



4 ELEMENTS
in arts



LESSON PLANS WITH KEY



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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? **Here are some ideas: GOLD – COAL – IRON – SULPHUR – GEMSTONES – POTASH – METAL – CHALK**

Vocabulary



A



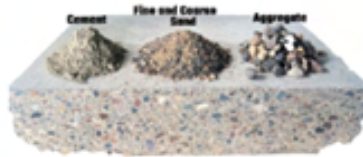
B



C



D



E

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

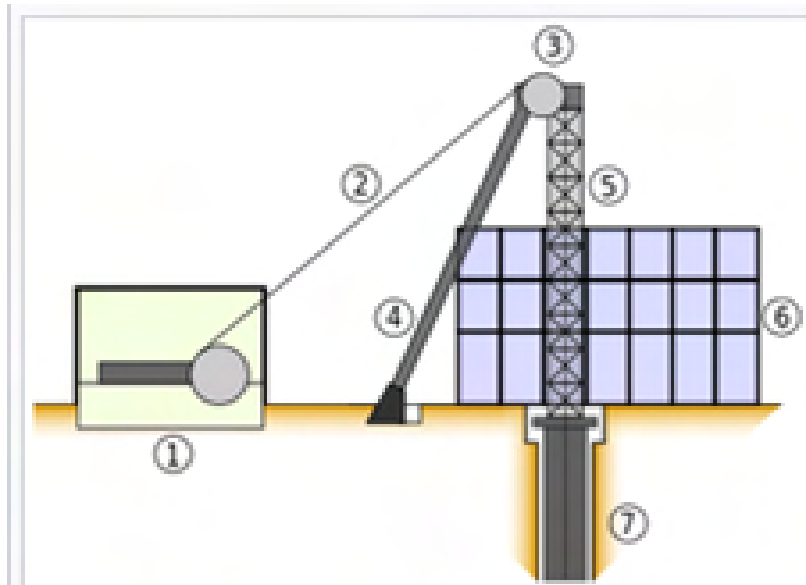
F

Exercise 1

Match the images with the words:

- Chalk [B]
- Clay [C]
- Coal [D]
- Concrete [E]
- Lye [F]
- Sand [A]

Here you can find the parts of a headframe.



Schematic of headframe

1. hoist
2. cable
3. wheel
4. sheer
5. false edge
6. hoistroom
7. mineshaft

Exercise 3

Put the words into the correct group in the table.

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

Jobs	Constructions
Engineer Miner Worker	Canal Mine Power station Shaft

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/ economical factor	Environmental factor
Religion persecution War Human rights violations	High unemployment rate Low salaries Educational opportunities	Floods Natural disaster Drought

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. **[T]**
- Eurocities works to promote cities learning from each other. **[T]**
- Eurocities is a closed group that doesn't expand. **[F]**
- Eurocities doesn't work with young migrants. **[F]**

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 [**COAL**] from the ground, they had to dig very deep. They made 45 [**HOLES**] and put in steel pipes. After extracting the materials by [**FREEZING**] the contents, they built the whole [**SHAFT**]. They filled the space between the casing and the rock with [**CONCRETE**].

Grammar



This story is about a mine which was closed in 1967 so we used the past tense.

You know there are regular and irregular verbs.

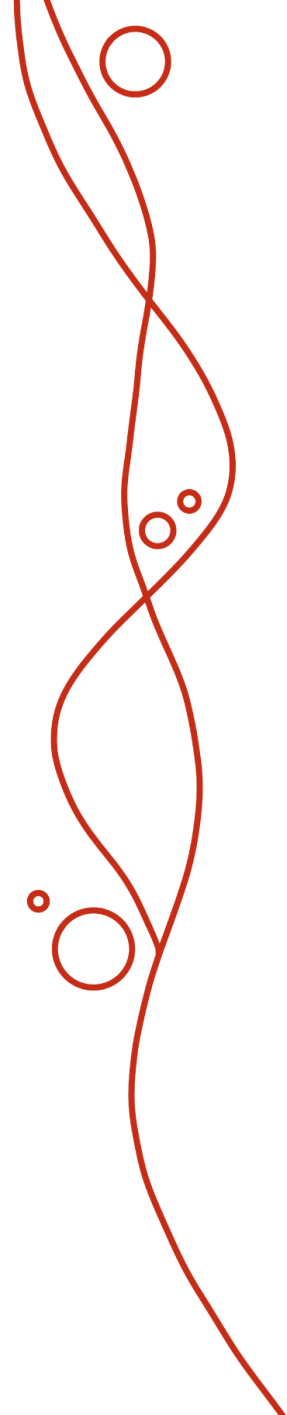
Exercise 1

There are some regular past forms in the text.

The past tense of a regular verb is made from the base form of the verb with -ed (or -d if the verb already ends in -e). The spelling is the same for all persons.

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

- locate – **located**
- drill – **drilled**
- place – **placed**
- cool – **cooled**
- fill – **filled**
- play – **played**
- start – **started**
- reunite – **reunited**
- want – **wanted**
- promote – **promoted**
- receive – **received**
- remain – **remained**

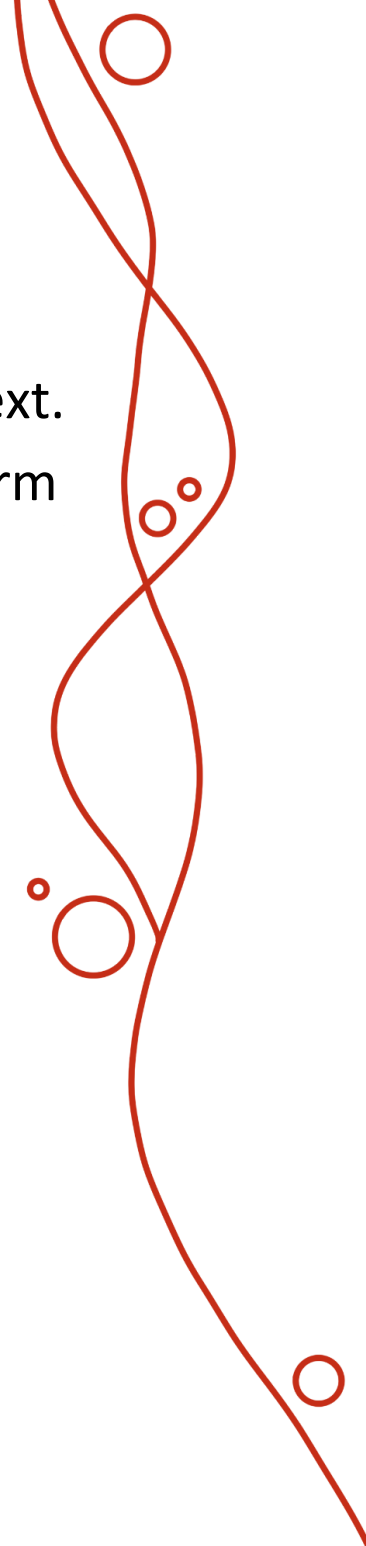


Exercise 2

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 – **was**
- are – **were**
- begin – **began**
- have – **had**
- find – **found**
- come – **came**
- feel – **felt**



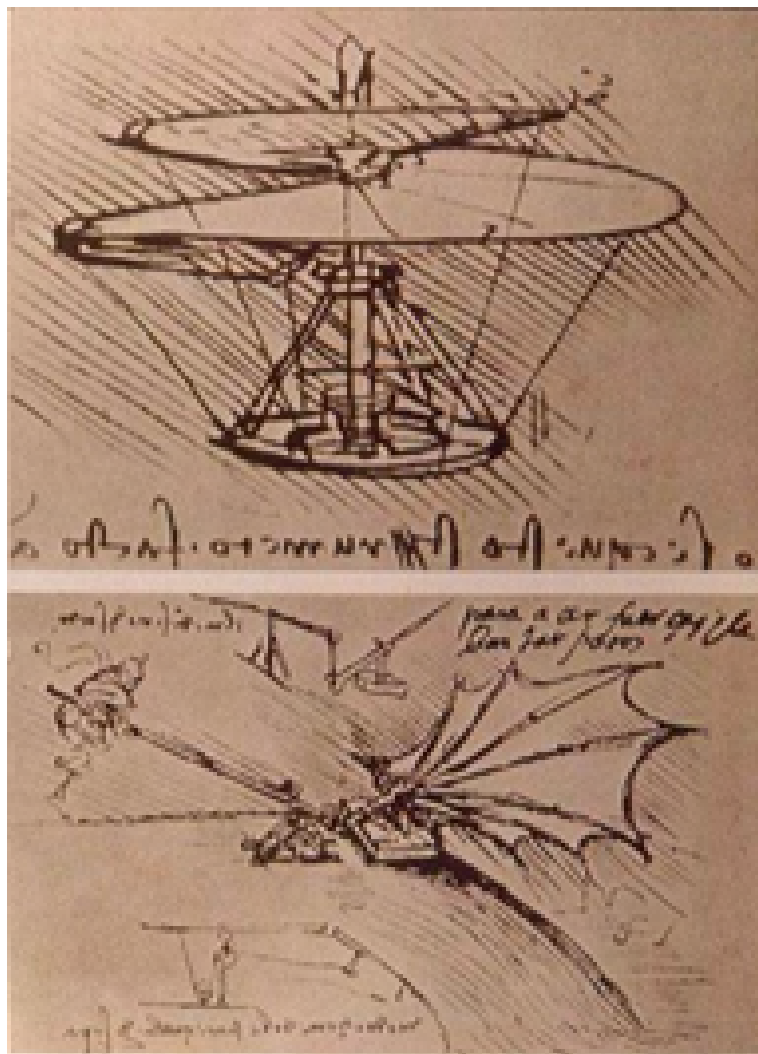


The Aeromodeller



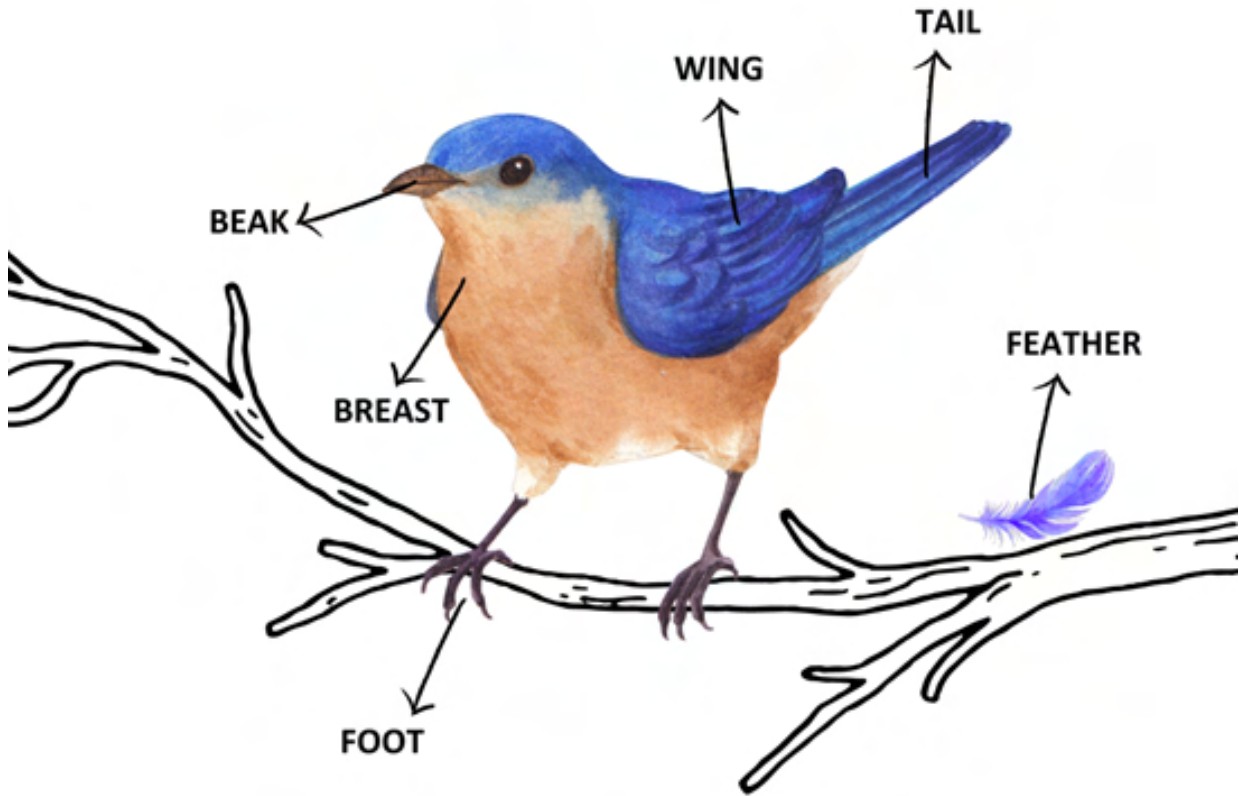
The Aeromodeller

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)

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. **Tail**
 - The front part of a bird's body. **Breast**
 - The part of the body at the bottom of the leg on which a person or animal stands. **Foot**
 - 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. **Feather**
 - The flat part of the body that a bird, insect, or bat uses for flying. **Wing**
 - The hard, pointed part of a bird's mouth. **Beak**

Reading Comprehension



Exercise 1

Are the sentences true or false?

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

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, [**therefore**] I decided to go get a pizza.
- My husband wanted to travel to the mountains, [**however**], I wanted to go to the beach.
- I love eating fish [**and**] chips.
- Right [**or**] wrong, the decision is made.





Prometheus Bound



Prometheus Bound

Warming up

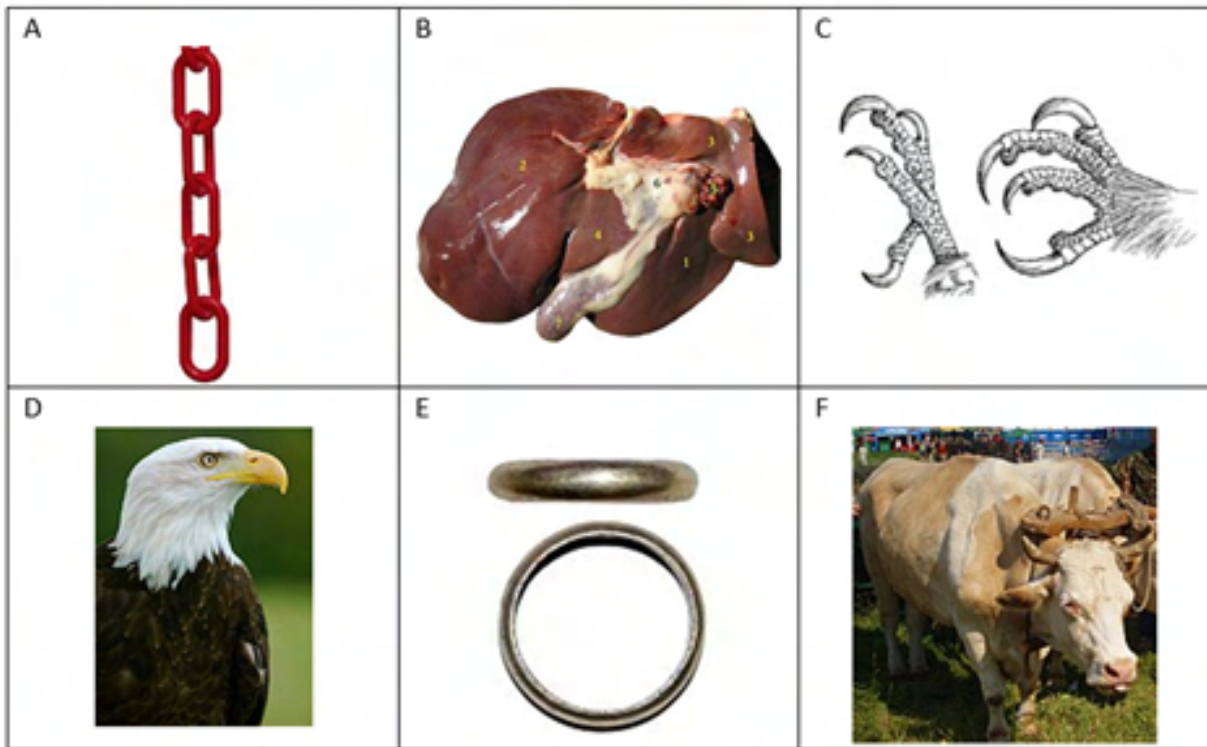


Exercise 1

- 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. Here are some ideas:

**COOKING – HEATING – PROTECTING OURSELVES –
STERILISING – LIGHTING**

Vocabulary



Exercise 1

Match the images with the words.

- **A Chain**
- **B Liver**
- **C Claw**
- **D Eagle**
- **E Ring**
- **F Ox**

Exercise 2

Find the intruder in each group.

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

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. **[F] It was the other way round**
- The liver was the site of the intelligence and the soul. **[T]**
- Prometheus was finally freed from his ring and his chain. **[F] He kept the chain attached to a small piece of rock**
- Herakles killed the eagle with an arrow. **[T]**

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 [**to**]
- look [**at**]
- divide [**into**]
- pass [**by**]
- lie [**on**]
- be angry [**with**]



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 [**looks at**] the eagle with its wings widespread.
 - Prometheus [**lies on**] a rock and he is chained to it.
 - Zeus [**is angry with**] Prometheus because he steals the fire from the gods.
 - Prometheus [**divides**] the ox [**into**] 2 parts: one for the gods and one for mankind.
 - Herakles [**passes by**] the place Prometheus is punished.
 - Prometheus [**manages to**] steal fire from Mount Olympus.



Red Star Line Company

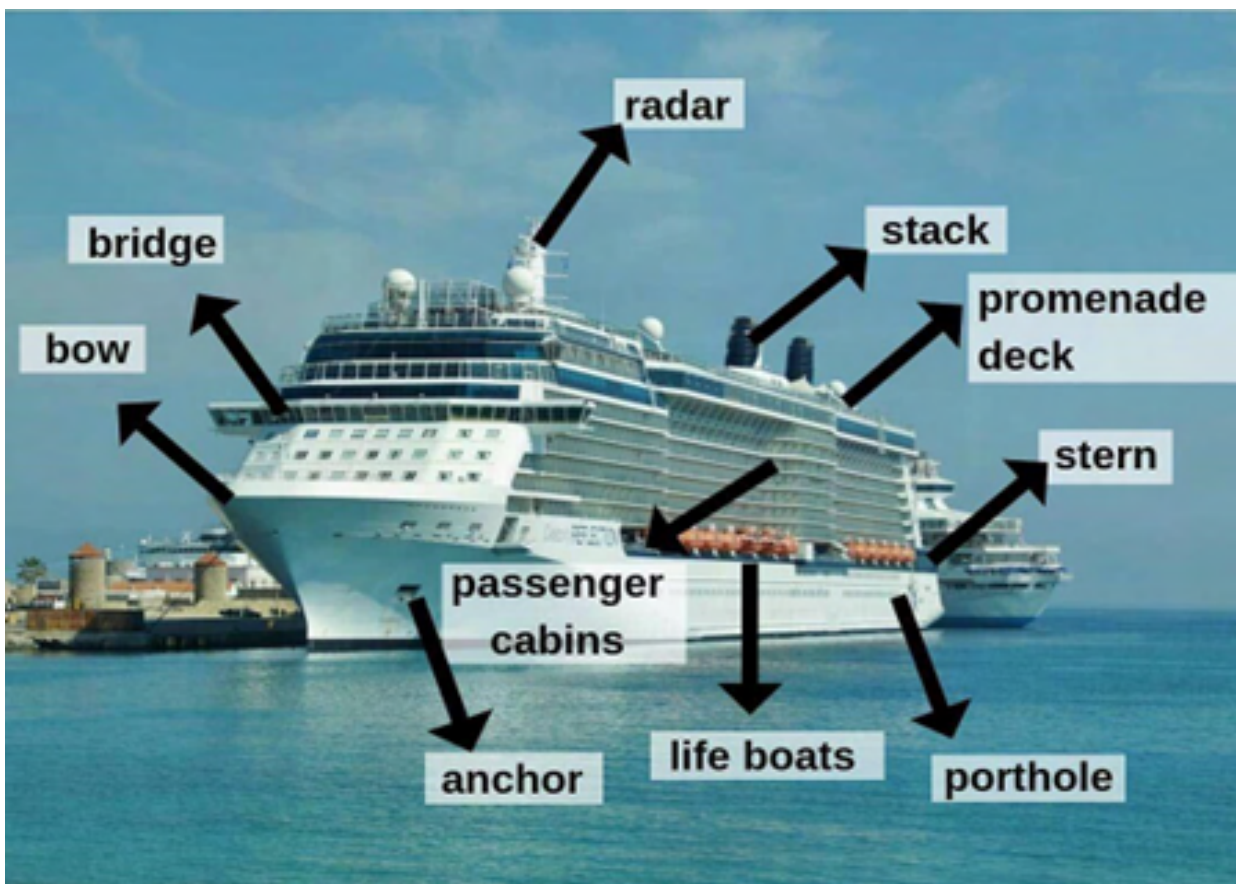


Vocabulary



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? [**life boats**]
- What is used to fix the ship in a certain place? [**an anchor**]
- Where do you sleep? [**in a passenger cabin**]
- What is the word for a “window” in a ship? [**a porthole**]
- What is the part opposite the bow? [**the stern**]

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 **Ship**
- A thin piece of crisp food **Chip**
- Domesticated, ruminant, mammal animal typically kept as livestock that produces wool **Sheep**

- Having a lot of money **Rich**
- Low in price **Cheap**
- Plural of foot **Feet**
- To be the right size **Fit**
- To achieve a particular level or goal after working toward it **Reach**

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.



Cultural Heritage



The first trade route across the Atlantic was inaugurated in 1566 between the Americas and Spain, with the establishment of the West Indies fleets.

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.

There was great competition amongst the United Kingdom, France, Germany, Italy, and the United States. They wanted to build grand ocean liners as symbols of national technical skill. They wanted the ships to be expressions of power, not just transport businesses.

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?

Christopher Columbus

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

Reading Comprehension



Exercise 1

Are the next sentences true or false?

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

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 **Nazis** had confiscated all his possessions and had unleashed a proper **witch-hunt** against the Jews. They decided it was not **possible** 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
Banned Convinced Gathered Operated Travelled	Became Did Learnt Made Was



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 **Fifteen sixty-six**

1935 **Nineteen thirty-five**

1913 **Nineteen thirteen**



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 **Austrian**
- Belgium **Belgian**
- Czechoslovakia **Czech**
- Germany **German**
- The United States **American**





France

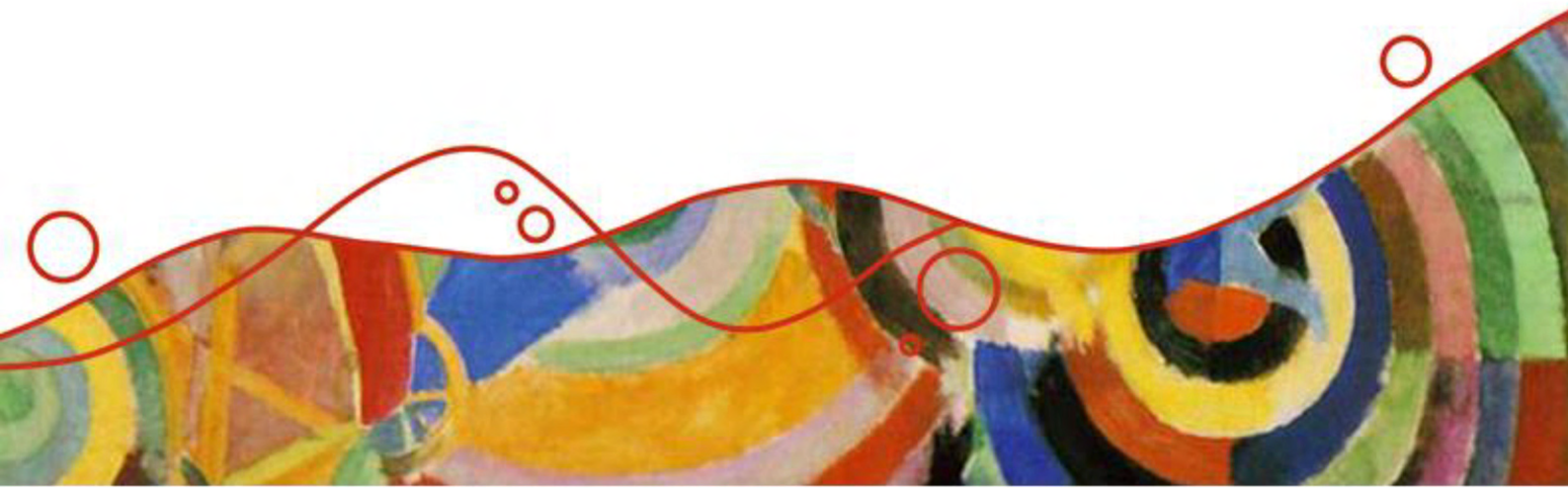
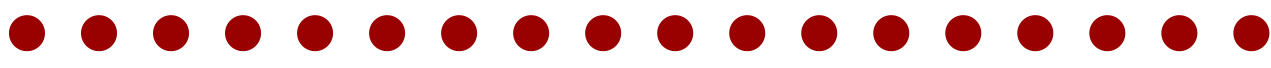
Content

France

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The Equatorial Jungle



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 jungle

A colourful bird, repeating the words he hears is a

a parrot

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

naive

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 humid climate.

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

He uses different shades of green.

3. Can you find the antonym of these words?

Wet = dry

Colourful = colourless (*faded*)

Naïve = careful (*smart, experienced, perceptive*)

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?

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?

Reading Comprehension

1. React to the statements about the story read

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

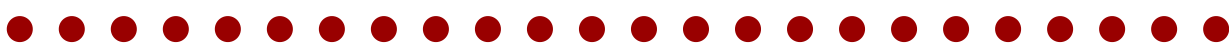
b) Many scientific researches are carried in jungles. **True** or False?

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 will have (have) their trees cut down to create farmland and use their natural resources.

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

Endangered species are going to disappear (disappear) because of natural disasters and human actions such as poaching.

Many arboreal people are going to demonstrate (to demonstrate) next month against deforestation.

Grammar



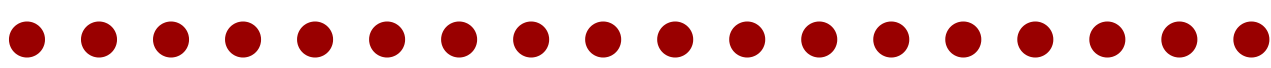
2. Highlight whether the sentence is written in direct speech or indirect speech

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

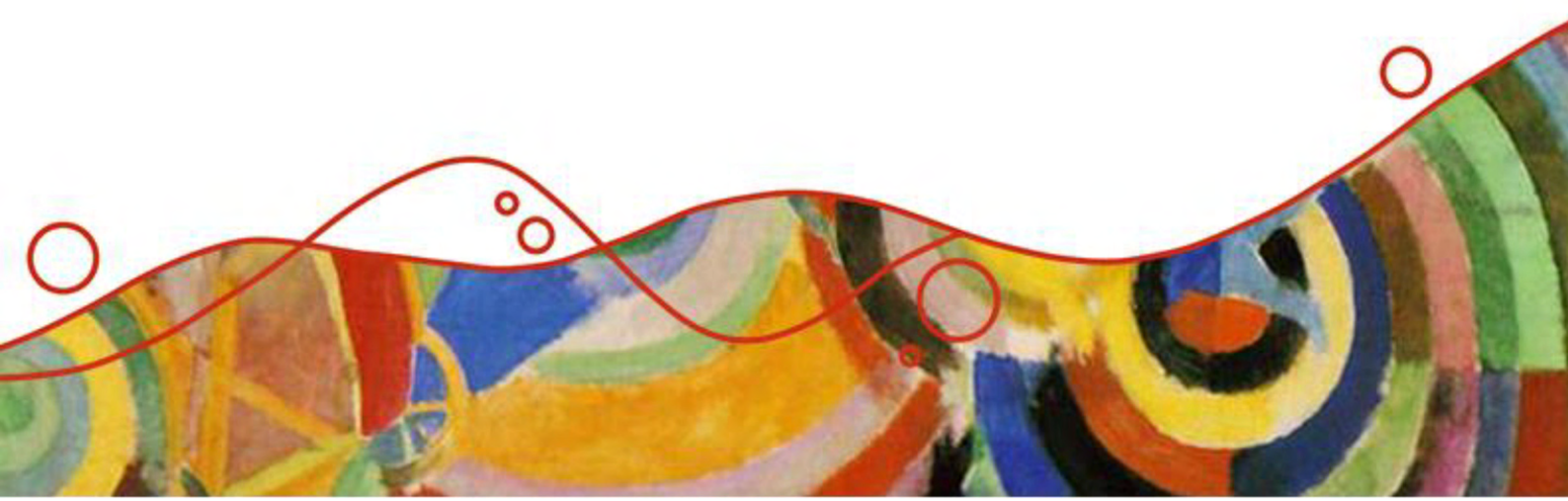
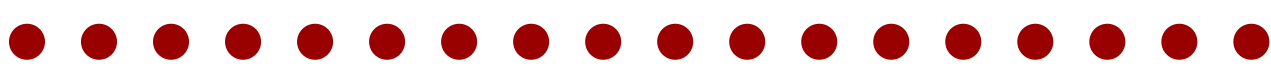
People said: “We are shocked by his work”.
direct speech / indirect speech

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



Job Taunted by his Wife



Vocabulary



1. Match the word to the definition

A disease or period of sickness = illness

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

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

To laugh at or tease someone or something in an unkind manner = to mock

quarantine

to mock

sympathy

illness

Vocabulary



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

The opposite of illness is good health

The opposite of quarantine is freedom

The opposite of sympathy is indifference

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

3. Can you find the synonyms of these words?

Sickness = Illness (disease, affliction, infection)

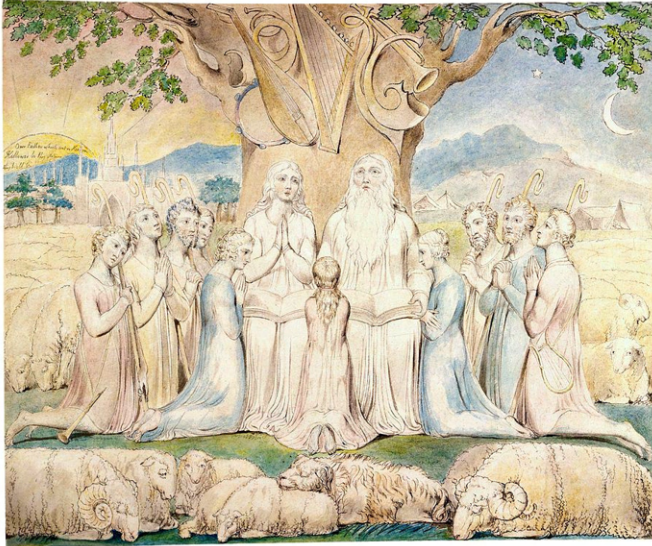
Quarantine = Isolation (separation, closeting, separation)

Sympathy = Compassion (empathy, pity, caring, concern)

Taunt = Tease (mock)

Indifference = Disregard (neglect, carelessness)

Cultural Heritage



Find more information about Job



1. Answer the following questions

- a) Who is the cause of Job's trouble? **Satan**
- b) How many children did Job have? **Ten children**
- c) What are the two causes of death of the sons of job? **They were killed by thieves and natural disasters**
- d) In which way was Job rewarded at the end of his suffering? **God then restores Job's health, granting him twice what he lost**

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**

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.

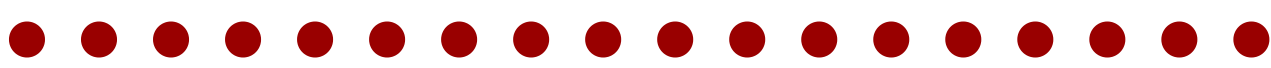
True or **False**

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

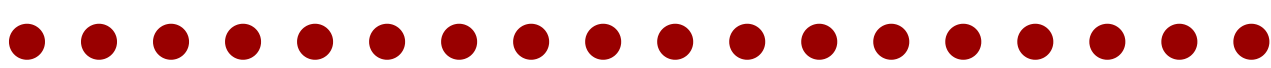
2. Fill in the gaps with the right word:

○ renounce - faith - die

Job's wife urged him to renounce his faith
in God, to curse him and to die.



The Raft of the Medusa



Vocabulary



1. Match the word with the definition

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

• The destruction or loss of a ship is called = a shipwreck

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

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

a stormy sea

hunger

a shipwreck

hope

Vocabulary



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

- The opposite of hope is hopeless
- The opposite of hunger is satiety
- The opposite of stormy (if weather) is calm

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



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 sea .

Dark clouds and stormy seas indicate bad weather .

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

I personally ask myself whether this painting is realistic or romanticised.

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 twenty-seven years old when he painted this artwork.

The painting was completed two 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 staying (to stay) alive during the two weeks.

b) 150 people began to climb (to climb) onto a raft.

c) Doing (to do) research was a huge part of Theodore Géricault's work.

d) This painting tries to report (to report) a real shipwreck.

e) The survivors of the shipwreck were waiting (to wait) for help.

f) Civil servants and military staff were the first to leave (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 can draw very well.

b) I must visit this museum before it closes.

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

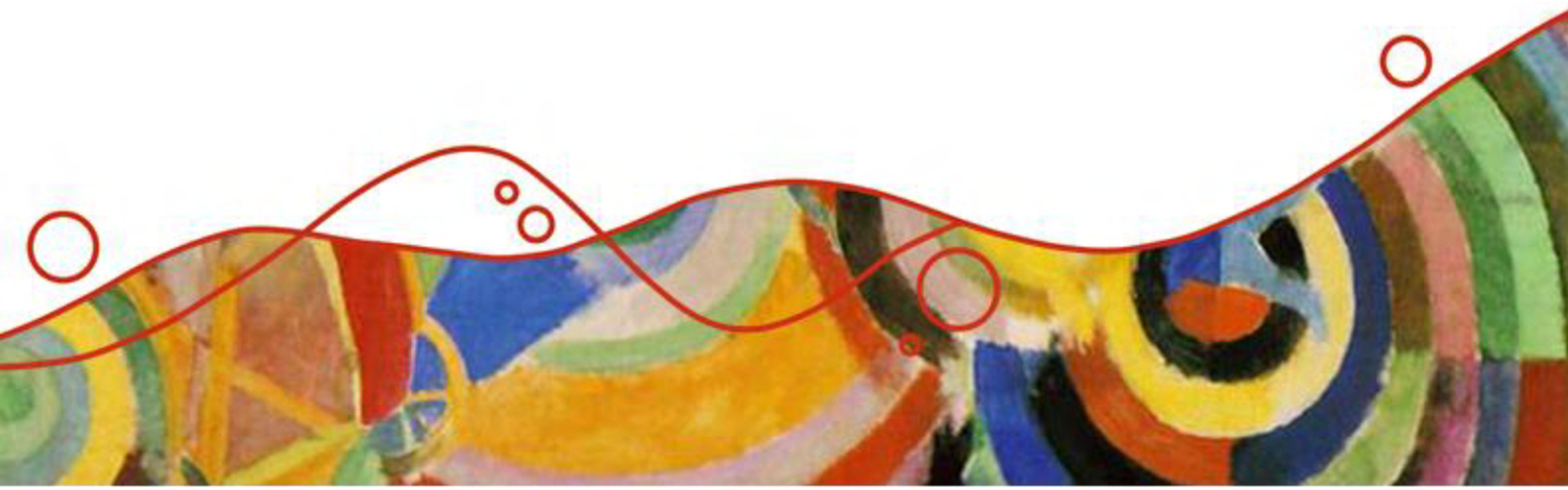
d) I have just finished all my paintings, who knows I may / might organise a private sale soon.

e) I shall / will buy one of your paintings, to support you.

f) If I had known you were in Paris, I would / might have come to visit you in your studio.



The windmill of the Galette in Montmartre



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: Windmill
- Material attached to the arms of a windmill to catch the wind: Sail
- To move in a circle around a center point: Rotate
- A machine for grinding or crushing: Mill

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. **3**

Montmartre was once crowned by numerous windmills. **2**

Then some millers transformed their mills into merry “guinguettes” where Parisians enjoyed themselves drinking and watching cabaret. **4**

Because of his elevated position. **1**

Listening



2. Fill in the gaps with the right words

Thanks to its elevated position, Montmartre was once crowned by numerous windmills. They were used for grinding wheat to provide flour for the inhabitants, for pressing grapes to make wine, for crushing flowers to make perfume and for grinding materials for manufacturing.

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

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

Grammar



Opinion	Concession	Purpose
In my opinion To my mind As far as i'm concern	Even though Although Though	To So that In order to
Consequence	Contrats	Adding ideas
As a result Therefore So	However But While	Moreover Besides In addition
Explaining	Condition	Choice
As Because Since	As long as Unless If	Or Whatever Neither ... nor



Greece

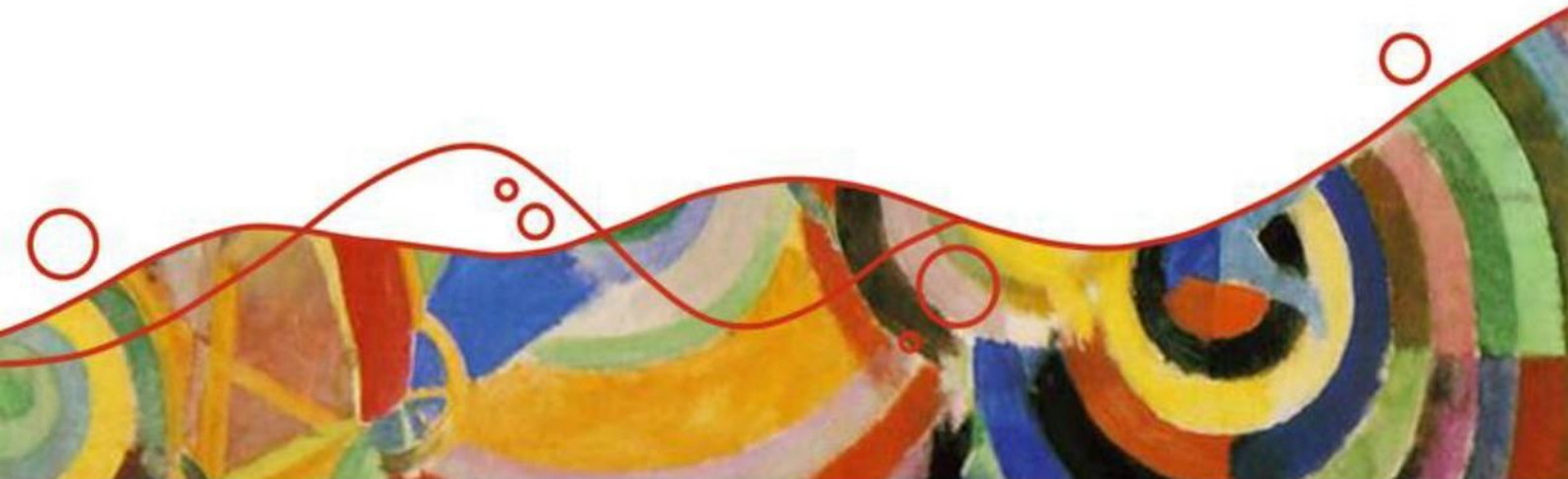
Content

Greece

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Grateful Hellas



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 => **flee**
- 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 => **enrol**
- 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 => **scholar**

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.

[establishment]

- The Greek cause, however, was saved by the ... of the European powers. **[intervention]**
- The women of Souli, called “Souliotisses” are known for their ... in fighting as well as for being martyrs. **[bravery]**
- With the support of Egyptian sea power, the Ottoman ... successfully invaded the Peloponnese. **[forces]**

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

Listening



Listen to the audio fragment and answer the following questions

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 **True**

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 (**France, Russia**)

Reading Comprehension



1. True/False

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

False

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, _____?

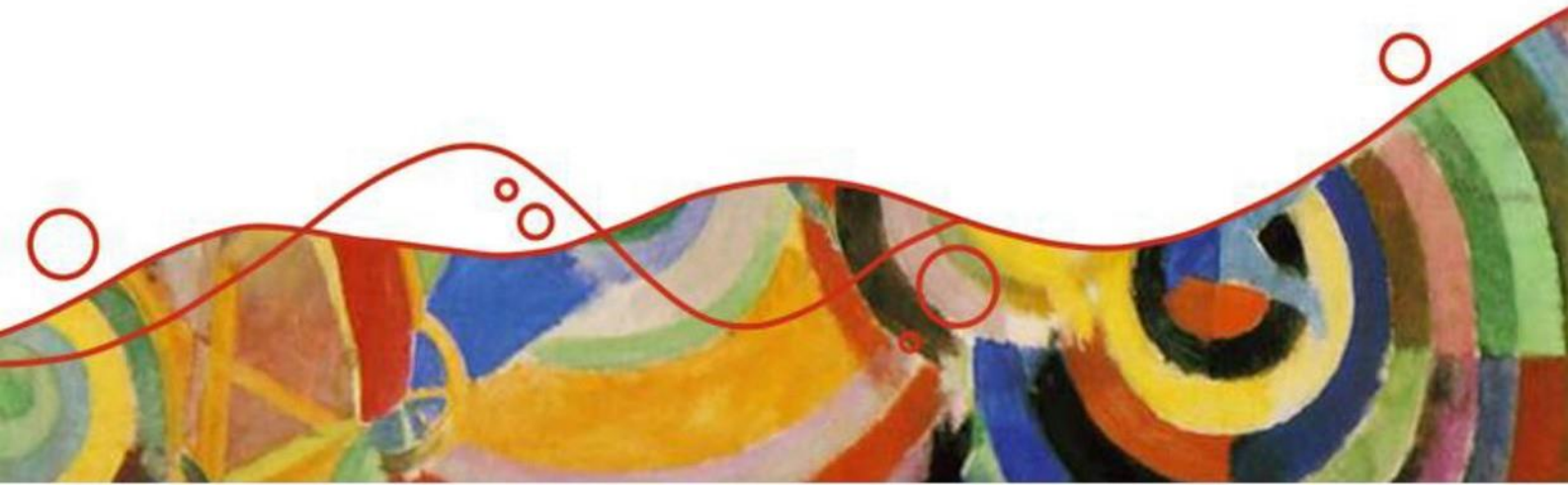
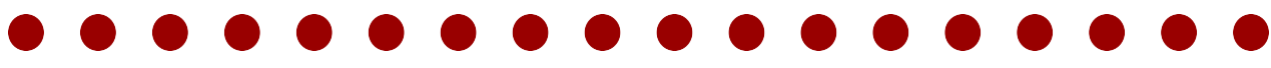
1. wouldn't you

2. would you





The Siren Vase



Vocabulary



Exercise 1

Match the word with the definition

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

Exercise 2

Drag the words to fill in the gap

- In Greek mythology, sirens are beings with captivating voices [**humanlike**]
- The Odyssey is Homer's of Odysseus' homeward journey, after the Trojan War is over. [**tale**]
- 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. [**voyage**]
- 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. [**civilization**]

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. **True**
2. The Odyssey is a prequel to Homer's other famous epic, the Iliad. **False - it is the sequel**
3. The ancient code of hospitality was called "Xenia"
True

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 => **in the middle of things**
- 2A A closer encounter with a man-eating giant, a ... who turns men into pigs, a long-lost king taking back his throne. => **sorceress**

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





Bull-Leaping Fresco



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
=> **gender**
- a public performance especially when on a large scale => **spectacle**
- the culture, society and way of life of a particular area => **civilization**

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. [**significant**]
- This particular painting has created a significant amount of over the identities and genders of the three figures with regard to their skin tone. [**debate**]
- The bull, either as an individual animal or in bull-leaping and hunting scenes, was one of the most popular in Minoan art. [**subjects**]
- The fresco is partially, but has been fully restored. [**preserved**]

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:

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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 **True**
2. The original fresco was created around 1400 BC **False (around 1500 BC)**
3. Maps were known to the ancient civilizations of the Minoan, Babylonian and Egyptians **True**

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 **False (Crete Island)**
- Scholars believe that if the Minoans did engage in this dangerous activity (bull-leaping), the basic tactic would have happened in four phases. **True**
- Archaeological evidence shows that a nearby volcano, Mount Thera, erupted toward the end of the Minoans' time on Crete. **True**

2. Fill in the gap

- Without understanding, it's impossible to use historical records to root out the potential seeds of their downfall **[Linear A]**

- 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](#)



The Porch of the Caryatids



Vocabulary



Exercise 1

1. Match the word with the definition

- cause (someone) to lose their freedom of choice or action. => **enslave**
- to represent by or as if by a picture => **depict**
- a hollow container, especially one used to hold liquid, such as a bowl or cask. => **vessel**
- 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 => **attribute**

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. **[practice]**
- Many interpretations of the Korai have been put forward in modern ... **[times]**
- 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. **[detached]**

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

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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. **True**
2. The statues have different hairstyles and facial features. **True**

Exercise 2

Fill in the gap

1. The building was named after an ancient (.....), who was supposedly killed on the spot. => **king**
2. There are (number) graves on the Acropolis from around the Mycenaean period. => **19**

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. **True**

Grammar (optional)



Are you familiar with the distinction between the phrases "I used to drive on the left" and "I'm used to driving on the left"?

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

- used to + infinitive

When discussing something in the past that no longer happens, we use "used to" + infinitive. It reveals to us that a repeated action has ended.

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.

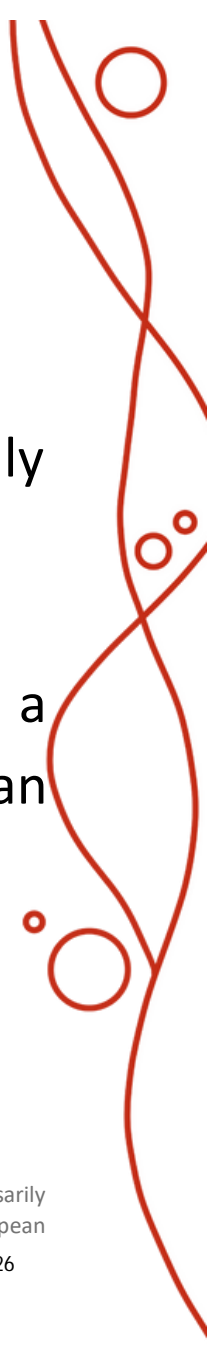
I am used to the city now and don't get lost any more.

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





Italy

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Italy

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The Dream of the Pomegranate

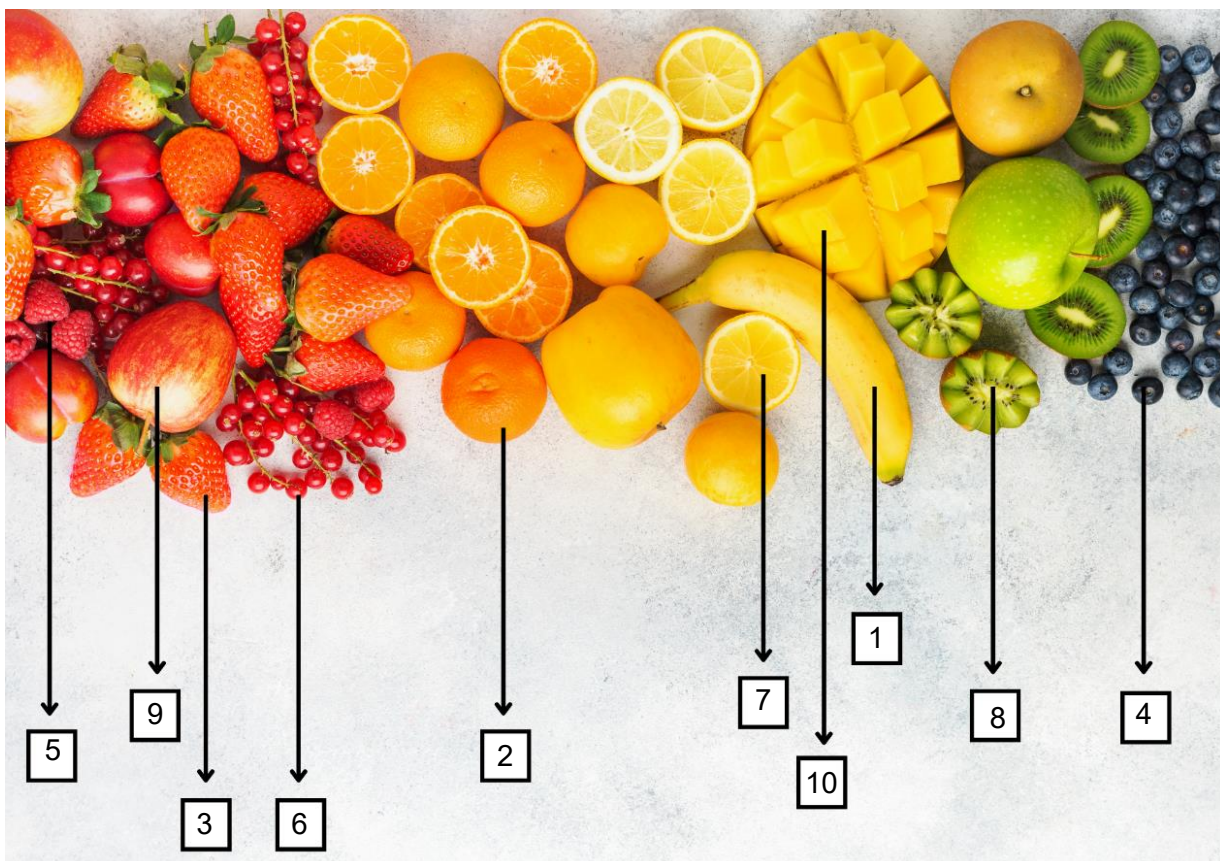


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Vocabulary

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



1- Banana

5- Raspberry

9- Apple

2- Orange

6- Redcurrant

10- Mango

3- Strawberry

7- Lemon

4- Blueberry

8- Kiwi fruit

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A - Orchid

E - Lily

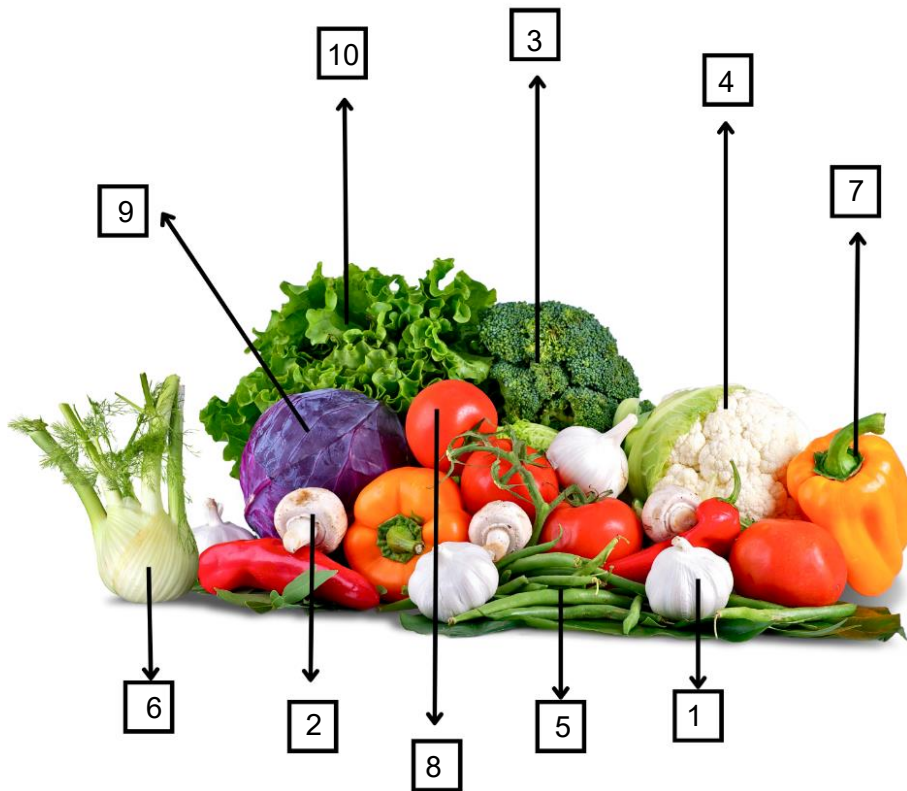
B - Rose

F - Daisy

C - Gerbera

G - Tulip

D - Iris



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

smelly

mouldy

a cool sun

profound

inexhaustible

boring

sour



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. (T)
- b) “All the Odes” is a collection of 270 short poems. (F)
- c) With his work “Canto General”, Neruda tried to retell the entire story of Latin America through poetry. (T)



Reading Comprehension

True (T) or False (F)?

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

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.

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“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

These verbs are intransitive. They don't need an object.

A transitive verb needs an object and sounds incomplete without one. Here are some sentences with transitive verbs:

- I drink coffee.
- She caught the ball.
- You were carrying the bag.

If you take away the words that are underlined (the objects), the sentences are incomplete and don't really make sense.

Compare with intransitive verbs (in bold):

- I ran.
- Be quiet – she is speaking.
- We have finished.

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

- To jump [I]
- To bring [T]
- To run [I]
- To sing [I]
- To arrive [I]
- To borrow [T]



Ogre of the Sacred

Wood of Bomarzo



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Vocabulary

Match the words with the images:

a - dragon

b - ogre

c - wizard

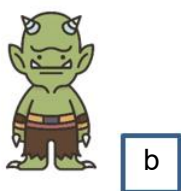
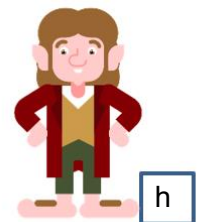
d - witch

e - elf

f - centaur

g - dwarf

h - hobbit

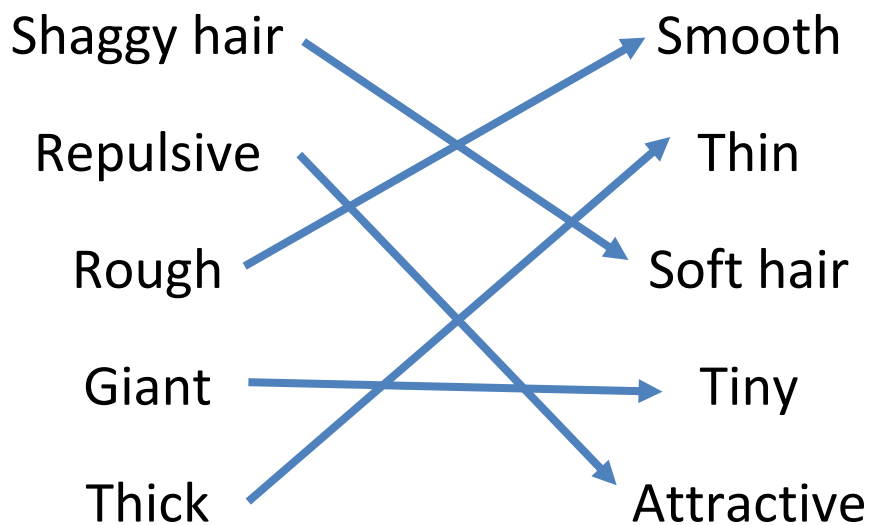


Now choose the adjectives from the list that describe ogres:

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.

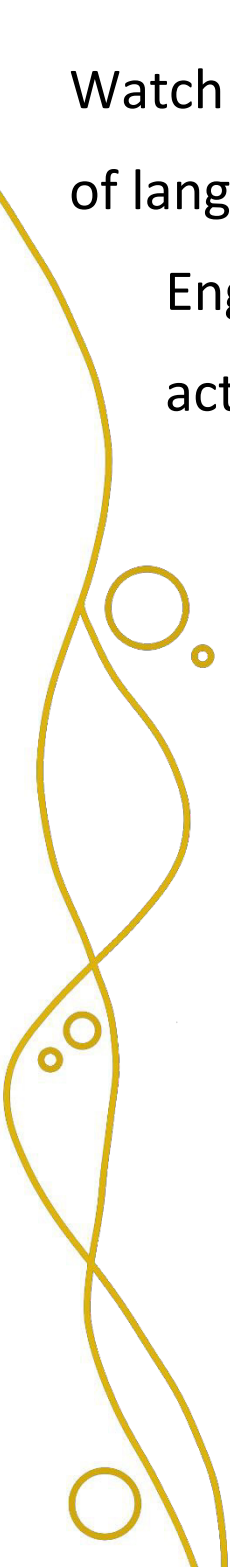




Listening

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

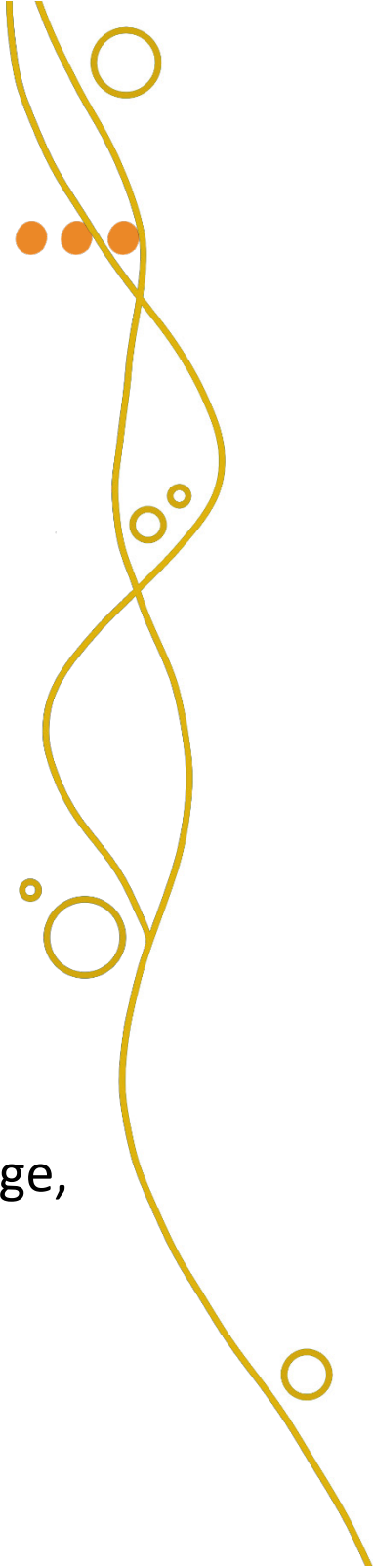
English subtitles are available; you must activate them.





Listening Comprehension

True (T) or false (F)?

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



Reading comprehension

True (T) or False (F)?

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

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 TALE/STORY of J.R.R. Tolkien, written in 1949, we enter the world of the MIDDLE KINGDOM. Tolkien also wrote the very popular novels “The Lord of the Rings” and “The Hobbit”. The story focuses on a FARMER and a dragon and how an ordinary person became a King.

As in other stories by Tolkien, there is a magic tool, the __SWORD__ 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 (_PC_) up when he actually found (_PS_) the dragon.”
- “Once he got (_PS_) there, he discovered (_PS_) that a younger dragon was living (_PC_) in his home.”

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

- “I WAS STUDYING (to study) in the kitchen, when the phone RANG (to ring): grandma invited me to go out for dinner.”
- “Hi John, where is Sarah?” “She COULDN'T (can not) come. She IS WORKING (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
STOMPED SHOUTED	READ WENT ATE HIT



Fahrenheit 451



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Vocabulary

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

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





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

- 3 Yesterday morning
- 2 Last night
- 7 Last month
- 5 Three days ago
- 1 Five minutes ago
- 6 Last week
- 8 Last summer
- 4 The day before yesterday
- 9 A year ago
- 10 In 2009



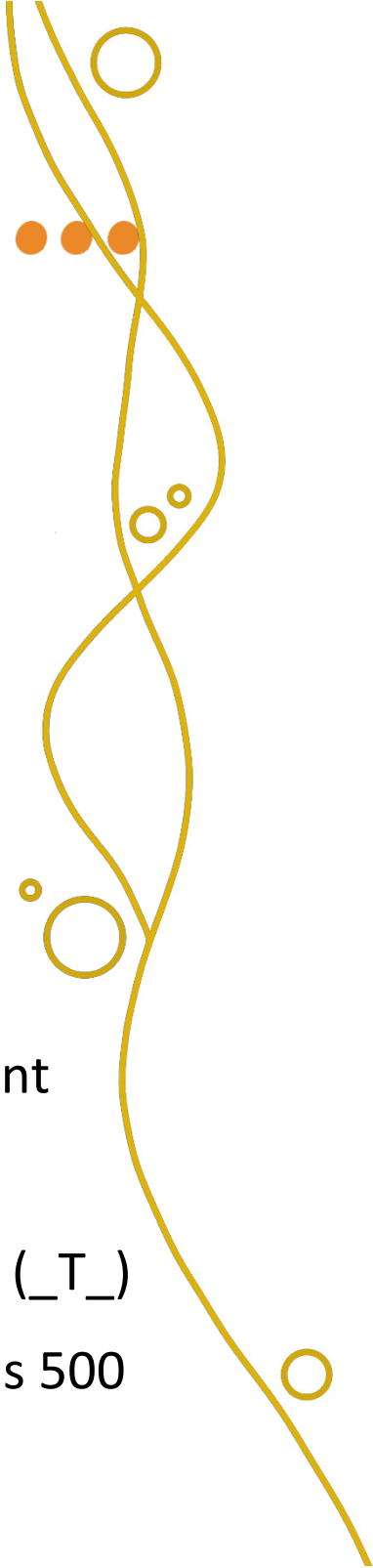
Listening

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. (T)
 - b) Ray Bradbury read about libraries burnt in the past, for example in Alexandria, in China and because of dictators like Hitler. (T)
 - c) The first edition of Fahrenheit 451 was 500 copies. (F)
- 



Reading comprehension

True (T) or False (F)?

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

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 __OCEANIA__ where Big Brother is always watching you and the __THOUGHT POLICE__ 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 __PARTY__.



Grammar

Look at these words:

dystopian – disappear

disconnected – disadvantage

What do these words have in common?

These words all start with the prefix “dis-”. A prefix is a small group of letters that can be attached to the start of a root word. The prefix “dis-” (or “dys” in some cases) wants to indicate the opposite of what the root word indicates.

What do you think “dystopian” is?

“Utopian” describes a society that's conceived to be perfect. “Dystopian” is the exact opposite: it

describes an imaginary society that is as dehumanizing and as unpleasant as possible.

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. (_P_)
- 2) The all-controlling Party governs Oceania. (_A_)
- 3) O'Brien approaches Winston. (_A_)
- 4) Winston is approached by O'Brien. (_P_)
- 5) Winston loves Big Brother. (_A_)
- 6) Big Brother is loved by Winston. (_P_)

Turn the sentences from the active to the passive form:

a) My father cooks dinner every day.

__Dinner is cooked by my father every day.__

b) Linda washes the car every week.

_The car is washed by Linda every week.___

c) Sara cleans the office every day.

_The office is cleaned by Sara every day.___

d) Robert sells vegetables in the market.

_Vegetables are sold by Robert in the market.__



Narcissus

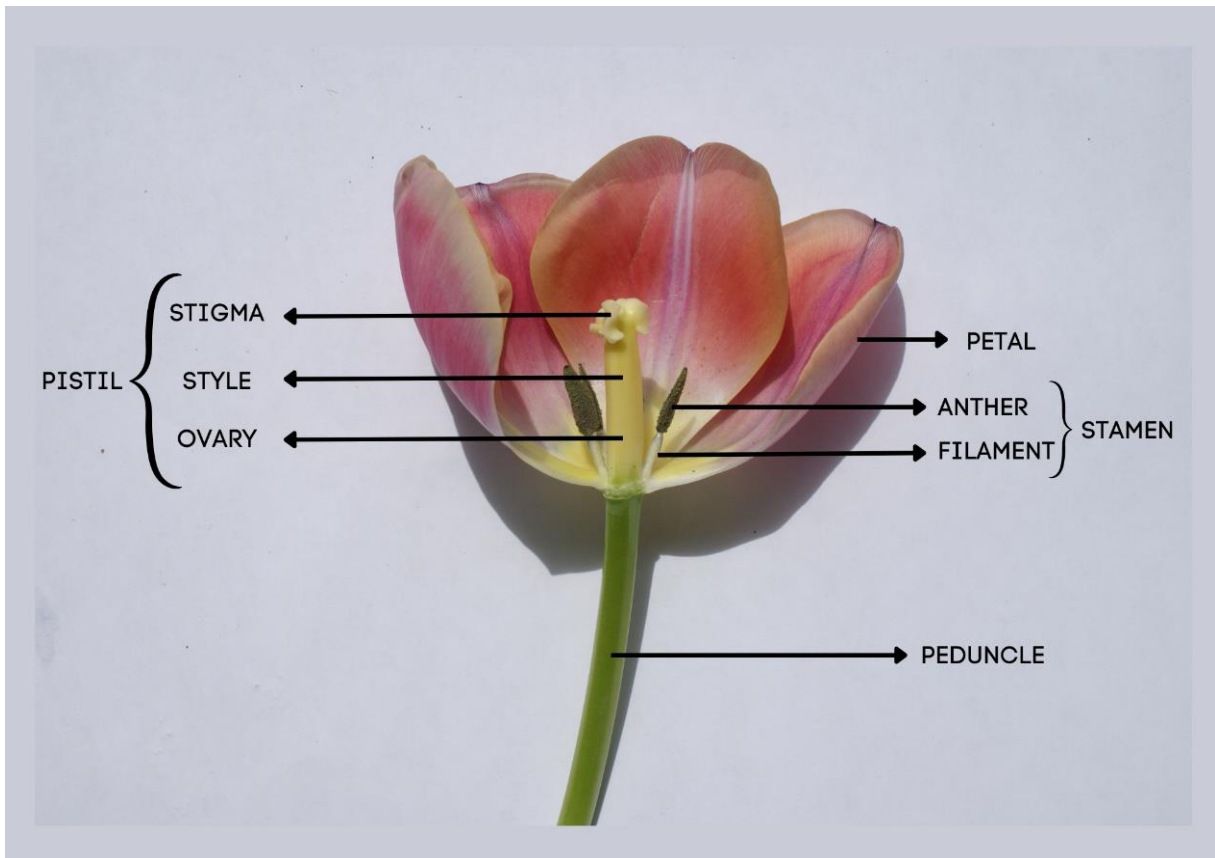


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Vocabulary

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.



PEDUNCLE: The stalk of a flower.

PETAL: The part of a flower that is usually coloured.

ANTHER: The part of the stamen where pollen is produced.

STAMEN: The pollen-producing part of a flower, usually with a slender **FILAMENT** supporting the anther.

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

STIGMA: The part of the pistil where pollen germinates.

OVARY: 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 of Narcissus	Animals	Feelings
perfume	fish	desire
small	Birds	love
Flower of love	butterflies	joy
	frogs	sorrow



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”. (_T_)

b) “Easy-peasy” means “hurry up”. (_F_)

c) If you plant bulbs in this way you can call them “clockwork bulbs” because they will flower in succession. (_T_)



Reading comprehension

True (T) or False (F)?

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

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 ___OVID___ we know many myths and stories from ancient ___GREEKS___ and ___ROMANS___.

Myths are legends that aim to provide ___ANSWERS___ 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?

These words all end with “ism”. In grammar a group of letters added to the end of a root word is called a “suffix”.

Each of these words describes a specific philosophical concept or idea. What makes these terms so interesting is that they all have different meanings and they can be used to describe different aspects of life, religion, politics, science, and more.

What do you think “narcissism” is?

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

In psychoanalysis "narcissism" is a real pathology: it is a behavioural disorder in which the person (or narcissist) has such a high opinion of themselves that their relationships with other people are affected. Narcissism can also lead to

cruelty and oppression. Often, narcissists reveal seductive and manipulative characteristics.



Latvia

Content

Latvia

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Zvarte's Rock



Vocabulary



1. Group words with the same meaning.

ROCK OUTCROP RIVER CREEK VALLEY BASIN
CARVINGS ENGRAVING

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

Cultural Heritage



1. Try to guess the answers!

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

(Amata valley)

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

3) What is the height of the cliff? **(45 metres)**

Listening Comprehension



1. Quiz! Guess the answers.

1. What is Zvarte Rock? **(A popular nature spot)**

2. What is the rock made of? **(Sandstone)**

3. Is there a hiking trail near the rock? **(Yes)**

4. What can you see on the Amata Trail? **(Different plants and animals)**

5. What other types of rocks can be found on the trail? **(Dolomite)**

6. Where does the Amata Trail start and where does it end? **(It starts from Melturi and ends at the Gauja river)**



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 **could** 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 **could** understand. The villagers knew that they **should** not go out on those nights and they **ought** to keep their eyes down on Zvarte. The villagers feared the witches **might** make people sick or even turn them into stone. Those **must** 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?)

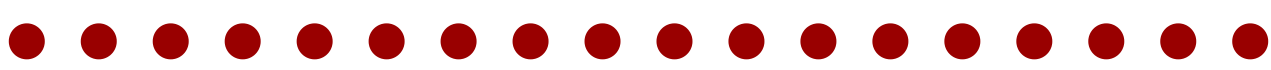
1. Zvarte is a small village, **isn't it?**

2. People live in fear there, **don't they?**

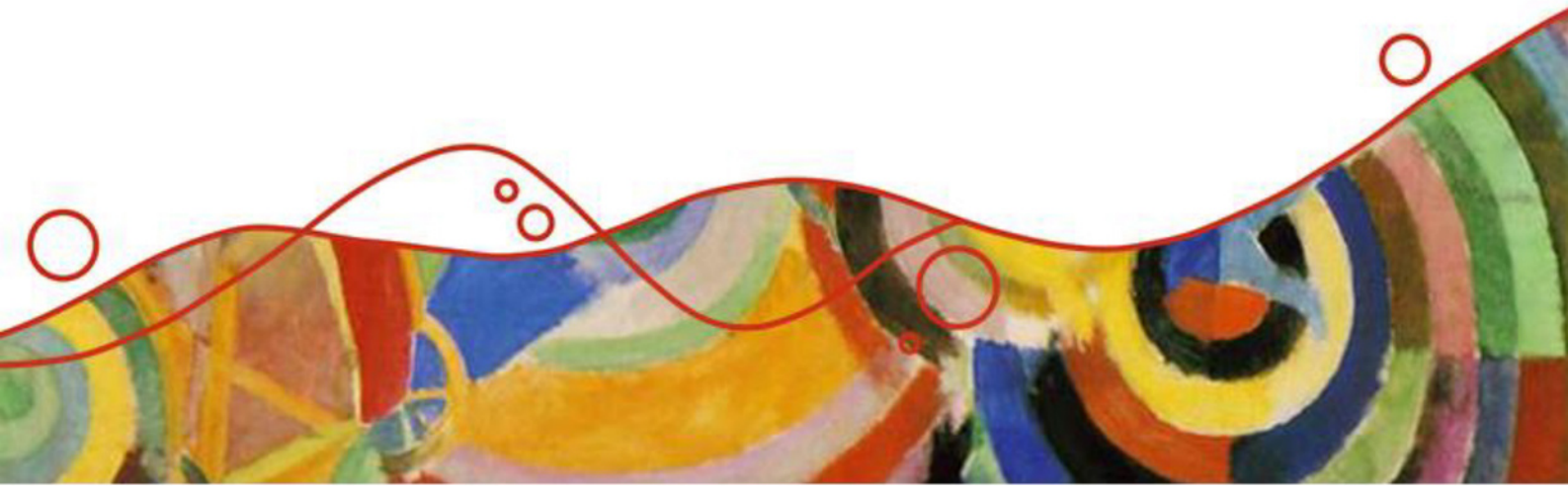
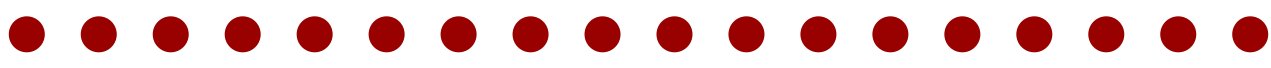
3. Witches are scary creatures, **aren't they?**

4. They can fly on brooms, **can't they?**

5. Witches would then dance and eat, **wouldn't they?**



Wind Mother Monument



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!

Since the 18th century, the **Baltic Sea** has been a place of trouble. Pirates terrorised the coasts for hundreds of years, making it hard for traders to do **business** safely. Still, people from Germany, the Netherlands, Denmark, and Scotland moved to the southern and eastern shores of the **sea**. Over time, different **countries** 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 **forces** in the region. **Trade** 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

Cultural Heritage



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 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 **Liepaja**, the wind plays a defining part, particularly at **sea**. The **locals** have named this **monument** in honour of the windy **weather**.

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 **Baltic Sea** has a long history of being a place of conflict and danger. Many people died at sea because of **pirates**, wars, and sea **battles**. It was also an important trading **route**. In addition, the Baltic Sea is known for its severe **winter** storms, which can be dangerous for ships. There have been many shipwrecks in the Baltic Sea, for example, the **Estonia** ferry, the Wilhelm Gustloff, and the Cap Arcona. In Liepaja, the **Wind Mother** 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
Terrorised Competed Linked Needed Occupied	Saw Sunk Placed Took Lost

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 (nineteen seventy-seven)

b) 1945 (nineteen forty-five)

c) 1658 (sixteen fifty-eight)

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

Latvia (Latvian)

Estonia (Estonian)

Sweden (Swedish)

Russia (Russian)

Netherlands (Dutch)

Germany (Germans)

England (English)



Pre-election Poster



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 - a time when a group of people become more aware of their national identity, culture and politics.

Patriotism - the feeling of love and devotion to one's country.

Crusaders - 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.

Conquerors - strong leaders and warriors who have won important wars and taken over other countries to grow their territory and power.

Epic - a long poem or a novel (book) that tells of heroic acts.

Cultural Heritage



1. Try to guess the answers!

1) Who is Lacplesis? **(A hero in Latvian epics and stories)**

2) What does he symbolise? **(He is a symbol of bravery, loyalty, and patriotism)**

3) What is different about Lacplesis? **(He has ears like a bear)**



Listening Comprehension



1. Quiz! Guess the answers.

1. Where did Lacplesis come from? **(The deepest part of the forest)**
2. Where is his power hidden? **(In his bear ears)**
3. What happens in the story when Lacplesis' father is attacked by a bear? **(He saves his father)**
4. How is Lacplesis a hero of the Latvian people? **(He protects and defends)**

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) Lacplēsis is considered a folk hero and is celebrated on November 14, known as Lacplēsis 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 "Lacplēsis" was the second major feature film in Latvian cinema history. **T/F**

9) The rock opera "Lacplēsis" 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

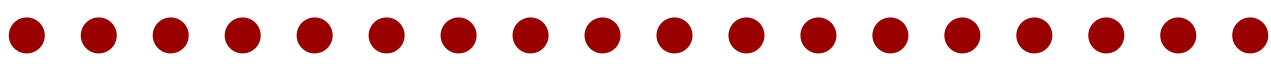
If there weren't any dark forces and evil, no heroes would turn everything into good. In the epic "Lacplesis", the main dark forces **were** devils, witches, traitors, pastors and Germans. But Lacplesis' strongest opponent **was** the Dark Knight. The rich, evil and powerful German knight, dressed in black armour, **came** to the Baltics with Bishop Albert to plunder, murder, conquer and crush the Latvian people.

Lacplesis **fought** the Dark Knight. He destroyed the knight's armour, but the iron-plated soldier **cut** off his ears. This **made** Lacplesis weak.

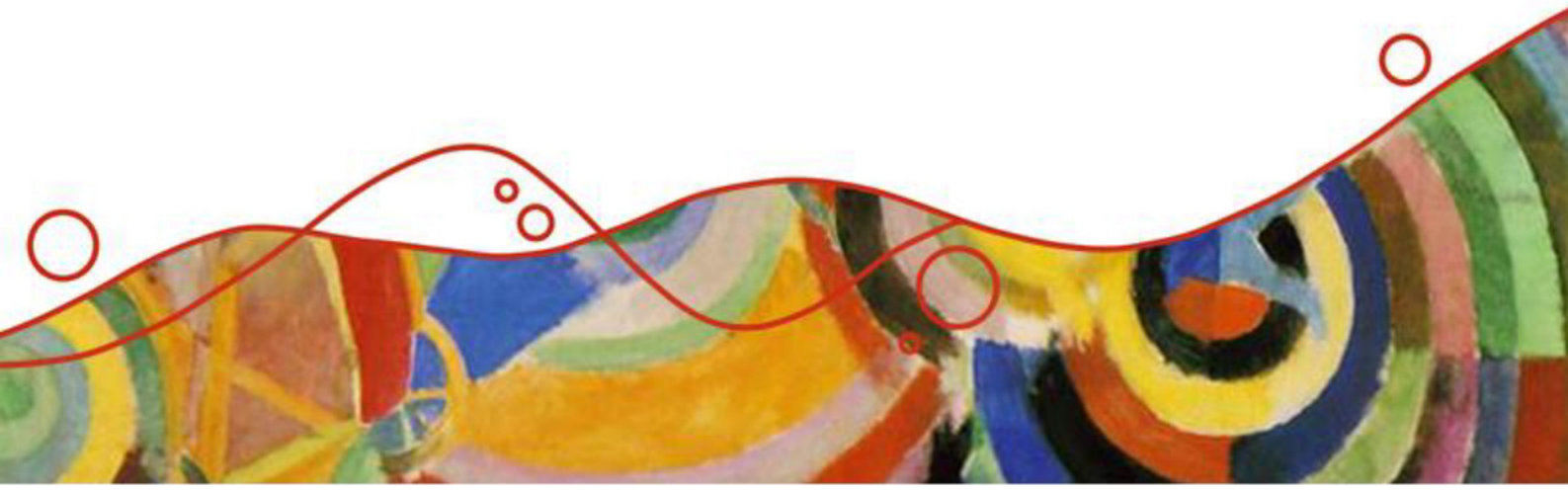
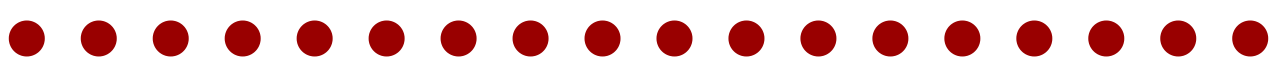
Eventually, the two **began** to wrestle until they came very close to a river valley. As Lacplesis **threw** the Dark Knight into the deep valley, he **fell** down with him. With a great splash of water, both warriors **disappeared** into the depths of the Daugava.

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 **showed** itself as a group that **liked** to fight during the election for government seats and was in direct opposition to the Communist (red) party.





Rowing Race at Latvian Fishermen's Festival



Vocabulary



1. Fill in the blanks!

coast/ Fishermen's Festival/ sea/ rowing/ sailing

In July, people go to the **coast** when the linden trees have flowers. They celebrate the Festival of the Sea or **Fishermen's Festival** 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 **sea**. People cheer when the **rowing** and **sailing** competitions start!

2. New vocabulary! Match the term with the explanation.

Meritorious (adjective) - deserving reward or praise: "a medal for meritorious conduct".

Neptune (Latin: Neptūnus [nɛp'tu:nʊs]) is the god of freshwater and the sea in Roman religion. He is the counterpart of the Greek god Poseidon.

Ploughman (noun) (plural: ploughmen) - a person who uses a plough.

“Green ball” (Latvian: Zaļumballe) is a beautiful and melodious Latvian word that is still used to describe a summer outdoor event with music and dancing.



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**

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) 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.



4) 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.



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.

5) There are races for boats of different sizes, as well as rowing and swimming competitions for the fishermen.

2) Fishermen from the nearby coastal area come together for the celebration.

9) The festival ends with an outdoor dance.

3) They arrive in decorated boats, and cars, on horseback and on foot.

4) The day starts with a church service by the water.

7) Local amateur groups perform music to honour the Meritorious Fishermen.

11) 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.

6) The winners are awarded prizes such as a can of motor oil or half a herring or sprat net.

8) The sea king, Neptune, also visits the people on land.

10) 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 **who** 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, **which** 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 **that** fishermen do.

4) It is also celebrated in places far from the sea, like Latgale, **where** 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 **at** sea in July.

2) The printed press doesn't say much **about** how the Fishermen's Festival was celebrated in the past.

3) They came from Lapmezciems, 150 km away, **in** a fish truck.

4) There were races with motor boats of different sizes, as well as competitions **for** rowing and swimming by fishermen.

5) He came with his company to test **out** the sea ploughmen and greet them.



Slovenia

Content

Slovenia

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Vocabulary



Exercise 1

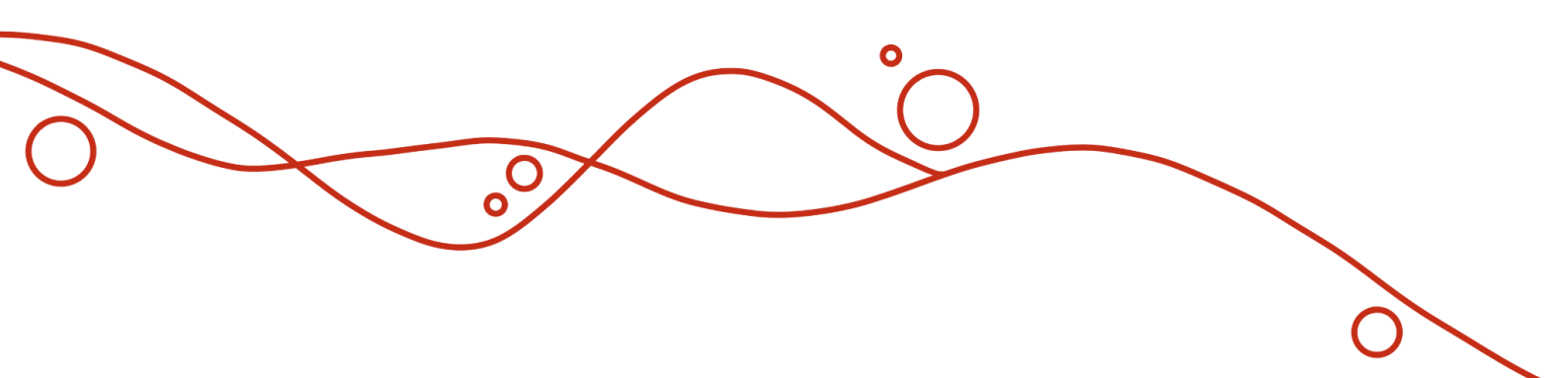
Write the nouns beside their definitions.

- surface
- arch
- stroke

1. A curved symmetrical structure that is typically supporting the weight of a bridge, roof or wall above it. **[arch]**

2. The uppermost layer of a thing. **[surface]**

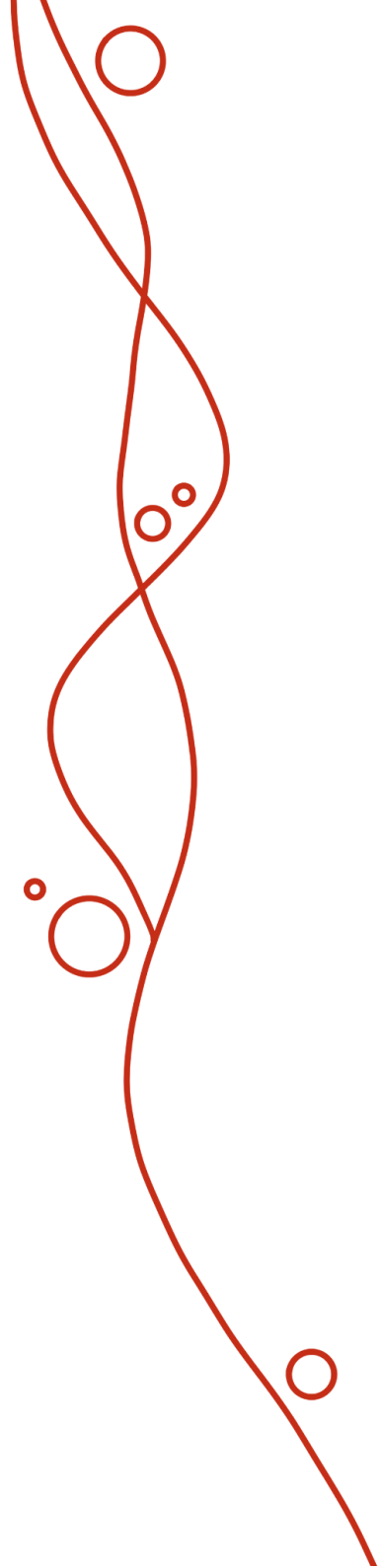
3. The way in which paint is put on to a surface with a brush. **[stroke]**



Exercise 2

Pair each word with a word that has the same sound.

- bridge **fridge**
- light **might**
- work **dirt**
- fridge
- might
- dirt



Reading Comprehension



Exercise 1

Fill in the gap with the correct word.

- enrolled
- worked
- impressionist
- married
- lived

1. Matija Jama, a Slovenian painter was born in Ljubljana. [**impressionist**]

2. He lived, studied and in many European countries including Germany and the Netherlands. [**worked**]

3. In 1897 he into Anton Ažbe's Art School in Munich. [**enrolled**]

4. In 1902 he the Dutch painter Luisa van Raders. [**married**]

5. Jama and worked across Europe. [**lived**]

Exercise 2

1. Did Jama marry a Slovenian girl? [**No, a Dutch girl**]

.....

2. What was her profession? [**painter**]

.....

3. How are Jama's brush strokes described? [**brief**]

.....

4. What do you remember about the light in the picture? [**It is morning light, it is complex, etc.**]

.....

5. Is the bridge over the Dobra River in Slovenia?
[**No, Croatia**]

.....

6. Can you think of a bridge you have seen recently?

.....

Grammar



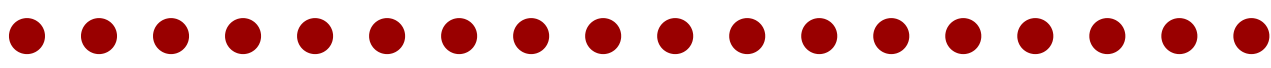
Prepositions of time

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.

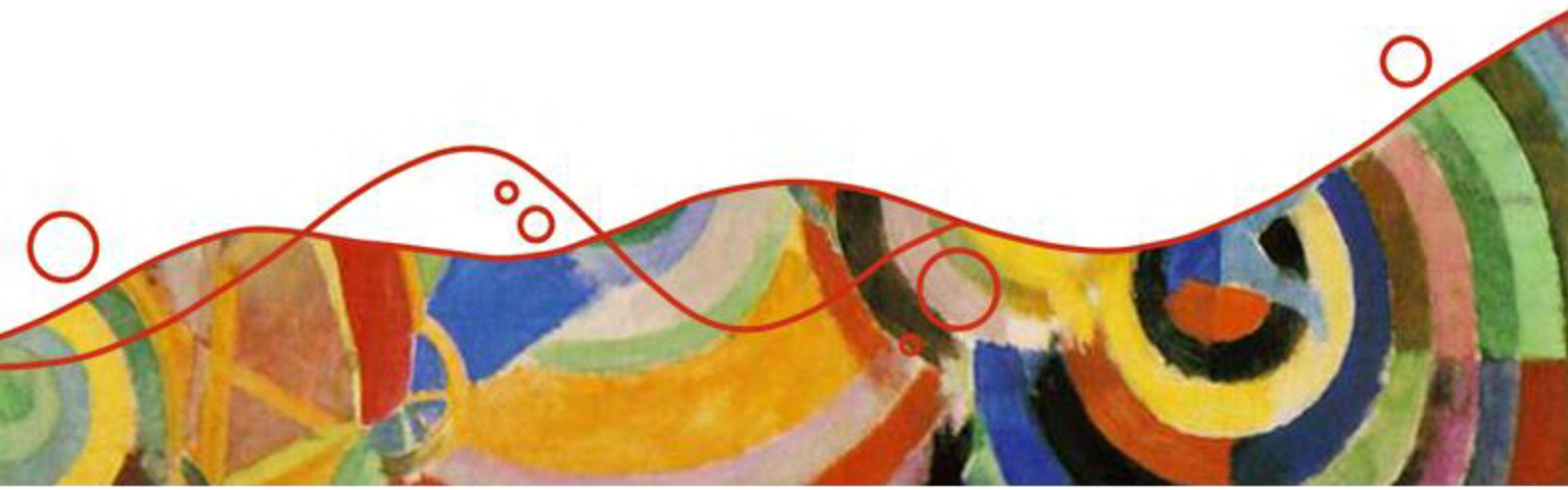
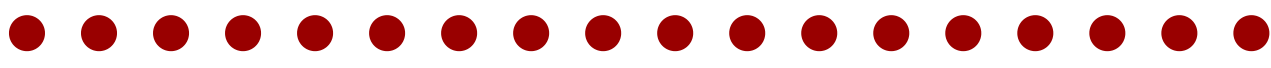
Now read the sentences and underline those with the correct prepositions in them.

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.





Fields



Vocabulary



Match the word with its definition:

earth (n.) [5]

earthy (adj.) [3]

sand (n.) [2]

sandy (adj.) [1]

rocky (adj.) [4]

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

Listening Comprehension



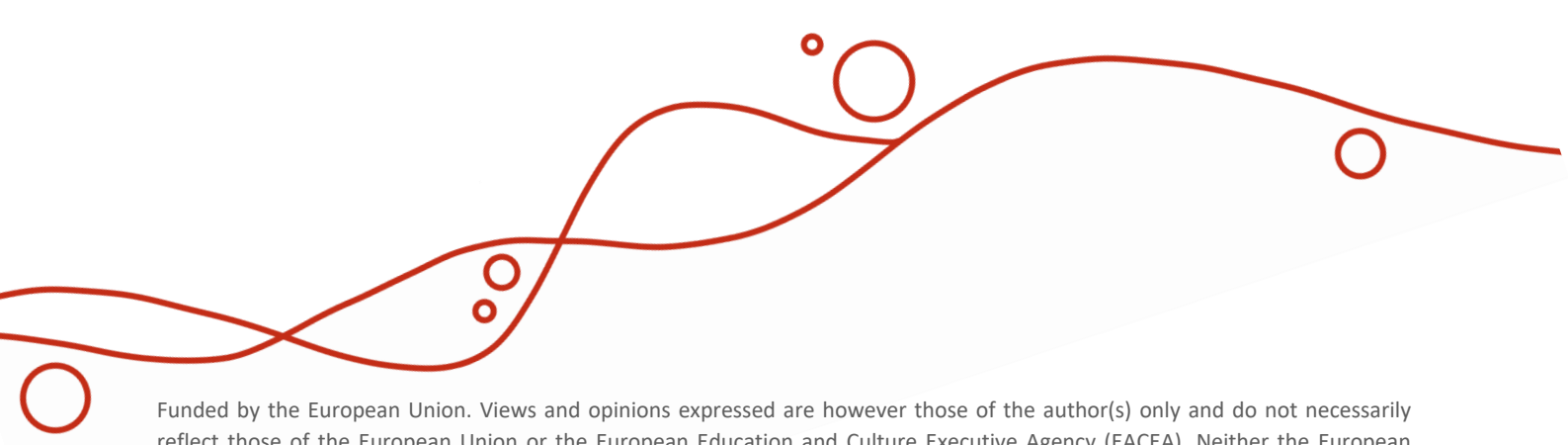
1. Who was Tone Lapajne? [**A versatile Slovenian artist**]



2. Was he a painter? [**Yes he was a painter and a sculptor**]



3. What kind of “painting” technique did he invent? [**Soil painting**]



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.

.....

[true]

2. Earth inspired him only spiritually. **[false]**

.....

3. He was involved in land painting. **[false]**

.....

4. There was a memorial exhibition organized to his memory. **[true]**

.....

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. **[1]**

(b) He used concrete, iron, wood, and finally his wetland earth for his artworks. **[3]**

(c) He created statues, installations, paintings. **[2]**

(d) "Material does not create a work of art, the artist does." **[5]**

(e) He was in constant touch with nature and deeply interested in natural materials. **[4]**

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 **(f)**

.....

2. You can see beautiful artworks **(b)**

.....

3. If artists become famous, their **(e)**

.....

(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.



Echo



Vocabulary



Match the words and their definitions.

1. Statue (noun) **(d)**
2. Echo (noun) **(c)**
3. Sculptor (noun) **(b)**
4. Cubist (adj) **(f)**
5. Gust of wind (noun) **(a)**
6. Work of art (noun) **(e)**

(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.

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.

[false]

.....

2. The sculptor finished his grammar school in

Ljubljana. **[false]**

.....

3. He was inspired by a French sculptor. **[true]**

.....

4. His figure was not simplified. **[false]**

.....



Reading Comprehension



Exercise 1

Are the statements true or false?

1. Karel Putrih is a Slovenian Cubist painter. **[false]**

.....

D2. Karel Prutah's "Echo" is exhibited outdoors.

[true]

.....

D3. Karel Putrih studied in several European countries. **[true]**

.....

Exercise 2

Number the sentences in the order in which they appear in the text.

We do not know how old she is. **[2]**

In this way she is causing vibrations (an echo) in the air. **[4]**

The woman is shouting with her hands next to her head. **[3]**

This bronze statue has Cubist elements (e.g., cut-off surfaces) so it is difficult to tell if the sculpture really represents a woman. **[5]**

Here, you can see a woman. **[1]**



Exercise 3

1. The sculptor Karel Putrih is the of Echo. **(b)**
2. Putrih in 1910 in Ljubljana. **(a)**
3. Putrih became a of the Independent Group of Slovenian Artists, which was active before the Second World War. **(c)**
4. He his studies in Prague (Czech Republic). **(d)**
5. There he came up with a figure. **(f)**
6. This was the first of “Odmev” or Echo. **(g)**
7. The final version of Odmev is located in the square the Museum of Modern Art in Ljubljana. **(e)**

(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?

.....

[That you can use all of them in all the gaps because they have the same function]

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.



Litostroj



Vocabulary



Match the words with their definitions

1 Factory worker (noun) **(c)**

.....

2 To feature sth. (verb) **(b)**

.....

3 Gender equality (noun) **(a)**

.....

4 To promote sth. (verb) **(e)**

.....

5 To hold sth. (verb). **(d)**

.....

6 Painting (noun) **(f)**

.....

(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

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 Litostroј metal factory in Ljubljana, which is now the capital city of Slovenia. **[3]**

(b) The painting is included in the permanent collection of the Museum of Contemporary History of Slovenia. **[5]**

(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. **[2]**

(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. **[4]**

(e) Factory workers in the post-war socialist era in the former Yugoslavia are featured in this picture by Slavko Pengov. **[1]**

Exercise 3

Are the following statements true or false?

1. Slavko Pengov is a contemporary Slovenian painter. **[false]**

.....

2. Litostroj is a newly built pharmaceutical factory. **[false]**

.....

3. The woman in the picture is holding a red flag. **[true]**

.....

4. Shorter wars do not create disruption. **[false]**

.....

5. Partisans did not win the Second World War in the former Yugoslavia. **[false]**

.....

6. Only some artists were supported by the government. **[true]**

.....

Exercise 4

Fill in the gaps with the correct words from the text.

1. The socialist government promoted gender
..... **[equality]**

2. The picture **[represents]** workers
of the newly built metal factory.

3. The motif of **[political meeting]**
was highly appreciated.

4. The painting is **[included]** 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. **[correct]**

.....

2. I would like to ask you for a information. **[should be some]**

.....

3. A telephone is ringing. **[correct]**

.....

4. I am looking for an accommodation. **[incorrect - should be some or no determiner]**

.....





Spain

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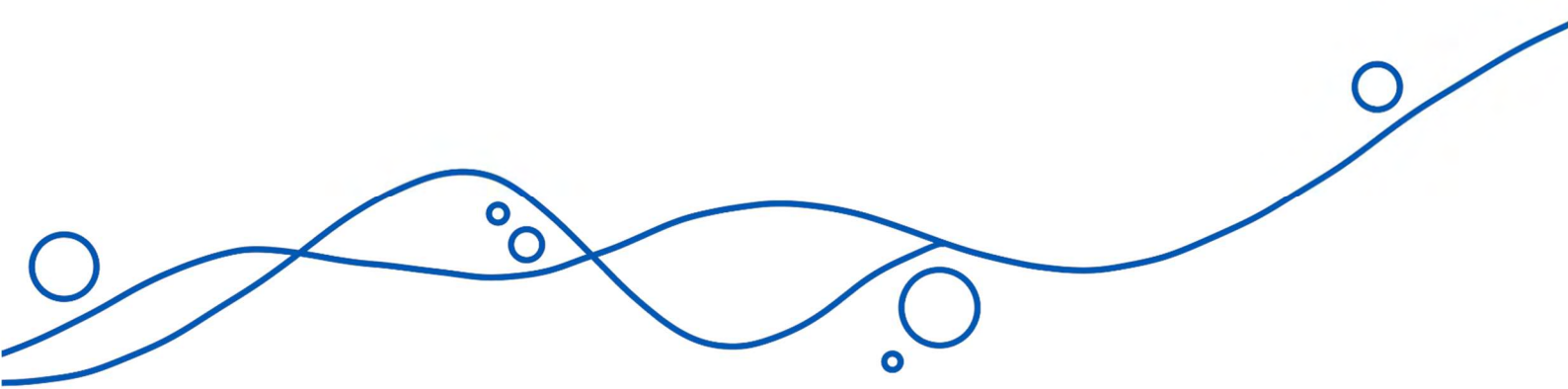


Drama in Sierra

Nevada



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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 **..clear..** morning. Her hair felt hard and **..frozen..** because of the cold weather. The

temperatures were below **..freezing..**
point. The beautiful **..scenery..** 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 **..cliff..** .Their lives were in danger as
they hung from a thin **..branch..** .

Clues:

**steep rock face/ part of a tree/ keep
something or someone safe /**

They were trying to **..protect..** their child from the wolves they saw coming toward them.

“God please **..save..** us” she prayed as she **..held/was holding..** her baby daughter. She was **..facing..** the mountain and her heart **..beated..** fast. Could they **..escape..?**

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.

2



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.

4

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.

1

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.

5

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.

3



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.

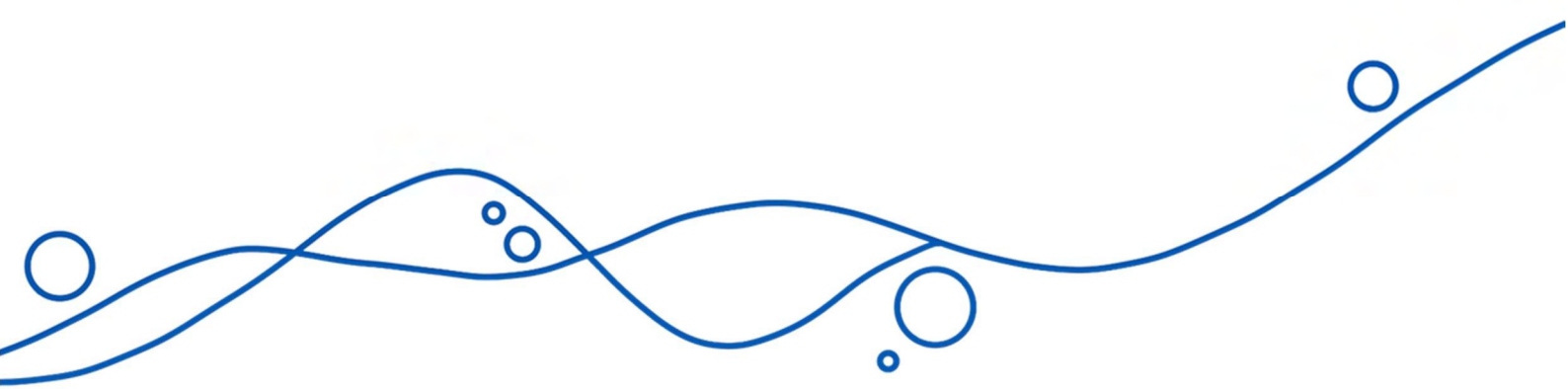
"...In the past, people believed in the existence of scary creatures that caused snow avalanches and buried mountain climbers underneath them. The name of this creature is "El mono careto" (monkey face), a kind of goblin, in other words, a monster with the appearance of a monkey..."

1. People used to think that "El mono careto" caused snow avalanches.

T

2. The word "goblin" is a word to describe a magical creature that helps people.

F



"...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 natural phenomena, like hurricanes, earthquakes or storms, were caused by the gods.

T

4. People also believed that gods were good and bad at the same time, like nature.

T

"...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.

F

6. The Christian Church tried to scare people by telling them that their pagan gods were evil. That is how people converted to Christianity.

T



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: b



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: a

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: a

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: a

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: c

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?

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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 + be	50/50 possible
CAN'T + be	<u>Very certain</u> NOT (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.

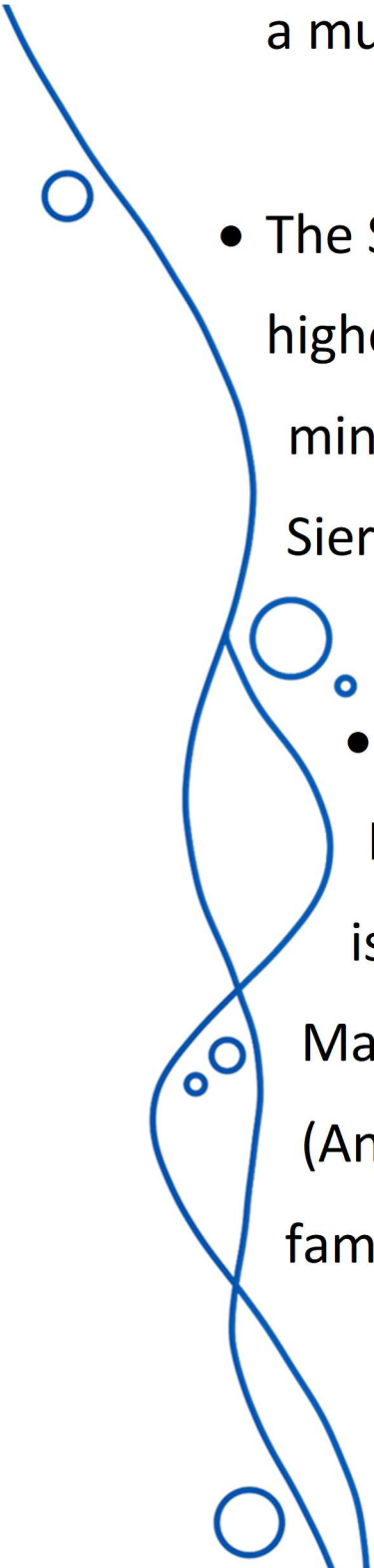
After the Alps, the Sierra Nevada is the highest mountain range in Western Europe.

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).

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- 
- Nowadays, the Alhambra of Granada **1) ..can't be..** a palace where kings live. It **2) ..must be..** a museum or a monument to visit.

- The Sierra Nevada **3) ..could/may/might..** 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 is in the south of Spain.

Marta: It **4) ..could/may/might..** be Malaga (Andalusia), the University of Malaga is very famous.

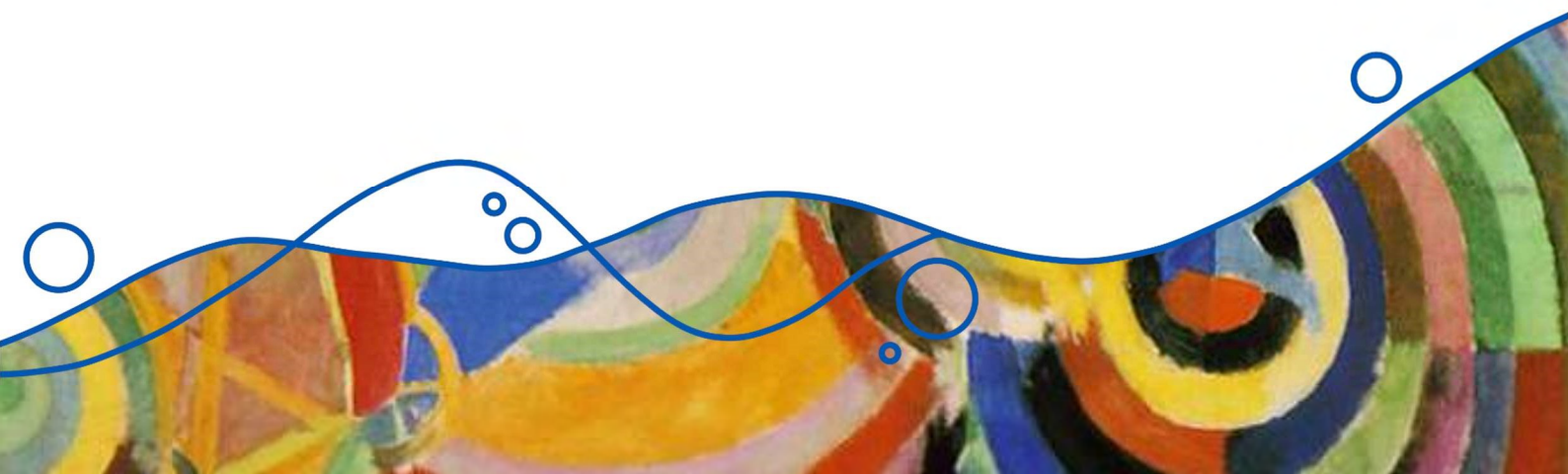
David: No, it **5) ..can't be..** Malaga because she said something about a ski resort nearby.

Marta: It **6) ..must be..** Granada because it is next to the Sierra Nevada. The mountain range and the ski resort have the same name.





Winter



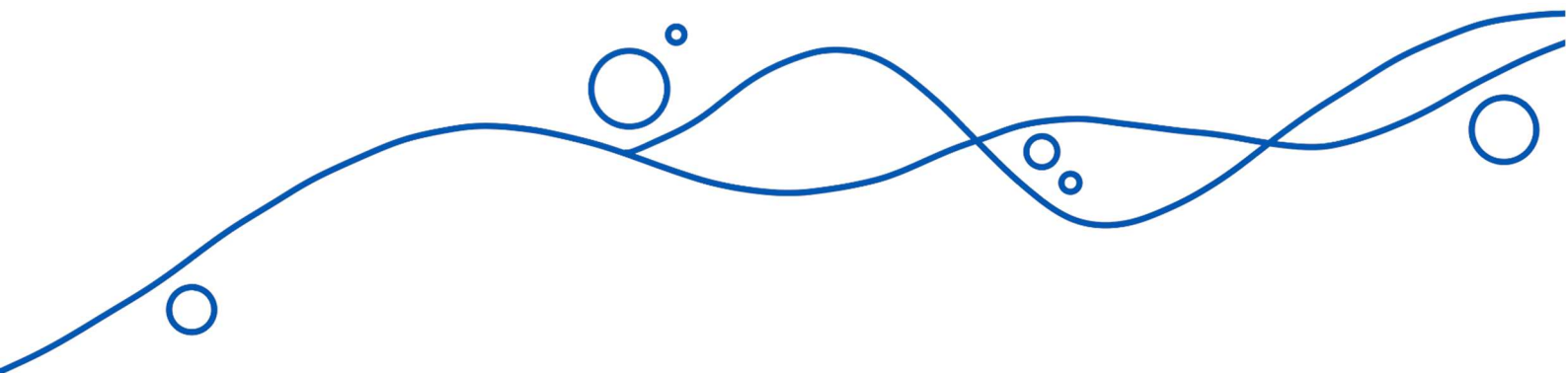
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Vocabulary

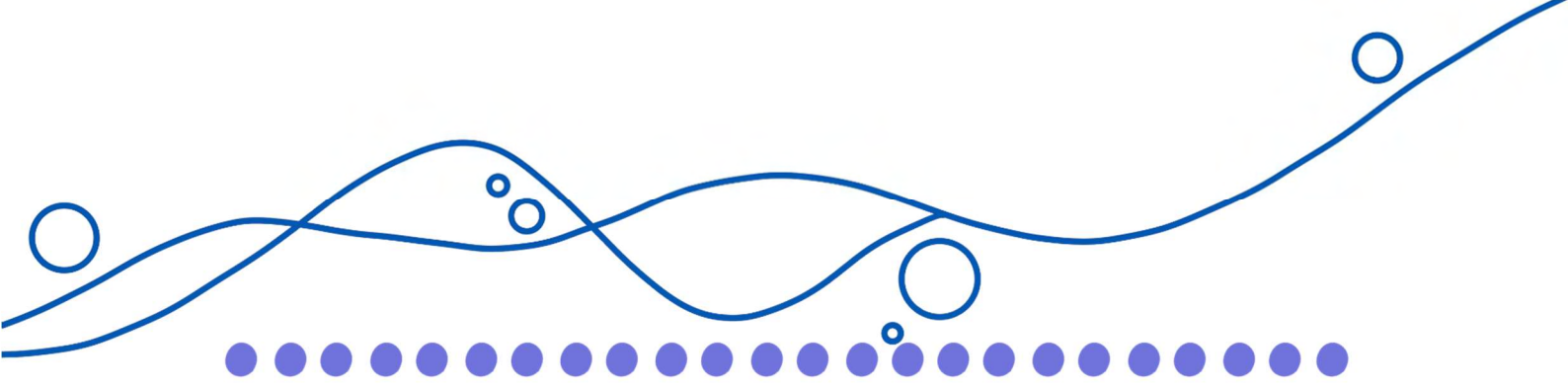


Match the word with the definition

- (Noun): the air that goes into and out of your lungs. **..breath..**



- (Noun): distance; the measurement of something from end to end or along its longest side. - **..Lenght..**
- (Verb): to arrive at a place, especially after spending a long time or a lot of effort travelling. - **..Reach..**
- (Verb): to feel pain in a part of your body, or to injure someone or cause them pain. – **..Hurt..**
- (Noun): a place where people stay in tents or other temporary structures. – **..Camp..**
- (Noun): an animal like a small horse with long ears. - **..Donkey..**
- (Adjective): extremely bad or unpleasant. - **..Awful..**



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.

T

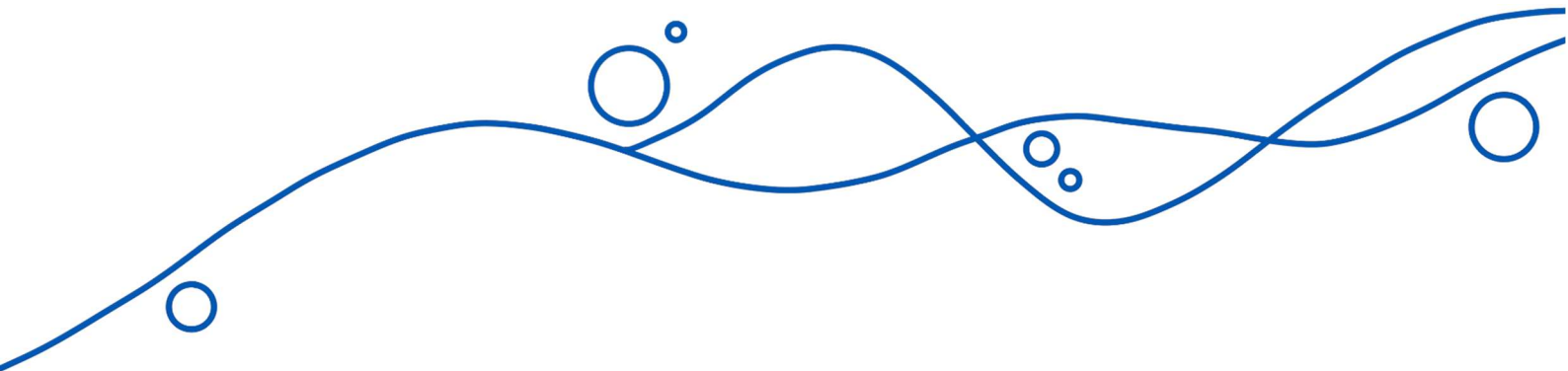
2. The hard winter of 1783 was caused by the eruption of the Lakagígar volcano in Iceland.

F

3. The Little Ice Age was only a product of the El Niño Southern Oscillation.

F

“..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.

T

F





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.**

F

2. Boreas was the god of the wind.

T

“..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.

T

4. The number of deaths during the 17th and 18th century was very low.

F

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.**

T

6. **The painting "Winter" represents an extreme storm.**

T

7. **The painting makes you reflect on the power of nature.**

T

(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: a and b



2) Cailleach was ...


- a) the Greek goddess of winter.
- b) the Celtic goddess of winter.
- c) the Celtic goddess of wind.

Correct answer: b

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: a



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: c

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: a



Miguel de Cervantes



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Vocabulary

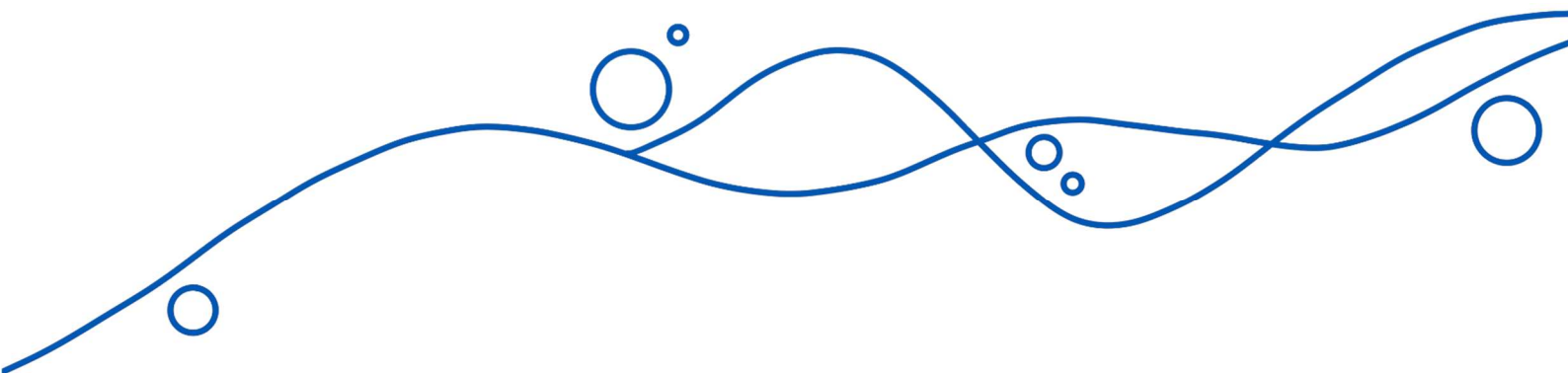
Drag the words to complete the sentences.

**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 **..enemy..** invading nearby towns and destroying everything.

We were always **..nervous..**, I even dreamt that a **..stranger..** entered my house.



This time it was different, it was real, my husband had gone to war. The ship he had **..got on..**, left **..port..** that morning. I did not want a **..hero..** as a husband, I just wanted **..peace..** .

You could **..not believe your eyes..** when you saw the **..powerful..** army of the Ottomans **..sailing..** towards our **..shore..** . It was such a **..stressful..** time. Luckily, our **..brave..** soldiers defended our home, won the battle and we found peace.



Cultural Heritage Background

React to statements by writing a T if the sentence is TRUE or an F if the sentence is FALSE.

Now, your turn to answer the questions:

1. Constantinople was the capital of the Byzantine Empire.

NM

2. The "Holy League" fought to defend Constantinople.

F

3. The "Holy League" was a union of the Spanish and Italian empires.

F



Image- Sultan Ahmed Mosque (the Blue Mosque). Istanbul, Turkey.

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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 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..."

1. According to the audio, the Byzantine Empire was the Roman Empire of the West.

F

2. The Byzantine Empire was invaded many times; the last time was by the Ottoman Turks.

T

"...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.

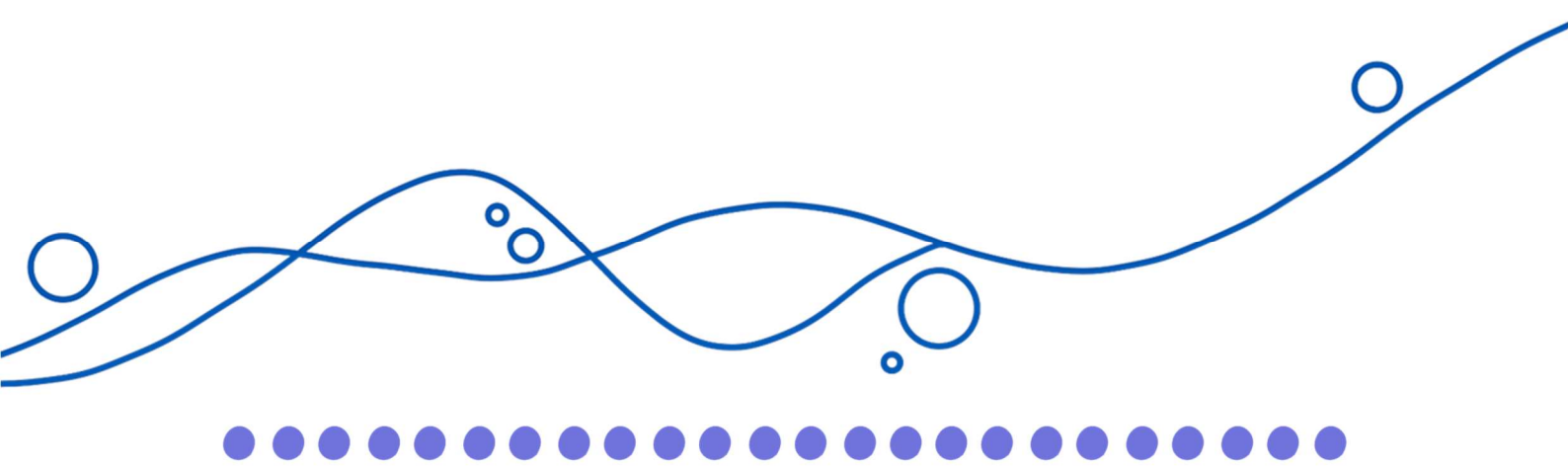
But it was not until the 16th century that Pope Pius V helped to organise the "Holy League". This group of armies had the goal to stop the Ottoman Empire and protect the Eastern Mediterranean cities and towns..."

3. According to the audio, the "Holy League" was an army created to defend Europe from the Ottoman Turks.

T

4. The person who helped to organise the "Holy League" was Pope Benedict XVI

F



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)**...

Ottomans/ Ottoman Turks/ Turks/ The Turks ...

lasted until the 16th century. When many **2)**...

Christian/European... republics decided to form a

group against them. The result was the army of

the **3)**... "**Holy League**" ..., which fought in the

Battle of **4)**... **Lepanto**... (1571), considered the

greatest battle (at sea) of modern **5)**

...time/times... It showed that the Christian army

was better armed than the Ottoman forces.



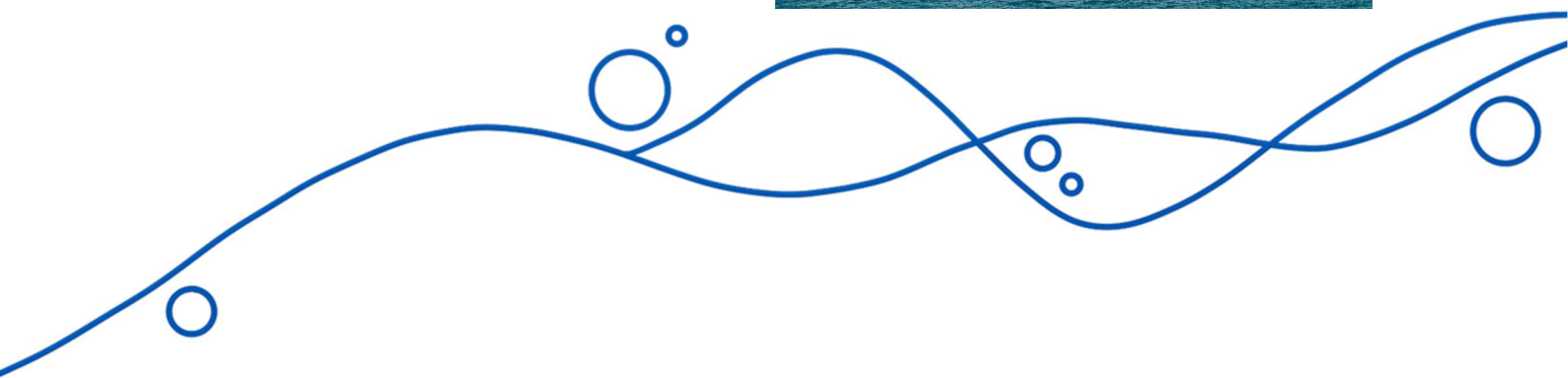
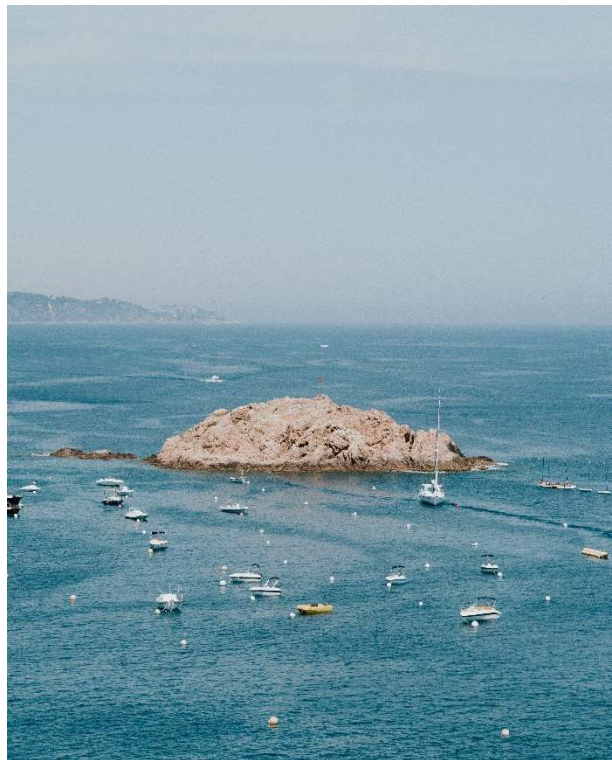
Grammar (optional)


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 **...can't...** go skiing tomorrow unless it snows tonight (can not).

If I swim every day, I **...don't feel...** out of shape. (not feel).

I **...don't bring...** my umbrella (bring), unless it **...rains...** (to rain).

***unless = except when**

First Conditional

If we **...see...** (see) him tomorrow at the party, we **...will say...** (say) hello.

I **...will earn...** (earn) a lot of money if I **...get...** (get) that job.

We **...will miss...** the bus (miss), unless she **...hurries...** up (hurry).

Second Conditional

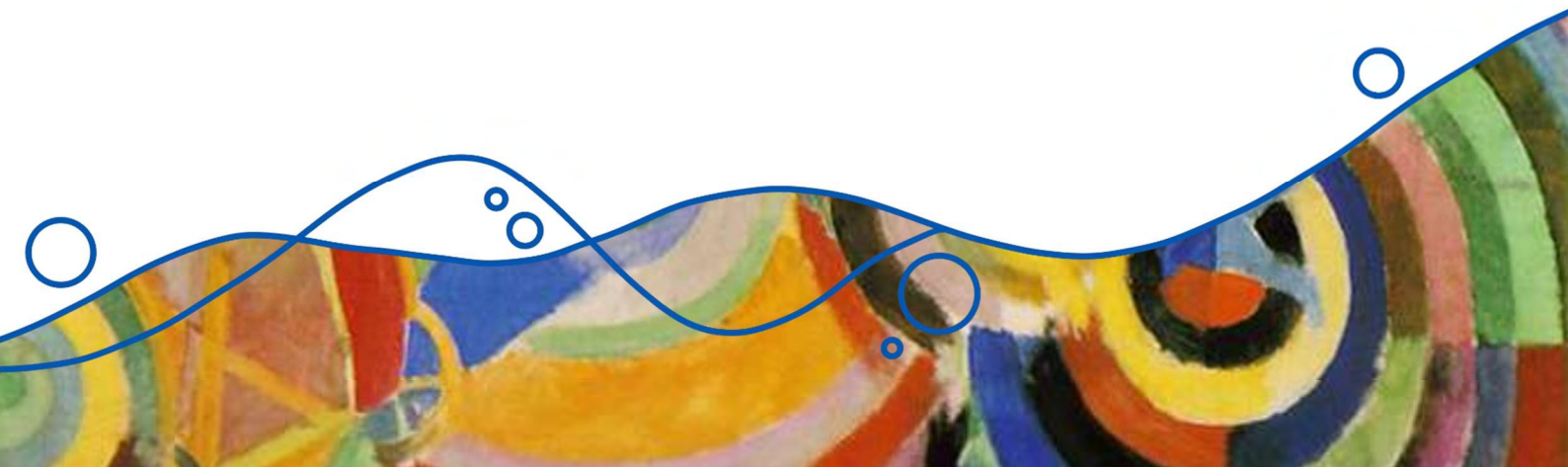
If he **...tried...** (try) harder, he **...would reach.** (reach) his goals.

I **...would buy ...** (buy) these shoes if they **...fit/fitted...** (fit) me.

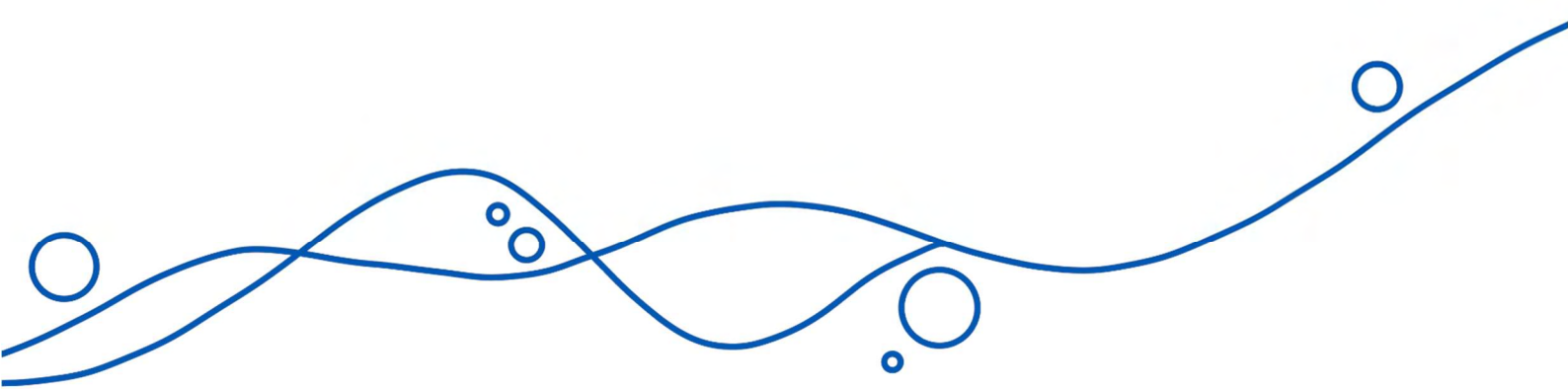
If I **...was/were...** president of my country (to be), I **...would help...** poor people (help).



Boats arriving



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Vocabulary

HUT (noun): a small, simple building, usually consisting of one room.

RUIN (noun): the broken parts that are left of an ancient building or town.

BORDER (noun): an agreed line that divides one country from another: (verb) to form a line around the edge of something.

VALUABLE (adjective): worth a lot of money.

LEAVE (verb): to go away from someone or something, for a short time or permanently.

MANAGE (verb): to succeed in doing or dealing with something, especially something difficult.

PROVE (verb): to show that something is true.

DAMAGE (verb): to harm or spoil something.

PREVENT (verb): to stop something from happening or someone from doing something.

DIG (verb): to break up and move soil using a tool, a machine, or your hands.

STRIKE (verb): to hit or attack someone or something forcefully or violently.

FIX (verb): to repair something.



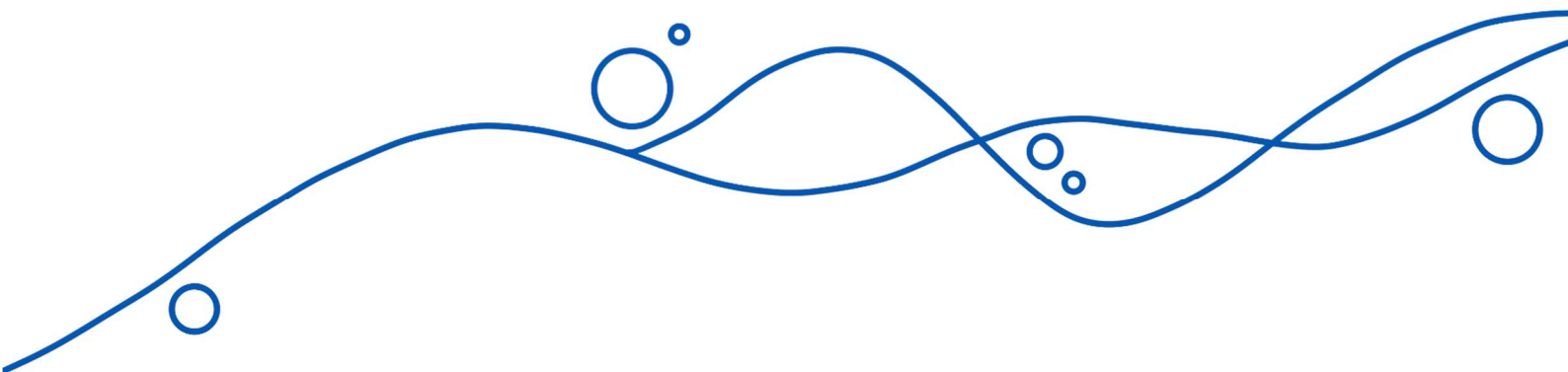


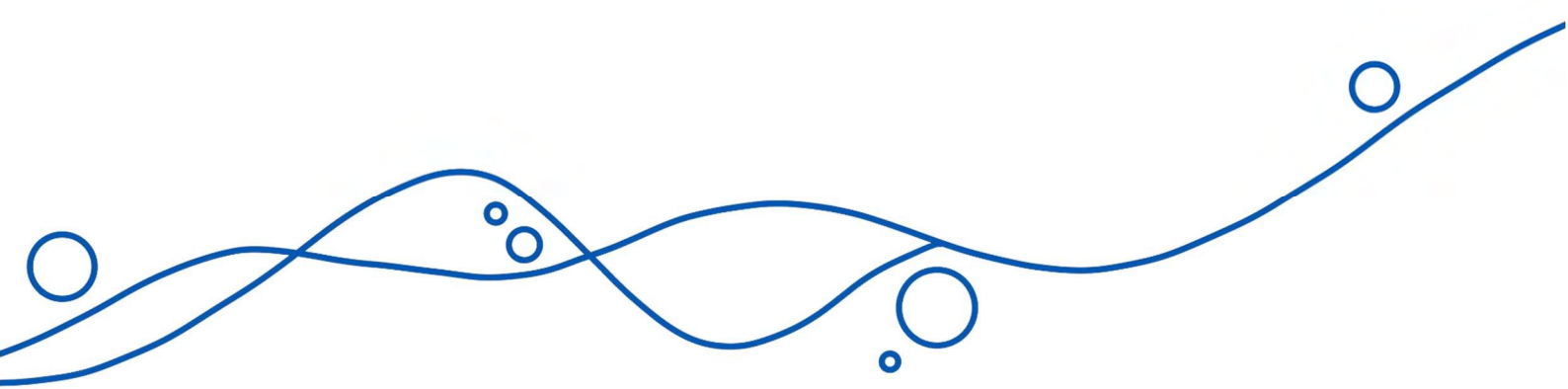
Cultural Heritage Background

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.

F

2. The Phoenicians came from Syria and Libya.

F

3. The Phoenicians were excellent sailors (and also merchants).

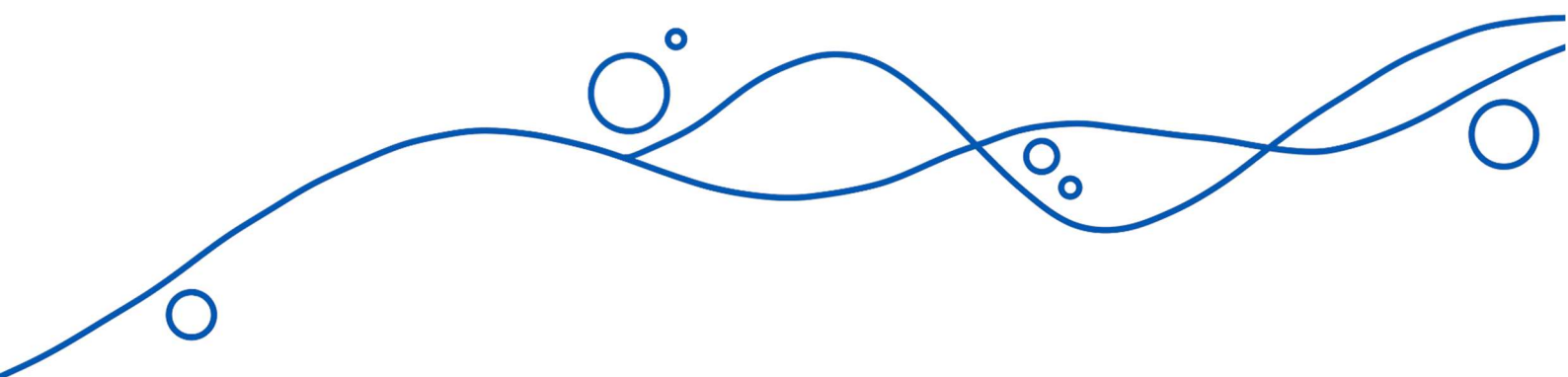
T

4. Melkart is the Phoenician name of the god of the sea, just like Neptune is the Greek name.

T

5. The Phoenicians liked to paint eyes on both sides of the bow of boats.

T





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.

T

2. The jábegas were used by fishermen and merchants because they were fast.

T



"...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.

F

4. The Phoenicians used to paint an eye on both sides of boats.

T




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 Málaga 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.

F



“...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.

F

3. Archaeologists found out that in the 4th century BC, near Malaga, people

were forced to move due to big floods.

T

“...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.





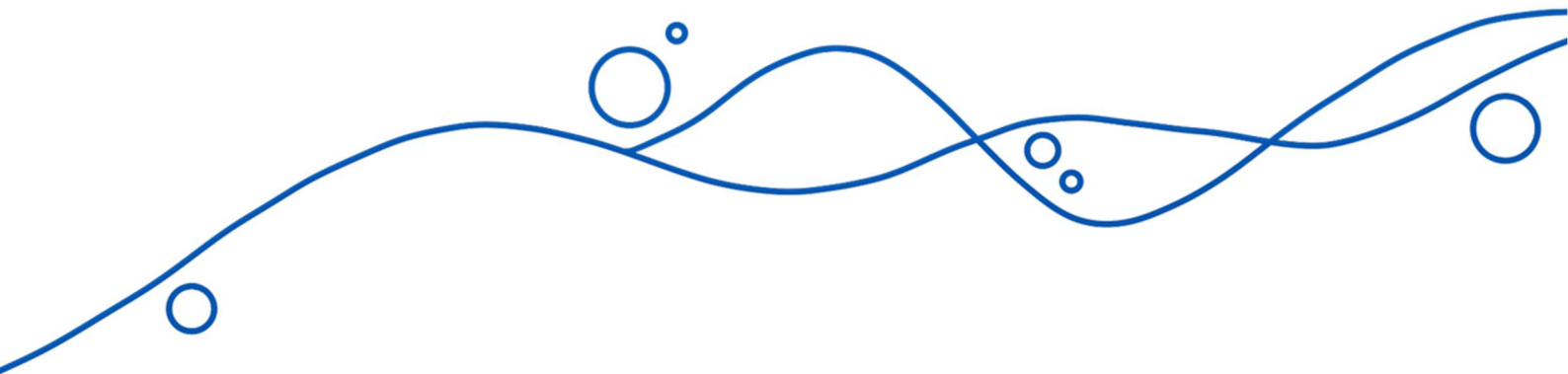
Read the story

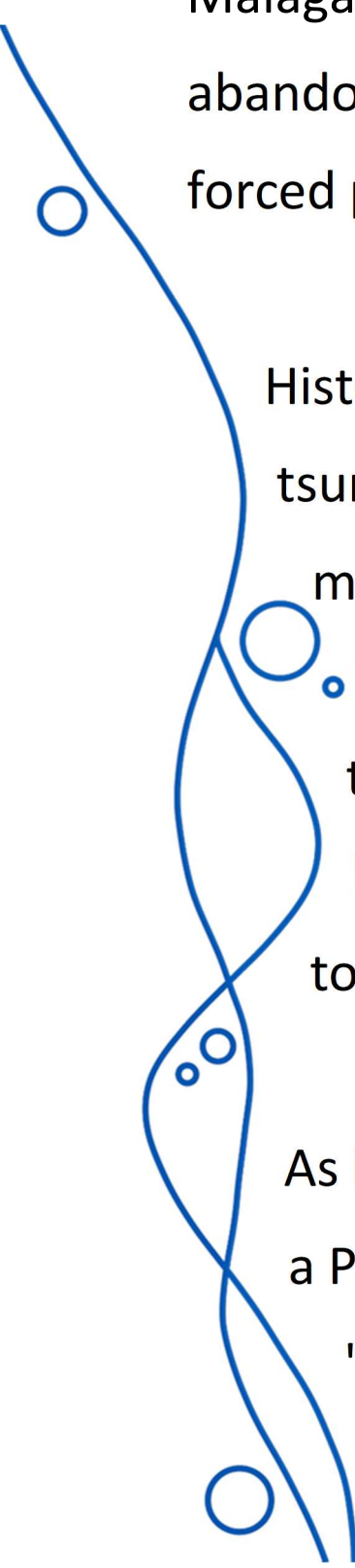
Read the story

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.

T

2. Malaga was a very important commercial city in the 16th century.

F

3. The Phoenicians thought that tsunamis were caused by Neptune.

F

4. According to the text, the boat that appears in Verdugo Landi's painting is a jábega.

T

5. Interpreting the text, "Mediterraneanism" is an adjective used to describe something that looks and feels like paradise.

T





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4 ELEMENTS in arts



DOM SPAIN



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