 18th century?

Wood, tar, flax, and hemp      Amber and gold  
Linen, cotton and silk

3. Who became the dominant powers in the Baltic Sea region in the 18th century?

Germany and the Netherlands      Russia and Prussia  
Denmark, and Scotland

[illegible]

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Liepaja is the third largest city in Latvia, with a population of around 86,000. The city is on the coast of the Baltic Sea and is surrounded by two lakes. The city started out as a small fishing village called "Villa Liva" in Latin. This village was mentioned in history books as early as 1253, but the city itself wasn't built until 1625. Liepaja is often referred to as the City of Winds. This is because the wind, which most often blows from the west, is stronger than the average in the rest of Latvia. It is no wonder the city's anthem starts with: "In the city where the wind is born..."



1. Choose the right answer.

1) The Wind Mother monument was made to honour...

the wind    people who died at the sea  
sailors and fishermen who perished

2) Where does the monument stand?

By the Baltic Sea    By the Black Sea  
By the Adriatic Sea

3) When was the monument placed there?

After the Second World War    In 1977    In 1965

4) Who named the monument “Wind Mother”?

The architect Gunārs Asaris    The sculptor Alberts  
Terpilovskis    The local people of Liepaja

5) People meet at the monument before going to...

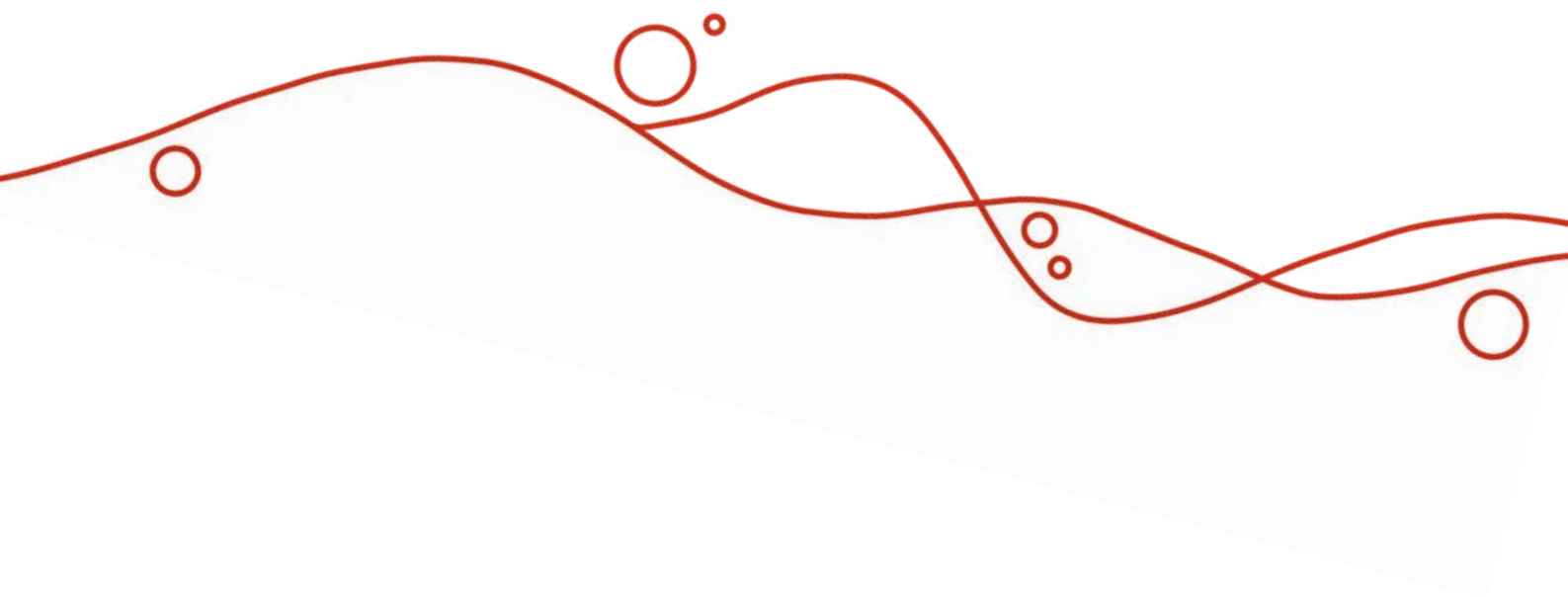
the beach    Jurmala park    the Sunday market

## Listening



1. Listen to the story of the Liepaja town. Or read the text below out loud.

The town of Liepaja is known for its windy weather, especially at sea. Perhaps it is for this reason that the locals gave the monument the name "Wind Mother". It is a popular spot for tourists to visit and locals often meet there before going to the beach together. The monument is an important modern attraction in Liepaja.





## Listening Comprehension

1. React to statements about the story (True/False)

1) The town of Liepaja is known for its windy weather. T/F

2) The architect and the sculptor chose the name of the monument. T/F

2. Choose the right answer!

Why is the monument popular in Liepaja?

a) Locals meet there to go to the beach

b) It is a military object

c) The monument was made by a famous architect

3. Fill in the gaps.

**Liepaja/ sea/ locals/ monument/ weather**

In the town of \_\_\_\_\_, the wind plays a defining part, particularly at \_\_\_\_\_. The \_\_\_\_\_ have named this \_\_\_\_\_ in honour of the windy \_\_\_\_\_.



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O



In the Crimean War, the British and French attacked the Russian fortresses in the Baltic Sea. Later, Germany took control of the southern coast of the sea after unification in 1871. During World War I, the Baltic Sea was also a battleground.

When the Nazi party came to power, Germany occupied the Baltic states. In 1945, during World War II, the Baltic Sea became a mass grave for soldiers and refugees.

The sinking of the Wilhelm Gustloff is still the worst sea disaster ever. It was a German military transport ship that was sunk by the Soviet submarine on January 30, 1945, in the Baltic Sea. The ship was taking people from Gotenhafen (Gdynia) to safety as the Red Army advanced. One estimate says that 9,400 people died. The sinking of the Goya was one of the worst sea disasters of the war and one of the worst in history. Out of about 6,700 passengers and crew, only 183 people survived. During the war, the prison ship Cap Arcona also went down. It led to the deaths of more than 6,000 concentration camp prisoners on May 3, 1945.

Both the German passenger ship "Cap Arcona" and the German cargo ship "Thielbek" were sunk by British bombers. They thought that the ships were carrying German troops.

A plaque on the "Wind Mother" monument honours the pilots and crew of a US plane that was shot down by the USSR military on April 8, 1950.

In winter, there can be bad storms in the Baltic Sea that can sink ships. On September 28, 1994, a cruise ferry "Estonia" sank claiming 852 lives. It was one of the worst accidents at sea in the 20th century.

The Baltic Sea is very important for the countries that border it. People love the sea and everything it offers, even though it can be dangerous and has a history of violence. The "Wind Mother" monument reminds us of the powerful natural forces that are always present in the Baltic Sea region.

## Reading Comprehension



1. Are the next sentences true or false?

1) The Baltic Sea has a long history of being a place of conflict and danger. T/F

2) The Battle of the Sound was a naval battle that took place during the Second World War. T/F

3) The Baltic Sea was an important trading route for countries in the region and beyond. T/F

2. Choose the correct answer!

a) The sinking of the Wilhelm Gustloff is the worst maritime disaster in ..

peacetime      wartime      history

b) The sinking of the Cap Arcona was caused by a mistake made by...

British bombers      the Red Army      Swedes

c) The Baltic Sea is known for its severe winter storms, which can...

freeze ships      sink ships      cause major floods

3. Fill in the blanks!

**Baltic Sea/ pirates/ battles/ route/ winter/ Estonia/  
Wind Mother**

The \_\_\_\_\_ has a long history of being a place of conflict and danger. Many people died at sea because of \_\_\_\_\_, wars, and sea \_\_\_\_\_. It was also an important trading \_\_\_\_\_. In addition, the Baltic Sea is known for its severe \_\_\_\_\_ storms, which can be dangerous for ships. There have been many shipwrecks in the Baltic Sea, for example, the \_\_\_\_\_ ferry, the Wilhelm Gustloff, and the Cap Arcona. In Liepaja, the \_\_\_\_\_ monument is a symbol that reminds people about the strong forces of mother nature.

## Grammar

1. The text of the story includes a lot of past tense verbs as it progresses through the 8th and 20th centuries. Can you classify the following words into regular or irregular verbs?

Regular: base form + ed

Irregular: different forms

**Terrorised | Lost | Competed | Took | Linked |  
Placed | Sunk | Needed | Occupied | Saw**

| Regular | Irregular |
|---------|-----------|
|         |           |

2. Do you remember how to say and write dates?  
You can practise them with some examples from the  
texts. Write the years out in words as in the  
example:

1822 - eighteen twenty-two

1973 - nineteen seventy-three

a) 1977 .....

b) 1945 .....

c) 1658 .....

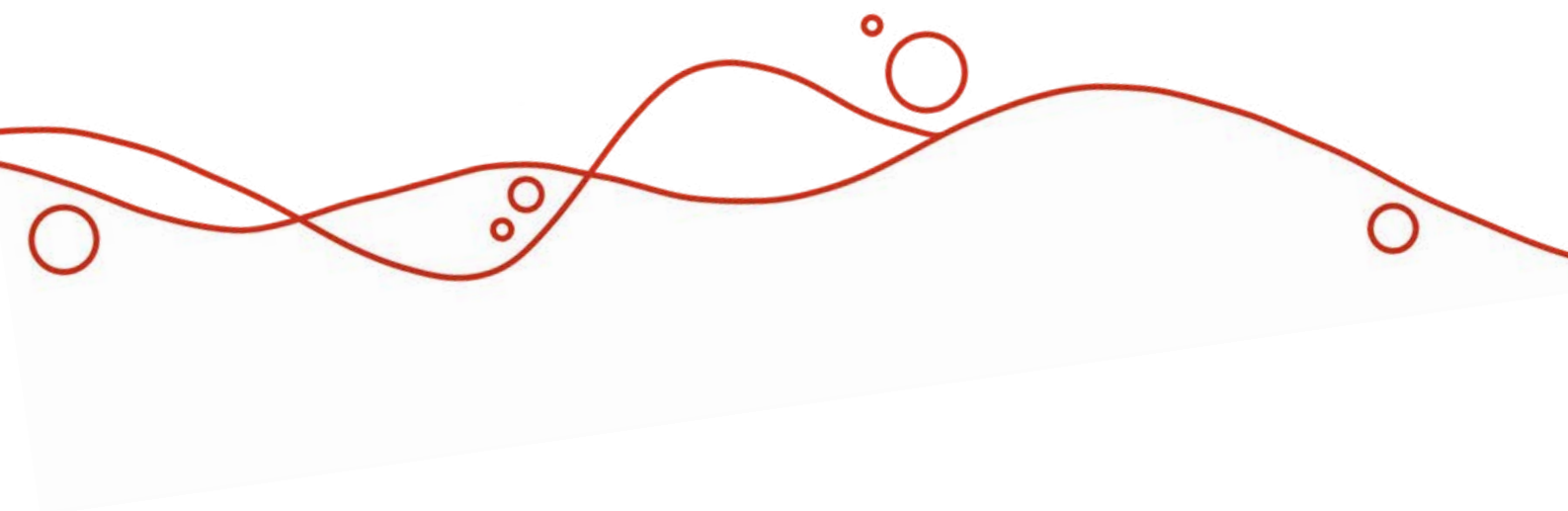
3. Can you list the nationalities of the following  
countries?

Remember: nationality adjectives must always start  
with a capital letter [Spain – Spanish, Italy – Italian,  
Portugal – Portuguese]

Latvia Estonia Sweden Russia

Netherlands Germany England

Latvia -----  
Estonia -----  
Sweden -----  
Russia -----  
Netherlands -----  
Germany -----  
England -----

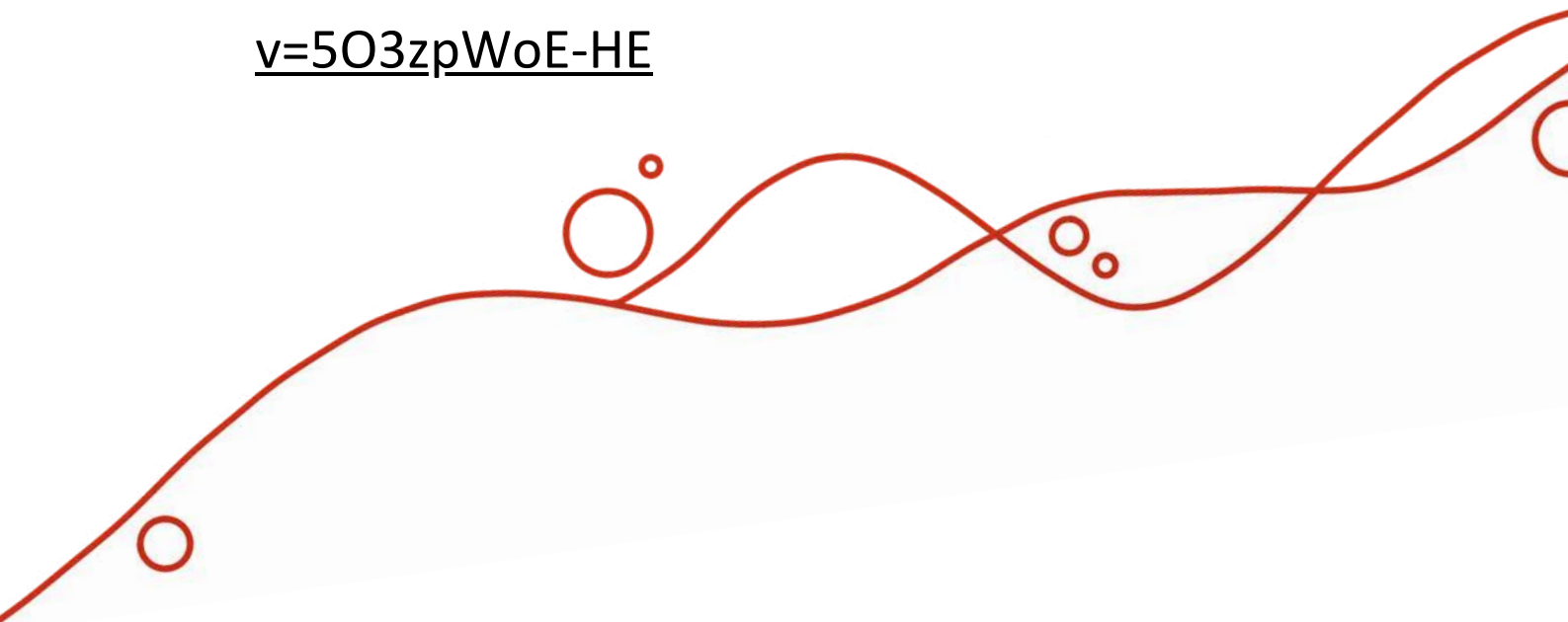




## Additional activities



- Get to know the city of the winds! Watch this video on Youtube  
<https://www.youtube.com/watch?v=JRfJVdof6f8>  
of a drone flying over the city of Liepaja. See if you can spot the “Wind Mother” monument! (3.37 min.)
- Watch these videos of storms in the Baltic Sea and write down a list of adjectives that come to mind when watching them  
<https://youtube.com/shorts/nls8w7B8-fl?feature=share> and  
<https://www.youtube.com/watch?v=5O3zpWoE-HE>



## Extra resources for learners



- Read this article on how statues are made from bronze here

<https://www.mayfairgallery.com/blog/bronze-sculpture-everything-you-need-to-know/>



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Pre-election Poster



# Pre-election Poster

## Warming up



- What do you think of when you hear the word "dragon"?
- When you think of fire, what other colours come to mind?
- Can you think of any heroes who use a sword?

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## Vocabulary

1. Get to know the Latvian hero!



**Sword** - The mythical Latvian hero Lacplesis (the bearslayer) wielded a heavy sword that killed many enemies.

**Shield** - The shield as strong as the hero himself protected him from ferocious attacks!

**Hat** - The buckskin hat protected the hero's bear ears.

**Linen shirt** - Lacplesis wore a white linen shirt.

**Brooch** - The linen shirt was embellished with a golden brooch.

2. Match the words with the description.

**National Awakening/ Patriotism/ Crusaders/  
Conquerors/ Epic**

\_\_\_\_\_ - a time when a group of people become more aware of their national identity, culture and politics.

\_\_\_\_\_ - the feeling of love and devotion to one's country.

\_\_\_\_\_ - warriors from the Middle Ages who fought in the Crusades, which were religious wars between Christians and Muslims in the 11th, 12th, and 13th centuries.

\_\_\_\_\_ - strong leaders and warriors who have won important wars and taken over other countries to grow their territory and power.

\_\_\_\_\_ - a long poem or a novel (book) that tells of heroic acts.



## Cultural Heritage



Lacplesis is a hero in Latvian epics and stories, the iconic poem by Andrejs Pumpurs, and Rainis' play "Fire and Night." In Latvian literature and art, he is a symbol of bravery, loyalty, and patriotism. The myth says that Lacplesis is the son of a bear with ears like a bear. Several monuments across Latvia show the hero fighting against the Dark Knight, Crusaders, and different conquerors.



1. Try to guess the answers!

1) Who is Lacplesi?

2) What does he symbolise?

3) What is different about Lacplesi?

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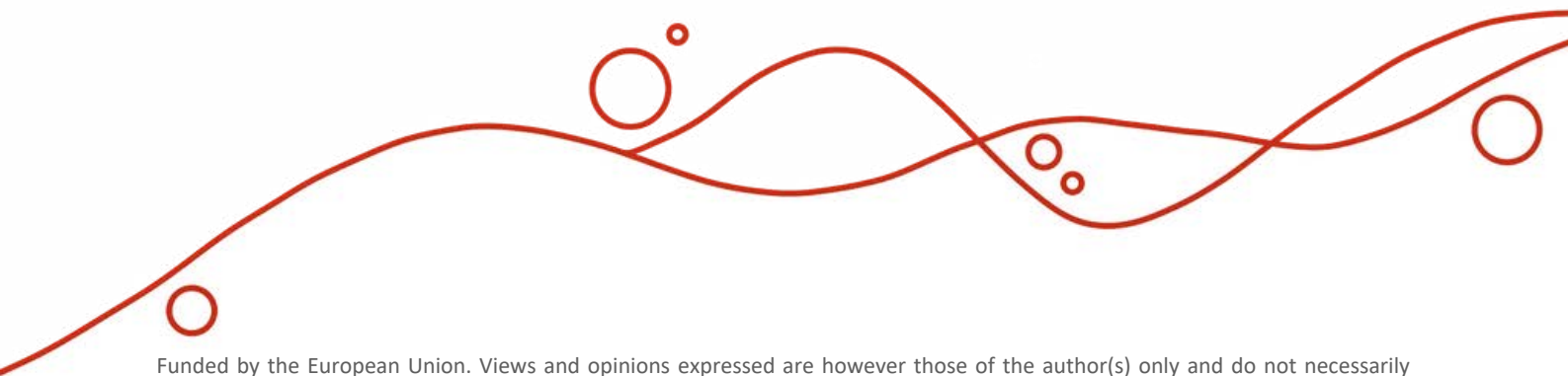
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## Listening



1. Listen and answer the following questions. Or read the text below out loud.

The legendary hero, Lacplesis, had a bear mother. He is a folk hero chosen by the gods and comes from the deepest part of the forest. There is a lot of power hidden in his bear ears. One day, a bear attacks his father while he is walking in the forest. The hero grabs the bear by the jaws and rips it apart to save his father. Lacplesis did this not to kill the bear, but to defend and protect. The real hero of the Latvian people is not the attacker, but the one who stops the enemy.

- Do you think folk heroes are important?
- Are there any folk heroes in your country?

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## Listening Comprehension



1. Quiz! Guess the answers.

1) Where did Lacplesis come from?

2) Where is his power hidden?

3) What happens in the story when Lacplesis' father is attacked by a bear?

4) How is Lacplesis a hero of the Latvian people?

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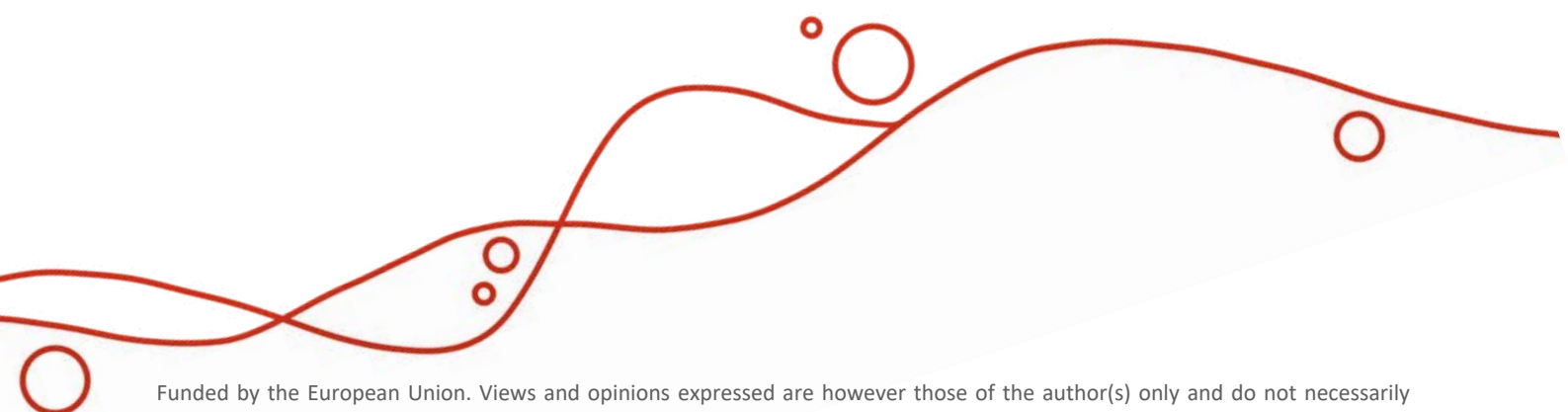
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## Read the story



During the second half of the 19th century, Europe was dominated by the ideas of national romanticism, which led to a rise in interest in national epics. People thought that the national epic was one of the most important features of a country.

But the Latvians didn't have one, so Andrejs Pumpurs took it upon himself to write one. He got ideas from Latvian stories and fairy tales, the "Livonian Chronicle" and the historical story "Vanems Imanta", as well as from recent Finnish and Estonian epics and Greek and Roman epics. His story is about how the Baltic region was violently Christianized in the 13th and 14th centuries.

The fairy tale character Lacplesis stands up against this. His bear ears, which hide his strength, are what make him unusual. Lacplesis is the symbol of the Latvian people, who are almost wild, but strong and free.

On his journeys, Lacplesis meets both supporters and opponents. These people betray him and some people change from opponents to supporters. In the end, Lacplesis jumps into the Daugava River to fight the Dark Knight, signalling a very bright future for his nation.

In the years that followed, many Latvian authors wrote about Lacplesis. The play "Fire and Night" (1905) and the rock opera "Lacplesis" (1988) are some of the most important works about him, as well as the first major feature film made in Latvia, "Lacplesis" (1930).

"Fire and Night" has many layers and is full of symbols like fire as the symbol of light, and night as the symbol of the dark.



It talks about things that happened in the 13th century, the Revolution of 1905, and the constant battle between darkness and light. It is one of the first pieces of literature in Latvia that talks about an independent Latvian state.

In 1930, the silent movie "Lacplesis" came out. The President of Latvia, Gustavs Zemgals, and the Head of Government, Karlis Ulmanis, were both there for the premiere. The movie is set in the first half of the 20th century, during the 1905 Revolution, the First World War, and Latvia's fight for independence.

In 1988, on the 100th anniversary of Pumpurs' epic, "Lacplesis," a rock opera, made its debut. The rock opera was performed on August 23, which was the anniversary of when the Molotov-Ribbentrop Pact was signed. A total of 180,000 people saw the rock opera during its 43 performances. It boosted national pride and was an important part of the Latvian independence movement.

The epic has been printed many times, and each time, the illustrations have been a big part of how the story was told. It has been translated into 13 languages, including Estonian, Lithuanian, Russian, Polish, Japanese, Finnish, Czech, Dutch, Danish, Armenian, English, Altaic, and Spanish.

The folk hero with bear ears connects with the Latvian identity. Every year Lacplesis day is celebrated on November 11. And the theatre where the play "Fire and Night" was first performed is located on Lacplesis Street.

- Read the text quickly
- Deep reading



## Reading Comprehension



1. Which statements are true and which ones are false?

1) During the second half of the 19th century, Europe was influenced by national romanticism. T/F

2) Andrejs Pumpurs wrote the Latvian national epic in the late 18th century. T/F

3) Lacplesis is depicted as a strong and free, but almost wild, character with cat ears. T/F

4) The epic has been adapted into various forms of media, including the play "Fire and Night," the silent film and the rock opera "Lacplesis." T/F

5) The epic has been translated into 14 languages. Lacplesis is considered a folk hero and is celebrated on November 14, known as Lacplesis Day. T/F



6) Lacplesis is considered a folk hero and is celebrated on November 14, known as Lacplesis Day. T/F

7) The play "Fire and Night" is considered one of the first pieces of Latvian literature to speak about an independent Latvian state. T/F

8) The film "Lacplesis" was the second major feature film in Latvian cinema history. T/F

9) The rock opera "Lacplesis" was performed on the 100th anniversary of the epic and was an important part of the Latvian independence movement. T/F

10) Even the President of Latvia at that time went to see the premiere. T/F



## Grammar

1. Fill in the blanks with a verb in the simple past tense, regular and irregular (e.g. did, went, travelled, protected).

**be/ come/ fight/ cut/ make/ begin/ throw/ fall/ disappear/ show/ like**

If there weren't any dark forces and evil, no heroes would turn everything into good. In the epic "Lacplesis", the main dark forces are \_\_\_\_\_ devils, witches, traitors, pastors and Germans. But Lacplesis' strongest opponent \_\_\_\_\_ the Dark Knight. The rich, evil and powerful German knight, dressed in black armour, \_\_\_\_\_ to the Baltics with Bishop Albert to plunder, murder, conquer and crush the Latvian people.

Lacplesis \_\_\_\_\_ the Dark Knight. He destroyed the knight's armour, but the iron-plated soldier \_\_\_\_\_ off his ears. This \_\_\_\_\_ Lacplesis weak.

Eventually, the two \_\_\_\_\_ to wrestle until they came very close to a river valley. As Lacplesis \_\_\_\_\_ the Dark Knight into the deep valley, he \_\_\_\_\_ down with him. With a great splash of water, both warriors \_\_\_\_\_ into the depths of the Daugava.

On the political poster that says, "The National Union will save Latvia from the red dragon," the image of the Latvian hero tale character Lacplesis is in a fight with the red dragon spitting fire. The National Union \_\_\_\_\_ itself was a group that \_\_\_\_\_ to fight during the election for government seats and was in direct opposition to the Communist (red) party.



## Additional activities



- Watch this fragment from the rock opera premiere [https://www.youtube.com/watch?v=mDf74lw\\_ru0](https://www.youtube.com/watch?v=mDf74lw_ru0)
- Watch this fragment from the rock opera performance in 2018 <https://www.youtube.com/watch?v=jDZTkNkETLs>
- Watch the film "Lacplesis" here <https://www.youtube.com/watch?v=iRZlFenR3LA&t=3s>



## Extra resources for learners



The epic has been translated in English, check out the availability at your local library.



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





# Rowing Race at Latvian Fishermen's Festival



# Rowing Race at Latvian Fishermen's Festival

## Warming up



- Do you think this activity is fun?
- Where is this activity taking place?
- Do you have similar activities near you?

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## Vocabulary



1. Fill in the blanks!

**coast/ Fishermen's Festival/ sea/ rowing/ sailing**

In July, people go to the \_\_\_\_\_ when the linden trees have flowers. They celebrate the Festival of the Sea or \_\_\_\_\_ with the people who live in fishing villages. Fishermen come together to show how strong and powerful they are, and to say thank you to the \_\_\_\_\_. People cheer when the \_\_\_\_\_ and \_\_\_\_\_ competitions start!

2. New vocabulary! Match the term with the explanation.

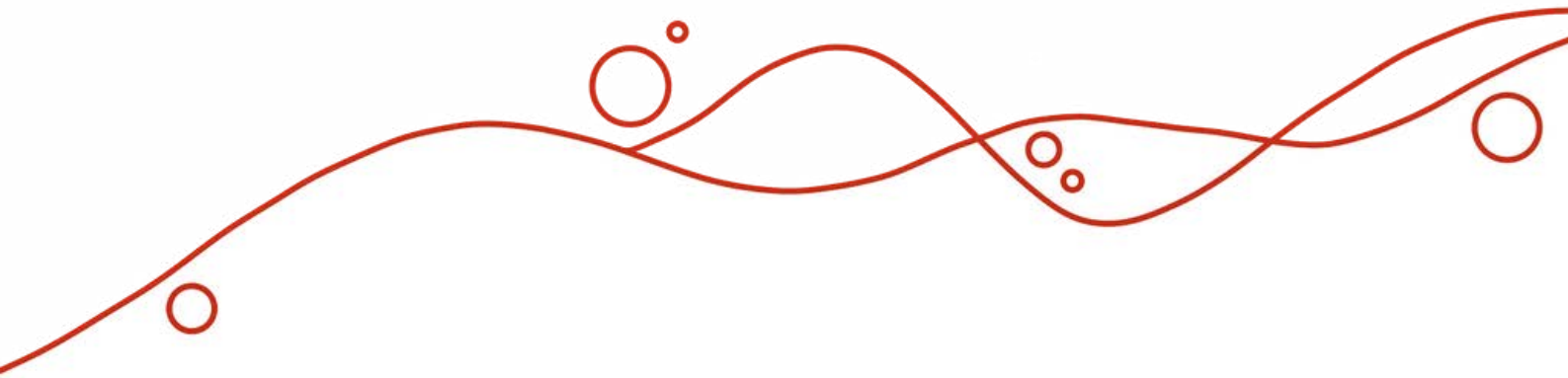
**Meritorious/ Neptune/ Ploughman/ "Green ball"**

\_\_\_\_\_ (adjective) - deserving reward or praise: "a medal for meritorious conduct".

\_\_\_\_\_ (Latin: Neptūnus [nɛp'tuːnʊs]) is the god of freshwater and the sea in Roman religion. He is the counterpart of the Greek god Poseidon.

\_\_\_\_\_ (noun) (plural: ploughmen) - a person who uses a plough.

\_\_\_\_\_ (Latvian: Zaļumballe) is a beautiful and melodious Latvian word that is still used to describe a summer outdoor event with music and dancing.



## Cultural Heritage



In the past, around 100 years ago, printed papers say that fishermen began to have festivals to honour the sea and fishermen. People came from fishing villages nearby, but people who came from far away were also welcome. Some even came from Estonia! During the celebration, there were many things to do, but the most popular events were rowing races.

### 1. Get to know the rowing competition!

**Boat** - (noun) a small vessel for travelling over water, propelled by oars, sails, or an engine: "a fishing boat".

**Oar** - (noun) a pole with a flat blade, used to row or steer a boat through the water: "she/he pulled hard on the oars".

**Life vest** - (noun) a sleeveless buoyant or inflatable jacket for keeping a person afloat in water.



**Hat** - (noun) a shaped covering for the head worn for warmth, as a fashion item, or as part of a uniform: "a black straw hat".

**Port** - (noun) a town or city with a harbour or access to navigable water where ships load or unload: "the French port of Toulon".

## Listening



1. Listen and answer the following questions! Or read the text below out loud.

The Fishermen's Festival was celebrated on the second Saturday of July. The coastal fishermen had less work at sea in July. So, in 1936, the Kurzeme coastal fishermen decided to organise a festival. The festival included competitions! The fishermen's wives competed in net-shovelling and husbands competed in rowing. Over time, these competitions have become more accessible. They have included disciplines such as lifebuoy, fishing boot throwing, and tug-of-war.

- Why was the Fishermen's Festival originally created?
- What types of competitions have been a part of the Fishermen's Festival?
- How do you think the festival will evolve in the future?

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## Listening Comprehension



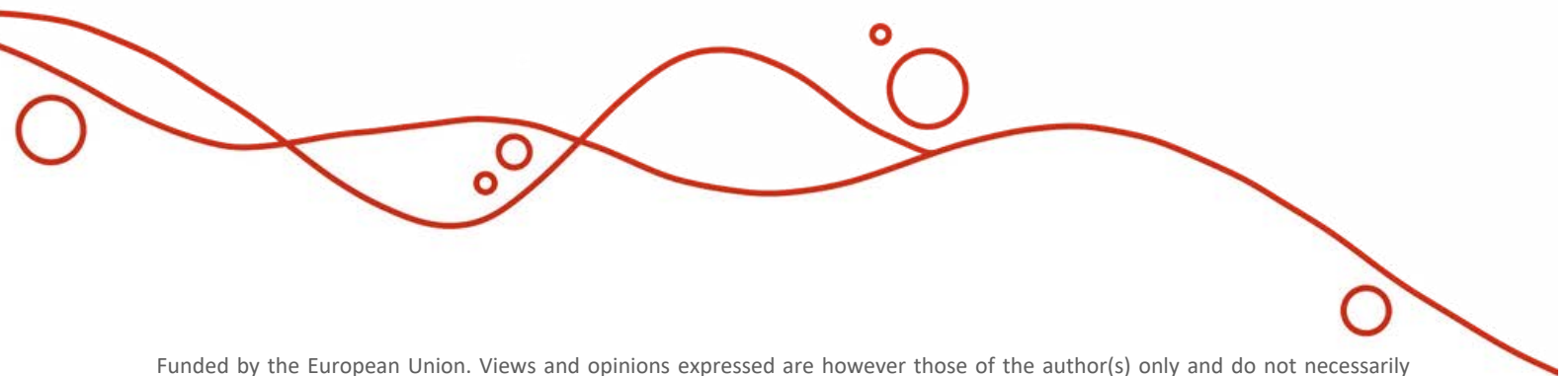
1. True or False!

1) The Fishermen's Festival has always been celebrated on the second Saturday of July. T/F

2) Back in 1929, the Kurzeme coastal fishermen decided to organise a festival. T/F

3) From the beginning, the Fishermen's Festival has included competitions in which fishermen's wives competed in net-shovelling and husbands competed in rowing. T/F

4) Over time, these competitions still haven't included any other disciplines to make the competition more accessible. T/F





A photograph showing three women in traditional costumes performing a ritual on a beach. The woman on the left wears a blue and green dress and holds a bouquet. The woman in the center wears a blue and green dress and holds a long wooden staff. The woman on the right wears a blue and green dress and holds a long wooden staff. They are standing in the shallow water of the ocean, with waves breaking around them. The sky is clear and blue.

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They got there in decorated motor boats, in cars, on horseback, and on foot. The people who came the farthest were the fishermen from the Sloka neighbourhood. They came from Lapmezciems, 150 km away, in a fish truck. About 1000 people came to watch. The little town of Kolkasrags had never seen anything like it."

At the beginning of the day, there was a church service by the water. There were races with motor boats of different sizes, as well as competitions for rowing and swimming by fishermen. Even back then, it was common for business owners to give the winners prizes like a can of motor oil or half a herring or sprat net. Some business owners used the prize to promote their businesses by offering a meal at the buffet for a certain price.

The Ainaži-Salaca fishermen's community organised the first united Fishermen's Festival. Several cars arrived in the morning to bring the first guests to the town. They decorated the cars with national flags in red-white-red.



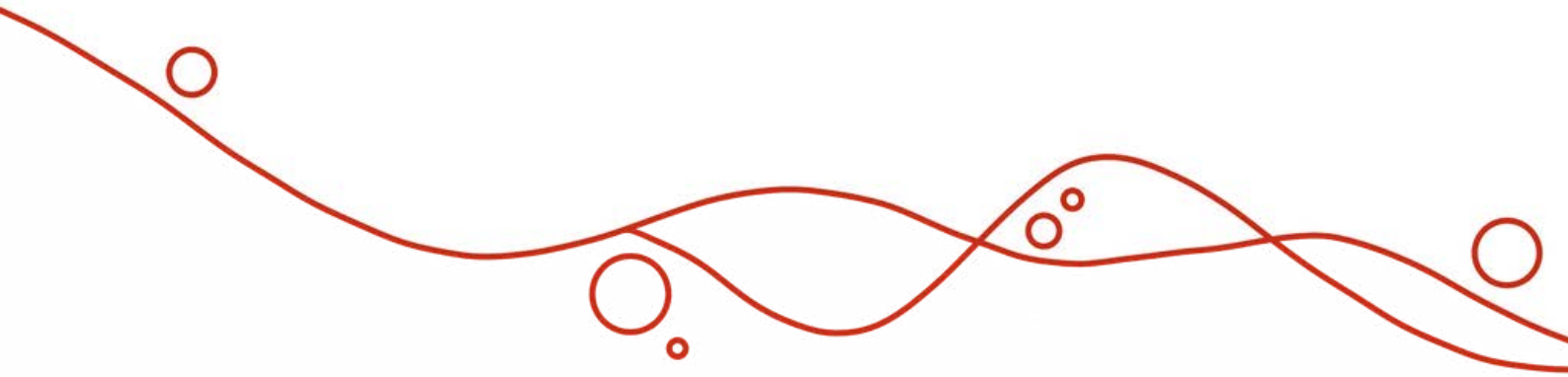
During the Soviet era, the festival became more popular. It was celebrated all along the coast by fishermen's collective farms, from Ainazi to Nida at the Latvian-Lithuanian border. Being a fisherman was a respected job. People were proud to beat the other collective farms in the festival, even if they did not catch as many fish.

• Different amateur groups put on concerts to honour the Meritorious Fishermen, as well as the winners of socialist competitions, and sports competitions. Over time, it became very popular for Neptune, the king of the sea, to visit the people on land. He came with his company to test out the sea ploughmen and greet them. The main point of the celebrations was to honour and raise awareness of the work that fishermen do.

The festival was celebrated with outdoor performances, concerts, sports games, competitions, and attractions. It stretched from the Estonian border to the Lithuanian border, all along the Baltic Sea coast. And the festival's final note: a “green ball”, which kept people up all night and until dawn.

The Fishermen's Festival is still celebrated today. But there are fewer fishermen and fewer boats each year. In 2007, the festival was renamed the Festival of the Sea. It is also celebrated in places far from the sea, like Latgale, where fishing is done in Lake Lubans and its fish ponds.

- Read the text quickly
- Deep reading



## Reading Comprehension



1. Check out the timeline to see how people were getting ready for the festival! Which step is in the wrong place?

1)The fishermen's wives started preparing for the festival well in advance.

2)First, they began brewing beer! The drink was made from malted grains, and water, and fermented with yeast. Malted grain would be crushed; boiling (or at least very hot) water would be added and the mixture allowed to work; finally, the liquid was drained off, cooled and fermented.



3) Then the fishermen's wives started baking white bread! White bread, which is commonly made from wheat flour, water, yeast, and salt, is considered less nutritious in comparison to wholegrain bread such as rye bread. Historically, the Latvians highly valued the occasions when they were able to make white bread as it was considered a treat.



4) When the festival was just days away, fishermen slaughtered a calf for meat and went to buy vodka! Vodka is a distilled spirit made most commonly from grains or potatoes.



5) When the festival day came, both the fishermen and their wives picked out their finest clothes and went to the beach for church service. Fishermen's wives dressed in folk costumes, and helmsmen, captains and mechanics wore sailors' uniforms.



2. Put the sentences in the correct order to summarise the story!

1) The Fishermen's Festival is a yearly event that takes place on the second Saturday of July.

2) There are races for boats of different sizes, as well as rowing and swimming competitions for the fishermen.



- 4) The festival ends with an outdoor dance.
- 5) They arrive in decorated boats, and cars, on horseback and on foot.
- 6) The day starts with a church service by the water.
- 7) Local amateur groups perform music to honour the Meritorious Fishermen.
- 8) It is also celebrated in places that are not near the sea, such as Latgale, where fishing is done in Lake Lubans and its fish ponds.
- 9) The winners are awarded prizes such as a can of motor oil or half a herring or sprat net.
- 10) The sea king, Neptune, also visits the people on land.
- 11) In 2007, the festival was given the name Festival of the Sea.

## Grammar

1. Fill in the blanks with the right relative pronouns and adverbs!

**who/ which/ that/ where**

1) The people \_\_\_\_\_ came the farthest were the fishermen from the Sloka neighbourhood.

2) Several cars arrived in the morning to bring the first guests to the town, \_\_\_\_\_ was decorated with national flags in red-white-red.

3) The main point of the celebrations was to honour and raise awareness of the work \_\_\_\_\_ fishermen do.

4) It is also celebrated in places far from the sea, like Latgale, \_\_\_\_\_ fishing is done in Lake Lubans and its fish ponds.



2. Complete each of the sentences with a preposition. (Fill in the blanks)

**at/ about/ in/ for/ out**

1) It started a long time ago because coastal fishermen did not have as much work \_\_\_\_\_ sea in July.

2) The printed press doesn't say much \_\_\_\_\_ how the Fishermen's Festival was celebrated in the past.

3) They came from Lapmezciems, 150 km away, \_\_\_\_\_ a fish truck.

4) There were races with motor boats of different sizes, as well as competitions \_\_\_\_\_ rowing and swimming by fishermen.

5) He came with his company to test \_\_\_\_\_ the sea ploughmen and greet them.

## Additional activities



- Read about the Festival of the Sea 2022 in Liepaja <https://www.liepaja.lv/en/discover-and-explore-nature-s-diversity-during-the-sea-festival/>
- What new activities took place at the festival?
- What were the main topics at the festival?
- Would you like to participate in this festival?

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## Extra resources for learners



- Watch this video and get to know the Sea Festival in Ventspils, year 2022.  
<https://youtu.be/Q6Vp6IXphYA>
- It was better in the old days. Or was it? Watch the Fishermen Festival in Mazirbe, in the year 1936.  
<https://dundagasvesture.wordpress.com/2018/01/24/juras-svetki-mazirbe-1936/>



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



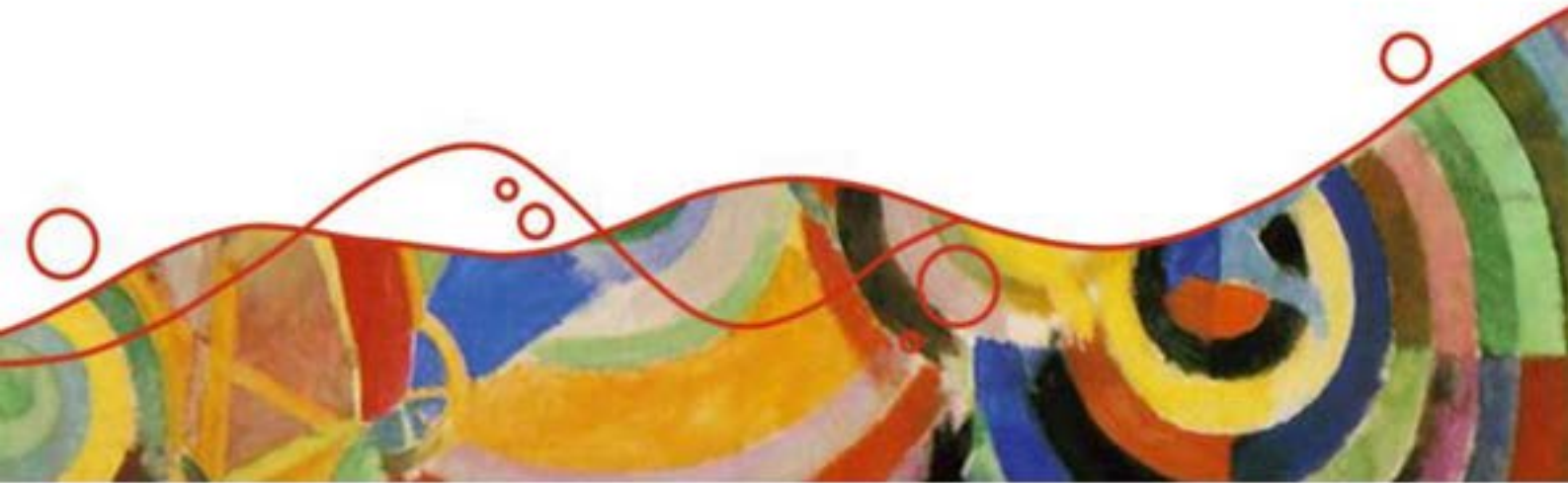
# Slovenia

# Content

## Slovenia

|                           |     |
|---------------------------|-----|
| Bridge on the Dobra River | 418 |
| Fields                    | 433 |
| Echo                      | 449 |
| Litostroj                 | 465 |





418



# Bridge on the Dobra River



## Warming up

Which light do you prefer and why: morning light or afternoon light?

Have a look at the series of paintings of the Cathedral of Rouen by Claude Monet  
(<https://www.tuttartpitturasculturapoesiamusica.com/2016/02/Claude-Monet.html>).

What is similar and what is dissimilar in these pictures?





## Vocabulary



### Exercise 1

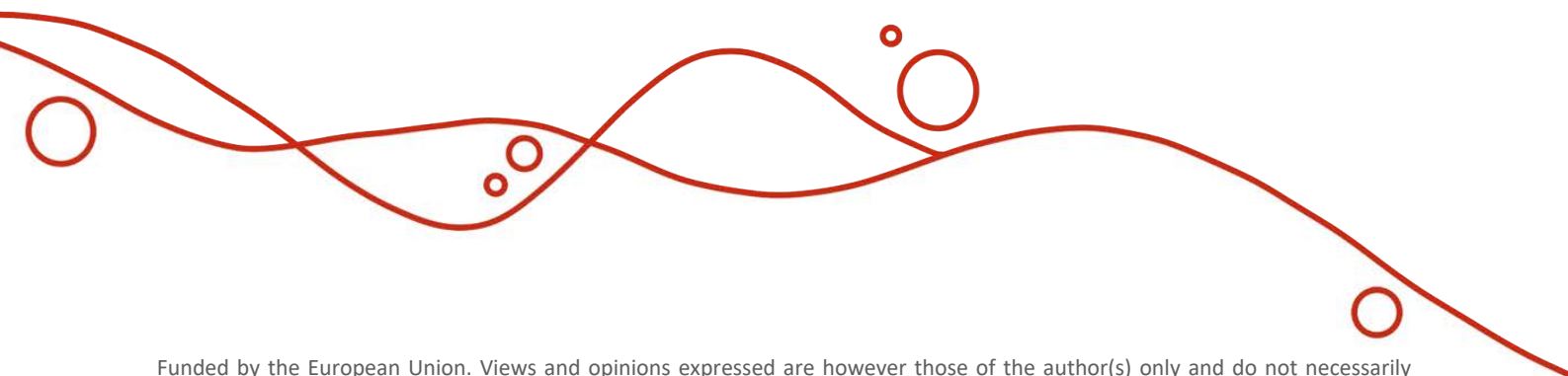
Write the nouns beside their definitions.

- surface
- arch
- stroke

1. A curved symmetrical structure that is typically supporting the weight of a bridge, roof or wall above it. ....

2. The uppermost layer of a thing. ....

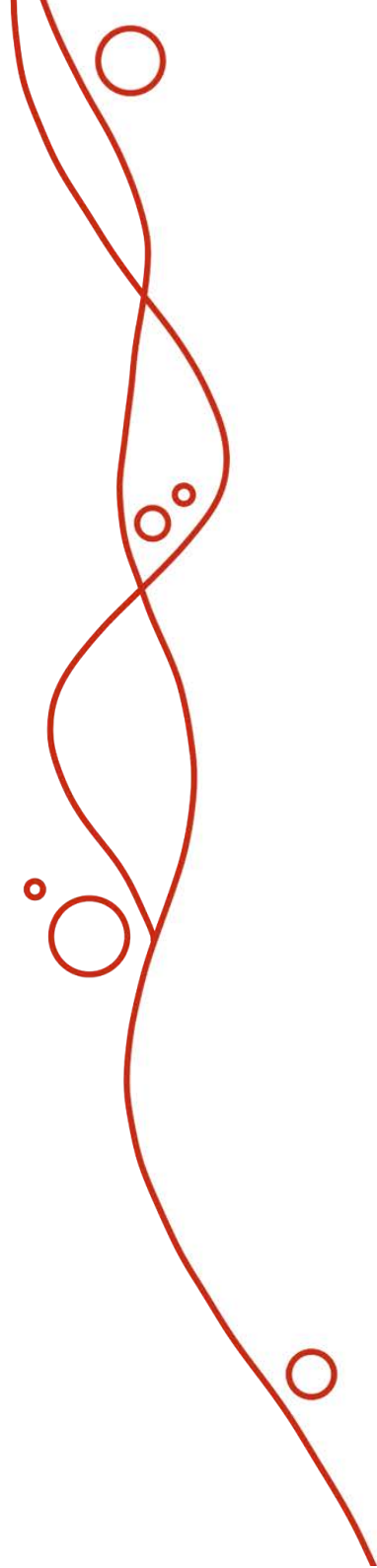
3. The way in which paint is put on to a surface with a brush. ....



## Exercise 2

Pair each word with a word that has the same sound.

- bridge
- light
- work
- fridge
- might
- dirt



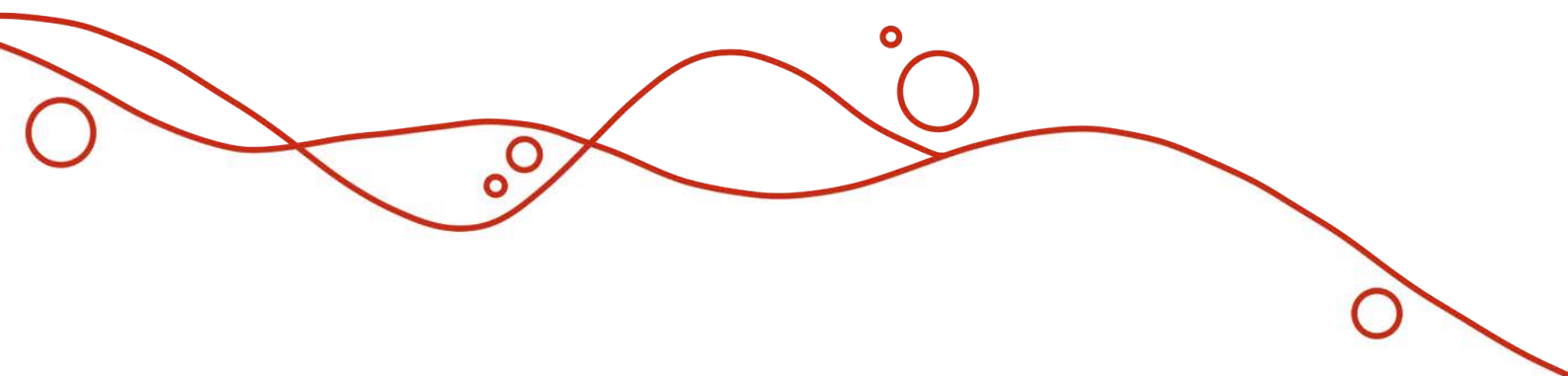
## Cultural Heritage



Paintings by Slovenian impressionists were presented to the audience for the first time in 1900, in an exhibition in Ljubljana. Four Slovenian painters participated in the exhibition: Ivan Grohar, Matija Jama Matej Strnen, and Rihard Jakopič.

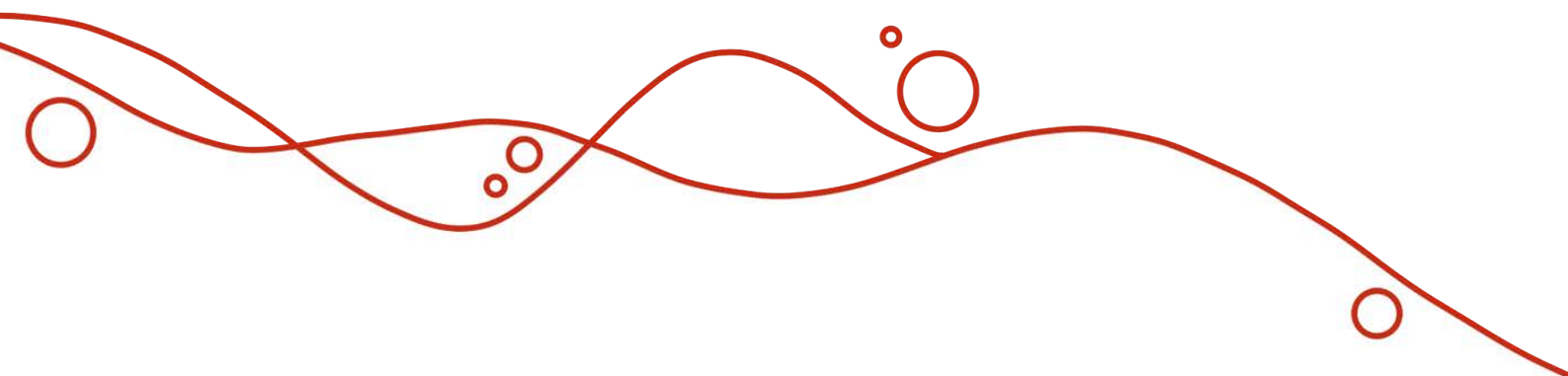
The leading figure of Slovenian impressionism was Ivan Grohar. He started as a church painter, continued as a realist and ended up as an impressionist. He painted “The sower” which now features on the 5 cent Slovenian coin.

“The Sower” was also used on the cover page of a high school manual.



At the turn of the 19th century impressionist painters cooperated closely with writers. They designed their book cover pages.

August Berthold was the first Slovenian art photographer. He was interested in Slovenian landscape. He took a picture of a sower and Ivan Grohar, the impressionist painter, took over this motif for his painting.



## Read the story

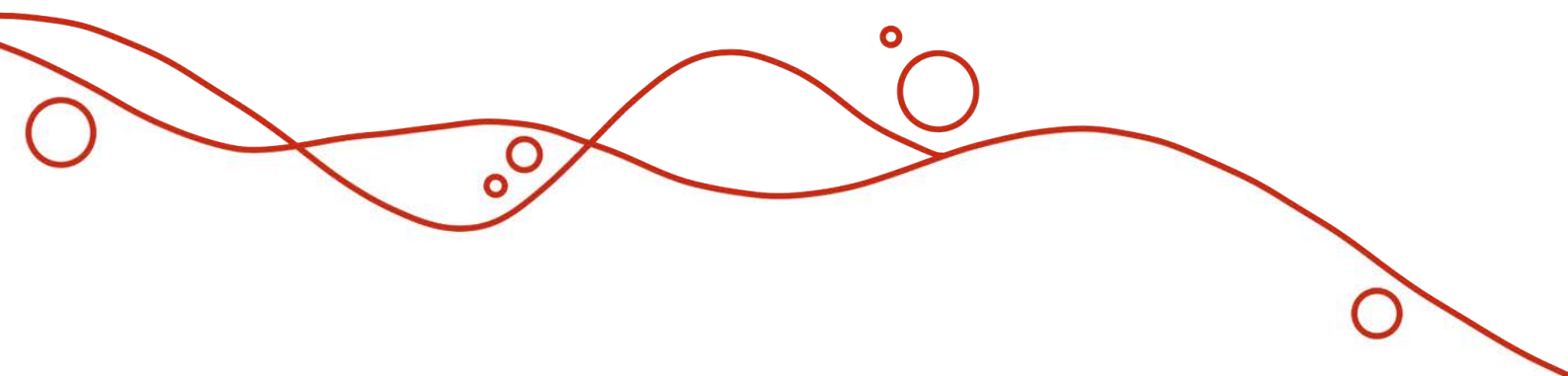


Matija Jama, Slovenian Impressionist painter, was born in Ljubljana. He lived, studied and worked in Germany, the Netherlands and elsewhere. In 1987 he enrolled into the Anton Ažbet School of Art in Munich (Germany). In 1902 he married the Dutch girl Luisa van Raders, who was also a painter.

Jama lived and worked in many places in Europe, but when the First World War broke out, Jama and Luisa bought a villa in The Hague. There they opened a restaurant and sold their paintings.

From the motif of the bridge on the Dobra and the rhythm of light under the bridge arches, and their mirroring on the water surface, Jama built a complex image of morning light. Everything is painted with brief brush touches.

The painting depicts the bridge on the Dobra River in Puškarić Selo (Croatia) and is exhibited at the National Gallery of Slovenia.



# Reading Comprehension

## Exercise 1

Fill in the gap with the correct word.

- enrolled
- married
- worked
- lived
- impressionist

1. Matija Jama, a Slovenian ..... painter was born in Ljubljana.

2. He lived, studied and ..... in many European countries including Germany and the Netherlands.

3. In 1897 he ..... into Anton Ažbe's Art School in Munich.

4. In 1902 he ..... the Dutch painter Luisa van Raders.

5. Jama ..... and worked across Europe.

## Exercise 2

1. Did Jama marry a Slovenian girl?

.....

2. What was her profession?

.....

3. How are Jama's brush strokes described?

.....

4. What do you remember about the light in the picture?

.....

5. Is the bridge over the Dobra River in Slovenia?

.....

6. Can you think of a bridge you have seen recently?

.....

-----



## Grammar



### Prepositions of time

Go to the BBC Learning English vocabulary page here <https://www.bbc.co.uk/learningenglish/course/intermediate/unit-2/session-1> to remind yourself about the rules for prepositions we use with time expressions.

Now read the sentences and underline those with the correct prepositions in them.

1. He painted the same view in the morning and then in the evening.
2. At the morning, he tried to capture the beautiful light.
3. She even worked on Christmas Day.
4. I saw the exhibition at Monday.
5. At midday, the light was very strong.
6. She stayed up late to paint, and went to bed in midnight.

## Additional activities



Do some research into impressionism in other European countries.

Bridges are a very frequent motif in European art history and English songs. Can you think of any other paintings, photographs or other artworks showing bridges?

There is a very famous English children's song about a bridge. Do you know it?

<https://www.youtube.com/watch?v=0-Y7Qi3fMs0>

Do you know its history?

.



Put the following words into sentences.

Bridge: .....

Water: .....

Light: .....

Landscape: .....



## Extra resources for learners



Watch a film about Matija Jama's life): "Kolo. Pesem za Matijo Jama".

It is in Dutch with Slovenian subtitles

<https://365.rtv slo.si/arhiv/dokumentarni-filmi-in-oddaje-kulturno-umetniški-program/174346495>



## Self-Reflection



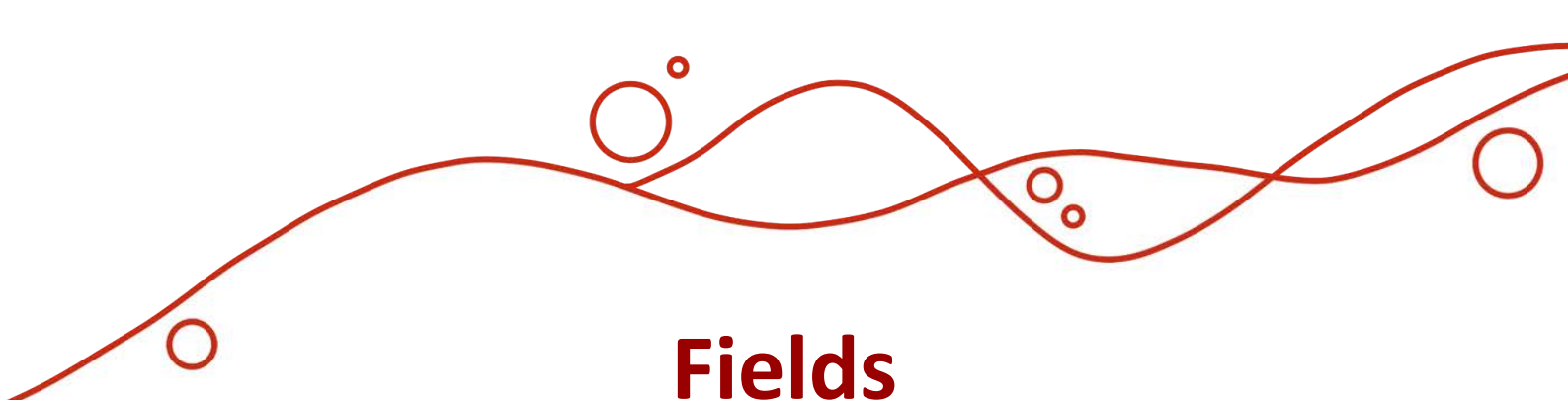
(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Fields





# Fields

---

## Warming up

Do you have any memories related to earth?

Did it feel soft or hard,  
warm or damp or dry,  
sandy like in deserts?

Did it smell earthy?

Other?

If you are an older learner, do you remember what  
Tara in “Gone With The Wind” symbolizes?

Love for the land?

Survival?

What makes people go through catastrophes...

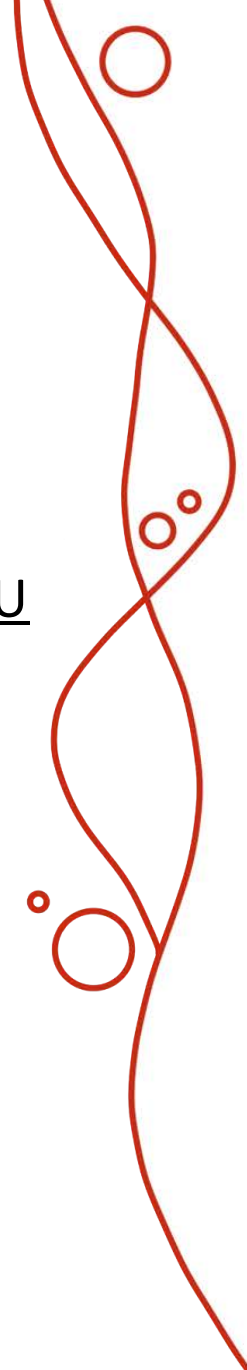
War?

Other?

If you are a learner with visual impairments, what does the music “Tara’s Theme” tell you about the role of the land in “Gone With The Wind”?

You can listen to it here:

<https://www.youtube.com/watch?v=rYbpEVBKbjU>





## Vocabulary



Match the word with its definition :

earth (n.)

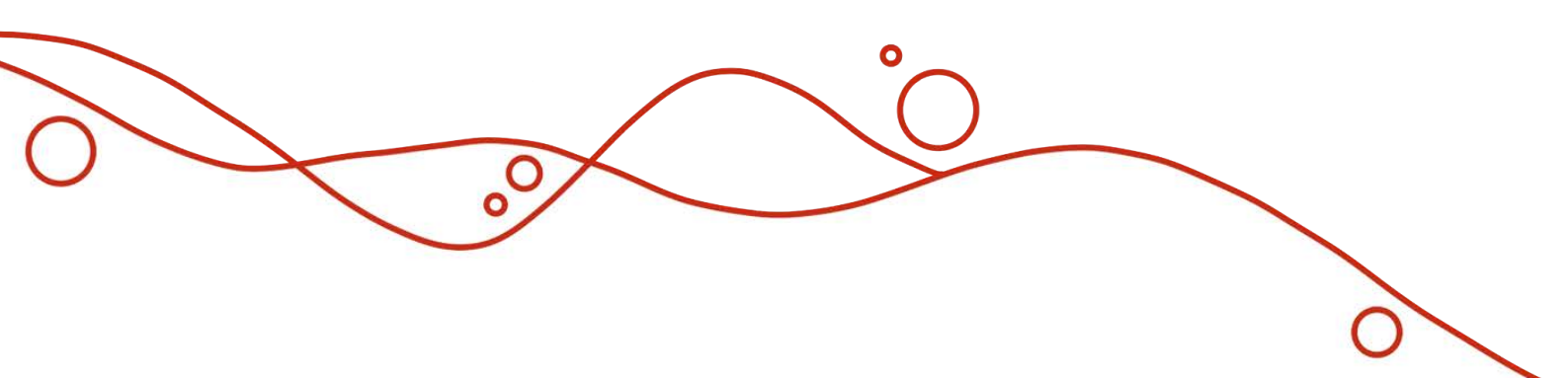
earthy (adj.)

sand (n.)

sandy (adj.)

rocky (adj.)

1. covered with sand
2. very fine mineral particles, often found on beaches
3. something that resembles earth or soil
4. full of rocks
- 5 the substance of the land's surface; soil



## Cultural Heritage



Earth is one of the four elements. Elements unite the most significant images of our cultures. Fertile soil is something from which things are born. Earth feels soft or hard. Earth and the underground are associated with roots and rest. Mother Earth symbolizes maternity, but also danger.

In legends soil and the underground are associated with dwarfs.

In cinema earth is often associated with the topic of apocalypse. The planet Earth is represented as place of overpopulation, over-industrialization, overproduction, pollution, atomic destruction.

“Melancholia” is one of the 400 films dealing with the topic of our planet and apocalypse. It is a lyrical ode to the end of the world... You can watch the trailer for it on YouTube.

## Listening Comprehension



1. Who was Tone Lapajne?

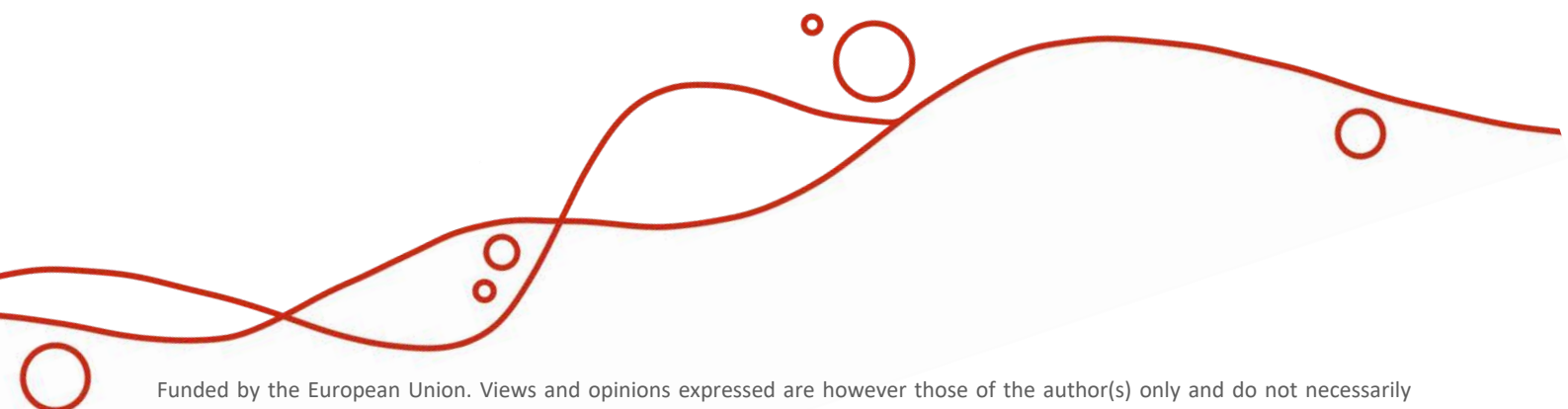
.....

2. Was he a painter?

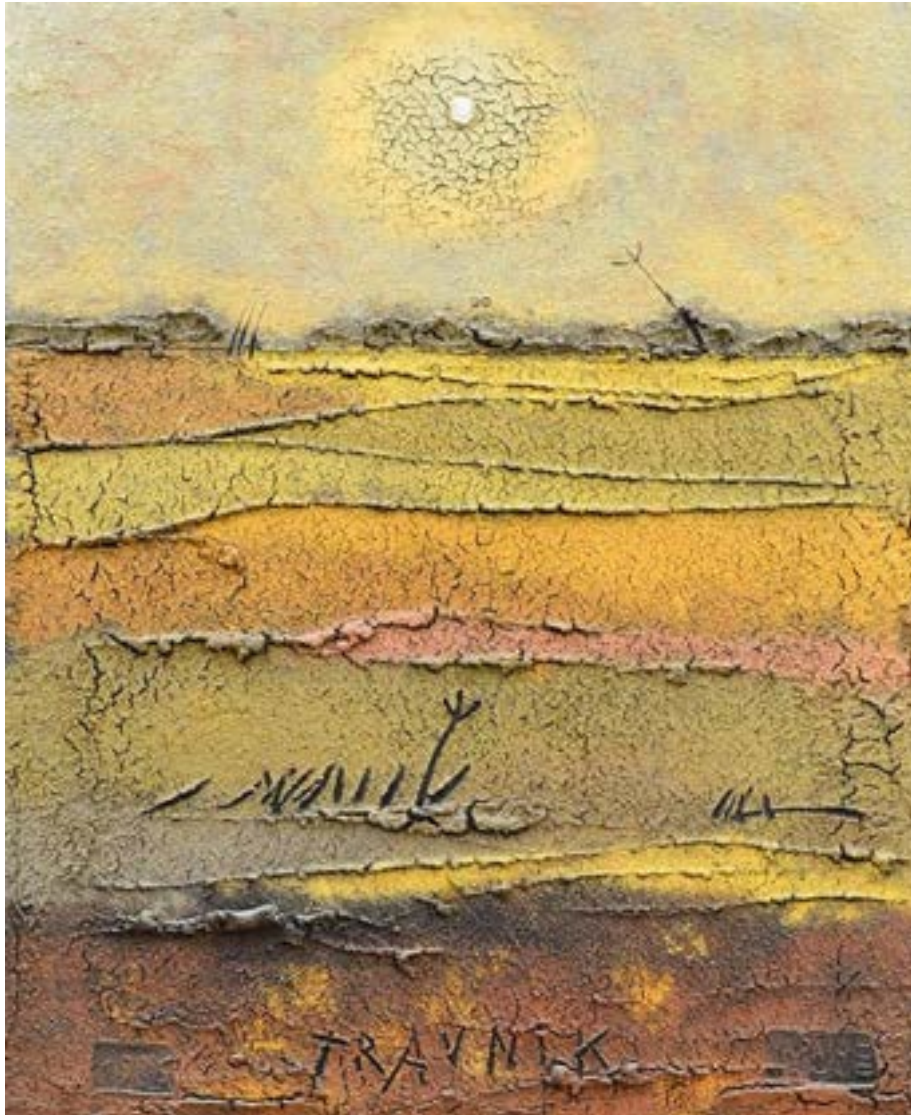
.....

3. What kind of “painting” technique did he invent?

.....



## Read the story



In the painting “Fields” one can see Lapajne’s individual sensitivity and attachment to his native land, since most of his paintings are made of mud from wetlands of his native Slovenia.



Tone Lapajne was a versatile Slovenian artist. He started as a sculptor and ended up as a painter, but a very special sort of painter. He invented the “earth on canvas” technique. The wetlands around Ljubljana, with their many earth colours, were a great source of inspiration for him.

This Slovenian sculptor and painter was born in 1933. Not only did he paint earth, but he utilized earth and mud from wetlands to create his pictures. He searched there for different colours of earth. (There are at least 50 colours.) To the earth he added some black or some olive paint. Because of his use of earth in his pictures, he became “a sort of painter”. He used to say: “The earth nurtures me both materially and spiritually! I pick up some earth... this matter which is a part of universe, and lay it on canvas. Cracks in the earth are scary,” he said, “but the rest...”



At the memorial exhibition Memory of Earth, 2016, in Ljubljana, Tone Lapajne was described as an artist who created statues, installations, and paintings. He used concrete, iron, wood, and finally his wetland earth for his artworks. He was in constant touch with nature and deeply interested in natural materials but “material does not create a work of art, artist does”.

**What did he say?** His slogan came from the Bible. “We all come from dust (earth) and we all return to dust (earth).” “Expression is not only in material, the artist’s touch is important.”

# Reading Comprehension

## Exercise 1

- Reread the text.
- Stop at points that inspire you and put you on a thinking track.
- Take some notes.

## Exercise 2

Are the following statements true or false?

1. Tone Lapajne was a versatile Impressionist painter.

.....

2. Earth inspired him only spiritually.

.....

3. He was involved in land painting.

.....

4. There was a memorial exhibition organized to his memory.

.....



## Exercise 3

Put the sentences into the correct order.

(a) At the memorial exhibition Memory of Earth, 2016 in Ljubljana Tone Lapajne was described as a versatile artist.

(b) He used concrete, iron, wood, and finally his wetland earth for his artworks.

(c) He created statues, installations, paintings.

(d) "Material does not create a work of art, the artist does."

(e) He was in constant touch with nature and deeply interested in natural materials.



## Grammar



Conditionals: the zero conditional

Remind yourself of the zero conditional at BBC

Learning English:

<https://www.bbc.co.uk/learningenglish/english/course/intermediate/unit-5/session-2>

We use conditional sentences to talk about situations and their consequences. These situations may be always true, possible, unlikely or impossible.

We use the zero conditional for facts and things that are always true and their consequences.

Examples:

- If it rains, the earth becomes wet and muddy.
- I drink a cup of tea when I get home from work every day.
- When we are in European capital cities, we always find some time to go to museums.

The if or when clause uses the simple present tense.

The main clause also uses the simple present tense.

## Exercise 1

Match the correct ending to each sentence beginning.

1. When people are in love with an artist, they

.....

2. You can see beautiful artworks

.....

3. If artists become famous, their

.....

(a) if they never paint landscapes.

(b) when you visit museums and galleries.

(c) they paint snakes.

(d) we like to buy their paintings.

(e) work usually becomes more expensive.

(f) enjoy looking at his or her work.

## Additional activities



Would you like to become a soil artist?

Collect soil samples and study them and the colours they produce.

Watch this film for inspiration:

<https://www.youtube.com/watch?v=1oLGdmyMcuQ>

Explore the BBC Learning English website for more language practice:

<https://www.bbc.co.uk/learningenglish/english/>

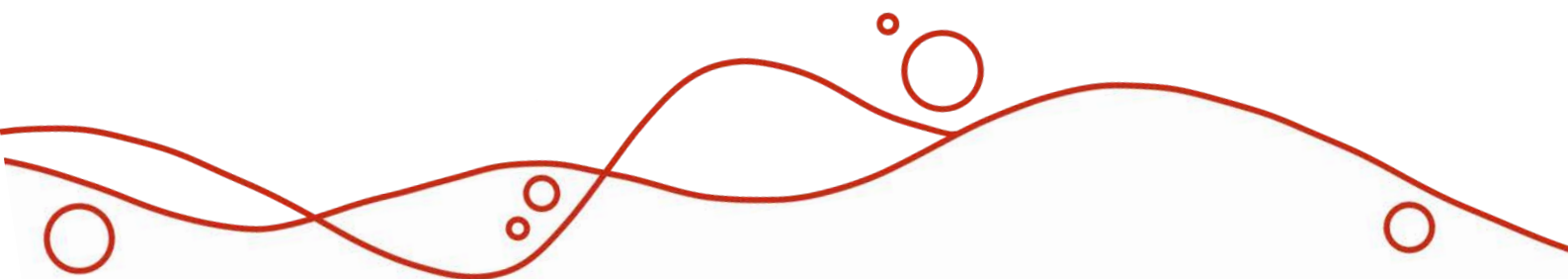


## Extra resources for learners



Land art is made directly in the landscape. You have to visit the art on site. Sometimes land art uses natural materials and such artworks are exhibited in galleries.

Look for the work of other artists who create land art. Wikipedia is a good place to start.



## Self-Reflection



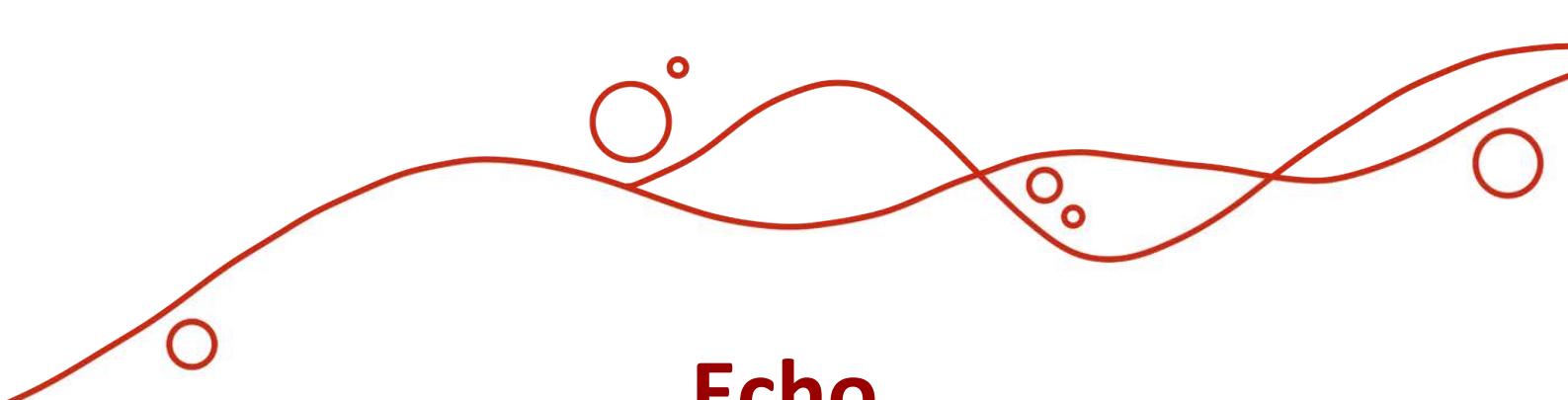
(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
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| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Echo





# Echo



## Warming up

### Exercise 1

Is it possible to paint wind and air? Take a paintbrush or pencil and have a try.

### Exercise 2

Search the internet for the painting “Coup de vent à Trouville”, by Denis Etcheverry.

Can you describe the painting? What is going on?  
What colour is the sky? What colour is the sea?  
What are the people on the beach doing?

## Vocabulary



Match the words and their definitions.

1. Statue (noun)
2. Echo (noun)
3. Sculptor (noun)
4. Cubist (adj)
5. Gust of wind (noun)
6. Work of art (noun)

(a) A sudden strong movement of air

(b) An artist who makes sculptures

(c) Vibration of the air

(d) A three-dimensional artwork made of stone, wood, plastic, glass, plaster or metal. It can be part of a building. It can be displayed indoors or outdoors

(e) A product of the creative arts, such as a poem, a painting or a piece of music

(f) Art from the movement called Cubism.



## Cultural Heritage



General information that helps to understand the role of cultural heritage and the four elements:

(1.) Wind is “what you can't paint”, argued Pliny the Elder in Roman times. Wind was not understood and could not be explained for a very long time.

Therefore, in antiquity it was represented by images, mostly of goddesses, like the Greek goddess Flora (the goddess of flowers). In the 19th century electricity was introduced and replaced the light of candles. At the same time the phenomena related to wind (wind, breeze, storms, lightning, etc.) were understood and were not attributed to gods any more.

(2) Air is one of the four elements and is perceived as wind, breeze and storm, but also echo. Wind impacts and bends laundry, trees, roofs, etc. Wind is the movement of air caused by the uneven heating of the earth by the sun.

(3) What does wind do? It lifts papers, planes, but wind in itself cannot be seen. Leonardo de Vinci said that you cannot see the movement of air. Wind is what you cannot paint but you can feel it, and you can see storm and lightning. You can hear echoes, you can experience them because of their vibrations of air. Although they can be heard, echoes cannot be seen.

(4) Watch Chantal Ackerman's "No Home" movie trailer on YouTube. AT 0:29 and 1:11 there is footage of a windy landscape. If you are visually impaired, describe how you imagine the windy landscape. Why do you think it has been included?

# Listening Comprehension



## Exercise 1

Listen to the text your teacher reads out.

Are the following statements true or false?

1. The woman is shouting with hands on her chest.

.....

2. The sculptor finished his grammar school in Ljubljana.

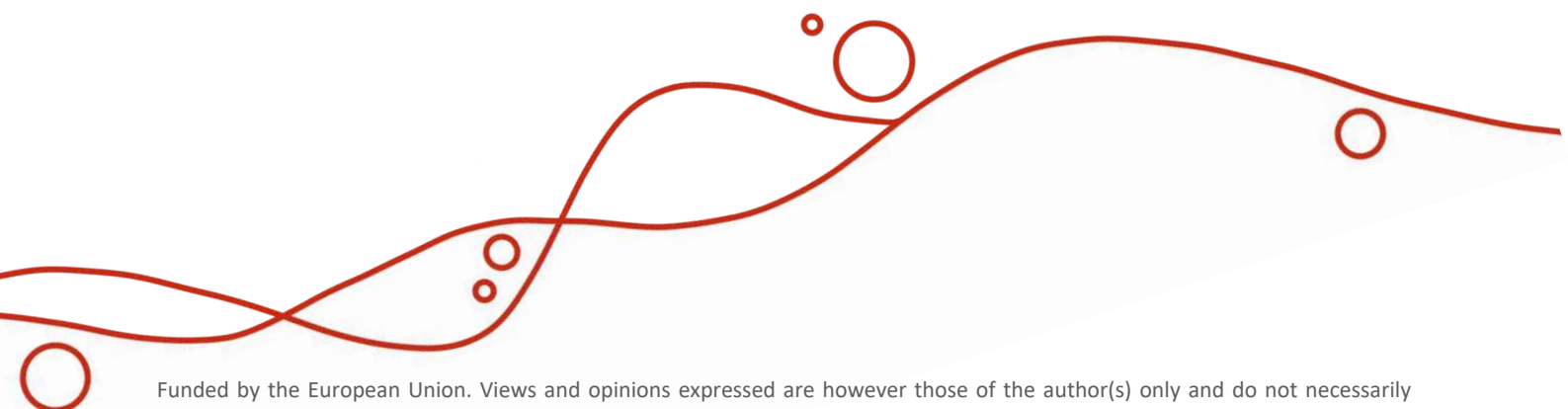
.....

3. He was inspired by a French sculptor.

.....

4. His figure was not simplified.

.....



## Read the story



Now, you can see a statue of a woman. We do not know how old she is. The woman is shouting with her hands next to her head. In this way she is causing vibrations (an echo) in the air. The bronze statue has Cubist elements (e.g., cut-off surfaces), so it is difficult to tell if the sculpture really represents a woman.

The sculptor Karel Putrih, the creator of this bronze statue, was born in 1910 in Ljubljana (Slovenia) where he finished his secondary studies in sculpting. Putrih became a famous member of the Independent Group of Slovenian Artists which was active before the Second World War. His works of art, as well as those of his colleagues, are important representatives of the Slovenian fine art of the 20th century. He continued his studies in Prague (Czech Republic). There he came up with a simplified plastic figure inspired by the work of the French sculpturer Aristide Maillol. This was the first version of “Odmev” or “Echo”. The final version of the statue is located in the square in front of the Museum of Modern Art in Ljubljana.



# Reading Comprehension



## Exercise 1

Are the statements true or false?

1. Karel Putrih is a Slovenian Cubist painter.

.....

D2. Karel Prutah's "Echo" is exhibited outdoors.

.....

D3. Karel Putrih studied in several European countries.

.....

## Exercise 2

Number the sentences in the order in which they appear in the text.

We do not know how old she is.

In this way she is causing vibrations (an echo) in the air.

The woman is shouting with her hands next to her head.

This bronze statue has Cubist elements (e.g., cut-off surfaces) so it is difficult to tell if the sculpture really represents a woman.

Here, you can see a woman.





### Exercise 3

1. The sculptor Karel Putrih is the ..... of Echo.
2. Putrih ..... in 1910 in Ljubljana.
3. Putrih became a ..... of the Independent Group of Slovenian Artists, which was active before the Second World War.
4. He ..... his studies in Prague (Czech Republic).
5. There he came up with a ..... figure.
6. This was the first ..... of “Odmev” or Echo.
7. The final version of Odmev is located in the square ..... the Museum of Modern Art in Ljubljana.

(a) was born

(b) creator

(c) member

(d) continued

(e) in front of

(f) plastic

(g) version



# Grammar



Discourse connectives, such as

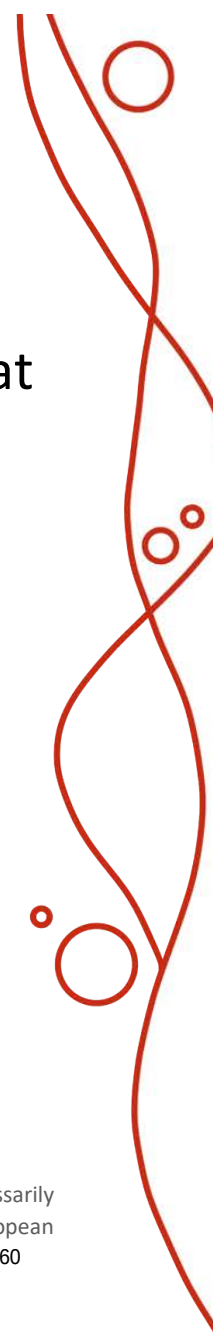
- conjunctions (but, and, because),
- adverbials (then, however, instead), and
- prepositional phrases (as a result)

are the most well-known discourse markers.

They provide information about the relation between connected clauses or sentences.

The following discourse connectives tell us that something is the consequence or conclusion of what came before:

- therefore
- so
- as a result
- consequently



## Exercise 1

Fill in the gaps with any of the discourse connectives listed on the previous page that make sense.

What do you notice?

.....

.....

1. Wind is invisible, ..... you cannot see it.

2. The statue has Cubist elements, ..... you cannot tell if it represents a woman or a man.

3. Sculptures can be very high, ..... they are often exhibited outdoors.

4. Inflation is getting higher. .... I will not be going to the Biennale in Venice.

## Additional activities



Learn more about Cubism:

Picasso (great art explained)

<https://www.youtube.com/watch?v=qJLH7JAsBHA>

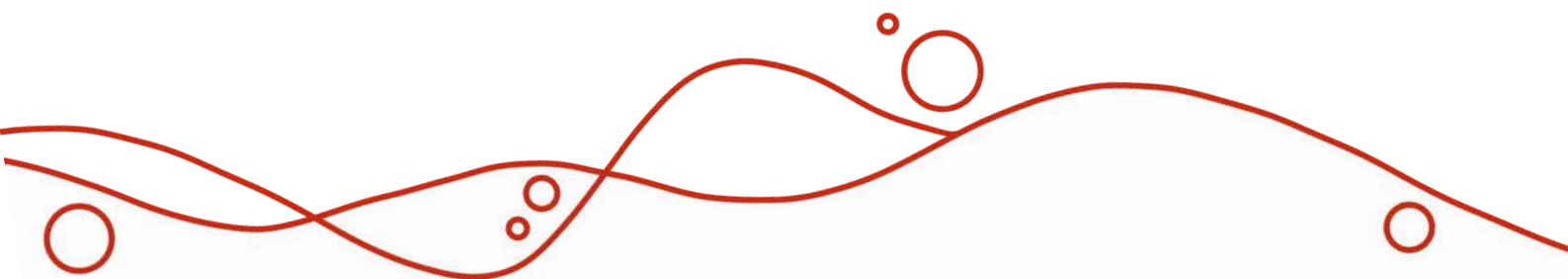
A summary of Cubism, Encyclopaedia Britannica

<https://www.britannica.com/summary/Cubism#:~:text=Cubism%2C%20Movement%20in%20the%20visual,as%20images%20composed%20of%20cubes.>

“Georges Braque: Within reach of the hand.” A lecture by George Shackleton about the Cubist artist and how he discovered Cubism.

<https://www.youtube.com/watch?v=1jEMvJQcl-I>

Miran Erič et al. (2007) “Želve, 1985-2007 Cubism at Slovenian Third Age University.”



## Extra resources for learners



Look at the beautiful photograph “Sauver la nature” (Rescuing Nature) by Gilbert Garcin (scroll to the second photograph):

<https://loeildelaphotographie.com/en/paris-gilbert-garcin-at-galerie-camera-obscura/>



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Litostroj





# Litostroj



## Warming up

1. Red is the colour of fire, passion, love, sudden change, revolution. Can you name some famous revolutions?
2. If you are visually impaired, what do you associate the red colour with?
3. If you are a learner with dyslexia, which colours do you prefer? Are there any colours which you cannot stand?
4. If you are an older learner, you will probably remember a film by the Polish filmmaker Krzysztof Kieślowski titled “Red”. What were the other colours in his Three Colours trilogy?

5. Do you remember the title of a French novel where two colours were mentioned, “The Red and the ”? What was the second colour? Who wrote the novel?

6. Michel Pastoreau argues that in some languages the word “red” is used to mean wonderful, beautiful etc. Is this the case in your language?

7. There is an animal that becomes furious if he sees a red cloth. Which animal is it?



## Vocabulary



Match the words with their definitions

1 Factory worker (noun)

.....

2 To feature sth. (verb)

.....

3 Gender equality (noun)

.....

4 To promote sth. (verb)

.....

5 To hold sth. (verb).

.....

6 Painting (noun)

.....

(a) A situation in which both men and women have equal access to rights

(b) To have as a prominent characteristic

(c) Someone who works in a factory

(d) To carry or to grasp sth.

(e) To support or actively encourage something or somebody

(f) A painted picture

A decorative vertical element on the right side of the page, featuring a wavy line with several circles and dots of varying sizes.

A decorative vertical element on the right side of the page, featuring a wavy line with several circles and dots of varying sizes.

Nevertheless, the country experienced a dictatorship of proletarians” and there were limits on freedom of thought and expression, including in art. Artists were divided into those who the regime recognised and supported, and those it did not.

## Read the story



## Read the story



Factory workers in the post-war socialist era in the former Yugoslavia are featured in this picture by Slavko Pengov.

Gender equality, promoted by the new post-war Communist government, is symbolised by a woman who is leading the workers and holding a flag. This picture represents workers of the newly built Litostroji metal factory in Ljubljana, which is now the capital city of Slovenia.

The motif of political meeting used here was highly appreciated at that time, and was characterised by enthusiasm and readiness to build a new society. The painting is included in the permanent collection of the Museum of Contemporary History of Slovenia.

## Reading Comprehension



### Exercise 1

One of these statements is true. Underline it.

1 The post-war government was not at all progressive.

2 Gender equality was not appreciated by the post-war government.

3 Factory workers are featured in Pengov's picture.

## Exercise 2

Number the sentences in the order they appear in the story.

(a) This picture represents workers of the newly built Litostroji metal factory in Ljubljana, which is now the capital city of Slovenia.

(b) The painting is included in the permanent collection of the Museum of Contemporary History of Slovenia.

(c) Gender equality, promoted by the new post-war Communist government, is symbolised by a woman who is leading the workers and holding a flag.

(d) The motif of political meeting used here was highly appreciated at that time, and was characterised by enthusiasm and readiness to build a new society.

(e) Factory workers in the post-war socialist era in the former Yugoslavia are featured in this picture by Slavko Pengov.

## Exercise 3

Are the following statements true or false?

1. Slavko Pengov is a contemporary Slovenian painter.

.....

2. Litostroj is a newly built pharmaceutical factory.

.....

3. The woman in the picture is holding a red flag.

.....

4. Shorter wars do not create disruption.

.....

5. Partisans did not win the Second World War in the former Yugoslavia.

.....

6. Only some artists were supported by the government.

.....



## Exercise 4

Fill in the gaps with the correct words from the text.

1. The socialist government promoted gender

.....

2. The picture ..... workers of the newly built metal factory.

3. The motif of ..... was highly appreciated.

4. The painting is ..... in the permanent collection.





## Grammar



Read about “determiners” (a, an, this, that, those) on Grammar Monster: <https://www.grammar-monster.com/glossary/determiner.htm>

Now look at the sentences below and decide if they are correct or incorrect. If they’re incorrect, what is the mistake?

1. I would like to ask you for some advice.

.....

2. I would like to ask you for a information.

.....

3. A telephone is ringing.

.....

4. I am looking for an accommodation.

.....



## Additional activities



- Look at the famous French oil painting “Liberty Leading the People”, by Eugene Delacroix:  
[https://en.wikipedia.org/wiki/Liberty\\_Leading\\_the\\_People](https://en.wikipedia.org/wiki/Liberty_Leading_the_People)
- Can you see any similarities to the painting we have looked at by Slavko Pengov? Can you see any differences? When you look at each of the paintings, what feelings do you have?



## Extra resources for learners



- Visit the website of the Muzej novejšje zgodovine Slovenije where the painting “Litostroj” is exhibited: <https://www.muzej-nz.si/si/zbirke-new/digitalne-zbirke/1750/1088-Slavko-Pengov-Litostroj>
- Read the book “Red. The history of a colour”, by Michel Pastoreau:  
[https://books.google.si/books?id=5W18DQAAQBAJ&pg=PA6&source=kp\\_read\\_button&hl=en&redir\\_esc=y#v=onepage&q&f=false](https://books.google.si/books?id=5W18DQAAQBAJ&pg=PA6&source=kp_read_button&hl=en&redir_esc=y#v=onepage&q&f=false)



## Self-Reflection



(questions to be answered using a rating scale 1-4)

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |



# Spain

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# Content

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# Drama in Sierra Nevada



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# Drama in Sierra Nevada

## Warming-up



Image - Author: Antonio Muñoz Degraín (1921)

**1. Look at the image and write five adjectives to describe what you feel when you see the**



**painting.** (You can use a dictionary if you cannot find the right words)

---

---

**2.**How do you think the characters in the painting are feeling? Please describe:

---

---

**3.**What might they be thinking? Please describe:

---

---





**4.** Do you think they can escape the situation?

Please describe:

---

---

---

---

## Vocabulary



**Complete the sentence by filling in the blanks.**

**The text is a story based on the painting "Drama in Sierra Nevada".**

It was a... \_\_\_\_\_... morning. Her hair felt hard and... \_\_\_\_\_.. because of the cold weather. The

temperatures were below...\_\_\_\_\_... point. The beautiful... \_\_\_\_\_... was a strong contrast with the terrible situation.

**Clues:**

**without clouds / ice – cold / zero / setting, environment /**

They were in great danger at the edge of the... \_\_\_\_\_...**Their** lives were in danger as they hung from a thin...

\_\_\_\_\_....

**Clues:**

**steep rock face/ part of a tree/ keep something or someone safe /**

They were trying to ... \_\_\_\_\_... their child from the wolves they saw coming toward them.

“God please ... \_\_\_\_\_... us” she prayed as she... \_\_\_\_\_... her baby daughter. She was... \_\_\_\_\_... the mountain and her heart... \_\_\_\_\_...fast. Could they... \_\_\_\_\_...?

**Clues:**

**Rescue/ grasp, grip / continuous tense (face) / past tense (beat) / run away.**



## Cultural Heritage Background

**Read the paragraphs. Then, number in the correct order and for the story to make sense.**

In ancient times, stories about angry gods and goddesses were accepted as facts with no scientific explanation for natural phenomena. In fact, all pagan religions in Europe believed in the presence of the gods in the natural world and in its duality. For example, the element earth was associated with the idea of life and growth, but also with death.





Not all gods and goddesses were bad. Berchta, for example, was a Germanic goddess who protected babies, children and women. However, with the inclusion of the Christian Church and its war against pagan traditions, many gods and goddesses were demonised and turned into witches, because the only way to convert the pagans was to spread fear in them.



The discovery of the Sierra Nevada (in Andalusia, Spain), was an amazing source of inspiration for the Valencian painter Muñoz Degrain. That is why in "Drama in the Sierra Nevada", Muñoz Degrain represents the popular legends that circulated at the time.



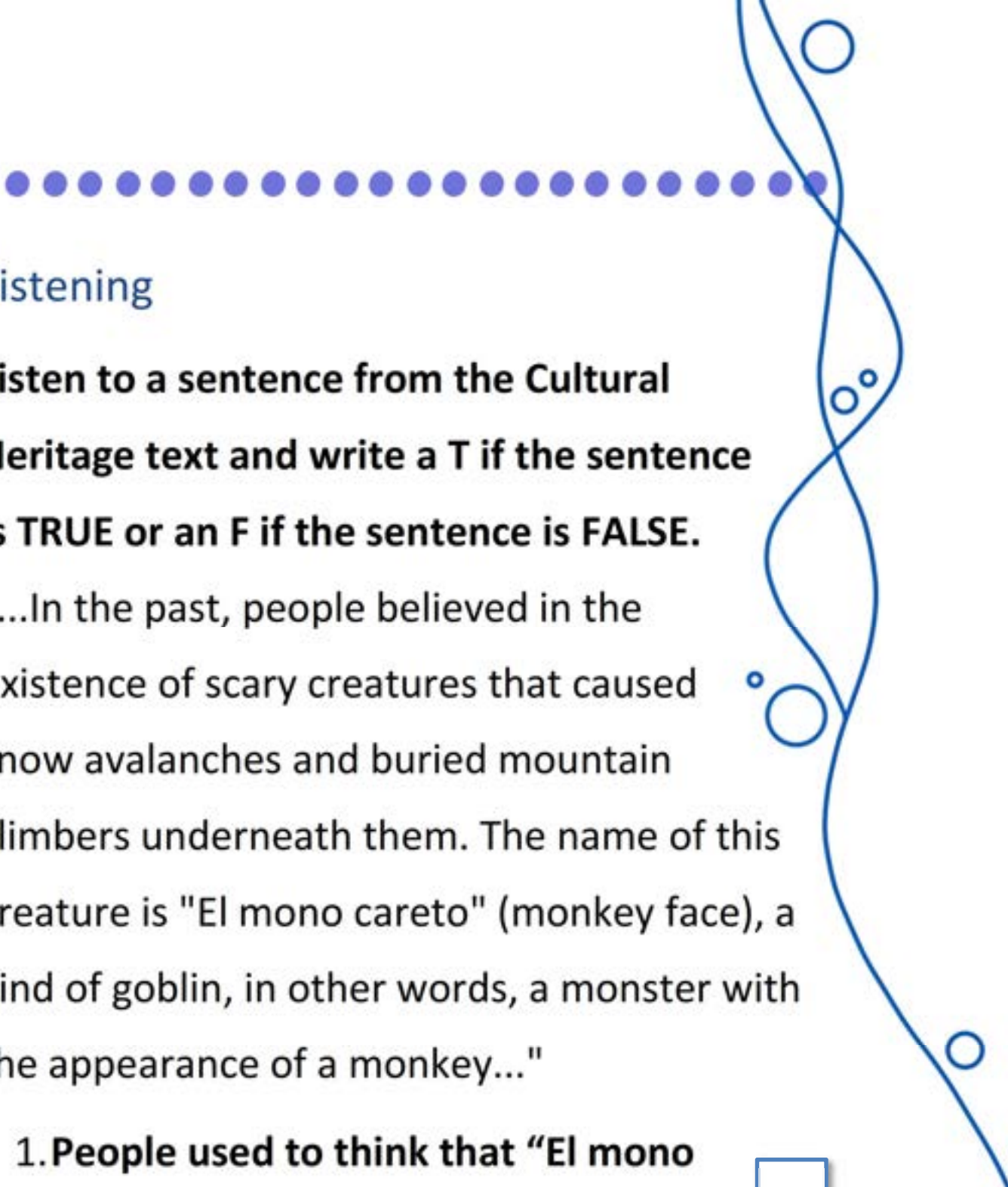
These mythological, pagan and religious beliefs are commonly shared today. Despite the evolution of these stories and their fusion with regional folklore and traditions, they are still alive (and perpetuated). Silly as it may seem, nowadays folklore has a purpose, mainly to warn people of the dangers of nature.



In Slavic countries, for example, the "Leshies" were guardian spirits of the forests and protectors of trees and animals. They often changed the surroundings and redrew paths so that travellers got lost and were never seen again.







## Listening

**Listen to a sentence from the Cultural Heritage text and write a T if the sentence is TRUE or an F if the sentence is FALSE.**

"...In the past, people believed in the existence of scary creatures that caused snow avalanches and buried mountain climbers underneath them. The name of this creature is "El mono careto" (monkey face), a kind of goblin, in other words, a monster with the appearance of a monkey..."

**1. People used to think that "El mono careto" caused snow avalanches.**

☐

**2. The word "goblin" is a word to describe a magical creature that helps people.**

☐





"...In ancient times, stories about angry gods and goddesses were accepted as facts when people had no scientific explanations for natural disasters. In fact, all pagan religions in Europe believed in the presence of gods in the natural world. Gods were good and bad at the same time, for example the element earth was associated with the idea of life and things growing on the one hand, and with death on the other..."

**3. In ancient times people believed that, the gods caused natural phenomena, like hurricanes, earthquakes or storms.**



**4. People also believed that gods were good and bad at the same time, like nature.**



"...Not all gods and goddesses were bad. Berchta, for example, was a Germanic goddess who protected babies, children and women. However, as time went on and the Christian Church arrived, a war began against the pagan traditions. Since the only way to convert the pagans to Christianity was to scare them, many goddesses like Berchta were turned into witches..."

**5. Berchta was always an evil (bad) goddess.**



**6. The Christian Church tried to scare people by telling them that their pagan gods were evil. That is how people converted to Christianity.**





## Read the story

**First, look at the title of the story and then read the first sentence of each paragraph to get a general idea of what it is about. Then read the whole text.**



### “Drama in Sierra Nevada”

"Drama in Sierra Nevada" echoes popular Granadan stories of terrible events where people get lost in snowstorms or travellers crossing the Sierra Nevada mountains are attacked by scary creatures.

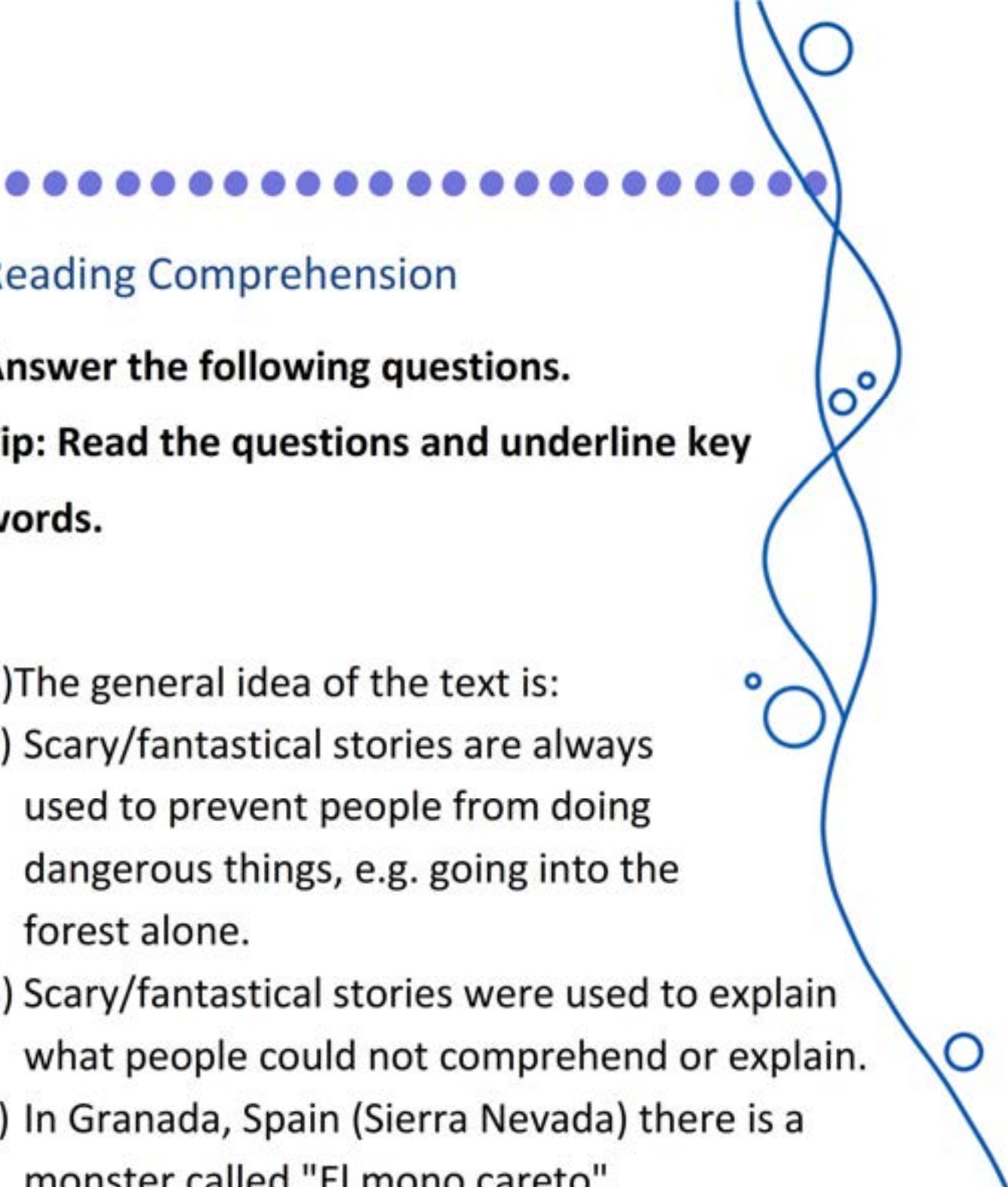
Many societies have images that include mysterious landscapes. In fact, for many years people have thought that forests are places where fantastic creatures live. Moreover, according to the stories, these creatures protect the forests from humans. These creatures have their origins in fantastic stories that are meant to explain natural events or warn people of the dangers of the unknown.

It is obvious that the mysterious landscape of Granada and the Sierra Nevada provides the perfect setting for fantastical creatures to live in, and thus for the legends and stories of this region to exist. For example, the belief in the existence of a monster that causes snow avalanches and

buries mountain climbers underneath it. The name of this figure is "El mono careto" (monkey face), a kind of monster with the appearance of a monkey.

Muñoz Degrain, the painter of the "Drama in Sierra Nevada", was probably influenced by these fantastic stories. Although there are no fantastic monsters in the painting, real monsters appear: wolves ...





## Reading Comprehension

**Answer the following questions.**

**Tip: Read the questions and underline key words.**

- 1) The general idea of the text is:
- a) Scary/fantastical stories are always used to prevent people from doing dangerous things, e.g. going into the forest alone.
  - b) Scary/fantastical stories were used to explain what people could not comprehend or explain.
  - c) In Granada, Spain (Sierra Nevada) there is a monster called "El mono careto".

**Correct answer: \_\_\_\_\_**





2) After reading the text, you can say that for Muñoz Degrain Sierra Nevada was:

- a) Inspiration.
- b) A place he liked to visit.
- c) A place he was scared of.

**Correct answer:** \_\_\_\_\_

3) What does the expression “echoes popular Granadan stories...” refer to?

- a) Popular stories were the inspiration for the painting “Drama in Sierra Nevada”.
- b) In Sierra Nevada people hear a scary voice.
- c) In Sierra Nevada people hear an echo.

**Correct answer:** \_\_\_\_\_

4) After reading the story, you can say that the Sierra Nevada is a place...

- a) with abundant vegetation.
- b) where scary creatures live in.
- c) that is imaginary.

**Correct answer:** \_\_\_\_\_

5) “El mono careto” is:

- a) A monkey that lives in Sierra Nevada.
- b) A creature that lives in Sierra Nevada and scares tourists.
- c) An imaginary creature.

**Correct answer:** \_\_\_\_\_







Grammar (optional)

**Look at the photo, what city is that?**



Image - Alhambra of Granada (Andalusia, Spain).

It **can't** be Paris.

Is it a city in Europe? How sure are you?

Yes, it **may** be a city in Europe but I am not sure.

Is that a castle?



We won't leave you in doubt any longer. The city is **Granada, Spain**. The palace/castle is called "La Alhambra" and the mountains behind it are the Sierra Nevada.

Did you know that in English there are specific verbs to express how sure we are about something? These are called **Modal Verbs**.  
Continue reading to learn more...

## **Modals of deduction - must, might, may, could, and can't**

We use modal verbs of deduction to guess if something is true or not and to express how sure we are about possibility.

For example:

To talk about a possibility in the present, in the future and in general, we use **may/might/could**.

- Elena **may/might/could** be at the cinema, but I am not sure.

When we are certain (sure) that something is true, we use "**must**".

- Life in London **must** be stressful.

If we are sure something is NOT true, we use "**cannot**" or "**can't**".

- Life in London **can't** be easy.





Look at the following table:

DEDUCTION (deduct in real time)

### PRESENT TENSE

|                         |                                   |
|-------------------------|-----------------------------------|
| MUST + be               | <u>Very certain (100%)</u>        |
| MAY/MIGHT/COULD +<br>be | 50/50 possible                    |
| CAN'T + be              | <u>Very certain</u> NOT<br>(100%) |

**Now it's time to practise: Read these facts and after that, fill in the blanks.**

Granada is a Spanish city, capital of the province of the same name in the autonomous community of Andalusia, Spain. It is a very touristic city and one of the most popular destinations for

European university students under the Erasmus programme.

After the Alps, the Sierra Nevada is the highest mountain range in Western Europe.

Until it was listed as a Monument in 1870, the Alhambra was, among other things, a palace for the Muslim Nazari dynasty, a Christian royal residence and a military fortress. The Alhambra is the most visited monument in Spain.



Image - Alhambra of Granada (Andalusia, Spain).

- Nowadays, the Alhambra of Granada **1)**...

\_\_\_\_\_... a palace where kings live. It

**2)**... \_\_\_\_\_... a museum or a monument to visit.

- The Sierra Nevada **3)**... \_\_\_\_\_... be higher than the volcano Etna in Sicily. Never mind, I have just checked on the Internet, the Sierra Nevada is higher.

- David: My cousin studied in Spain but I can't remember the name of the city. It's in the south of Spain.

Marta: It **4)**... \_\_\_\_\_... be Malaga (Andalusia), the University of Malaga is very famous.



David: No, it **5**)... \_\_\_\_\_... Malaga because she said something about a ski resort nearby.

Marta: It **6**)... \_\_\_\_\_... Granada because it is next to the Sierra Nevada. The mountain range and the ski resort have the same name.



## Additional activities

More exercises to practise modal verbs:

Visit the British Council's grammar resources:

[Modals – deductions about the present |](#)

[LearnEnglish \(britishcouncil.org\)](#)





## Extra resources for learners

### **Learn more about Granada and the Alhambra:**

- Check out this video about the city of Granada:  
[“Granada in Spain: City Tour by a Local | Alhambra, Sierra Nevada and Flamenco | Meet a Local” - YouTube](#)
- Find out more secrets about Granada: [“The hidden world beneath the ancient Alhambra fortress - BBC REEL” - YouTube](#)
- Plan your visit to the Alhambra: [Alhambra and Generalife - Patronato de la Alhambra y Generalife \(alhambra-patronato.es\)](#)



## Learn about Granada's art:

- Art in Granada and Granada in art:

<https://artsandculture.google.com/story/NwUhTibXBXk0Kw>



## Self-Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





# Winter



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# Winter

## Warming-up

**Imagine being in the middle of a snowstorm, kilometres away from any warm place and with no chance to take cover.**



Author: Francisco de Goya y Lucientes.  
(1786).

Image – Copyright: Museo del Prado (Madrid, Spain).

If you were in this situation, what would you do?

Would you be worried?

Would you be afraid of dying?

**Please explain:**

---

---

---

## Vocabulary



### Match the word with the definition

- (Noun): the air that goes into and out of your lungs. .. \_\_\_\_\_..



- (Noun): distance; the measurement of something from end to end or along its longest side. - .. \_\_\_\_\_..
- (Verb): to arrive at a place, especially after spending a long time or a lot of effort travelling. - .. \_\_\_\_\_..
- (Verb): to feel pain in a part of your body, or to injure someone or cause them pain. – .. \_\_\_\_\_..
- (Noun): a place where people stay in tents or other temporary structures. – .. \_\_\_\_\_..
- (Noun): an animal like a small horse with long ears. - .. \_\_\_\_\_..
- (Adjective): extremely bad or unpleasant. - .. \_\_\_\_\_..



## Cultural Heritage Background

### Read the text.

Extreme changes in weather conditions directly affect the activity of viruses and diseases that affect people's health. This was the case with the European population in the 18th century, when a series of events hit Europe and its population, causing thousands of deaths.



For many years, scientists thought that the 8-month eruption of the Lakagígar volcano in Iceland (summer 1783) was the cause of the unusual winter in the northern half of the planet. However, it has been recently proven that this theory is false. What historians usually call the "Little Ice Age" was caused by a mixture of two climate events, the North Atlantic Oscillation (NAO) and the El Niño Southern Oscillation (ENSO).



However, these were not the only events that affected Europe. Between the months of December 1783 and April 1784, the temperatures



dropped and then it got warm in a very short period of time. These weather events, combined with rain, resulted in a series of floods that killed many people. The awful consequences of the storm and floods were enormous at both local and regional level. Even after the events, the losses of material, animal and human life were great. The storm was responsible for the lack of food that, again, caused many more deaths.

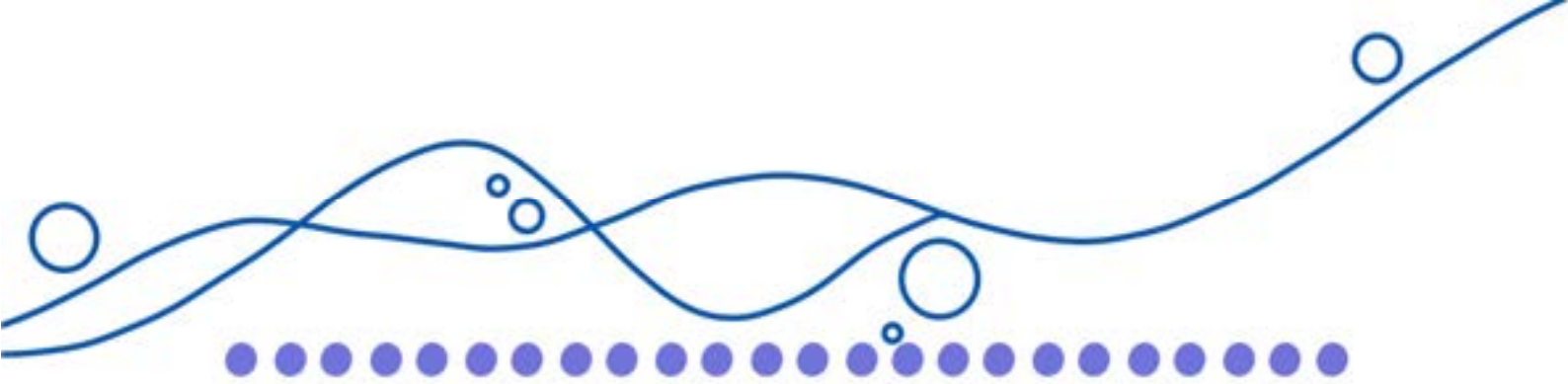


Image – Author: Jan Peter Van Bredael “Merrymaking on the Ice”.

Interestingly enough, scientists found that the NAO and ENSO conditions in the winter of 1783-1784 were similar to those of the winter of 2009-2010. In fact, they found that the winter of 2009 to 2010 was harder than the winter of 1783-1784. However, much fewer people died [Brázdil (et al.), R. 2009]; [Choi, Q.R., 2011].



Image - Author: Javier Martín Vide



## Listening

**Listen to a sentence from the Cultural Heritage text and react to statements by writing a T if the sentence is TRUE or an F if the sentence is FALSE.**

“..For many years, scientists thought that the 8-month eruption of the Lakagígar volcano in Iceland (summer 1783) was the cause of the unusual winter in the northern half of the planet. However, it has been recently proven that this theory is false. What historians usually call the "Little Ice Age" was caused by a mixture of two climate events, the North Atlantic Oscillation (NAO) and the El Niño Southern Oscillation (ENSO)..”

**1. According to the audio, the eruption of the Lakagígar volcano in Iceland lasted 8 months.**

☐

**2. The hard winter of 1783 was caused by the eruption of the Lakagígar volcano in Iceland.**

☐

**3. The Little Ice Age was only a product of the El Niño Southern Oscillation.**

☐

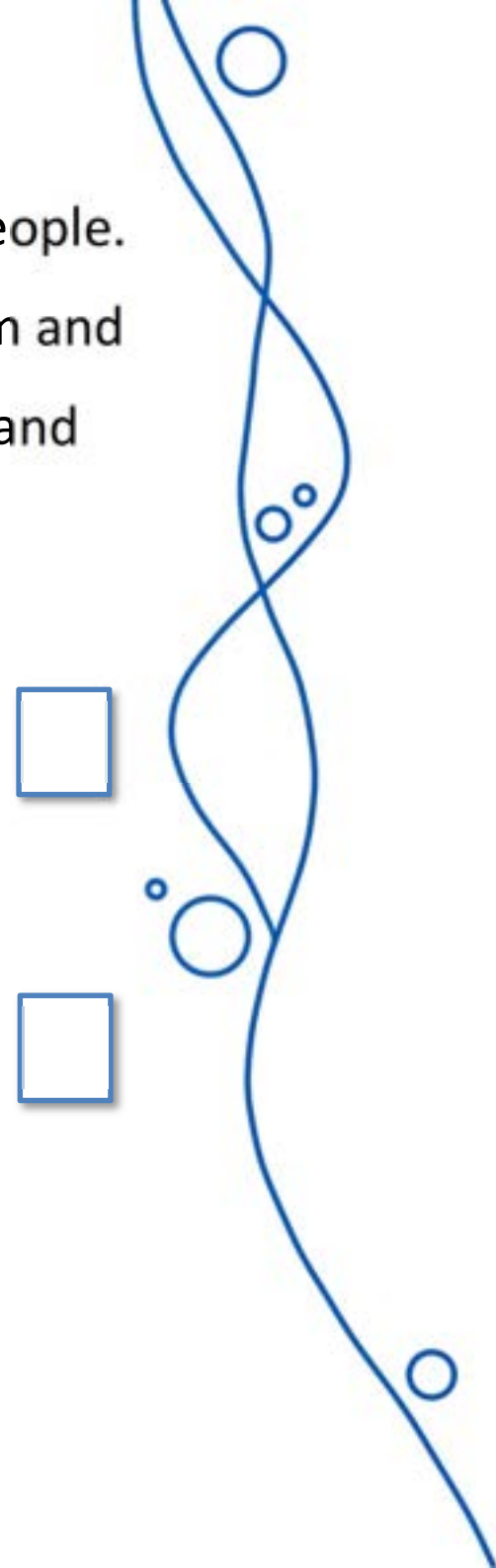
“..Between the months of December 1783 and April 1784, the temperatures dropped and then it got warm in a very short period of time. These weather events, combined with rain, resulted in a

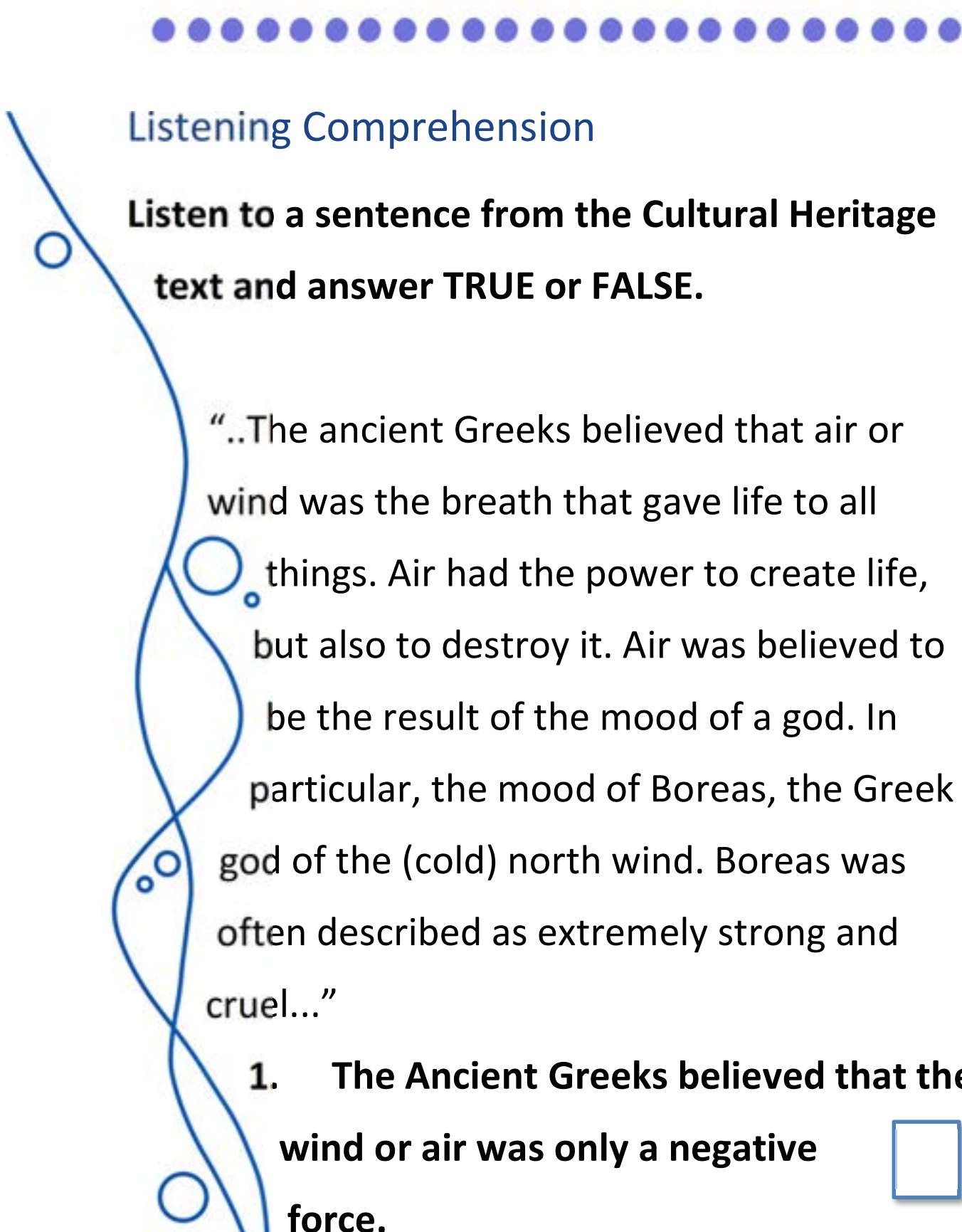


series of floods that killed a lot of people. The awful consequences of the storm and floods were enormous at both local and regional level...”

**4. In the winter and spring of 1783-1784, it got very cold, then it got warm and then it rained.**

**5. In 1783-1784, the changes in temperature and the floods were the cause of a few deaths.**





## Listening Comprehension

**Listen to a sentence from the Cultural Heritage text and answer TRUE or FALSE.**

“..The ancient Greeks believed that air or wind was the breath that gave life to all things. Air had the power to create life, but also to destroy it. Air was believed to be the result of the mood of a god. In particular, the mood of Boreas, the Greek god of the (cold) north wind. Boreas was often described as extremely strong and cruel...”

- 1. The Ancient Greeks believed that the wind or air was only a negative force.**

☐



## **2. Boreas was the god of the wind.**

“..Mythology aside, fast and extreme weather changes could destroy crops, killing animals and people. This was the case in Europe in the 17th and 18th centuries, when millions of people died due to the weather...”

## **3. Extreme temperature changes happened in the 17th and 18th century.**

## **4. The number of deaths during the 17th and 18th century was very low.**

According to the Spanish Meteorological Agency, the winter of 1783-1784 was extremely hard. For this reason, the painter Goya created "Winter"

(1786), a representation of a heavy snowstorm.

"Winter" is particularly grey and "sombre". It reminds us how dangerous the powers of the natural elements are.

5. **According to the Spanish Meteorological Agency, the autumn of 1783-1784 was extremely harsh.** ☐

6. **The painting "Winter" represents an extreme storm.** ☐

7. **The painting makes you reflect on the power of nature.** ☐





## Read the story

**First, look at the title of the story and then read the first sentence of each paragraph to get a general idea of what it is about. Then read the whole text.**

The ancient Greeks believed that air or wind was the breath that gave life to all things. Air had the power to create life, but also to destroy it. Air was believed to be the result of the mood of a god. In particular, the mood of Boreas, the Greek god of the (cold) north wind, was often described as extremely strong and cruel.

The ancient Greeks were not the only ones who believed in gods with bad moods. In Celtic tradition, the Cailleach (goddess of winter) could break mountains and cause thunderstorms.

Mythology aside, fast and extreme weather changes could destroy crops, killing animals and people. This was the case in Europe in the 17th and 18th centuries, when millions of people died due to the weather.

According to the Spanish Meteorological Agency, the winter of 1783-1784 was extremely hard. For this reason, the painter Goya created "Winter"



(1786), a representation of a heavy snowstorm. "Winter" is particularly grey and **"sombre"**. It reminds us how dangerous the powers of the natural elements are.



Reading Comprehension

**Read the statements and choose the correct answer. (More than one option is possible)**

1) Ancient Greeks thought that the element air...

- a) was a result of Boreas's bad mood.
- b) was a source of life.
- c) could clean your spirit.

**Correct answer: \_\_\_\_\_**



2) Cailleach was ...

- a) the Greek goddess of winter.
- b) the Celtic goddess of winter.
- c) the Celtic goddess of wind.

**Correct answer:** \_\_\_\_\_

3) During the 17th and 18th centuries in Europe...

- a) a lot of people died because of the bad weather.
- b) a lot of crops were destroyed because donkeys died.
- c) not a single animal survived the bad weather.

**Correct answer:** \_\_\_\_\_



4) According to the Spanish Meteorological Agency, between the years 1783-1784 ...

- a) a lot of people died.
- b) there were extreme winds.
- c) that year's winter was extremely bad.

**Correct answer:** \_\_\_\_\_

5) The word “sombre”, used in the text to describe the painting “Winter”, refers to...

- a) a sad representation of what happened in the 18th century in Spain.
- b) the dark colours used in the painting
- c) the bright colours used for the people in the painting.

**Correct answer:** \_\_\_\_\_



## Additional activities

- Extra Listening exercises:
  - Listening activity about the weather forecast - [A weather forecast | LearnEnglish \(britishcouncil.org\)](#)
- Extra vocabulary exercises:
  - Word families: danger - [Word families: danger | Learning English | Cambridge English](#)
  - Tell the difference: during, for and since - [During, for and since | Learning English | Cambridge English](#)





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## Extra resources for learners

### **Learn more about weather events by watching these videos:**

- El Niño Southern Oscillation (ENSO) [(British English)] - [El Niño: What is it? BBC News - YouTube](#)
- El Niño Southern Oscillation (ENSO) [American English]] - [El Niño 101 | National Geographic - YouTube](#)
- North Atlantic Oscillation (NAO) [British English]] - [What is the North Atlantic Oscillation \(NAO\)?](#)



## Self-Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |







# Miguel de Cervantes



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# Miguel de Cervantes

## Warming-up

**1. What do you see in the painting?**

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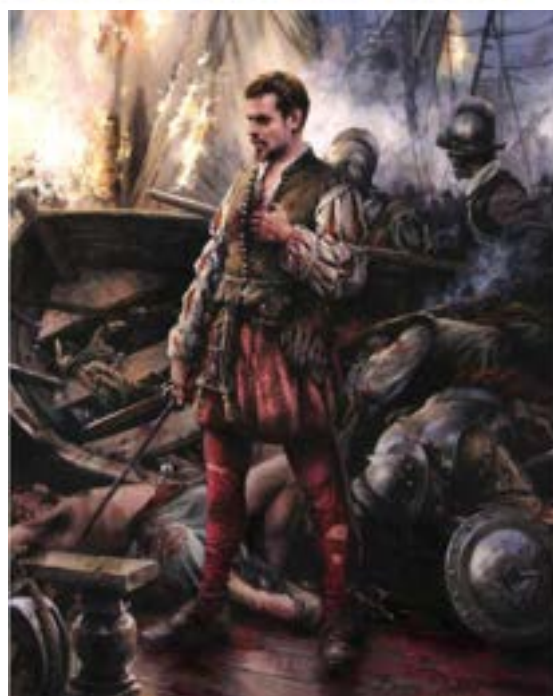


Image – Author: Augusto Ferrer-Dalmau Nieto (2017)

**2. At the top and on the left, what do you see?**

---

---

---

**3.**In the centre of the painting, what is the man doing?

-----

**4.**Does he seem scared?

-----

**5.**What do you think he is thinking? Who is he?

-----

-----

**6.**If you were in his situation, what would you do?

-----

-----





## Vocabulary

Drag the words to complete the sentences.

**enemy / got on / hero / not believe your eyes /  
powerful / port / sailing / shore / brave/ nervous  
/ stranger /peace/ stressful /**

That morning we prayed to the Virgin Mary for  
the Christian army to win the battle.

We had heard stories before, about the...

\_\_\_\_\_... invading nearby towns and destroying  
everything. We were always... \_\_\_\_\_...; I even  
dreamt that a... \_\_\_\_\_... entered my house.





**If there is not enough information to give a response, write NM (not mentioned in the text).**



The Byzantine Empire or the Roman Empire of the East was a large territory along the Mediterranean. For many years, the empire was frequently attacked by the Normans, Arabs, Bulgarians and later the Ottoman Turks. The Ottoman Turks attacked the empire many times and succeeded in 1453 when they invaded Constantinople, now Istanbul.

The fall of Constantinople shocked Europe and changed the geopolitical situation as the Turks interrupted trade in the Mediterranean. Many Christian kings

feared that the Ottomans would continue invading towns and cities. But it was not until the 16th century that Pope Pius V helped to organise the "Holy League". This group of armies had the goal to stop the Ottoman Empire and protect the Eastern Mediterranean cities and towns.

The Holy League, which included the major Catholic powers of the south of Europe, the Spanish Empire and the republics of the Italian peninsula, was successful on 25 May 1571. The Ottoman Turks lost the battle in Lepanto (now in Greece).

Lepanto is considered the greatest battle at sea of modern times as more than 400 ships were involved. Winning the battle meant that the Ottomans stopped invading towns and cities that were part of the Byzantine Empire.

As a curious fact, the great Spanish writer Miguel de Cervantes took part in the battle and described Lepanto as "the most memorable and noble occasion that the centuries have seen, and that those to come expect to see" (Exemplary Novels, Prologue).





Now, your turn to answer the questions:

**1.Constantinople was the capital of the Byzantine Empire.**

☐

**2.The “Holy League” fought to defend Constantinople.**

☐

**3.The "Holy League" was a union of the Spanish and Italian empires.**

☐

Image- Sultan Ahmed Mosque (the Blue Mosque). Istanbul, Turkey.

**4.The Ottoman Empire officially ended in 1571.**

**5.The writer Miguel de Cervantes took part in the Battle of Lepanto.**



---

Listening

**Listen to a sentence from the Cultural Heritage text and answer the following questions...**

"...The Byzantine Empire or the Roman Empire of the East was a large territory along the Mediterranean. For many years, the Normans, Arabs, Bulgarians and later the Ottoman Turks frequently attacked the empire. The Ottoman Turks attacked the empire many times

and succeeded in 1453 when they invaded Constantinople, now Istanbul..."

**1. According to the audio, the Byzantine Empire was the Roman Empire of the West.**



**2. The Byzantine Empire was invaded many times; the last time was by the Ottoman Turks.**



"...The fall of Constantinople shocked Europe and changed the geopolitical situation as the Turks interrupted trade in the Mediterranean. Many Christian kings feared that the Ottomans would continue invading towns and cities.





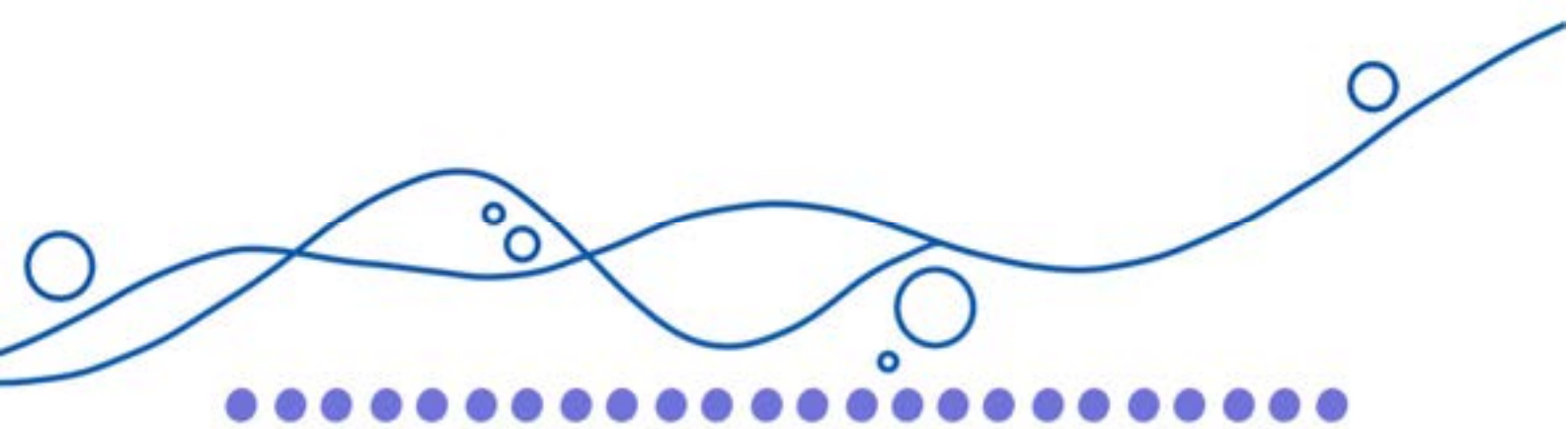
But it was not until the 16th century that Pope Pius V helped to organise the "Holy League". This group of armies had the goal to stop the Ottoman Empire and protect the Eastern Mediterranean cities and towns..."

**3. According to the audio, the “Holy League” was an army created to defend Europe from the Ottoman Turks.**



**4. The person who helped to organise the “Holy League” was Pope Benedict XVI**





Read the story

### **Read the story.**

Today, Europe could be Islamic. For centuries, Europe's Christian cities and towns were in danger because of the Ottoman Turks. Between the 7th and 13th centuries, the Byzantine Empire fought and won many battles. An important factor was a weapon called "liquid fire", which was used to shoot at other ships during battles.

The invasion of Europe by the Turks lasted until the 16th century and pushed several Christian republics to form a group against the Turks. The



result was the army of the "Holy League ", which fought in the Battle of Lepanto (1571), considered the greatest battle (at sea) of modern times. It showed that the Christian army was better armed than the Ottoman forces. In the end, the Christian army defeated the Turks' invasion into Europe.

Surprisingly, "liquid fire" was not used at Lepanto because it disappeared after the fall of Constantinople in 1453 (about 100 years earlier). In any case, the powerful representation of burning ships in the painting "Miguel de Cervantes" by Augusto Ferrer-Dalmau Nieto reminds us of this powerful weapon.





## Reading Comprehension

**Read the following sentences from the text (previous exercise) and then fill in the blanks.**

The many invasions of Europe by the **1)**...

\_\_\_\_\_... lasted until the 16th century.

When many **2)**... \_\_\_\_\_... republics decided

to form a group against them. The result was the

army of the **3)**... \_\_\_\_\_..., which fought in

the Battle of **4)**... \_\_\_\_\_... (1571),

considered the greatest battle (at sea) of modern

**5)** ...\_\_\_\_\_... It showed that the Christian

army was better armed than the Ottoman forces.



## Grammar (optional)

**Look at the image and imagine:**

**If you were rich, where would you travel?**

-----

Let's continue playing:

Imagine you could have  
any fantastical creature  
as a pet, what pet  
would you have?

-----

-----

-----







These types of imaginary questions are “**conditionals**” and we use them, for example, to say that one thing depends on something else.

**Here are some examples:**

- **0 (Zero) Conditional** = is used to talk about things that are generally true, especially for laws and rules (true facts or scientific truths).

**If I drink too much coffee, I can't sleep at night.**

The structure is:

**if/when + present simple > > present simple.**

- **1st Conditional** = is used to talk about future situations that we believe are real or possible.

**If it doesn't rain tomorrow, we'll go to the beach.**

In sentences with first conditional, the structure is usually as follows:

**if/when + present simple > > will + infinitive.**

- **2nd Conditional** = it is used to talk about imaginary situations that are impossible or improbable in reality. For example:

**If we had a garden, we could have a cat.**





The structure is usually: **if + past simple > > + would/could + infinitive.**

**Now it's time to practise: Fill in the blanks with the words in the boxes.**

### **Zero Conditional**

We ...\_\_\_\_\_... go skiing tomorrow unless it snows tonight (cannot).

If I swim every day, I ...\_\_\_\_\_... out of shape. (not feel).

I ...\_\_\_\_\_... my umbrella (bring), unless it ...\_\_\_\_\_... (to rain).

**\*unless = except when**

## First Conditional

If we ...\_\_\_\_\_... (see) him tomorrow at the party, we ...\_\_\_\_\_... (say) hello.

I ...\_\_\_\_\_... (earn) a lot of money if I ...\_\_\_\_\_... (get) that job.

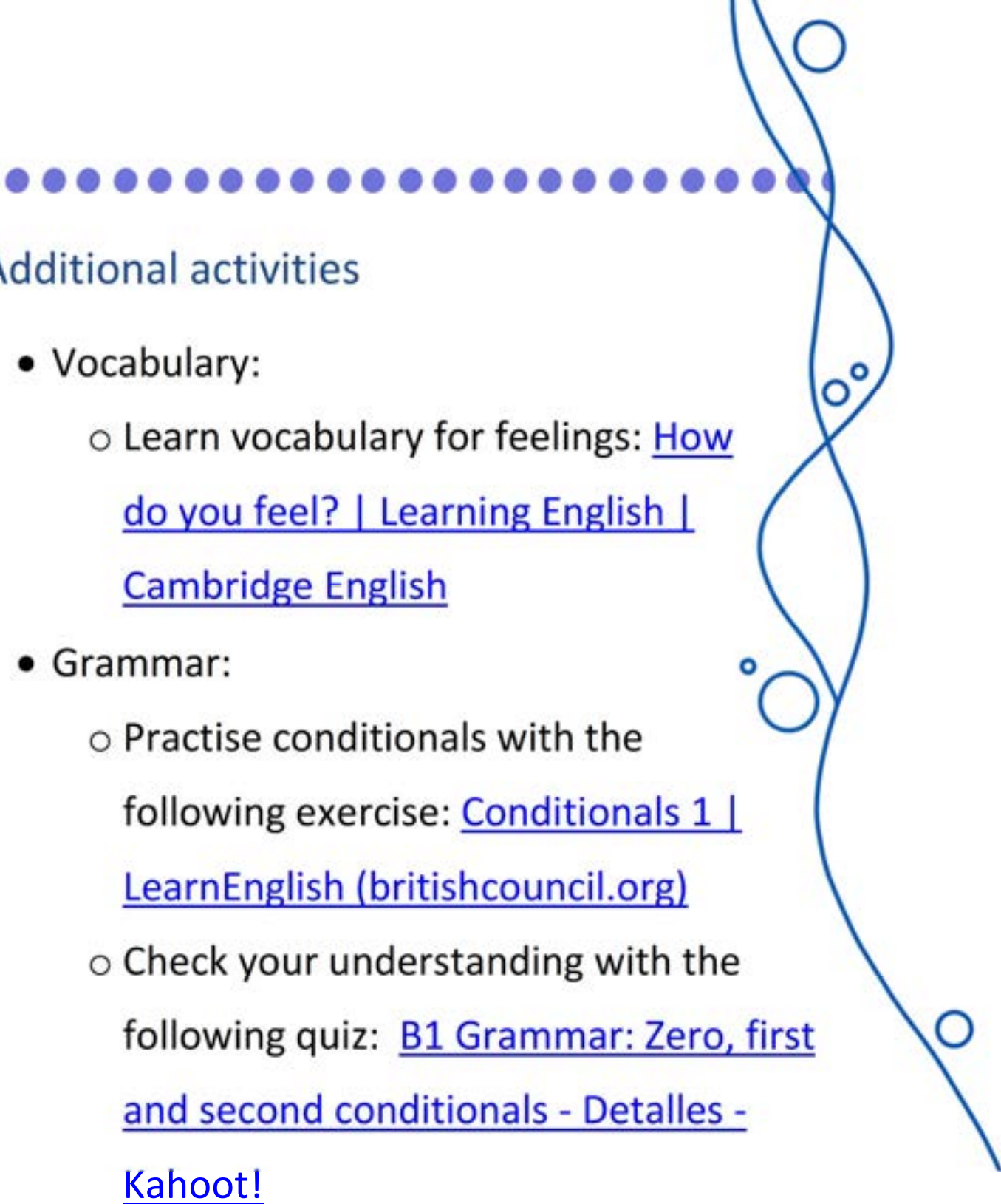
We ...\_\_\_\_\_... the bus (miss), unless she ...\_\_\_\_\_... up (hurry).

## Second Conditional

If he ...\_\_\_\_\_... (try) harder, he ...\_\_\_\_\_... (reach) his goals.

I ...\_\_\_\_\_... (buy) these shoes if they ...\_\_\_\_\_... (fit) me.

If I ...\_\_\_\_\_... president of my country (to be), I ...\_\_\_\_\_... poor people (help).



## Additional activities

- Vocabulary:
  - Learn vocabulary for feelings: [How do you feel? | Learning English | Cambridge English](#)
- Grammar:
  - Practise conditionals with the following exercise: [Conditionals 1 | LearnEnglish \(britishcouncil.org\)](#)
  - Check your understanding with the following quiz: [B1 Grammar: Zero, first and second conditionals - Detalles - Kahoot!](#)



## Extra resources for learners

- Watch this video and learn more about the Battle of Lepanto: [Battle of Lepanto 1571 - Ottoman Wars DOCUMENTARY - YouTube](#)
- Watch this video and learn about the Spanish writer Miguel de Cervantes (American English) - [MIGUEL DE CERVANTES - Draw My Life | con El Coleccionista de Mundos - YouTube](#)



## Self-Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

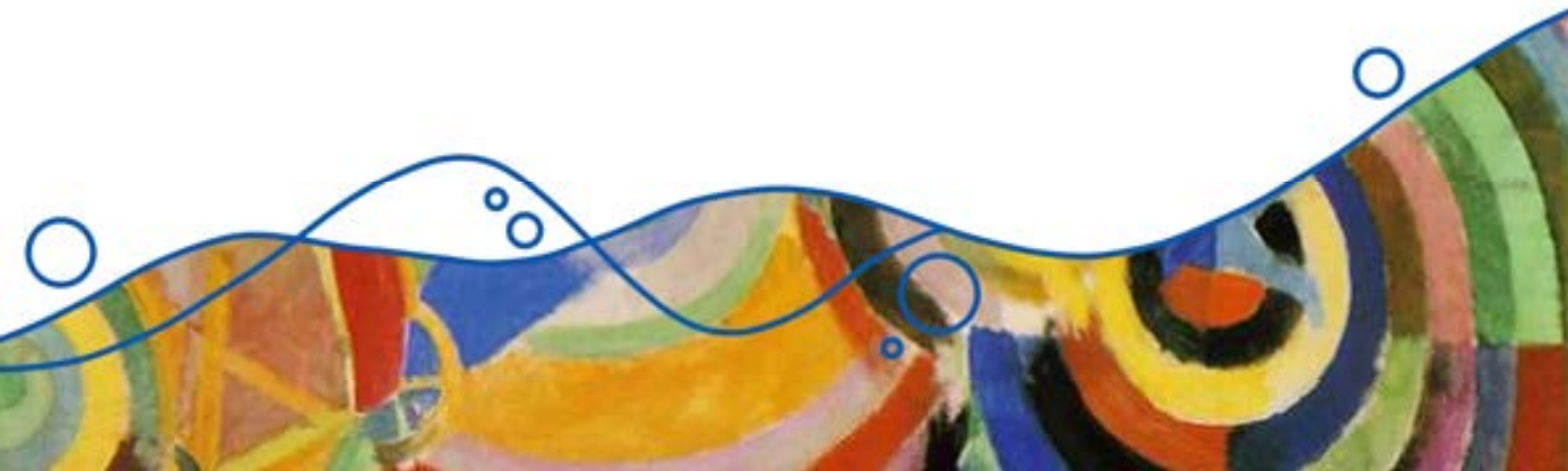
|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |







# Boats arriving



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## Boats arriving



Image. Author: Ricardo Verdugo Landi (1910-1920).

### Warming-up

- **Write at least six adjectives that describe the feeling you get when you see this piece of art (you can look up words in the dictionary).**

- 
- 
- Do you like it?
- 
- 

- Could you tell what part of the world is just by looking at the picture?
- 
- 





## Vocabulary

\_\_\_\_\_ **(noun)**: a small, simple building, usually consisting of one room.

\_\_\_\_\_ **(noun)**: the broken parts that are left of an ancient building or town.

\_\_\_\_\_ **(noun)**: an agreed line that divides one country from another: (verb) to form a line around the edge of something.

\_\_\_\_\_ **(adjective)**: worth a lot of money.

\_\_\_\_\_ **(verb)**: to go away from someone or something, for a short time or permanently.

\_\_\_\_\_ **(verb)**: to succeed in doing or dealing with something, especially something difficult.

\_\_\_\_\_ **(verb)**: to show that something is true.

\_\_\_\_\_ **(verb)**: to harm or spoil something.

\_\_\_\_\_ **(verb)**: to stop something from happening or someone from doing something.

\_\_\_\_\_ **(verb)**: to break up and move soil using a tool, a machine, or your hands.

\_\_\_\_\_ **(verb)**: to hit or attack someone or something forcefully or violently.

\_\_\_\_\_ **(verb)**: to repair something.





## Cultural Heritage Background

**React to statements by writing a T if the sentence is TRUE or an F if the sentence is FALSE.**

The Phoenician civilisation came from what is now Syria and Lebanon. The people of this region had no choice but to move because their land was so dry it was impossible for them to grow food.

When they arrived at what is now the "Costa del Sol" (south-west of Spain), they concentrated on activities at sea for they were excellent sailors. In fact, in the 6th century BC, Malaga became an



important commercial centre in the Mediterranean.

The jábegas are part of Malaga's history. The invention of these special boats dates back to the Phoenicians. At that time, these fast boats were used for trade and were the perfect vehicle for it, as traders and fishermen could go from one village to another in less than a day.

The Phoenicians spent a lot of time at the sea. That is why they prayed to Melkart, the sea god and protector of sailors. This is also, why other cultures copied the Phoenician tradition of drawing an eye on both sides of their boats, which

was believed to scare away sea monsters and pirates.

**1.The “Costa del Sol” is near Barcelona.**

☐

**2.The Phoenicians came from Syria and Libya.**

☐

**3.The Phoenicians were excellent sailors (and also merchants).**

☐

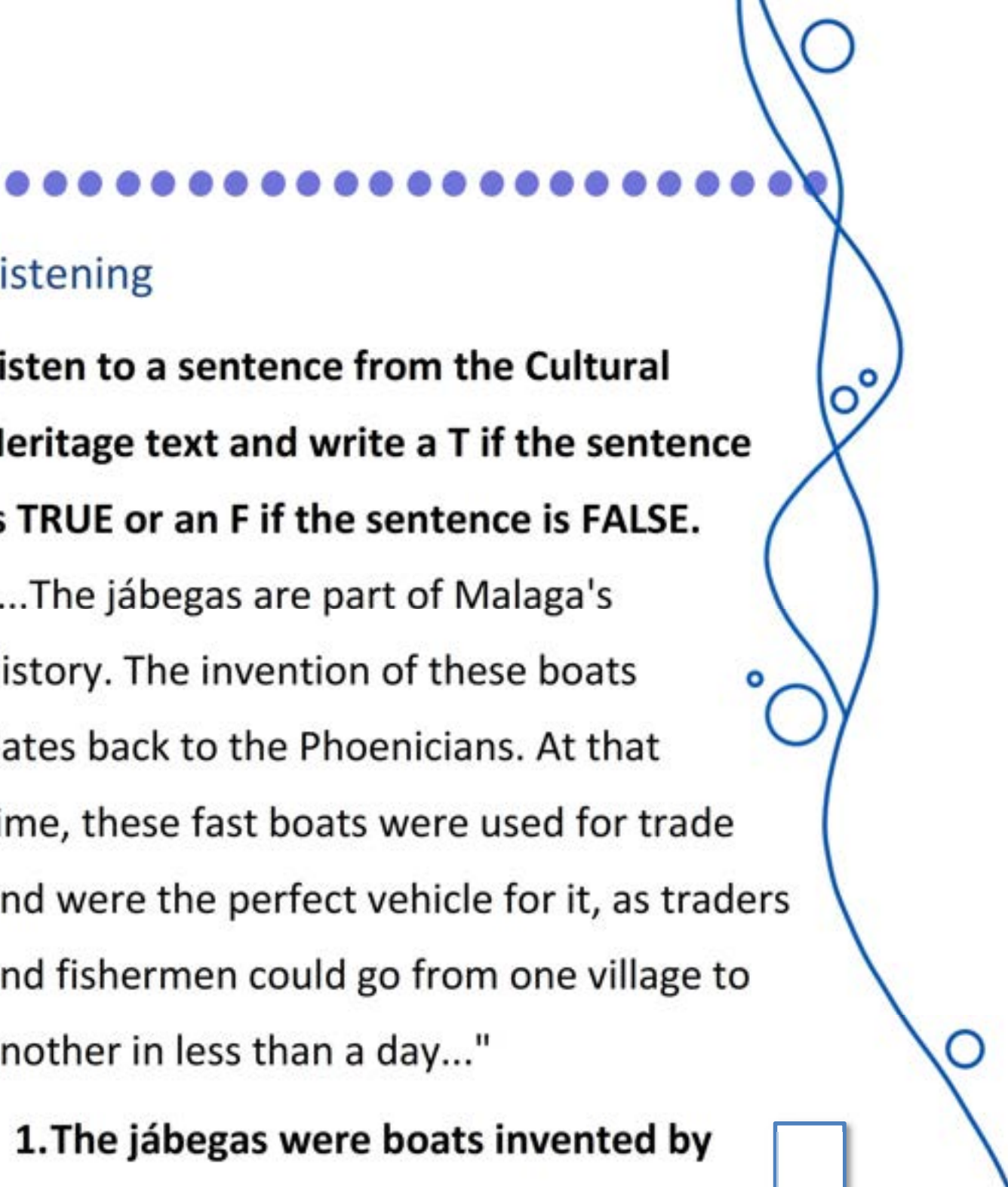
**4.Melkart is the Phoenician name of the god of the sea, just like Neptune is the Greek name.**

☐

**5.The Phoenicians liked to paint eyes on both sides of the bow of boats.**

☐





## Listening

**Listen to a sentence from the Cultural Heritage text and write a T if the sentence is TRUE or an F if the sentence is FALSE.**

"...The jábegas are part of Malaga's history. The invention of these boats dates back to the Phoenicians. At that time, these fast boats were used for trade and were the perfect vehicle for it, as traders and fishermen could go from one village to another in less than a day..."

**1. The jábegas were boats invented by the Phoenicians.**

☐

**2. The jábegas were used by fishermen and merchants because they were fast.**

☐





"...The Phoenicians spent a lot of time at the sea. That is why they prayed to Melkart, the sea god and protector of sailors. This is also why other cultures copied the Phoenician tradition of drawing an eye on both sides of their boats, which was believed to scare away sea monsters and pirates..."

**3. Melkart was the god of trade and navigation.**

☐

**4. The Phoenicians used to paint an eye on both sides of boats.**

☐



## Listening Comprehension

**React to the statements by writing a T if the sentence is TRUE or an F if the sentence is FALSE.**

"...The traditional Malaga vessel (jábega) appears in Verdugo Landi's painting "Boats Arriving". The painting perfectly represents the paradise that is the "Costa del Sol". Malaga, its capital, is one of the oldest cities in Europe and its history begins with the Phoenicians. In fact, Malaga became an important commercial centre in the Mediterranean during the 6th century BC..."

**1. During the 6th century BC, Malaga became the most important commercial city in the Mediterranean and Europe.**

☐



“...Yet, the first ruins found in the “Costa del Sol” are older than the city of Malaga. Ruins from an abandoned city from the 4th century BC were found next to Malaga. These ruins show that floods caused by a tsunami destroyed this old city and forced people to move...”

**2. Ruins from the 6th century have been found next to the city of Malaga.**

☐

**3. Archaeologists found out that in the 4th century BC, near Malaga, people were forced to move due to big floods.**

☐

“...Historians say that the Phoenicians thought that the gods punished humans with tsunamis when they did not respect the barrier between land and sea...”

**4. According to Phoenicians, tsunamis were messages from the gods to punish humans for not respecting the land-sea barrier.**

...“Jábegas” are proof that the Phoenicians’ lived in Malaga. This traditional boat appears in Verdugo Landi's painting, the aesthetics of which scream "Mediterraneanism"...

**5. Jábegas were invented by the Phoenicians a long time ago.**



## Read the story

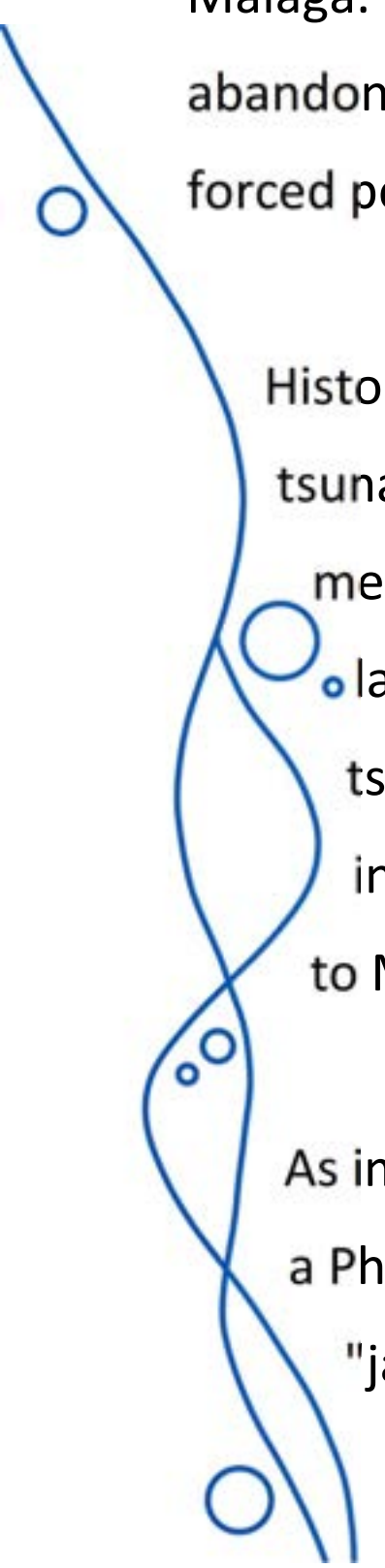
### **Read the story**

The "Costa del Sol" (south-west of Spain) is traditionally considered a kind of paradise.

Malaga is one of the oldest cities in Western Europe and its history begins with the Phoenician colonies. In fact, it became an important trading centre in the Mediterranean in the 6th century BC.

Proof that the Phoenician civilisation lived in the "Costa del Sol" are ruins, in particular, ruins (from





the 4th century BC) found very close to the city of Malaga. Historians say that the city was abandoned as a tsunami flooded the city and forced people to move.

Historians say that the Phoenicians thought of tsunamis as the gods being angry because men did not respect the barrier between land and sea. The impact that these tsunamis had on the Phoenicians is present in the form of religious temples dedicated to Melkart, the god of the sea.

As important as these ruins are, living proof of a Phoenician civilisation in Malaga is the "jábega", the traditional boat that appears

in Verdugo Landi's painting. Its aesthetics scream "Mediterraneanism".

**After reading the previous story, react to the statements by writing a T if the sentence is TRUE or an F if the sentence is FALSE.**

**1. Malaga is one of the oldest cities in Western Europe.**

**2. Malaga was a very important commercial city in the 16th century.**

**3. The Phoenicians thought that tsunamis were caused by Neptune.**



**4. According to the text, the boat that appears in Verdugo Landi's painting is a jábega.**



**5. Interpreting the text, "Mediterraneanism" is an adjective used to describe something that looks and feels like paradise.**







## Additional activities

- Watch this short video about the history of the Phoenicians and then answers the quiz:
  - Video (Australian English): [History of the Phoenicians: The Maritime Superpowers of the Mediterranean](#)
  - Quiz: [Phoenicians - Details - Kahoot!](#)



## Extra resources for learners

- Watch the video to learn how the tradition of building jábegas is still alive in Malaga: [Jábegas - The art of Malaga's traditional fishing boats - YouTube](#)
- Watch the documentary to learn more about Malaga:  
[https://www.youtube.com/watch?v=L4\\_cB6Xkrpw](https://www.youtube.com/watch?v=L4_cB6Xkrpw)



## Self-Reflection

Rating scale. 1 – Strongly Disagree – 4 Strongly Agree.

|                                                                                                                  | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I think the story is engaging and interesting.                                                                   |   |   |   |   |
| The way the story is told, and the activities have helped me understand the language better.                     |   |   |   |   |
| I have learnt some new vocabulary and structures.                                                                |   |   |   |   |
| The extra resources and additional activities have made me reflect on the meaning and implications of the story. |   |   |   |   |
| I have learnt about its cultural background and history.                                                         |   |   |   |   |





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## 4 ELEMENTS in arts



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