

02 - 10 modules of English language course for tourist guides accurately profiled in terms of content



Module 1

Golic Guide project

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1. Audio script

(At a pre designated coach stop):

Good morning! Please proceed all the way to the back of the bus and make yourselves comfortable as soon as possible so that we can get underway on time.

(Once tourists are seated):

Good morning everyone. Let me introduce myself – my name is Helena and, on behalf of Suntan Tours, I am pleased to welcome you on board.

I'm really excited to see such a large turn out today. I'm glad to see you all arrived safely and hope you all managed to find our assembly point without any issues. Today, I'll be guiding you through our beautiful city of Palma, stopping at the famous Cathedral, passing through the historic Old Town and winding up at the sea front. I'll be telling you a little bit of history along the way.

Firstly, I must apologize for my voice today as I am just getting over a cold - I'll do my best to make myself heard, however if you can't hear me properly, please let me know. Before we get things rolling I'd like you to take few minutes to familiarize yourself with the bus, in particular the location of the emergency exits, whilst I give some brief safety precautions and tour regulations.

Firstly, may I ask you to please remain seated until we have reached our destination. You may drink beverages on the bus, but I'm afraid eating is not permitted on board. Smoking is prohibited on the bus at all times.

Once we arrive in the wonderful city of Palma we'll be kicking off the tour by wandering through the historic Old Town district, allowing me to acquaint you with some of the city's beautiful architecture and exhibits along the way.

Please ensure that you take all your personal items with you from the bus. Double check under the seat in front of you and in the luggage rack above your head, as we will not be returning to the bus until after the tour is over later this afternoon. If you happen to forget anything, we'll come back after the tour and you can get your belongings.

I must ask you to please try to stay together as a group at all times and if you need me to speak up or slow down, please let me know. Watch your



belongings; crime is not prevalent but please keep an eye out for opportunist pickpockets. The city is quite hilly and the streets can be quite steep, therefore please mind your step and stick to the pavements unless we are in the pedestrian zone. If you think we're going too fast, we'll slow it down and go at the right pace for everyone!

In the Old Town you'll have a chance to stop for a break if you're tired. You can take time to stretch your legs and have a quick drink – remember it is customary in our country to tip friendly waiters. And I'm sure this goes without saying, but please remember to place all rubbish in the bins provided.

From the Old Town you'll be led up to our famous Cathedral, inside of which you'll be given a forty-five minute informative tour. To show respect once inside the Cathedral please keep your voice down, ensure your mobiles are on silent and do not use flash photography. You'll be reminded of this once we all get inside the foyer.

Back out into the sunshine we'll finish the tour by winding up along the sea front where you are free to check out some distinctive restaurants and great souvenir shops before heading back to the resort.

I ask that you keep your hands inside the sightseeing vehicle and remain seated. For your comfort and safety please use the seat belts and keep them fastened at all times.

I should mention that whilst the tour has already been paid for in advance, there are three things that aren't included: drinks, lunches and tips for the guide and bus driver so please feel free to show your gratitude at the end of the tour!

On the journey back to the resort I will be handing out some customer survey forms. This is where you have your chance to make any comments you like about Palma, the tour and myself.

I'm here to help you get the most from the tour and our beautiful city so if you have any questions or concerns, please don't hesitate to ask me at any time during the tour or raise your hand and I will do my best to accommodate you.

Ok, if we're all here, let's get going! Please sit back, relax and enjoy the views!



2. Audio Tasks

Audio task: Listen and fill in the blanks. (h5p – fill in the blanks)

1. Good morning! Please proceed all the way to the back of the bus and make _____ (1) as soon as possible so that we can get underway on time.

(1) *yourselves comfortable*

2. Good morning everyone. Let me introduce myself – my name is Helena and, on behalf of Suntan Tours, I am pleased to _____ (2). I'm really excited to see such a large turn out today. I'm glad to see you all arrived safely and hope you all managed to find our assembly point without any issues.

(2) *welcome you on board*

3. Before we get things rolling I'd like you to take a minute to familiarize yourself with the bus, in particular the location of the _____ (3) whilst I give some brief safety precautions and tour regulations.

(3) *emergency exits*

4. May I ask you to please remain seated until we have reached our destination. You may drink beverages on the bus but I'm afraid eating is not permitted on board. Smoking _____ (4) on the bus at all times.

(4) *is prohibited*

5. Please ensure that you take all your _____ (5) with you from the bus. Double check under the seat in front of you and in the luggage rack above your head, as we will not be returning to the bus until after the tour is over later this afternoon.

(5) *personal items*



6. Watch your belongings – crime is not prevalent but please _____ _____ (6) out for opportunist pickpockets.

(6) *keep an eye*

7. The city is quite hilly and the streets can be quite steep, therefore please _____ _____ _____ (7) and stick to the pavements unless we are in the pedestrian zone. If you think we're going to fast, we'll slow it down and go at the right pace for everyone!

(7) *mind your step*

8. In the Old Town you'll have a chance to stop for a break if you're tired. You can take time to stretch your legs and have a quick drink – remember it is customary in our country to _____ _____ _____ (8).

(8) *tip friendly waiters*

9. To show respect once inside the Cathedral please keep _____ _____ _____ (9), ensure your mobiles are on silent and do not use flash photography. You'll be reminded of this once we all get inside the foyer.

(9) *your voice down*

10. I ask that you keep your hands inside the sightseeing vehicle and remain seated. For your comfort and safety please use the seat belts and keep them fastened _____ _____ _____ (10).

(10) *at all times*

11. On the journey back to the resort I will be handing out some _____



_____ (11). This is where you have your chance to make any comments you like about Palma, the tour and myself.

(11) *customer survey forms*

12. I'm here to help you get the most from the tour and our beautiful city so if you have any questions or concerns, please don't _____ _____ (12) me at any time during the tour or raise your hand and I will do my best to accommodate you.

(12) *hesitate to ask*

3. Vocabulary tasks

Task 1: Words/ definitions and pictures (h5p – guess the answer)

1. pickpocket (noun) - a thief who steals things out of pockets or bags, especially in a crowd
2. luggage rack
3. beverages = drinks
4. customer survey form
5. pedestrian zone
6. pavement = sidewalk
7. souvenir shop
8. seat belt
9. rubbish bin
10. emergency exit

Task 2: Words and pictures (h5p – flashcards)

1. pickpocket
2. luggage rack
3. beverages = drinks
4. customer survey form
5. pedestrian zone
6. pavement = sidewalk
7. souvenir shop
8. seat belt
9. rubbish bin
10. emergency exit

Task 3: Look at these sentences For each number choose one word or phrase that is not correct. (h5p – mark the words)

1. I'm glad to see you all arrived safely and hope you all managed to find our (1) **gathering point** / meeting place / assembly point / meeting point without any (2) issues / difficulties / problems / **complications**.
2. I'm afraid that smoking is (3) not permitted / **banned** / not allowed / prohibited on board.
3. Today, I'll be (4) **guiding you through** / taking you through / **instructing you in** / showing you around our beautiful city of Palma, stopping at the famous Cathedral, passing through the historic Old Town and (5) finishing



up / finally arriving / ending / winding up at the sea front.

4. Watch your **(6)** *belongings / possessions / goods / personal items*.
5. Please **(7)** *beware of / look for / keep an eye out for / look out for / pickpockets*.
6. Before we get things *rolling* I'd like you to take a minute **(8)** *to familiarize yourself with / get to know / acquaint yourself with / look around* the bus.
7. We'll **(9)** *kick off / start off / begin / begin off* our tour by wandering through the historic Old Town district.

Task 4: Look at the sentences below and the words/phrases in bold. Choose the correct answer A or B. (h5p – single choice set) (correct answers are underlined) (definitions from Cambridge Online Dictionary)

1. I must ask you to please try to stay together as a group at all times and if you need me to speak up or slow down, please let me know.

speak up (*verb*) means:

- a. to speak more slowly
- b. to speak in a louder voice so that people can hear you

2. I'm really excited to see such a large **turn out** today.

turn out (*noun*) means:

- a. a number of people taking part in a event
- b. a good weather

3. Watch your belongings - crime is not **prevalent** but keep an eye out for pickpockets.

prevalent (*adjective*) means:

- a. happening rarely
- b. happening often

4. Please don't hesitate to ask me at any time during the tour or raise your hand and I will do my best to **accommodate** you.



accommodate (*verb*) means:

- a. to give what is needed to someone
- b. to listen to someone

5. They will meet at a **pre-designated** coach stop.

predesignate (*verb*) means:

- a. to officially say in advance that a place or thing has a particular character or purpose
- b. to give something to someone to use in a particular way

6. I'd like you to take a minute to familiarize yourself with the bus, in particular the location of the emergency exits whilst I give some brief safety **precautions** and tour regulations.

precaution (*noun*) means:

- a. information about how to do, make, or use something
- b. an action that is done to prevent something unpleasant or dangerous happening

7. If you think we're going too fast, we'll slow it down and go at the right **pace** for everyone!

pace (*noun*) means:

- a. a particular way or direction between places
- b. the speed at which something or someone moves

8. I should mention that whilst the tour has already been paid for in advance, things such as tips for the guide and bus driver aren't included so please feel free to show your **gratitude** at the end of the tour.

gratitude (*noun*) means:

- a. the feeling of being grateful
- b. the feeling of being great

Task 5: Look at the sentences below. Use the word in brackets to form a word that fits the blank in the sentence. (h5p fill in the blanks).

For example: I'm glad to see you all arrived safely (safe) and I hope you all managed to find our meeting (meet) point without any problems.

1. I'd like you to take a minute to _____ (*family*) **yourself with** the bus, in particular the location of the emergency exits.
2. I'm going to take you through some brief _____ (*safe*) **precautions** and **tour** _____ (*regulate*).
3. Remember it is _____ (*custom*) in our country to tip friendly waiters.
4. I'll do my best to **make myself** _____ (*hear*), however if you can't hear me properly please let me know.
5. May I ask you to please **remain** _____ (*seat*) until we have reached our destination.
6. **Make yourselves** _____ (*comfort*) as soon as possible so that we can get underway on time.
7. To show respect once inside the Cathedral please keep your voice down, _____ (*sure*) your mobiles are on silent and do not use **flash** _____ (*photograph*).
8. I'm sure this goes without _____ (*say*) but please remember to place all rubbish in the bins _____ (*provide*).

Task 5 answers:

1. familiarize
2. safety / regulations
3. customary
4. heard
5. seated
6. comfortable
7. ensure / photography
8. saying / provided

Task 6: Reorder these words to make full sentences: (h5p – drag the words)

1. *we / our / May / destination. / to please / I / you / remain / ask / have / until / seated / reached*
2. *times. / prohibited / all / the / on / is / at / Smoking / bus*
3. *vehicle / and / your / the / inside / Keep / seated. / hands / sightseeing / remain*

4. *belts / at / keep / them / times. / all / Please / seat / use / the / and / fastened*
5. *to / and / step / stick / Mind / pavement / your / the / please.*
6. *you / the tour. / to / the most / I'm / help / here / get / from*
7. *all rubbish / Remember / in / to / the / provided. / place / bins*
8. *way / the / proceed / bus. / all / back / the / Please / to / the / of*

Task 6 answers:

1. *May I ask you to please remain seated until we have reached our destination?*
2. *Smoking is prohibited on the bus at all times.*
3. *Keep your hands inside the sightseeing vehicle and remain seated.*
4. *Please use the seat belts and keep them fastened at all times.*
5. *Mind your step and stick to the pavements please.*
6. *I'm here to help you get the most from the tour.*
7. *Remember to place all rubbish in the bins provided.*
8. *Please proceed all the way to the back of the bus.*

4. Grammar reference sheet

Module 1: Grammar Reference (Zero, First, and Second Conditionals)

Zero Conditional

We use the zero conditional to talk about things that are always true.

*If tourists **visit** Paris, they usually **go** to the Eiffel Tower.*

*If you **use** public transportation, you **have** to pay for it.*

<i>if-clause</i>	<i>main clause</i>
(if/when + subject + Present Simple)	(subject + Present Simple)
If tourists visit Paris,	they usually go to the Eiffel Tower.
<i>If you use public transportation,</i>	<i>you have to pay for it.</i>

- You can use **if** or **when** in the zero conditional:

*If tourists **visit** Paris, they usually **go** to the Eiffel Tower.*

*If you **use** public transportation, you **have** to pay for it.*

- You can use **modal verbs** (should, can, have to etc.) in the main clause

*If you want to see the most beautiful parts of Palma, you **should** join our tour.*

- You can also use **imperative** (go, don't do etc.) in the main clause

*If you **want** to see the beautiful cathedral, **go** to the Old town.*

*If you **don't want** to spend so much money, **pack** a lunch.*

First Conditional

We use the first conditional to talk about a real possibility in the future (an event or a situation) and its result

Example: **If** you **have** any further questions, I **will do** my best to answer them!

<i>if-clause</i>	<i>main clause</i>
(if + subject + Present Simple)	(subject + will/won't + infinitive)
If we are all here, If we leave on time,	we' ll start the tour! we won't have to rush through the day!

- The *if-clause* tells us about a future event or situation that is possible but not certain.

The *main clause* tells us about the result of the *if-clause*.

- You can start a sentence with the *if-clause* or with the *main clause*. Remember to use a comma (,) when you start with the *if-clause*. We don't use a comma when we start with the *main clause*.

We'**ll** **start** the tour **if** we **are** all here!

- We use **when** not **if** to say we are certain something will happen:

We **will leave** at 8AM **if** everyone **is** on time. (=possible but not certain)

We **will leave** **when** every guest **is** at the meeting point. (=it is certain)

- the *when-clause* can be first or second in the sentence

When every guest **is** at the meeting point, we'**ll** **leave**.

- We use the **Present Simple** in the *when-clause* and **will** + **infinitive** in the *main clause*
- to talk about the future we also use clauses with **as soon as**, **before** or **after** + **Present Simple** and **will** + **infinitive** in the main clause

The bus **will take** off **as soon as** the last guest **gets** there.
Before we **stop** for lunch, we **'ll see** many beautiful, historic sites.

Second Conditional

We use the second conditional to talk about imaginary, hypothetical or unreal situations

If everyone **brought** food, we **would be able** to see more of the city.
If we **had** time, I **would like** to stop for drink

<i>if-clause</i> (if + subject + Past Simple)	<i>main clause</i> (subject + would/wouldn't + infinitive)
If you can't hear me,	I would use a loudspeaker.
If there wasn't a traffic jam,	the group wouldn't be late now.
If they were rich,	they would stay in the 5 star resort.

5. Grammar Tasks

Task 1: Drag and Drop.

Match the halves of the sentences.

If we don't leave now,we'll meet at the hotel lobby at 6PM.
You should go to a cafe in the Old town	...please don't hesitate to tell me!
If you need me to speak up,	...I would tell you now... but unfortunately I don't!
If you saw an ancient cathedral	... would you be impressed?
If I had the answer,	...we'll start the tour.
I'll come early to the meeting point,we'll be behind schedule.
If you get separated from the group,	... if you want to have breakfast as a group.
When everyone is familiarized with the coach,	...if you want to take a break.

Task 1 answers:

1. If we don't leave now, we'll be behind schedule.
2. You should go to a cafe in the Old town if you want to take a break.
3. If you need me to speak up, please don't hesitate to tell me!
4. If you saw an ancient cathedral, would you be impressed?
5. If I had the answer, I would tell you now... but unfortunately I don't!
6. I'll come early to the meeting point, if you want to have breakfast as a group.
7. If you get separated from the group, we'll meet at the hotel lobby at 6PM.



8. When everyone is familiarized with the coach, we'll start the tour.

Task 2: Fill in the blank: Choose the right word: if/when/as soon as/ before/ after and the correct form of the verb.

1. Please eat breakfast _____ the tour starts because food is not permitted on the bus.

2. She would call the bus company _____ she lost her wallet.

3. Please come to the meeting point _____ you wake up.

4. We will begin the day of sightseeing _____ everyone eats breakfast!

5. I must ask you to please try to stay together as a group at all times and _____ you need me to speak up or slow down, please let me know.

6. I will ask you to fill out some customer survey forms _____ the tour so you can give your opinions on how it was.

Task 2 answers:

1. Please eat breakfast **before** the tour starts because food is not permitted on the bus.

2. She would call the bus company **if** she lost her wallet.

3. Please come to the meeting point **as soon as** you wake up.

4. We will begin the day of sightseeing **after** everyone has breakfast!

5. I must ask you to please try to stay together as a group at all times and **if** you need me to speak up or slow down, please let me know.

6. I will ask you to fill out some customer survey forms **after** the tour so you can give your opinions on how it was.

TASK 3 Fill in the blank: Fill in the blank with the correct form of the verbs in the zero, first or second conditional tense.

1. If we _____ (have) more time, we _____ (go) to the royal palace.

2. If you _____ (happen) to forget anything, we _____ (come) back after the tour and you can get your belongings.

3. We _____ (have) time for breakfast if the group _____ (not be) late.
4. If you _____ (think) we're going to fast, just let me know and we _____ (slow down) and go at the right pace for everyone!
5. If you _____ (be) a picky eater, you _____ (should pack) your own food to eat.
6. If you _____ (travel) to Palma, you _____ (have) to go to Old Town.

Task 3 answers

1. If we **had** (have) more time, we **'d/would go** (go) to the royal palace.
2. If you **happen** (happen) to forget anything, we **'ll/ will come** (come) back after the tour and you can get your belongings.
3. We **'d/would have** (have) time for breakfast if the group **wasn't** (not be) late.
4. If you **think** (think) we're going to fast, just let me know we **'ll/ will slow down** (slow down) and go at the right pace for everyone!
5. If you **are** (be) a picky eater, you **should pack** (should pack) your own food to eat.
6. If you **travelled** (travel) to Palma, you **would have** (have) to go to Old Town.

6. Pronunciation Tasks

Task 1. Listen to the words and practice saying them aloud yourself.

1. familiarize
2. opportunist
3. rubbish
4. whilst
5. informative
6. pavement
7. precaution
8. customary

Task 2. Listen to the two words and choose which one was said.

1. **luggage** / rugged
2. unsure / **insure**
3. **resort** / report
4. **remain** / retain
5. **foyer** / lawyer
6. decimation / **destination**

Module 2

Golic Guide project

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1. Audio script

Guide: Good Morning, excuse me, are you Mr. And Mrs. Smith from England?

Kevin: Yes I'm Kevin and this is my wife - Rose. Who are you?

Guide: Let me introduce myself, I'm Tom. I will be your guide during your stay in Bodrum. I'm here to make your stay as enjoyable as possible.

Kevin: Oh! Yes, thank you. We need your help finding accommodation in Bodrum and its surroundings. We've never been here before, but we're very excited about our stay!

Guide: Of course! Bodrum is a great choice for people on their honeymoon because of its beautiful scenery. In the ancient times, Bodrum was known as Halicarnassus - the town of Herodotus. These days it is well known as a lively resort and I'm sure it will suit everyone.

Rose: We got married a week ago and decided to come to Bodrum because our friends have always said it's a wonderful place. They have been coming here every summer for the last 5 years. They told us that Bodrum has so many great tourist attractions and it is well-known for the hospitable local people.

Guide: Absolutely right! Have you ever been to Turkey before? A lot of tourists come here especially for its beaches - just to lay in the sun and tan. Have you thought of what you'd like to do during your stay?

Kevin: No, we haven't. This is our first visit to Turkey. But we're very excited and looking forward to our stay!

Guide: Oh! By the way, because it's already 11 pm , you've missed the beautiful scenery from Bodrum Beach at sunrise but I have a picture of it.

Rose: Darling, it's amazing, isn't it?

Kevin: Yes, it really is!



Guide: You really must see the sun go down slowly in the sky! It's a good idea to take a picture at sunset too - most people do that. It's very romantic!

Kevin: That's a good idea! We will take a romantic picture at sunset!

Rose: When do the most visitors come here?

Guide: Most visitors normally come here in summer and usually stay for about a week. Have you already got accommodation here?

Kevin: No, we haven't arranged anything yet. We definitely need somewhere to stay. What sort of accommodation can you recommend?

Guide: Do you have any preferences? Bodrum has accommodation that suits all tastes and budgets dotted in and around the pretty town centre. However, the most peaceful places to stay are in the hills towards the east and in the west of the town. There are many choices in Bodrum from basic hotels to five star hotels. Usually the hotels in the city centre are very small but on the outskirts of the town centre there are many spacious 5 star hotels. Would you like to stay in the city centre or would you prefer something quieter?

Kevin: Well, I'm not sure really...

Guide: Generally, the hotels located in Gumbet are very small because the region is famous for its recreational facilities. So instead of big hotels, Gumbet has a big collection of night clubs and restaurants. On the way out of Gumbet you can find many splendid 5-star hotels. Turgut Reis is also a great place for people who want to take advantage of facilities in the town centre.

Rose: Is there anything else you can recommend?

Guide: You could think about staying at a guest house in Gumbet. Guest houses normally have at least 4 available bedrooms, some are en-suites and have private facilities. They are usually run as a commercial business. They have been very popular with honeymooners in recent years. Breakfast is available and evening meals may be provided. Alternatively, you can stay at a B&B around the town centre. What do you think about that? They offer breakfast in the morning usually in a private house. A typical B&B can normally accommodate no more than 6 guests, and may or may not serve

an evening meal.

Kevin: What about budget hotels? We have been thinking about this option, because they offer clean and comfortable en-suite facilities, 24-hour reservations and a consistent level of facilities.

Guide: Yes, why not? We can keep that alternative in mind but you also have other choices, like inns. You might want to consider Turgut Reis - it offers bed and breakfast accommodation within a traditional inn or pub. The bar and restaurant is open to non-residents, and provides food at lunchtime and in the evening. Why not try their local food?

Rose: Can you please also give us some information about self-catering in Bodrum?

Guide: Well, you could choose to stay at a house, cottage, apartment, chalet or similar accommodation with self-catering facilities, which is normally available on a weekly basis to individuals, yet it can be arranged for shorter visits.

Rose: I don't know - I'd rather stay at a 5-star hotel, if you don't mind Kevin?

Guide: If I were you, I'd go for the Bodrum Holiday Resort, which has a Virgin Bays and many facilities included. It's a beautiful place! If you decide to stay there, make sure you see the wonderful beaches. They are really worth a visit! You shouldn't miss them!

Rose: That sounds lovely! Thanks! I'm feeling really tired now. Can you please take us to that hotel as soon as possible. We have been travelling all day, and we both need to rest.

Guide: Okay, no problem! Let's go!

Kevin: Is there anything else? Have you got any other tips? Do you know any good places to...?



2. Audio Task

Audio task: *Listen and choose the correct answers: a, b or c. (15p – single choice set)*

1. Have Kevin and Rose found any accommodation yet?
 - a. Yes, they have already decided where to stay.
 - b. No, they haven't decided where to stay yet.
 - c. They've looked at different options but they haven't made up their mind yet.

2. Have they been to Bodrum before?
 - a. Yes, they've been do Bodrum once.
 - b. Yes, they've been coming to Bodrum every summer for the last five years.
 - c. No, they've never been to Bodrum before.

3. Kevin and Rose:
 - a. have a very clear idea of where they'd like to stay.
 - b. ask the guide to help them find suitable accommodation.
 - c. don't want the guide's help finding a place to stay.

4. What type of accommodation can you find in Bodrum?
 - a. all types of accommodation
 - b. only budget accommodation
 - c. only luxurious accommodation

5. What does the guide say about the city centre of Bodrum?
 - a. there are no hotels but a lot of shops and bars
 - b. there are luxurious, five-star hotels, bars and night clubs
 - c. there are lots of small hotels, night clubs and restaurants

6. What do they say about budget accommodation in Bodrum?
 - a. the guide advised Kevin and Rose against budget accommodation
 - b. Kevin and Rose have considered budget accommodation

c. Kevin and Rose don't like budget accommodation

7. What do they say about self-catering accommodation in Bodrum?

a. there are all sorts of self-catering accommodation available

b. the guide doesn't know anything about self-catering accommodation

c. Bodrum doesn't offer any self-catering accommodation

8. What decision do they make at the end of the conversation?

a. they can't decide where they want to stay

b. they decide to stay at a budget hotel in the city centre

c. they decide to stay at the five-star hotel recommended by the guide



3. Vocabulary tasks

Task 1: Look at the words in **bold** and think about their meaning. Then choose the correct answer a or b. (definitions – Cambridge Online Dictionary) (h5p – single choice set)

2. Turgut Reis is a great place for people who want to **take advantage of** facilities in the town centre.

take advantage of (something) means:

- a. to use something for the wrong purpose in a way that is harmful or morally wrong
 b. to use the good things in a situation

3. Make sure you see the wonderful beach. It's really **worth** a visit!

be worth (doing) something means:

- a. enjoyable enough to make the necessary effort, risk or pain
 b. something that you think is low quality or not very enjoyable

4. Bodrum offers a wide range of accommodation choices to **suit** all tastes and budgets.

suit (*verb*) means:

- a. to be right for a particular person, situation, or occasion
 b. to be typical and usual

5. There are lots of little hotels **dotted in** and **around** the pretty town centre.

dotted in / around (*adjective*) means:

a. to be spread across an area, or to spread many similar things across an area

b. to be concentrated in a small area

6. A typical B&B can normally **accommodate** no more than 6 guests and may or may not serve an evening meal.

accommodate (*verb*) means:

a. to provide a space and other things for a special event

b. to provide with a place to live

7. Usually the hotels in the city centre are very small but on the **outskirts** of the town there are many spacious 5 star hotels.

outskirts (*noun*) means:

a. the areas that form the edge of the city or town

b. the financial centre of the city

8. The hotel bar and restaurant are open to **non-residents**, and provide food at lunchtime and in the evening.

non-resident (*noun*) means:

a. a person who is not staying or living in or at a place

b. a person who comes from another country

Task 2: Look at the words below and choose the right ones to complete the definitions (Cambridge Online Dictionary): (h5p – drag and drop)

splendid **taste**

hospitable

shared facilities **half board**

private facilities **full board**

private facilities (*noun*) - own toilet and shower/bath accessed from outside the room

shared facilities (*noun*) - the toilet and shower/bath shared between one or more rooms

splendid (*adjective*) – excellent or beautiful

hospitable (*adjective*) - friendly and welcoming to guests and visitors

taste (*noun*) - the fact of liking or enjoying something

half board (*noun*) - a hotel room combined with breakfast and another meal either in the evening or in the middle of the day

full board (*noun*) - an arrangement in which all your meals are provided at the hotel or rooms that you are paying to stay in

Task 3: Look at these dialogues and choose the correct alternatives. (h5p – mark the words)

Dialogue 1

Tourist: We need your *help finding* / *helping find* accommodation in this area.

Guide: *Will you like* / *Would you like* to stay in the city centre or *would you* / *you would* prefer something quieter?

Tourist: I think the city centre. What sort of accommodation could you *suggest* / *recommend*?

Guide: *If I were you, I'd choose* / *If I would be you, I'll choose* the City Hotel. It's a great choice for young people because of *its* / *it's* central location.

Tourist: Sounds good! Is there *something* / *anything* else you can recommend?

Guide: *Make sure* / *Be sure* you go to the Art Gallery one day. It's really *worthy* / *worth* a visit!



Dialogue 2

Tourist: Do you know any good places *for staying / to stay* in this area?

Guide: There are many choices ranging from *budget / cheap* accommodation to luxurious five-star hotels.

Tourist: Could you *give us / tell us* some information *about / on* budget accommodation please?

Guide: You *could / do* choose to stay at a hostel, a budget hotel or a B&B. Alternatively, you *might / will* want to consider *self-cooking / self-catering* accommodation.

Tourist: *I'd rather not stay / I'd rather don't stay* at a hostel if you don't mind.

Guide: *What about / How about* mid-range hotels? They are very popular *with / by* tourists who come here!

Tourist: Yes, that's a good idea!

Dialogue 3

Tourist: I still haven't found *some / any* accommodation. *Do you think you could / You think could you* recommend something?

Guide: Sure! *What for are you looking? / What are you looking for?* Do you have any preferences?

Tourist: No, not really. I came here because I've heard this place has so many great *tourist / touristic* attractions and it is *known-well / well-known* for its beaches!

Guide: That's true. *You really must / You really can* see the beaches here. They're absolutely beautiful!

Tourist: Are there *any / some* nice hotels *near / nearby* the beach?

Guide: There *are / is* a number of five-star hotels located by the beach. What do you think about that?

Tourist: Sounds perfect! *Have* / Do you got any other tips?



4. Grammar reference sheet

Present Perfect Simple and Present Perfect Continuous

Present Perfect Simple

We use the **Present Perfect Simple (PPS)** to talk about actions that happened a short time ago but we don't say when. We don't say when they happened because it's not important. What is important, however, is that the action in the past has a result **now**.

Positive: **have/'ve** or **has/'s** + **past participle**

Negative: **haven't / hasn't** + **past participle** or **have / has** + **never** + **past participle**

Question: (**question word**) + **have / has** + **subject** + **past participle**

Example: My husband **has travelled** to many countries but never to Turkey!

Result: This is his first time in Turkey.

We often use **just**, **already** and **yet** with the Present Perfect.

We use **just** in positive sentences to say that something happened a very short time ago.

*Example: We **have just arrived** here in Bodrum.*

We use **already** in positive sentences to say that something happened before now, normally earlier than expected.

*Example: All of our friends **have already visited** this beautiful country, but it's our first time.*

We use **yet** in negative sentences and questions to say that something hasn't happened, but we think it will happen very soon

*Example: We **haven't arranged** any accommodations **yet**.*

We use the **Present Perfect Simple** to talk about experiences in our lives up to now in the positive or negative.

*Example: We've **never been** to Bodrum before, but we're excited about our stay.*

We use the **PPS** with ever and never.

Example: This is the most beautiful city I've ever visited.

Present Perfect Continuous

We use the **Present Perfect Continuous (PPC)** for longer actions that started in the past and continue in the present. It can be used to emphasize that we've been doing something for a long time and it's still not finished.

Positive: have/'ve or has/'s + been + verb-ing

Negative: haven't / hasn't + been + verb-ing

Question: (question word) have/'ve or has/'s + subject + been + verb-ing

*Example: They **have been coming** here every summer for the last 5 years.*

We also use the **PPC** for longer actions that have recently finished. Like the **PPS**, these actions have a result in the present.

*Example: This week we've **been visiting** many different cities so we're tired and excited at the same time.*

For and **since** are often used with the **PPS** and **PPC**

We use **for** with a period of time: We're so tired because we **have been travelling for** 12 hours.

We use **since** with a point of time: My wife **has loved** seafood **since** she was a kid.

5. Grammar Task

TASK 1: Multiple Choice hp5: Choose the correct answer to complete these sentences.

1. We _____ about this accommodation option for a long time, because they offer clean and comfortable facilities.
 - a. have thought
 - b. have been thinking
 - c. are thinking

2. _____ you ever _____ in a Bed & Breakfast?
 - a. have....stayed
 - b. have....been staying
 - c. did...stay

3. She _____ to Istanbul but she _____ to Bodrum.
 - a. has been, has been
 - b. has been, has never been
 - c. has been, hasn't been travelling

4. _____ you _____ here for a long time?
 - a. have...been live
 - b. have....been living
 - c. did...live

5. This is the most incredible and longest trip of our lives. We _____ on this trip since May!
 - a. have been
 - b. have been being
 - c. are going

6. We _____ back from the beach.
 - a. have just gotten
 - b. have already gotten
 - c. have yet gotten

TASK 2: Fill in the blank: Ask a question about the underlined part of the sentence.

Example:

I've eaten so much hummus today!

What have you eaten today?

1. We've been travelling around Turkey for over 5 months.
2. I've bought all the souvenirs I need!
3. No, we have never been to Turkey before.
4. You've missed the beautiful scenery from Bodrum Beach at sunrise.
5. Thanks to our great guide, we've just decided on our accommodations!
6. Guest houses have been very popular with honeymooners in recent years.

TASK 3 Fill in the blank: Fill in the blanks with the verb in the correct tense - present perfect or present perfect continuous. (Do not use short forms).

1. I _____ (help) tourists to our beautiful city for many years, and I love it still love it!
2. _____ you _____ (think) about where you will stay during your trip?
3. We _____ (be) in the city since last week.
4. I _____ (recommend) the same Bed and Breakfast for 10 years because it's really the best.
5. This week we _____ (visit) many places so we're a bit tired but also excited!
6. _____ you _____ (try) all of the food specialities of the region?

TASK 1 ANSWERS: Multiple Choice hp5: Choose the correct answer to complete these sentences.

1. We _____ about this accommodation option for a long time, because they offer clean and comfortable facilities.
 - a. have thought
 - b. have been thinking
 - c. are thinking
2. _____ you ever _____ in a Bed & Breakfast?

- a. have....stayed
b. have....been staying
c. did...stay
3. She _____ to Istanbul but she _____ to Bodrum.
a. has been, has been
b. has been, has never been
c. has been, hasn't been travelling
4. _____ you _____ here for a long time?
a. have...been live
b. have....been living
c. did...live
5. This is the most incredible and longest trip of our lives. We _____ on this trip since May!
a. have been
b. have been being
c. are going
6. We _____ back from the beach.
a. have just gotten
b. have already gotten
c. have yet gotten

TASK 2 Answers:

1. We've been travelling around Turkey for over 5 months.
How long have you been travelling around Turkey?
2. I've bought all the souvenirs that I wanted to on this trip.
What have you bought on this trip?
3. No, we have never been to Turkey before.
Have you ever been to turkey before?
4. You've missed the beautiful scenery from Bodrum Beach at sunrise.
What have I/we missed at sunrise?
5. Thanks to our great guide, we've just decided on our accommodations.
What have you just decided on (thanks to your great guide)?
6. Guest houses have been very popular with honeymooners in recent years.
What have been popular with honeymooners in recent years?



TASK 3: Fill in the blank

1. I 've been helping/have been helping (help) tourists to our beautiful city for many years, and I love still love it!
2. Have you thought (think) about where you will stay during your trip?
3. We 've been/ have been (be) in the city since last week.
4. I 've been recommending/have been recommending (recommend) the same Bed and Breakfast for 10 years because it's really the best.
5. This week we 've been visiting / have been visiting (visit) many places so we're a bit tired but also excited!
6. Have you tried (try) all of the food specialities of the region?



6. Pronunciation Task

Listen to the two words and identify which word was said.

1. **hospitable** / remittable
2. **scenery** / greenery
3. references / **preferences**
4. blithely / **lively**
5. **spacious** / gracious
6. **splendid** / tended

Listen to the words and repeat them yourself.

1. accommodation
2. ancient
3. ensuite
4. alternatively
5. surroundings
6. arranged

Module 3

Golic Guide project

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1. Audio script

Guest: Oh no, I'm sorry I am late! I overslept. What did I miss?!

Tour guide: Welcome! I just explained the itinerary for today and the rest of the week. I already told the group we would first visit the 14th century Byzantine church of Hagia Sofia overlooking the Black Sea before proceeding to the cliff side monastery of the Virgin Mary at Sumela in the Altindere National Park. I said afterwards we would have a short excursion to see the other historic sites along the coast of the Black Sea, stopping at Hopa on the Georgian border where you will spend the night. I informed the group that this week would be full of sightseeing and beautiful natural and historic sites.

We are going to spend day two and three in Artvin, Erzurum and Kars travelling through the Aras River Valley and visiting historic sites such as the First World War battlefield site of Sarikamis or the ancient Armenian city of Ani on the Arpacay River.

I have also mentioned that we would spend the fifth day of our trip in the area of Van. I pointed out the main attraction of the region - the 17th century fortress of Hosap sitting astride the ancient Silk Road into Persia and the Orient.

I informed the group that on the way to our next destination – Tatvan, we would travel along the southern shore of the Lake Van and stop at the great Volcano Crater of Nemrut and the Seljuk monuments of Ahlat.

Later I explained that on the way to Bitlis we were going to see a number of historic and natural sites such as the Bitlis Gorge, the new dam on the river Tigris, the ruins of the medieval Byzantine city and the Silver Bazaar in Midyat where you will get a chance to meet local people.

Finally on the last day we will visit Deir-Al-Zafaran or as it is also known – the Saffron Monastery. This hermitage was once the ancient centre of the Syriac Christian Patriarchy and has been the centre of religious worship for many centuries. The monastery itself is built over an ancient temple, built in 1000BC dedicated to the worship of the sun.

I advised everyone on the most important tour rules, and suggested some



things to make the trip as comfortable as possible. I recommended to wear the appropriate clothing and to bring a pillow and blanket for extra comfort on the bus! I warned everyone not to be late as we might not be able to wait for you. I also mentioned that there may be strict restrictions on where you can eat and drink, and reminded the group to respect the nature of all the natural sites we will be visiting and not to drop litter. So please be respectful of the rules.

I advised the group to be mindful of the time in order to not miss any sites or to be left behind! All in all, just like I told the rest of the group, I hope you have a wonderful time and enjoy the tour!



2. Listening Task

Listening task: Listen and fill in the gaps. (h5p – fill in the blanks)

1. I already told the group we would first visit the _____ (1) Byzantine church of Hagia Sofia overlooking the Black Sea before proceeding to the cliff side monastery of the Virgin Mary.

(1) 14th century

2. Afterwards we would have a short excursion to see the other _____ (2) of the Black Sea, stopping at Hopa on the Georgian border where you will spend the night.

(2) historic sites along the coast

3. We are going to spend day two and three in Artvin, Erzurum and Kars _____ (3) Aras River Valley and visiting historic sites such as the First World War battlefield site of Sarikamis.

(3) travelling through the

4. I pointed out _____ (4) - the 17th century fortress of Hosap sitting astride the ancient Silk Road into Persia and the Orient.

(4) the main attraction of the region

5. The Saffron Monastery was once _____ (5) of the Syriac Christian Patriarchy and has been the centre of religious worship for many centuries.

(5) the ancient centre

6. I warned everyone _____ (6) as we might not be able to wait for you.

(6) not to be late



7. I also mentioned that _____ (7) restrictions on where you can eat and drink, and reminded the group to respect the nature of all the natural sites we will be visiting and not to drop litter.

(7) there may be strict

8. I advised the group to be mindful of the time in order to not miss any sites or _____(8)!

(8) to be left behind



3. Vocabulary Tasks

Task 1: Words/definitions and pictures (h5p – guess the answer)

1. ruins
2. cliff side
3. monastery
4. valley
5. fortress
6. shore
7. gorge
8. monuments
9. litter
10. itinerary (noun) – a detailed plan or route of a journey

Task 2: Words and pictures (h5p – flashcards)

1. ruins
2. cliff side
3. monastery
4. valley
5. fortress
6. shore
7. gorge
8. monuments
9. litter
10. itinerary

Task 3: Look at the sentences below and mark the correct word (h5p – mark the words) (definitions from Cambridge Online Dictionary)

1. Afterwards we will have a short **excursion** to see the other historic sites along the coast of the Black Sea, stopping at Hopa on the Georgian border where you will spend the night.

Which word means 'a short journey usually made for pleasure, often by a group of people'?



2. The main attraction of the region is the 17th century fortress of Hosap sitting **astride** the ancient Silk Road into Persia and the Orient.

Which word means '*on each side of something*'?

3. Later in the day we will stop at the great Volcano **Crater** of Nemrut and the Seljuk monuments of Ahlat.

Which word means '*a round hole at the top of a volcano, or a hole in the ground similar to this*'?

4. On the last day we will visit the Saffron Monastery. This **hermitage** was once the ancient centre of the Syriac Christian Patriarchy.

Which word means '*a place where a religious person lives on their own, away from the rest of society*'?

5. The monastery itself is built over an ancient temple, built in 1000 BC **dedicated** to the worship of the sun.

Which word means '*designed to be used for one particular purpose*'?

6. I recommended to wear the **appropriate** clothing and to bring a pillow and blanket for extra comfort on the bus.

Which word means '*suitable or right for a particular situation or occasion*'?

Task 4: Choose the right prepositions. Sometimes more than one is possible. (h5p - mark the words)

1. Our tour guide has just explained the itinerary **for** / **of** / **about** today and the rest of the week.

2. We decided to drive **around** / **along** / **long** the Black Sea coast to enjoy the view!

3. Could you give us some information **on** / **off** / **about** the city?

4. Please call me when you're **in** / **with** / **on** the way to the airport.

5. You will get a chance to relax **on** / **in** / **at** the last day of the tour when we go to the beautiful beaches nearby.

6. The guide advised us **off** / **against** / **from** going to that restaurant.

7. She also warned us *off* / *from* / *against* leaving the hotel on our own.
8. Remember, there may be strict restrictions *in* / *with* / *on* where you can eat and drink.

Task 5: Choose the right words (h5p – mark the words)

1. Hagia Sofia is a 14th century Byzantine church *overlooking* / *looking over* the Black Sea.
2. I'm very excited! The guide said that this week would be full of sightseeing and beautiful natural and historic *sides* / *sites* .
3. Sarikamis is a town and a district of Kars province in Turkey but also a well-known First World War *battlefield* / *warfield*.
4. Please be *respective* / *respectful* of the rules.
5. We might not be able to wait for you, so be *mindful* / *mindful* of time!
6. There may be strict *restrictions* / *limitations* on where you can eat and drink.

Task 6 : Choose one of the words below to fill in the blanks in the sentences. Remember to change the words so that the sentences are grammatically correct. (h5p – fill in the blanks)

example: Our advisers will give you all the information ~~inform~~ you need.

instruct *advise* *recommend* *explain* *warn* *remind*

1. The guide started the tour by giving us a brief _____ of the tour rules.
2. Do you know the city well? I'm looking for _____ on where to go out.
3. Thanks for the _____ !
4. Just a word of _____ – do not wander off or leave the group at any time.
5. Here's a quick _____ of what you need to know!
6. I gave him very clear _____ .

Task 6 answers:

1. explanation
2. recommendation
3. advice
4. warning
5. reminder
6. instructions



4. Grammar reference sheet

Reported Speech

We use the **reported speech** when we want to report on what another person said. The reported speech can be used to report imperatives and requests. We often use the words “said” and “told” in the reported speech.

- we don't use an object with “say”
- we use an **object** with “tell”

Example:

I **said** we would have a short excursion to see the other historic sites along the coast of the Black Sea

I **told the group** we'd have lunch around 2PM.

Here are some other commonly used “reporting verbs” and how we use them.

Reporting Verb	Grammar rule
mention, explain, point out, admit, claim, agree, promise, recommend, insist, suggest	+ that + clause Example: I have also <u>mentioned</u> that we would spend the fifth day of our trip in the area of Van
agree, offer, promise, threaten, refuse, claim	+ (not) infinitive with <i>to</i> Example: He <u>promised</u> to be on time.
remind, advise, persuade, warn, invite	+ object + (not) + infinitive with <i>to</i> Example: I <u>advised</u> everyone to bring a pillow or blanket.
deny, recommend, suggest, admit	+ verb+ing Example: I <u>recommended</u> visiting the 17th century fortress of Hosap.
apologise (for), insist (on)	+ preposition + (not) + verb+ing

	Example: I <u>apologised</u> for not being on time.
blame (for), accuse (of)	+ object + preposition + (not) + verb+ing Example: He <u>blamed</u> her for ruining his trip.

In the reported speech, the verb tense usually changes to the past tense.

Verb Tense	Direct Speech	Reported Speech
present simple	We have a busy day ahead of us.	I told the group (that) we had a busy day ahead of us. I told the group (that) we have a busy day ahead of us.* *We don't have to change the verb tense if the sentence is still in the future or a general statement.
present continuous	"We are leaving at 10 o'clock sharp.	The guide said (that) we were leaving at 10 o'clock sharp.
past simple	I saw many historic and natural sites.	She said (that) she had seen many historic and natural sites.

past continuous	I was travelling for 5 weeks.	She said (that) she had been travelling for 5 weeks.
present perfect	"I haven't been to Deir-Al-Zafaran.	She said (that) hadn't been to Deir-Al-Zafaran.
past perfect	"I had been to the Silver Bazaar before.	She said (that) she had been to the Silver Bazaar before.
will	We will visit the 14th century Byzantine church of Hagia Sofia.	I said that we would visit the 14th century Byzantine church of Hagia Sofia.
can	We can take a lunch break by the Bitlis Gorge.	I said that we could take a lunch break by the Bitlis Gorge.

5. Grammar Task

Task 1: Fill in the blank with the correct preposition for the reported speech. Mark with a “X” if nothing is missing.

to - for - on - of

1. He agreed _____ take us to see the ancient Armenian city of Ani.
2. She apologised _____ forgetting her lunch.
3. She blamed her husband _____ being late.
4. She insisted _____ driving to the market.
5. He denied _____ taking the last piece of pizza.
6. She accused _____ being disrespectful.

ANSWERS: Task 1:

1. He agreed **to** take us to see the ancient Armenian city of Ani.
2. She apologised **for** forgetting her lunch.
3. She blamed her husband **for** being late.
4. She insisted **on** driving to the market.
5. He denied **x** taking the last piece of pizza.
6. She accused **of** being disrespectful.

Task 2: Drag and drop. Reorder the words to build correct sentences.

1. I / the / group / informed / this / that / week / would / full / full / of / be / sightseeing
2. recommended / wear / the / clothing / I / to / a / and / to / bring / pillow / on
3. group / advised / for / be / of / the / I / mindful / to
4. mentioned / there / be / may / I / strict / on / for / that / restrictions / where / can / drink / you / eat
5. for / she / oversleeping / that / and / being / late
6. persuaded / us / they / we / try / all / to / foods / the / specialty.

Answers Task 2:

1. I informed the group that this week would be full of sightseeing.

2. I recommended to wear the appropriate clothing and to bring a pillow.
3. I advised the group to be mindful of the time.
4. I mentioned that there may be strict restrictions on where you can eat and drink.
5. She apologized for oversleeping and being late.
6. They persuaded us to try all the specialty foods.



6. Pronunciation Task

Task 1: Listen to the words and identify which word was said.

1. **excursion** / aversion
2. **astride** / applied
3. distraction / **attraction**
4. cater / **crater**

Task 2: Listen and repeat the words.

1. hermitage
2. monastery
3. ancient
4. litter
5. itinerary
6. Byzantine
7. medieval
8. Bazaar

Module 4

Golic Guide project

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1. Audio script

Welcome to the second day of our sightseeing tour. Today and tomorrow we are going to show you the beauty of the area surrounding the city and the picturesque landscapes of the region.

On the first day we will take you to the nearby mountains and show you one of the largest glaciers in the mountain range. You will experience the variety of cold glacial forms: moraines, drumlins, kames and a kettle lake. After the morning at the glacier, we are going to take a picturesque route through a mesa, a small plateau, to see the canyon carved by one of the rivers in the tributary. You will see the deep ravine shaded by steep escarpments and you will get the chance to walk up to the ridge if you are not afraid. In the afternoon, the bus will take us back to the hotel down a winding road along a green valley to the lowlands where you will be able to see a fertile plain with colourful fields, pastures and orchards. We would like to share with you the natural beauty of this region!

We will start our second day by taking you to the sea coast. We will journey through green rolling hills and show you some sand dunes right before we hit the coast. After we arrive, we will take a walk along the bay towards the isthmus and the peninsula. From there you will see that the peninsula separates the bay from the gulf, which starts right where the estuary delta ends. It is also a perfect spot to look back at the mountains the day before. Next, we will walk down to the end of the cape where the marina is located. We will embark on a yacht that takes us to the nearby islands where we'll stop for lunch in a restaurant overlooking a fishing harbour sheltered in a calm cove. The plan for the afternoon is to relax on one of the beaches on the other side of our island and if you are interested you can go diving in the warm waters of the lagoon. We are planning a wonderful two-day trip, so we hope you can join us!



2. Listening Task

Listening task: Listen and fill in the gaps with the words you hear. (h5p – fill in the blanks)

1. The plan for the sightseeing tour for today and tomorrow is to show the tourists the beauty of the area surrounding the city and the picturesque _____ (1)

a. landscapes of the region

2. On the first day the tourists will be taken to the _____ (2) to see one of the largest glaciers in the mountain range and to experience the variety of glacial forms such as moraines, drumlins, kames and kettle lakes.

b. nearby mountains

3. After the morning at the glacier, the plan is to take a picturesque route through a mesa, a small plateau, to see the canyon carved by _____ (3) in the tributary.

(3) one of the rivers

4. In the afternoon, the tourists will be taken _____ (4) down a winding road along a green valley to the lowlands where they will be able to see a fertile plain with colourful fields, pastures and orchards.

(4) back to the hotel

5. The second day of the tour starts with a trip to _____ (5).

(5) the sea coast

6. The tour also includes a trip to the _____ (6) where the tourist



will have lunch in a restaurant overlooking a fishing harbour sheltered in a calm cove.

(6) nearby islands

7. The plan for the rest of the tour is to relax on one of the beaches on the other side of our island with the possibility of _____ (7) in the warm waters of the lagoon.

(7) going diving



3. Vocabulary tasks

Task 1: words/definitions and pictures (h5p – guess the answer)

1. orchard (*noun*) – an area of land where fruit trees are grown
2. lagoon (*noun*) – a shallow body of water separated from a larger body of water by barrier islands or reefs.
3. bay (*noun*) – a part of the coast where the land curves in so that the sea is surrounded by land on three sides (e.g. San Francisco Bay)
4. estuary (*noun*) – part of the mouth or lower course of a river in which the river's current meets the sea's tide
5. dunes (*noun*) – sand hills or ridges formed by the wind, usually in desert regions
6. isthmus (*noun*) – a narrow piece of land with water on each side that joins two larger areas of land (e.g. the Isthmus of Panama)
7. moraine (*noun*) – a large mass of rocks and dirt that is carried along with a glacier
8. drumlin (*noun*) – a small hill formed by a glacier, usually with a stretched, oval shape
9. kame (*noun*) – a steep-sided hill of sand and gravel deposited by a melting glacier
10. glacier (*noun*) – a slowly moving mass of ice formed by the accumulation of snow on mountains or near the poles.
11. ridge (*noun*) – a high edge along a mountain
12. mesa (*noun*) – a mountain with a large, flat top
13. escarpment (*noun*) – a steep slope or cliff
14. ravine (*noun*) – a deep narrow valley with steep sides
15. peninsula (*noun*) – a long and large piece of land that sticks out from a larger area of land into the sea (e.g. the Arabian Peninsula)

Task 2: words and pictures (h5p – flashcards)

1. orchard
2. lagoon
3. bay
4. estuary
5. dunes
6. isthmus
7. moraine



8. drumlin
9. kame
10. glacier
11. ridge
12. mesa
13. escarpment
14. ravine
15. peninsula

Task 3: Look at the words below and choose the right ones to complete the definitions: (h5p – drag and drop)

Mountain range **plain** **pasture** **cape** **kettle** **lake**
tributary **cove** **gulf**

cape (*noun*) - a large piece of land sticking out into the sea (e.g. the Cape of Good Hope)

gulf (*noun*) - a very large area of sea surrounded on three sides by a coast (e.g. the Persian Gulf)

cove (*noun*) - a curved part of a coast that unlike a bay or gulf, only partly surrounds an area of water

pasture (*noun*) - an area of land covered in grass or similar plants suitable for animals such as cows and sheep to eat

plain (*noun*) – a large area of flat land

kettle lake (*noun*) - a shallow body of water formed by retreating glaciers or draining floodwaters



mountain range (*noun*) – a group of mountainous (e.g. the Pennine Range)

tributary (*noun*) - a river or stream that flows into a larger river or a lake (e.g. the tributaries of the Amazon river)

Task 4: Look at these words and put them into the right group of words below: (h5p - drag and drop)

estuary range orchard kames tributary bay
lowlands

isthmus plain drumlin field kettle lake cape

highlands summit source mesa delta ridge

escarpment peninsula cove riverbanks ravine

meanders moraines pasture gulf glacial lake
riverbed

coastal landforms and features

river features

glacial landforms

mountain features

other landscape vocabulary

ANSWERS:

coastal landforms and features

bay / isthmus / gulf / cape / peninsula / cove

river features



estuary / delta / tributary / riverbanks / riverbed / source / meanders

glacial landforms

moraines / drumlin / kames / kettle lake / glacial lake

mountain features

range / summit / mesa / ridge / ravine / escarpment

other landscape vocabulary

plain / field / pasture / orchard / lowlands / highlands

Task 5: Look at the words in bold and think about their meaning. Then choose the correct answer a or b. (definitions – Cambridge Online Dictionary) (h5p – single choice set)

1. Today and tomorrow we are going to show you the beauty of the area surrounding the city and the **picturesque** landscapes of the region.

picturesque (*adjective*) means:

- a. attractive in appearance
- b. unreal, strange, dream-like

2. On the first day we will take you to the **nearby** mountains and show you one of the largest glaciers in the mountain range.

nearby (*adjective*) means:

- a. distant
- b. not far away

3. We are going to take a route through a small plateau, to see the canyon **carved** by the river.

carve (*verb*) means:

- a. to make something by cutting into wood or stone
- b. to split or divide something into to parts

4. You will see the valley shaded by **steep** cliff and you will get the chance to walk up to the ridge if you are not afraid.

steep (*adjective*) means:

- a. shaped like a circle
- b. rising or falling at a sharp angle

5. In the afternoon, the bus will take us back to the hotel down a **winding** road along a green valley.

winding (*adjective*) means:

- a. repeatedly turning in different directions
- b. with a lot of wind

6. We will **embark** on a yacht that takes us to the nearby islands.

embark (*verb*) means:

- a. to sail
- b. to go onto a ship

Task 6: Choose the correct alternatives in the sentences below. (h5p – mark the words)

- 1. Our hotel is located in a beautiful **mountainous** / *mountain* region.
- 2. We will take you on a trip to a local fish market in a nearby *coast* / **coastal** town.
- 3. In this part of the country you can see a variety of *glacier* / **glacial** landforms such as moraines or drumlins.
- 4. The old town we're going to visit today is located in a *hill* / **hilly** countryside.
- 5. This restaurant is located in a very **touristy** / *tourist* area.
- 6. We are going to show you the beauty of the surrounding area and the **picturesque** / *picture* landscapes of the region.

7. One of the most dominant *river* / *fluvial* processes which can be observed in this area is erosion.
8. Excuse me, could you tell me a bit more about the *regional* / *region* traditions of your country?
9. You should really try this dish. It's one of the local / located specialities!



4. Grammar reference sheet

Future tenses

There are different ways to use the future tense in English:

will / might

We use **will** + **infinitive** to predict a future situation (*predict* = to say that an event or action will happen in the future, especially as a result of knowledge or experience):

- I'm sure you **will enjoy** your trip to the nearby mountains.

We use **will** + **infinitive** when we decide to do something at the time of speaking:

- I **will check** if we have enough time to go diving in the lagoon.

We use **will** + **infinitive** when we agree/promise to do something or when we ask somebody to do something:

- **Will** you please **help** our younger guests to see the beauty of the area?

We use **might** + **infinitive** to talk about a future possibility (**might** = will possibly):

- You **might see** a lot of wildlife.

Reminders: **will** and **might** are the same for all subjects (*I / you / he / she / it / we / they*)

negative of *will* is **won't** (=will +not)

negative of *might* is **might not**

Questions: (question word) + **will** + subject + **infinitive**...?

We can also use "Do you think...?" to make questions with **will**

be going to

We use **be going to** + **infinitive** to express a plan in the future.

- We **are going to see** one of the largest glaciers in the mountain range.

We also use **be going to** + **infinitive** for predictions of what will likely happen in the future.

- We **are going to arrive** back at the hotel by 6 pm.

Questions: (question word) + be + subject + going to + infinitive

Negative: subject + be + not + going to + infinitive

- I'm not going to make it to the meeting point tomorrow.

present continuous

We use the **present continuous** (**be** + **verb-ing**) to talk about a plan or arrangement in the

near future - we usually know exactly when these plans are happening.

- The bus driver **is meeting** us at the hotel at 4:30 pm.

Questions: (question word) + be + subject + verb-ing

Negative: subject + be + not + verb-ing

future continuous

We use the **future continuous** (**will/'ll** + **be** + **verb-ing** OR **be going to** + **be** + **verb-ing**) for something that will be in progress at a point of time in the future.

- This time tomorrow we **'ll be walking** along the beautiful cape where the marina is located.
- We **are going to be eating** dinner at 7 pm tonight.
We also use the **future continuous** to talk about parallel actions in the future.
- This afternoon we **will be seeing** so many beautiful places and **having** a good time.

Questions: (question word) + will + subject + be + verb-ing

Negative: subject + won't + be + verb-ing

future perfect

We use the future perfect (**will/'ll** + **have** + **past participle**) to talk about something that will be done before a specific time in the future. Often, we use "*by*" with the future perfect.

- We **'ll have walked** 10 km *by* this time tomorrow.

Questions: (question word) + will + subject + have + past participle

Negative: subject + **won't** + **have** + **past participle**

- We **won't have finished** lunch by 2 PM.

5. Grammar Task

Fill in the blank -- TASK 1: Fill in the gaps with **will ('ll)**, **won't** or **might not** and one of the verbs:

take -- see -- be able -- have -- experience -- want -- start

1. You _____ to pose for many pictures at sunset. Many people do it.
2. The bus _____ us back to the hotel down a winding road along a green valley.
3. Try to be punctual, but don't worry if you're late. The tour _____ without you!
4. _____ we _____ all the glacial forms in this mountain range?
5. If we have time, we _____ to go diving in the warm waters.
6. Our promise to you is that you _____ the best trip of your lifetime!
7. Unfortunately, we _____ time to see everything if we get a late start.

Answers:

TASK 1: Fill in the gaps with **will ('ll)**, **won't** or **might** and one of the verbs:

take -- see -- be able -- journey -- experience -- want -- start

8. You might want to pose for many pictures at sunset. Many people do it.
9. The bus will take us back to the hotel down a winding road along a green valley.
10. Try to be punctual, but don't worry if you're late. The tour won't start without you!
11. Will we see all the glacial forms in this mountain range?
12. If we have time, we might be able to go diving in the warm waters.
13. Our promise to you is that you will experience the best trip of your lifetime!

14. Unfortunately, we might not have time to see everything if we get a late start.

Drag and drop -- TASK 2: Reorder the words to make full sentences. Notice some of them are questions.

1. going / the bus / to / We /at / are / take / 6 AM.
2. going / to / having / be / lunch / this / at / time/ tomorrow. / We / are
3. we / have / glacier / forms / by / seen / all / Will / the end of our trip / ?
4. will / our / group / be / What / doing / this evening / ?
5. our / will / be / guide / showing / taking / to / us / the marina / Tomorrow / at 2 PM / and / us / the cape.
6. The / bus / running / a few minutes / won't / wait / late / for / even / anyone / if / you're / just

Answers:

1. We are going to take the bus at 6 AM.
2. We are going to be having lunch at this time tomorrow.
3. Will we have seen all the glacier forms by the end of our trip?
4. What will our group be doing this evening?
5. Tomorrow at 2 PM, our guide will be taking us to the marina and showing us the cape. / Our guide will be taking us to the marina and showing us the cape at 2 PM tomorrow.
6. The bus won't wait for anyone even if you're running just a few minutes late.

TASK 3: Drag and drop - Match the definitions for the different future tenses.

1. present continuous
 2. will
 3. might
 4. be going to
 5. future perfect
 6. future continuous
- a. used to talk about an action that will be in progress at a certain time in the future

- b. used to talk about a future possibility
- c. used to talk about an action that will be completed before a certain time in the future
- d. used to talk about an action in the near future, the exact time is known
- e. used to talk about future plans or arrangements
- f. used to talk about a voluntary action or promised action in the future and to predict a future situation

ANSWERS

TASK 3: Drag and drop - Match the definitions for the different future tenses.

- 1. present continuous ---- d
 - 2. will ---- f
 - 3. might ---- b
 - 4. be going to ---- e
 - 5. future perfect ---- c
 - 6. future continuous ---- a
-
- a. used to talk about an action that will be in progress at a certain time in the future
 - b. used to talk about a future possibility
 - c. used to talk about an action that will be completed before a certain time in the future
 - d. used to talk about an action in the near future, the exact time is known
 - e. used to talk about future plans or arrangements
 - f. used to talk about a voluntary action or promised action in the future and to predict a future situation

6. Pronunciation Task

Listen to the two words and identify which word was said.

1. **escarpment** / compartment
2. arena / **marina**
3. **plateau** / chateau
4. canon / **canyon**
5. **embark** / remark

Listen to the words and then practice saying them aloud yourself.

1. estuary
2. picturesque
3. moraine
4. drumlin
5. isthmus
6. peninsula
7. glacier

Module 5

Golic Guide project

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1. Audio script

Hello and welcome to our culinary tour of the city! As true gourmets I am sure you will enjoy this one hour tour. Before we start I'd like to make sure that everyone feels free to ask questions and maybe even share secret recipes once we're done!

If you are truly aficionados of gastronomy and culinary traditions, then Bologna is the place to be. While the food in our city is rather different from the typical Mediterranean cuisine, it has become famous all around the world.

It is the capital of tortellini, ravioli, mortadella and oh so often misnamed and misprepared *Tagliatelle al ragù* –known all across the globe as *Spaghetti alla Bolognese*. If you want to avoid getting a plateful of hot, greasy meat-sauce and pasta in your face, avoid ordering the *Spaghetti alla Bolognese*. Play it cool and ask nonchalantly for the *Tagliatelle al ragù* and any Bolognese chef or waiter will respect you more for it.

Now, jokes aside, you should know that Bologna has so many nicknames: they call it *Bologna la rossa* because of its leftist political inclinations; *Bologna la dotta* because this is where the oldest university in the Western world was first founded but also *Bologna la grassa* –Bologna the fat. So you've been warned. Come, try all our delicious specialties but do so at your own peril- or at the peril of your waist line!

Most gastronomic traditions in the Emilia Romagna region are mostly meat – often pork based. This is no land for vegetarians or vegans – although many chic new restaurants are currently opening in the hip, central and university parts of the city. However, if you want to stick to the beaten, traditional track, you will have to get a lot of pork into your system. The *Tortellini in brodo* are a must try: a specially rolled type of pasta with a pork and spices filling, served in meat or vegetable broth can be served as a first course. Obviously, only once you've dug your way through the appetizers - delicious *crescentine* (a type of local fried pastry) filled with freshly sliced *prosciutto crudo*, *mortadella*, different types of salami and sausages, *squacherone* - a very mild and liquid type of cheese. Of course, you can always choose grilled vegetables as well, for a healthier and fat-free option.

For the second course there are so many choices, although chances are



you'll be too full to even think straight. So my advice is to just wash everything down with a delicious glass of *Sangiovese* or *Lambrusco* and perhaps start looking at the desserts menu. A must try would definitely be *raviole* (not to be mistaken with the *ravioli*), a type of jam-filled biscuits – usually complimentary. My personal favourites are the *raviole alla mostarda* (a local type of jam made from apples, pears and quinces!).

After such a feast, go burn those calories by climbing up to the San Luca church, up on the hills overseeing the city! Buon appetito and dig in!



2. Listening Task

Listening task: Look at these sentences. Are they true or false?

1. Bologna is famous all over the world for its typical Mediterranean-style cuisine. (F)
2. *Tagliatelle al ragù* and *Spaghetti alla Bolognese* are the same dish. (T)
3. Bologna is sometimes referred to as *Bologna la grassa* or *the fat Bologna*. It is because a lot of its traditional dishes are meat-based and contain a lot of fat. (T)
4. Vegetarian dishes are very typical for traditional cuisine of Bologna. (F)
5. *Raviole* and *ravioli* are the same dish and can be served as a starter or dessert. (F)



3. Vocabulary tasks

Task 1: Look at the words below – food and drinks and words to describe them. For each group find one adjective that doesn't belong there.

1. wine - local / dry / sparkling / **soft** / fruity / crisp / aromatic
2. cheese – mature / **bland** / mild / flavourful / creamy / rich / crumbly
3. meat – organic / chewy / smoked / **mature** / tender / raw / lean
4. fruit and vegetables – crispy / fresh / **seasoned** / steamed / seasonal / crunchy / ripe
5. steak – blue / rare / medium rare / **red** / medium / well done / overcooked
6. drinks – sugar-free / non-alcoholic / soft / fizzy / **savoury** / bottled / refreshing
7. pastry, cake or bread – **overcooked** / freshly-baked / fluffy / stale / crumbly / homemade
8. pasta – fresh / hand-rolled / dried / **smoked** / al dente / overcooked / plain

Task 2: Look at the pairs of words below- they are compound adjectives. Compound adjective is a combination of two or more attributive words, which modifies the meaning of a noun – for example: sugar-free, low-fat etc.

Look at the prefixes and suffixes in **bold** and choose **a.** or **b.** to complete the definitions below:

1. sugar-**free** products **low**-calorie food

We use....: a. -free or b. -low - to mean **without**

2. **low**-fat food **non**-processed food

We use....: a. non- or b. **low-** to add the meaning **not** or **the opposite of** to adjectives and nouns

3. **low-fat** food **semi-sweet** wine

We use...: a. **semi-** or b. **low-** -to mean **below the usual level**

4. **high-protein** diet iron-**rich** food

We use...: a. **high-** or b. **-rich** - to mean **above the usual level**

5. **high-protein** diet iron-**rich** food

We use...: a. **-rich** or b. **-high** - to mean **containing a large amount of a valuable substance**

6. iron-**rich** food meat-**based** dish

We use...: a. **-rich** or b. **-based** - to form adjectives describing the main thing from which a particular substance or object is made

7. **low-fat** food **semi-sweet** wine

We use...: a. **low-** or b. **semi-** - to mean **half or partly**

8. strawberry-**flavoured** ice cream meat-**based** dish

We use...: a. **-flavoured** (also: *-flavored*) or b. **-based-** to mean **tasting of the thing stated**

Task 3: Choose the correct answer:

1. A drink that contains no alcohol is called a/an...:

a. alcohol-free drink b. non-alcoholic drink

2. Food that contains a lot of fiber is called ...:

a. high-fiber food b. fiber-rich food

3. A diet which only contains plant products and no meat products is called...:

a. plant-rich diet b. plant-based diet

4. Products that contain a lot of calcium are called...:

- a. calcium-rich products b. high-calcium products

5. Milk from which some fat has been removed is called...:

- a. semi-fat milk b. semi-skimmed milk

6. Products that contain no additives (=artificial substances added to food to give it taste or colour) are called...:

- a. additive-free products b. additive-low products

7. Tea that tastes of fruit is called...:

- a. fruit-based tea b. fruit-flavoured tea

Task4: Write the correct prefix or suffix to complete the phrases below:

1. gluten-_____ diet – a special diet that contains no gluten (*-free*)
2. _____-organic food – food that isn't organic (*non-*)
3. _____-fat diet – diet that contain lower than usual amount of fat (*low-*)
4. _____-sweet wine - wine that is neither dry nor very sweet (*semi-*)
5. mint-_____chocolate – chocolate that tastes of mint (*-flavoured* or *-flavored*)
6. dairy-_____ meal – a meal that mainly contains dairy products (=made from milk) (*-based*)
7. nutrient-_____ food – food containing large amount of nutrients (*-rich*)
8. _____-carbohydrates food – food containing higher than usual amount of carbohydrates (*high-*)

Task 5: Look at these expressions and choose the correct words. Sometimes more than answer is possible:

1. play it _____ - to behave in a calm, controlled way, often intentionally appearing not to be interested in the thing that you very much want to get

- a. cool b. slow c. cold

2. do something at your own _____ - to do something that might be dangerous for you

- a. peril b. danger c. risk

3. stick (also: keep) to the beaten _____ - do things that are known to or popular with many people

- a. track b. road c. path

4. wash _____ food with.... (e.g. a glass of wine) - (informal) drink something after eating food

- a. out b. off c. down

5. dig _____ - (informal) start eating

- a. in b. out c. off

4. Grammar reference sheet

Gerunds and Infinitives

A gerund is a noun formed from a verb. All gerunds end in *-ing*.

*If you want to avoid getting a plateful of hot, greasy meat sauce and pasta in in your face, **avoid ordering** “spaghetti alla Bolognese”.*

- We use **gerunds (verb+ing)** after certain **verbs**.
 - The most common verbs include: enjoy, like, avoid, hate, discuss, recommend, suggest, mind, finish, dislike, keep

*After such a feast, go burn those calories **by climbing** up to the San Luca church*

- We use the **gerund form** when a verb comes **after** a **preposition**
 - The most common prepositions include: *against, at, after, by, on, (instead) of, (talk) about, (tired) of, without*

***Eating** is an important part of Bologna's culture.*

- We use the **gerund form** as the subject or object of a sentence

The in finitive is the base form of the verb with “to”

*If you **want to stick** to the beaten, traditional track, eat a lot of meat!*

- We use **[to + the in finitive]** after certain **verbs**
 - The most common verbs include: agree, ask, decide, plan, help, hope, learn, would like, want and promise

*Chances are you'll be too **full to** even **think** straight.*

- We use **[to + the infinitive]** after
 - many adjectives *I travelled to Bologna **to try** their famous cuisine.*
- We use **[to + the infinitive]** to **show purpose**

5. Grammar Task

Task 1

Choose the correct conjugation to complete these sentences.

1. After the pasta course, I recommend to start by *look / looking / to look* at the desserts menu.
2. After (a) *finish / finishing / to finish* the first course, it is time to start (b) *think / thinking / to think* about a second course.
3. We anticipate you (a) *want / wanting / to want* (b) *hike / hiking / to hike* up to the San Luca church after dinner.
4. We regretted (a) *have / to have / having* to skip a second course, because we went to this restaurant (b) *feast / feasting / to feast*.
5. You won't want (a) *miss / missing / to miss* (b) *try / trying / to try* the Tortellini in Brodo.
6. We were delighted (a) *hear / hearing / to hear* that there is the possibility (b) *choose / choosing / to choose* grilled vegetables for a fat-free and healthier version.

Task 2

Choose if you use the infinitive, gerund, or base infinitive form to complete these sentences.

1. I like _____ (eat) different cuisines from around the world.
2. After _____ (dig) your way through appetizers, you'll be ready for the delicious Crescentine.
3. I am determined _____ (try) all the speciality pasta dishes from Bologna.
4. Just ask me where you can go _____ (find) all the right entertainment!
5. "Why did you go to Bologna?"
"We went there _____ (explore and enjoy) some traditional food!"
6. Please _____ (share) your secret recipes once we're done. !
7. You won't mind _____ (wait) for a table at this restaurant, because the tagliatelle al ragu is _____ (die) for.
8. My friend mentioned _____ (want) to visit the university of Bologna. Can you _____ (think) of anything we are _____ (miss)?

Task 3

Choose the correct verb and verb form for each sentence. There are more verbs than answers.

recommend – offer – see – show – oversee – like – order – live – drink – eat – try – partake

1. _____ my life as an aficionado of gastronomy, I can _____ the ravioli!
2. The server asked me if I would rather _____ the vegetarian or meat option.
3. _____ the city, San Luca church has a beautiful view of the city.
4. I am afraid _____ how much weight I have gained from all the _____ and _____ this week!
5. Don't forget _____ all the desserts after a dinner in Bologna.
6. It is popular _____ in a culinary tour in Italy, because of all the wonderful food Italy has _____.

ANSWERS

Task 1

Choose the correct conjugation to complete these sentences.

1. After the pasta course, I recommend to start by *look* / *looking* / *to look* at the desserts menu.
2. After (a) *finish* / *finishing* / *to finish* the first course, it is time to start (b) *think* / *thinking* / *to think* about a second course.
3. We anticipate you (a) *want* / *wanting* / *to want* (b) *hike* / *hiking* / *to hike* up to the San Luca church after dinner.
4. We regretted (a) *have* / *to have* / *having* to skip a second course, because we went to this restaurant (b) *feast* / *feasting* / *to feast*.
5. You won't want (a) *miss* / *missing* / *to miss* (b) *try* / *trying* / *to try* the Tortellini in Brodo.
6. We were delighted (a) *hear* / *hearing* / *to hear* that there is the possibility (b) *choose* / *choosing* / *to choose* grilled vegetables for a fat-free and healthier version.

Task 2

Choose if you use the infinitive, gerund, or base infinitive form to complete these sentences.

1. I like **eating** (eat) different cuisines from around the world.
2. After **digging** (dig) your way through appetizers, you'll be ready for the delicious Crescentine.
3. I am determined **to try** (try) all the speciality pasta dishes from Bologna.
4. Just ask me where you can go **to find** (find) all the right entertainment!
5. "Why did you go to Bologna?"
"We went there **to explore and enjoy** (explore and enjoy) some traditional food!"
6. Please **share** (share) your secret recipes once we're done!
7. You won't mind **waiting** (wait) for a table at this restaurant, because the tagliatelle al ragu is **to die** (die) for.
8. My friend mentioned wanting (want) to visit the university of Bologna. Can you **think** (think) of anything we are **missing** (miss)?

Task 3

Choose the correct verb and verb form for each sentence. There are more verbs than answers.

recommend – offer – see – show – oversee – like – order – live – drink – eat – try – partake

1. **Living** my life as an aficionado of gastronomy, I can **recommend** the ravioli!
2. The server asked me if I would rather **order** the vegetarian or meat option.
3. **Overseeing** the city, San Luca church has a beautiful view of the city.
4. I am afraid **to see** how much weight I have gained from all the **eating** and **drinking** this week!
5. Don't forget **to try** all the desserts after a dinner in Bologna.
6. It is popular **to partake** in a culinary tour in Italy, because of all the wonderful food Italy has **to offer**.

6. Pronunciation Task

Text 5: Traditions and Gastronomy Pronunciation Exercises

Practice saying these words aloud.

1. Gastronomy
2. Delicious
3. Nonchalantly
4. Culinary
5. Gourmet
6. Cuisine

Choose the correct word

1. **Recipe** / Receipt
2. **Complimentary** / Commentary
3. Intonation / **Inclination**
4. **Speciality** / Specially
5. Barrel / **Peril**
6. **Based** / Waist

Module 6

Golic Guide project

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1. Audio script

German expansion

From the beginning, Hitler had been planning a programme for the creation of a German empire in central Europe. His first objective was to win back land lost at Versailles; he then planned to conquer the whole of mainland Europe, including European Russia, and create an empire in which “lower” races, such as the Slavs, would be reduced to a servile status. He exploited the weakness of the League of Nations, American isolationism, and lack of unity among other European powers in a series of successes – the recovery of the Saarland by plebiscite, the remilitarisation of the Rhineland, unification with Austria, and finally the dismemberment of Czechoslovakia. When Britain and France acquiesced to the last of these at Munich, it appeared as though no other power had the will to challenge his ambitions. If it hadn't had been for those weaknesses, Hitler would not have been so successful in his takeover of Europe.

In 1939 Hitler and Stalin concluded the Nazi-Soviet non-aggression Pact to preserve Russian neutrality. The Soviet Union was awarded eastern Poland and took the opportunity to advance further into the Baltic States and Finland, where Russian armies were halted by fierce national resistance. Unlike Czechoslovakia, Poland was protected by treaty links with Britain and France, and the German invasion provoked a joint ultimatum and war. Mussolini took the opportunity to enter the war by supporting Germany and invading Greece.

German successes

After defeating Poland in 1940, the German army repeated the 1914 tactic of invading France across Belgium. This time Paris fell and a puppet government was installed in southern France. Successful campaigns to the north and south reduced Denmark, Norway, Yugoslavia and Greece. In early 1941 the Africa Corps landed in Libya and within two months was threatening Cairo and the Suez Canal. Now rallied by Winston Churchill, the charismatic leader, Britain held off an air offensive, which was intended to prepare for the invasion of the Battle of Britain.

On June 22nd, 1941 Hitler launched Operation Barbarossa against an



unprepared Soviet Union. The invasion followed the logic of Hitler's master plan, but it dangerously overstretched German resources. If the attack on the Soviet Union had been successful, the war would have had a different outcome. But the imbalance was made greater when the Japanese attack on Pearl Harbour brought the United States into the war in December of the same year. Stalin demonstrated his character as a national leader in rallying his people for an extremely costly defence. The war turned in November 1942, when the Russians broke the German front at Stalingrad and the British army defeated the Africa Corps at El Alamein. Once the Allies had re-established a western front with the Normandy landings of June 1944, the final defeat in 1945 was inevitable. At this point it was obvious; the Germans had lost the war.

The years from 1939-45 gave a new and terrible meaning to warfare. The Germans mobilized conquered people for slave labour, and perpetrated genocide on European Jewry. The Russians deported whole national populations for alleged collaboration and residential areas of cities were targeted in large-scale bombing by both sides. Among some 50 million were killed, of which were an estimated 27 million Russians, 6 million Jews and 4.5 million Poles.

The Yalta Settlement

The future political shape of Europe was negotiated in February 1945 at a conference in Yalta in the Crimea, attended by Stalin, Roosevelt and Churchill. Germany was to be partitioned and the countries of Eastern Europe were to form a zone of Russian influence. In result, Austria and Greece – the latter after civil war – remained within the western sphere.

The recovery of Western Europe

At the end of the war, Western Europe was in a state of a serious economic collapse. Once again, there were large movements of displaced people, and food shortages continued for years after the war. In June 1947, the US Secretary of State, George Marshall, announced a major aid programme, directed, “not against any country or doctrine, but against hunger, poverty, desperation and chaos”. The Soviet Union was offered the chance to participate but it turned it down. The Marshall Plan provided much needed capital for post war reconstruction.



2. Listening Task

Listening task: Listen and choose the correct answers (often more than one answer is possible) (h5p – multiple choice). (correct answers are underlined)

1. According to the text, Hitler's plan for creation of a German empire included:
 - a. conquering vast territories of Europe and Russia
 - b. cooperation with the Slavs in central Europe
 - c. winning back territories Germany had lost at Versailles

2. The author of the text suggests that:
 - a. the overall situation in Europe in the 1930's was one of the factors that helped Hitler to realise his expansionist plan
 - b. neither the European countries nor the US felt strong enough to challenge Hitler's expansive ambitions
 - c. Germany's unification with Austria was to blame for Europe's lack of unity

3. According to the writer, what encouraged Britain and France to declare war on Germany?
 - a. the fact that Czechoslovakia was protected by treaty links with Britain and France
 - b. Mussolini's invasion of Greece
 - c. Germany's invasion of Poland

4. According to the text, what happened after Poland was defeated in 1940?
 - a. Africa Corps took over parts of Libya and Egypt
 - b. Hitler's Germany invaded other countries including France, Belgium, Greece and Yugoslavia



c. Poland continued its resistance against Germany

5. The author suggests that on June 22nd 1941 the Soviet Union:

- a. was unaware of Hitler's intentions to attack them
- b. was more powerful than Hitler's Germany
- c. launched Operation Barbarossa

6. What was, according to the writer, the turning point of the World War 2?

- a. the attack on Pearl Harbour, the defeat of the Africa Corps at El Alamein, the Battle of Stalingrad
- b. unification with Austria and the dismemberment of Czechoslovakia
- c. the recovery of the Saarland and the re-militarisation of the Rhineland

7. What does the author of the text regard as 'new and terrible meaning to warfare'?

- a. political situation in Europe in 1939-1945
- b. crimes against humanity
- c. technological advances in weaponry

8. The author suggests that the Yalta Settlement was:

- a. a fair agreement
- b. a direct cause of the civil war in Greece
- c. a beginning of a new political order in Europe

9. The writer suggests that the Soviet Union:

- a. was not offered Marshall Plan assistance
- b. did not need any financial assistance
- c. rejected Marshall Plan assistance



3. Vocabulary tasks

Task 1: Words/definitions and pictures (h5p – guess the answer)

1. Yalta conference
2. reconstruction
3. frontier = border
4. the Allies
5. the Axis countries = the Axis powers
6. capital = money
7. air offensive
8. treaty (noun) - a written agreement between two or more countries, formally approved and signed by their leaders
9. residential area
10. corps = a military unit

Task 2: Words and pictures (h5p – flashcards)

1. Yalta conference
2. reconstruction
3. frontier = border
4. the Allies
5. the Axis countries = the Axis powers
6. capital = money
7. air offensive
8. treaty
9. residential area
10. corps = a military unit

Task 3: Choose one of the words below to complete the definitions: (h5p – drag the words) (definitions from Wikipedia, Cambridge Online Dictionary)

dismemberment **warfare** **the Allies** **isolationism** **the Axis**
neutrality **plebiscite**

isolationism (*noun*) – a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries



plebiscite (*noun*) – the direct vote of all the members of an electorate on an important public question such as a change in the constitution

dismemberment (*noun*) – the action of dividing up a territory into different parts

neutrality (*noun*) – the state of not supporting or helping either side in a conflict or disagreement

warfare (*noun*) – the activity of fighting a war, often including the weapons and methods that are used

the Allies (*noun*) – the countries, including the US, the UK, the USSR, and France, that fought against the Axis countries in the Second World War

the Axis (*noun*) – the countries, including Germany, Italy, and Japan, that fought against the Allies in the Second World War

Task 4: Look at the sentences below and choose the right answer a, b or c. (h5p – multiply choice)

1. The 1939 Nazi-Soviet _____ is also known as the Nazi-Soviet Non-Aggression _____.

- a. Pact b. Agreement c. Settlement

2. In 1939 Hitler and Stalin _____ the Nazi-Soviet Pact as to preserve Russian neutrality.

- a. completed b. achieved c. concluded

3. After defeating Poland in 1940, the German army repeated the 1914 tactic of invading France. This time Paris fell and a _____ government was installed in southern France.

- a. doll b. puppet c. toy

4. Now rallied by Winston Churchill, the charismatic leader, Britain held off an air _____, which was intended to prepare for the invasion in the Battle of Britain.

- a. offensive b. attack c. invasion

5. The Germans mobilized conquered people for slave labour, and _____ genocide on European Jewry.

- a. committed b. perpetrated c. executed

6. Mussolini took the opportunity to _____ the war by supporting Germany and invading Greece.

- a. participate b. take part c. enter

7. The Soviet Union was awarded eastern Poland and they _____ the opportunity to advance further into the Baltic States and Finland.

- a. took b. made c. presented

Task 5: Look at the words in **bold** then mark all the words that have the same or a similar meaning. (h5p – mark the words)

1. **conquer:** take over / cooperate / beat / win / lose control / surrender / defeat / give in
2. **treaty:** disagreement / pact / settlement / conflict / contract / refusal / approval / rejection

3. **offensive:** aggression / defence / attack / peace / invasion / pact / surrender / assault
4. **genocide:** mass murder / destruction / damage / massacre / harm / injustice / annihilation / mass execution
5. **warfare:** combat / strategy / battle / war / tactic / fighting / planning / uprising
6. **perpetrate:** prepare / carry out / commit / intend / execute / prevent / refrain / perform
7. **neutral:** impartial / partial / involved / unbiased / detached / committed / independent / devoted

Task 6: Look at the sentences below and the words/phrases in **bold**. Choose the correct answer A or B. (h5p – multiple choice) (correct answers are underlined) (definitions from Wikipedia, Cambridge Online Dictionary)

1. Hitler's first objective was to win back land lost at Versailles; he then planned to **conquer** the whole of mainland Europe.

conquer (*verb*) means:

- a. to bring together in a peaceful manner
- b. to take control or possession of foreign land, or a group of people, by force

2. He **exploited** the weakness of the League of Nations, American isolationism, and lack of unity among other European powers in a series of successes.

exploit (*verb*) means:

- a. to use something in a way that helps you
- b. to not give enough care or attention to things that are your responsibility

3. When Britain and France **acquiesced** to the dismemberment of Czechoslovakia, the recovery of the Saarland and the re-militarisation of the Rhineland, it appeared as though no other power had the will to challenge Hitler's ambitions.

acquiesce (*verb*) mean:

a. to accept or agree to something, often unwillingly

b. to disagree with something or someone, often by speaking or fighting against it or them

4. The Soviet army was **halted** by fierce national resistance in the Baltic States and Finland.

halted (*verb*) means:

a. to (cause to) stop moving or doing something or happening

b. to agree with and give encouragement to someone or something because you want them or it to succeed

5. The German army repeated the 1914 **tactic** of invading France.

tactic (*noun*) means:

a. a strong feeling of wanting something

b. a planned way of doing something

6. Britain was **rallied** by the charismatic leader Winston Churchill.

rally (*verb*) means:

a. to depend on or trust someone or something

b. to (cause to) come together in order to provide support or make a shared



effort

7. The Germans **mobilized** conquered people for slave labour.

mobilize (*verb*) means:

a. to prepare and organize people for a particular purpose

b. to cause people to move to a new place

8. Germany was to be **partitioned** and the countries of Eastern Europe were to form a zone of Russian influence.

partition (*verb*) means:

a. to separate or cause something or someone to separate

b. to divide a country into separate areas of government

9. The Marshall Plan provided much needed capital for post war **reconstruction**.

reconstruction (*noun*) means:

a. the process of building or creating something again that has been damaged or destroyed

b. an attempt to get a complete description of an event using the information available, or an attempt to repeat what happened during the event

4. Grammar reference sheet

Past Tenses

Focus on past tense verb forms to talk about historic events

1. Past simple
2. Past perfect
3. Third conditional
4. Past perfect continuous

Past Simple

Positive sentences: **regular** [verb + -ed] or **irregular** verb

Negative sentences: **didn't** + **infinitive**

Questions: [Question word] + **did** + subject + **infinitive**

- used to talk about a finished action in the past

Example:

The war **turned** in November 1942.

This time Paris **fell** and a puppet government was installed in southern France.

The Soviet Union **didn't accept** the Marshall Plan.

Past Perfect

had + **past participle**

- used to talk about something that happened *before* another action in the past
- used to show that something happened *before* a specific time

Example:

Once the Allies **had re-established** a western front with the Normandy landings of June 1944, the final defeat in 1945 was inevitable.

Questions:

Was the final defeat in 1945 inevitable once the Allies **had re-established** a western front?

Third Conditional

if + **past perfect** + **would have** + **past participle**

- used to talk about conditions in the past that did **not** happen
- used to talk unreal or hypothetical situations - can no longer happen as it's in the past

Example:

If it **hadn't been** for these weaknesses, Hitler **would** not **have been** so successful in his takeover of Europe.

The "if" clause can also come after the main clause. In this form, a comma is not used.

Hitler **would** not **have been** so successful in his takeover in Europe **if** it **hadn't been** for these weaknesses.

Questions:

Would Hitler **have been** successful **if** it **hadn't been** for these weaknesses?

Past Perfect Continuous:

[had been] + present participle

- used to talk about something that started in the past and *continued* to another action in the past
- used to show cause and effect

Example:

From the beginning, Hitler **had been planning** a programme for the creation of a German empire in central Europe.

Questions:

Had Hitler **been planning** a program for the creation of a German empire in central Europe from the beginning?

Abbreviations

had + not = hadn't

would + have = would've

would + not = wouldn't

Pronoun + 'd = had / would

He'd been there before -- he had been there before

He'd like a coffee -- he would like a coffee

did + not = didn't

5. Grammar Task

Fill in the blank (<https://h5p.org/fill-in-the-blanks>): Complete the sentences with the past perfect, past perfect continuous or past simple.

1. Before Hitler became the leader of the Nazi party, he _____ (plan) his rise as dictator.
2. Germany was able to take over Czechoslovakia, because they _____ (no be) protected by treaty links with Britain and France.
3. _____ the Yalta Settlement _____ (have) an crucial influence on the outcome of WWII?
4. After the Allies re-established a western front in Normandy, it was obvious that Germany _____ (lose) the war.
5. The Germans _____ (win) the war until the Russians broke the German front at Stalingrad.
6. World War II _____ (start) in 1939 and _____ (end) in 1945.
7. The Soviet Union _____ (have) the chance to join the Marshall Plan, but they chose a different post-war plan.
8. Germany _____ (threaten) the livelihood of “lower” races for several years before the concentration and extermination camps were built.

Fill in the blank (<https://h5p.org/fill-in-the-blanks>): Complete all the sentences with the third conditional.

1. If we _____ (not catch) our bus, we _____ (not make) it here on time.
 2. If the Soviet Union _____ (be) successful, the war _____ (have) a different outcome.
 3. If Germany _____ (have) more resources, Operation Barbarossa _____ (be) a master plan.
 4. What _____ (happen) if the Soviet Union _____ (join) the Marshall Plan?
 5. If we _____ (hurry) through the exhibition, we _____ (not see) everything.
 6. If Hitler _____ (stop) before invading Russia, _____ the war _____ (end) differently?

Mark the incorrect words: <https://h5p.org/mark-the-words>



Question set to fix the mistakes: <https://h5p.org/question-set>

Correct the verb tense mistakes. Each sentence should be in the past: simple past, past perfect, third conditional, or past perfect continuous.

1. The Marshall Plan had been providing much needed capital for post war reconstruction.
2. The war had ended in 1945.
3. In 1939 Hitler and Stalin had been concluding the Nazi-Soviet Pact to preserve Russian neutrality before the war turned.
 4. Before it was clear to the rest of the world, the Nazis planned the concentration camps.

<https://h5p.org/drag-and-drop> Drag the verb form to its definition and match it to the correct example sentence.

1. Past Simple
2. Past Perfect
3. Past Perfect Continuous
4. Third conditional

- A. to talk about a finished action in the past
- B. unreal situation in the past
- C. to talk about something that happened before another action in the past
- D. to talk about something that started in the past and continued to another action in the past

- i. Would Germany have won the war if Hitler hadn't made unrealistic advances on Russia?
- ii. In 1942, Hitler and the Nazis hit obstacles on the Russian front.
- iii. Germany had been quickly advancing until the attack on Stalingrad in 1942.
- iv. After Operation Barbarossa, Hitler had overstretched his resources.

Unit 6 Answers Grammar Tasks

Complete the sentences with the past perfect or past perfect continuous.

1. Before Hitler became the leader of the Nazi party, he **had planned** (plan) his rise as dictator.
2. Germany was able to take over Czechoslovakia, because they **had not been** (not be) protected by treaty links with Britain and France.



3. **Did** the Yalta Settlement **have** (have) an crucial influence on the outcome of WWII?
4. After the Allies re-established a western front in Normandy, it was obvious that Germany **had lost** (lose) the war.
5. The Germans **had been winning** (win) the war until the Russians broke the German front at Stalingrad.
6. World War II **started** (start) in 1939 and **ended** (end) in 1945.
7. The Soviet Union **had had** (have) the chance to join the Marshall Plan, but they chose a different post-war plan.
8. Germany **had been threatening** (threaten) the livelihood of “lower” races for several years before the concentration and extermination camps were built.

Complete all the sentences with the third conditional.

1. If we **had not caught** (not catch) our bus, we **wouldn't have made** (not make) it here on time.
 2. If the Soviet Union **hadn't been** (be) successful, the war **would've had** (have) a different outcome.
 3. If Germany **had had** (have) more resources, Operation Barbarossa **would've been** (be) a master plan.
 4. What **would've happened** (happen) if the Soviet Union **had joined** (join) the Marshall Plan?
 5. If we **had hurried** (hurry) through the exhibition, we **wouldn't have seen** (not see) everything.
 6. If Hitler **had stopped** (stop) before invading Russia, **would** the war **have ended** (end) differently?

Correct the verb tense mistakes. Each sentence should be in the past: simple past, past perfect, third conditional, or past perfect continuous.

1. The Marshall Plan **provided** much needed capital for post war reconstruction.
 2. The war **ended** in 1945.
 3. In 1939 Hitler and Stalin **had concluded** the Nazi-Soviet Pact to preserve Russian neutrality before the war turned.
 4. Before it was clear to the rest of the world, the Nazis **had planned** the concentration camps.

Drag the verb form to its definition and match it to the correct example sentence.

1. Past Simple -- A -- ii
2. Past Perfect -- C -- iv
3. Past Perfect Continuous -- D -- iii
4. Third conditional -- B -- i

A. to talk about a finished action in the past

B. unreal situation in the past

C. to talk about something that happened before another action in the past

D. to talk about something that started in the past and continued to another action in the past

- i. Would Germany have won the war if Hitler hadn't made unrealistic advances on Russia?
- ii. In 1942, Hitler and the Nazis hit obstacles on the Russian front.
- iii. Germany had been quickly advancing until the attack on Stalingrad in 1942.
- iv. After Operation Barbarossa, Hitler had overstretched his resources.

6. Pronunciation Task

Instructions: Listen to the two words. Identify the correct word or word phrase that you hear.

1. **provoke** / awoke
2. **acquiesce** / coalesce
3. fault / **halt**
4. rallies / **allies**
5. **invasion** / evasion
6. **defeat** / deplete

Practice pronouncing these words by recording them yourself.

1. conquer
2. perpetrate
3. negotiate
4. partitione
5. genocide
6. ultimatum
7. remilitarisation
8. plebiscite
9. Africa corps

Module 7

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1. Audio script

Take two minutes to think about the future. How many of you have imagined a bleak and arid landscape? How many have imagined flying cars and super intelligent technology, or hybrid animals and no humans?

Probably each and every one of you has thought of a different scenario, according to your own beliefs, fears and hopes. What is truly fascinating about medieval men and women, however – an aspect little known to most of us - is that unlike us, they were incapable of imagining a future different from their present.

While we do not know if the Romans and their Barbarian enemies thought about the future the way we do, research has shown that in the Dark Ages, the future was not imagined as different to the present. All the lords and the landed gentry, the knights, the masons, the minstrels and the serfs deeply believed in the status quo. To them, the drawbridge moats, castles and dungeons would be the only architecture known to human beings, who in turn would only have a few professions to choose from. If you were unlucky enough to be born into a serf family, odds are you your-self would live like one. The same applied to the butchers, ironmongers or apothecaries, who would pass on their craft from one generation to another.

Of course, we only have limited access to what life was really like during the Middle Ages. That's why it is difficult to imagine what medieval men and women thought about the future. Research shows that one of the main reasons why the Middle Ages lasted so long and brought so little contribution to human civilization was the medieval day-to-day reality. It consisted of the Crusades, wars and dungeons where traitors were imprisoned. Apart from that, the sieges on their walled towns and their Gothic cathedrals constituted eternity.

It is for the exact opposite reason that the Renaissance period was so different. At some point, they started thinking of the future and placing their faith in the power of human creativity. As a result of that, they were suddenly capable of imagining a better future.

Just think of Leonardo da Vinci's vision of flying machines and his boundless imagination! He began to think differently than others used to, and these ideas have inspired so many of our everyday items!

2. Listening Task

Listen and choose the correct answer a, b or c (h5p – single choice set)

1. Medieval men and women were:

- a. capable of imagining future different from their present
- b. incapable of imagining future different from their present
- c. capable of imagining future according to their own beliefs, fears and hopes

2. In the Dark Ages people:

- a. believed that they would live their whole life the same way as their parents did
- b. hoped that they would live a better life than their parents did
- c. wanted to learn professions different to those of their parents

3. What according to the text is to blame for the fact that 'the Middle ages lasted so long and brought so little contribution to human civilization'?

- a. medieval men and woman
- b. the Crusades
- c. day-to-day reality and the fact that medieval people were incapable of imagining a better future

4. Why was the Renaissance different from the Middle Ages?

- a. because people started to believe that their future could be better
- b. because of Leonard da Vinci and his inventions
- c. because the Crusades were over

5. What does the text say about Leonardo da Vinci?

- a. he was not different from any other people around him
- b. his flying machines have had a great impact on modern aviation
- c. his imagination and inventions have inspired many other people



3. Vocabulary Tasks

Task 1: words/definitions and pictures (h5p – guess the answer)

1. knight (noun) – a man who served his sovereign or lord as a mounted soldier usually wearing armour
2. minstrel (noun) – a medieval singer or musician
3. serf (noun) – a member of a low social class in medieval times who worked on the land and had to obey the person who owned that land
4. mason (noun) - a person whose job it is to cut, prepare, and use stone for building
5. ironmonger (noun) – a person who sells iron or metal tools
6. dungeon (noun) - an underground prison, especially in a castle
7. drawbridge (noun) – a bridge that can be raised up so that people cannot cross it
8. moat (noun) – a deep, wide ditch usually filled with water that goes around the walls of a place (such as a castle)
9. apothecary (noun) – a person who prepared and sold medicines in past times
10. Gothic cathedral (noun) – cathedral built in a style that developed in northern France between 12th and 16th centuries

Task 2: words and pictures (h5p – flashcards)

1. knight
2. minstrel
3. serf (noun) – a member of a low social class in medieval times who worked on the land and had to obey the person who owned that land
4. mason (noun) - a person whose job it is to cut, prepare, and use stone for building
5. ironmonger
6. dungeon (noun) - an underground prison, especially in a castle
7. drawbridge
8. moat
9. apothecary
10. Gothic cathedral



Task 3: Choose the right words to complete the definitions below. (h5p: drag the words) definitions from Cambridge Online Dictionary

gentry **siege** **bleak** **status quo** **arid** **traitor**

bleak (*adjective*) – empty and not welcoming or attractive

arid (*adjective*) – very dry and without any water

gentry (*noun*) – people of high social class

status quo (*noun*) – the present situation or condition

traitor (*noun*) – a person who is not loyal or stops being loyal to their own country, social class or beliefs

siege (*noun*) - the surrounding of a place by an armed force in order to defeat those defending it

Task 4: Look at the sentences below and mark the correct word (h5p – mark the words) (definitions from Cambridge Online Dictionary)

1. All the lords and the **landed gentry**, the knights, the masons, the minstrels and the serfs deeply believed in the **status quo**.

Which two words do we use to refer to 'people whose families have owned a lot of land for many generations'?

2. If you were unlucky enough to be born into a serf family, **odds** are you yourself would live like one.

Which word means 'the probability (= how likely it is) that a particular thing will or will not happen'?

3. The same applied to the butchers, ironmongers or apothecaries, who would pass on their **craft** from one generation to another.

Which word means 'skills and experience, especially in relation to making objects or a job or activity that needs skill and experience'?

4. *Their reality consisted of crusades, wars and dungeons where traitors were imprisoned. Apart from that, the sieges on their walled towns and their Gothic cathedrals **constituted** eternity.*

Which word means 'to form or make something'?

5. *At some point, they started thinking of the future and placing their **faith** in the power of human creativity.*

Which word means 'great trust or confidence in something or someone'?

6. *Just think of Leonardo da Vinci's vision of flying machines and his **boundless** imagination!*

Which word means 'having no limit'?

Task 5: Look at the sentences below. Use the word in brackets to form a word that fits the blank in the sentence. (h5p fill in the blanks). For example:

Just think of Leonardo da Vinci's vision of flying machines and his boundless imagination ! (imagine)

1. This cathedral is a good example of _____ architecture. (Middle Ages)
2. Italy is the best place to visit if you're interested in _____ art. (Renaissance)
3. Da Vinci's inventions made a major _____ to our life today. (contribute)
4. The ancient _____ of Mesopotamia was a collection of different cultures. (civil)
5. I'm so bored! We've been here so long it feels like _____. (eternal)
6. He was imprisoned after his _____ plan was discovered. (traitor)
7. The city of York is a beautiful _____ town. (wall)
8. _____ gentry was a social class consisting of land owners who lived

form rental income. (land)

Task 5 answers:

1. medieval
2. Renaissance
3. contribution
4. civilization
5. eternity
6. traitorous
7. walled
8. landed

Task 6: Which negative prefixes: *un-* *in-* *ir-* *im-* *il-* or *dis-* do we use with these adjectives? (h5p – fill in the blanks)

1. capable – _____capable (in-)
2. imaginable – _____imaginable (un-)
3. consistent – _____consistent (in-)
4. respectful – _____respectful (dis-)
5. satisfied – _____satisfied (dis-)
6. relevant – _____relevant (ir-)
7. original – _____original (un-)
8. legitimate – _____legitimate (il-)
9. moral – _____moral (im-)
10. legal - _____legal (il-)
11. responsible – _____ responsible (ir-)
12. measurable – _____measurable (im-)



4. Grammar reference sheet

Ellipsis and Relative Clauses

Ellipsis

We use ellipsis to avoid repetitions through the omission of words.

1. It is common to omit words after “and,” “but” and “or”

*Example: How many have imagined flying cars and super intelligent technology, **or** (how many of you have imagined) hybrid animals and no humans?*

2. We can omit the main verb after a helping verb.

*Example: If you could live in the Dark Ages, **would** you (live in the Dark Ages)?*

- We can use **adverbs** before the **helping verb**.

*Example: Have you ever seen Leonardo da Vinci's paintings? I **already have**(seen Leonardo da Vinci's paintings)*

- “**be**” cannot be omitted after a **modal verb**.

*Example: Is he a fan of Renaissance art? He **might be** (a fan of Renaissance art)*

- “**been**” can be omitted in a perfect passive sentence, but **not** after a modal verb

*Example: Has the cathedral been visited by many tourists? It **has** (been visited by many tourists).*

*Example: The future hadn't been so vividly dreamed of before, but it **should have been** (dreamed of)*

3. We can use “to” instead of repeating a full infinitive expression.

*Example: I don't have much time to think about the future now, but I used **to** (have time to think about the future now).*

Relative Clauses

Defining relative clauses can be used to give additional, essential information without starting a new sentence. They include important

information and cannot be omitted without changing the meaning of the sentence.

1. **Who** and **which** can be used to replace the object of the relative clause.
*Example: The **drawbridge moats, castles and dungeons** would be the only **architecture** known to human beings, **who** (**human beings**) in turn would only have a few professions to chose from.*
*Example: The medieval day-to-day reality brought so little contribution to human civilization **which** is why the Middle Ages lasted so long.*

2. **When** and **why** can be omitted in defining relative clauses.

*Example: I'll never forget the day (**when**) we saw the Mona Lisa.*
*Example: The Renaissance people placed their faith in the power of human creativity, and that is the reason (**why**) they thought so innovatively.*

3. **That** can replace **who** and **which** in defining relative clauses.

*Example: We only have limited access to what life was really like during the Middle Ages, and **that** (**which**) is why it is difficult to imagine what medieval men and women thought about future.*

4. **That** can be used to connect clauses without repetition. **Pronouns** can be used in place of nouns to avoid repetition.

*Example: **It** (**the reality**) consisted of **crusades, wars and dungeons** where traitors were imprisoned, apart from **that** (**crusades, wars and dungeons where traitors were imprisoned**), the sieges on their walled towns and their Gothic cathedrals constituted eternity.*

Non-defining relative clauses contain non-essential information. That cannot be used and the relative pronoun cannot be omitted. Commas are needed at the beginning and end of the relative clause.

*Example: Just think of Leonardo da Vinci, **who painted the Mona Lisa**, and his vision of flying **machines** and boundless imagination!*

1. **Which** is used in non-defining relative clauses to refer to the whole clause.

*Example: Renaissance artwork, **which** involves a lot of fantasy, was very unique for its time.*

2. **What** cannot refer to the whole clause. It means “the thing that.”

*Example: That's why it is difficult to imagine **what** medieval men and women thought about future.*



5. Grammar Task

Task 1: Drag and Drop: Put the words in the correct order.

1. if / live / you / live / could / in / Dark Ages, / you / would / ?
2. I / much / don't / time / to / museums / but / visit / have / have / used / to
3. should / he / been / there / have / to
4. it / be / because / of / their / might / status / belief / in / quo / the / when
5. only / knew / humans / one / who / that / in / architectural / turn / style / affect / would / their / choices / professional / ,
6. would / been / more / creative / they / if / the / have / Dark Ages / had / different / architecture / been / ,

TASK 1 ANSWERS:

1. If you could live in the Dark Ages, would you?
2. I don't have much time to visit museums but I used to.
3. He should have been there.
4. It might be because of their belief in the status quo.
5. Humans only knew one architectural style, that in turn would affect their professional choices.
6. If the Dark Ages architecture had been different, they would have been more creative. OR They would have been more creative if the Dark Ages architecture had been different.

Task 2: Multiple Choice. Add the phrase in brackets to the sentence using 'that,' 'who,' 'which' or 'when,' and a relative clause. Sometimes there is more than one correct answer.

1. Leonardo da Vinci, _____ was an Italian painter, had a vision of flying machines
 - a. who
 - b. that
 - c. when
 - d. which

2. I'll never forget the day _____ we visited the gothic cathedrals.
- when
 - who
 - which
 - No word
3. The Renaissance period, _____ lasted from the 14th and 17th century, was very different from the Dark Ages.
- who
 - which
 - that
 - No word
4. It's very hard to imagine _____ medieval men and women thought about.
- what
 - which
 - who
 - that
5. Research shows _____ one of main reasons why the Middle Ages lasted so long was the medieval day-to-day reality.
- who
 - that
 - which
 - No word
6. Butchers, apothecaries, and ironmongers, _____ were considered the lower class like serfs, passed their craft from one generation to another.
- that
 - who
 - which
 - No word

ANSWERS TASK 2: Multiple Choice. Add the phrase in brackets to the sentence using 'that,' 'who,' 'which' or 'when,' and a relative clause. Sometimes there is more than one correct answer.

1. Leonardo da Vinci, _____ was an Italian painter, had a vision of flying machines
 - a. **who**
 - b. that
 - c. when
 - d. which

2. I'll never forget the day _____ we visited the gothic cathedrals.
 - a. **when**
 - b. who
 - c. which
 - d. **No word**

3. The Renaissance period, _____ lasted from the 14th and 17th century, was very different from the Dark Ages.
 - a. who
 - b. **which**
 - c. that
 - d. No word

4. It's very hard to imagine _____ medieval men and women thought about.
 - a. **what**
 - b. which
 - c. who
 - d. that

5. Research shows _____ one of main reasons why the Middle Ages lasted so long was the medieval day-to-day reality.
 - a. who
 - b. **that**
 - c. which
 - d. **No word**

6. Butchers, apothecaries, and ironmongers, _____ were considered the lower class like serfs, passed their craft from one generation to another.
 - a. that
 - b. **who**
 - c. which
 - d. No word

Task 3

Choose the correct sentences. There may be more than one answer.

1. a. I love Spain - Me too!
 b. I love Spain - So do I!
 c. I love Spain - I too!

2. a. He's not keen on travelling by plane and nor am I.
 b. He's not keen on travelling by plane and me too.
 c. He's not keen on travelling by plane and neither am I.

3. a. This is my friend Louise who's apartment we stayed at last year when we went to New York.
 b. This is my friend Louise which apartment we stayed at last year when we went to New York.
 c. This is my friend Louise whose apartment we stayed at last year when we went to New York.

4. a. The people in the Dark Ages, who lived simple lives, didn't think so much about the future.
 b. The people in the Dark Ages, which lived simple lives, didn't think so much about the future.
 c. The people in the Dark Ages, whom lived simple lives, didn't think so much about the future.

5. a. She's never seen anything like the gothic cathedrals in Spain. - Me too.
 b. She's never seen anything like the gothic cathedrals in Spain. - Me neither.
 c. She's never seen anything like the gothic cathedrals in Spain. - Neither have I.

6. a. Leonardo da Vinci had a fantastical vision of the future, who could not have been imagined in the Dark Ages.
 b. Leonardo da Vinci had a fantastical vision of the future, that could not have been imagined in the Dark Ages.

c. Leonardo da Vinci had a fantastical vision of the future, which could not have been imagined in the Dark Ages.

TASK 3 ANSWERS

Choose the correct sentences. There may be more than one answer.

1. **a.** I love Spain - Me too!
 b. I love Spain - So do I!
 c. I love Spain - I too!

2. **a.** He's not keen on travelling by plane and nor am I.
 b. He's not keen on travelling by plane and me too.
 c. He's not keen on travelling by plane and neither am I.

3. **a.** This is my friend Louise who's apartment we stayed at last year when we went to New York.
 b. This is my friend Louise which apartment we stayed at last year when we went to New York.
 c. This is my friend Louise whose apartment we stayed at last year when we went to New York.

4. **a.** The people in the Dark Ages, who lived simple lives, didn't think so much about the future.
 b. The people in the Dark Ages, which lived simple lives, didn't think so much about the future.
 c. The people in the Dark Ages, whom lived simple lives, didn't think so much about the future.

5. **a.** She's never seen anything like the gothic cathedrals in Spain. - Me too.
 b. She's never seen anything like the gothic cathedrals in Spain. - Me neither.
 c. She's never seen anything like the gothic cathedrals in Spain. - Neither have I.

6. **a.** Leonardo da Vinci had a fantastical vision of the future, who could not have been imagined in the Dark Ages.
 b. Leonardo da Vinci had a fantastical vision of the future that could not have been imagined in the Dark Ages.

c. Leonardo da Vinci had a fantastical vision of the future, which could not have been imagined in the Dark Ages.

6. Pronunciation Task

Task 1: Listen to both words and identify which word was said.

1. **bleak** / weak
2. entry / **gentry**
3. **craft** / graft
4. **aspect** / inspect
5. waiter / **traitor**

Task 2: Listen to these words and say them aloud yourself.

1. apothecary
2. minstrel
3. butcher
4. arid
5. ironmonger
6. generation
7. sieges
8. medieval

Module 8

Golic Guide project

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1. Audio script

Christian temples are gathering places for the believers and for the performing of masses and liturgies. The liturgy is considered one of the main sacral acts necessary for salvation of the soul.

The antique temple plan wasn't accepted by the first Christians. Rather, they took the structure of civic buildings as a base for their temples. These civic buildings were called basilicas. They were oblong in shape, round at one end and had two rows of columns supporting the flat roof. Over time, domes were added to these buildings. Domes symbolize the arch of heaven.

In the East, the churches are cross-shaped - this structure originates from the Byzantine Empire and spreads across the entire Orthodox world. Lengthwise the cross-shaped basilica is divided into parts by columns, called naves.

A basilica with only one nave symbolizes the divine nature. The Holy Trinity is symbolized by churches divided into three naves. The five-apsed churches symbolize Jesus Christ and the Four Evangelists. The Gospel was written by the Four Evangelists - Matthew, Mark, Luke, and John. The four Gospel accounts in the New Testament bear the following titles: Gospel according to Matthew; Gospel according to Mark; Gospel according to Luke and Gospel according to John.

The shape of the churches could be cross-shaped (90% of the orthodox churches - the symbol of the True cross) or rotunda (the nave is round - symbol of God's perfection and infinity). The Christian temple is often compared to Noah's Ark - the believers can seek salvation from the stormy sea of the world. This is the reason why the symbol of the church is nave - ship.

All Christian temples are oriented to the East, because this is the direction the sun rises. The Holy City of Jerusalem is also to the East. Salvation came for the believers in Jerusalem.

Orthodox Church decorations - Basics

Church decoration had developed a lot during the years, became a coherent system in the 10th century.

The canons of ecclesiastical art were approved at the Seventh Ecumenical Council in 787. The council exercised strict control over the topics and location of the compositions. The iconographic canon requires the major evangelical scenes to be placed in specific places on the temple walls. The

characters, which are at the top of the church hierarchy (like Jesus Christ, Virgin Mary, and the Holy Trinity), are depicted in the domes because the domes symbolize the Heavenly (Celestial) Spheres.

Compositions related to life, the Miracles of Jesus, Virgin Mary, and the patron of the church are located on the highest part of the south and north walls of the temple.

The East wall is behind the altar; the North wall is on the left and the South wall is on the right. The cubic body of the temple - naos, is connected to the dome by semi-spherical components, called pendants (also pendentives or pendent vaults). The Four Evangelists are displayed there as this is the place where the celestial and terrestrial spheres unite. Heaven and Earth were connected by the Four Evangelists spreading the Annunciation.

Twelve Apostles, who were sent by God to Earth to preach the Gospel, are usually presented between the windows of the dome.

The arches and vaults are supported by columns - wall piers, on which martyrs and saint-warriors are most often painted. It is believed that their sacrifice and heroism support the church like the columns support the vaults and the arches of the temple.

Single figures of different saints- patrons; warriors and healers - are placed at the bottom parts of the walls. The decision of what particular saint or biblical scene should be painted on the church's walls often depended not only on the decorator, but on the founder of the church - the church donor.

According to tradition, an icon of the Virgin Mary is placed at the upper end of the apse. The Eucharist of the apostles scene is usually painted above Her. The four saint liturgists are painted above the Eucharist scene.

The Painting/decoration techniques

The frescos, also known as wall-paintings or mural paintings, are painted by *fresco buono* (wet fresco) or *fresco secco* (dry fresco) technique.

The *fresco buono* is a decoration technique in which the painting is made on a wet wall coat. At first, the painting is very light and pale, but this technique is one of the most solid ones because the result is visible only after the wall completely dries. Because of this reason, this painting style is avoided by some artists. An example of the *fresco buono* is the decoration of the Sistine chapel in the Vatican city.

Fresco secco is an example of tempera painting technique (=a method of painting with colours that are mixed with egg and water) which is used on

dried wall coats. Most of the churches in Bulgaria are decorated with the *fresco seco* technique.



2. Listening Task

Task 1 (listening task): True or false?

1. The first Christians accepted the antique temple plan and took it as a base of their temples. (F)
2. The cross-shaped church structure originates from the Byzantine Empire. (T)
3. Different structures of Christian churches (such as the number of naves) symbolize different religious themes. (T)
4. There is no particular reason why all Christian temples are oriented to the East. (F)

Task 2 (listening): Choose the correct answer A, B or C.

1. Church decoration had developed a lot during the years, but it became a coherent system in the _____.
 - a. 10th century
 - b. 9th century
 - c. 12th century
2. The canons of ecclesiastical art were approved at the Seventh Eucumerical Council in _____. The council exercised strict control over the topics and location of the compositions.
 - a. 777
 - b. 787
 - c. 797
3. The iconographic canon requires the major evangelical scenes to be placed in specific places on the temple walls. The characters, which are at the top of the church hierarchy (like Jesus Christ, Virgin Mary, and the Holy Trinity), are depicted in the domes because the domes symbolize the _____.
 - a. religious spheres
 - b. terrestrial spheres
 - c. heavenly spheres

4. Compositions related to life, the _____, Virgin Mary, and the patron of the church are located on the highest part of the south and north walls of the temple.
- a. Miracles of Jesus b. teachings of Jesus c. death of Jesus
5. The _____ wall is behind the altar; the North wall is on the left and the South wall is on the right.
- a. main b. West c. East
6. Twelve Apostles ,who were sent by God to Earth to preach the Gospel, are usually presented between the _____ of the dome.
- a. windows b. columns c. arches
7. The decision of what particular saint or biblical scene should be painted on the church's walls often depended not only on the decorator/painter, but on the _____ of the church - the church donor.
- a. architect b. founder c. priest
8. According to tradition, an icon of the Virgin Mary is placed at the upper end of the apse. The The Eucharist of the apostles scene is usually painted _____ her. The four saint liturgists are painted above the Eucharist scene.
- a. beside b. below c. above

Task 3 (listening task) Fill in the gaps:

1. The _____ (1) (also know as wall-paintings or mural paintings) are painted by *fresco buono* - _____ (2), or *fresco seco* - _____ (3).

(1) frescos (2) wet fresco (3) dry fresco

2. The *fresco buono* is a _____ (4) in which the painting is made on a wet wall coat.

(4) decoration technique

3. At first, the painting is very _____ (5) and _____ (6), but this technique is one of the most solid ones because the _____ (7) only after the wall completely dries.

(5) light

(6) pale

(7) result is visible

4. An example of the fresco buono is the decoration of the _____ (8) in _____ (9).

(8) Sistine chapel

(9) the Vatican city

5. *Fresco seco* is an example of tempera painting technique, which is used on dried wall coats. Most of the _____ (10) are decorated with the fresco seco technique.

(10) churches in Bulgaria

3. Vocabulary tasks

Task 1: Look at these sentences and the words in **bold**. Then choose the right answer A or B. (definitions from Cambridge Online Dictionary, Wikipedia and Natalia/Center Runi).

1. Christian temples are gathering places for the believers and for the performing of masses and **liturgies**. The liturgy is considered one of the main sacral acts necessary for salvation of the soul.

liturgy (*noun*) means:

- a. the customary public worship done by a specific religious group, according to its particular beliefs, customs and traditions.
- b. the belief in a god or gods, or any such system of belief

2. In the East, the churches are **cross-shaped** - this structure originates from the Byzantine Empire and spreads across the entire Orthodox world.

cross-shaped (*adjective*) means:

- a. having the shape of a cross
- b. symbolising a cross

3. The **five-naved** churches symbolize Jesus Christ and the Four Evangelists.

five-naved (*adjective*) means:

- a. a nave divided into five separate parts
- b. a church divided into five naves

4. The four Gospel accounts in the New Testament **bear** the following titles:



Gospel according to Matthew; Gospel according to Mark; Gospel according to Luke and Gospel according to John.

bear (*verb*) means:

- a. to have or hold
- b. to include

5. The Christian temple is often compared to Noah's Ark - the believers can seek **salvation** from the stormy sea of the world.

salvation (*noun*) means:

- a. the condition or right of being able or allowed to do, say, think, etc. whatever you want to, without being controlled or limited
- b. being saved from danger, loss, or harm

6. All Christian temples are **oriented** to the East, because this is the direction the sun rises. The Holy City of Jerusalem is also to the East.

oriented (*adjective*) means:

- a. positioned in a particular direction
- b. interested in and inspired by something

Task 2: Match these religious terms with their definitions. (definitions from Cambridge Online Dictionary, Wikipedia and Natalia/Center Runi)

the (Holy) Trinity (*noun*) – in Christianity, the existence of one God in three forms, the Father, the Son, and the Holy Spirit

Four Evangelists (*noun*) – (Matthew, Mark, Luke, and John) the writers of the four books in the Bible about Jesus Christ

Gospel (*noun*) – any of the four books of the Bible that contain details of the life of Jesus Christ (e.g. St Luke's Gospel/the Gospel according to St Luke)



New Testament (*noun*) – the second of the two main parts of the Christian Bible (the first part being the Old Testament)

Noah's Ark (also **the Ark**) (*noun*) – (in the Bible) a large wooden ship built by Noah in order to save his family and a male and female of every type of animal when the world was covered by a flood

Task 3: Look at these these architectural terms. Choose the right terms to complete the definitions. (definitions from Cambridge Online Dictionary, Wikipedia and Natalia/Center Runi)

dome **arch** **nave** **column** **basilica** **temple**

nave (*noun*) – the long central part of a church, often with aisles (= long passages) on both sides where the congregation (a group of people who have come together in a religious building) gathers, as opposed to the front part of the church from which the service is led.

dome (*noun*) – a rounded roof on a building that resembles the hollow upper half of a sphere.

arch (*noun*) – a structure, consisting of a curved top on two supports, that holds the weight of something above it or something that has the shape of an arch

column (*noun*) – a tall, vertical stone post, used as a support for a roof or in classical buildings for decoration, or standing alone as a monument

Task 4: Match these religious terms with their definitions. (definitions from Cambridge Online Dictionary, Wikipedia and Natalia/Center Runi)

Virgin Mary (also **Saint Mary** or **the Blessed Virgin Mary**) (*noun*) – (according to the Bible) the mother of Jesus



Miracles of Jesus (*noun*) – the supernatural deeds attributed to Jesus in Christian and Islamic texts

Twelve Apostles (also **The Apostles**) (*noun*) – the group of early Christians who travelled to different places telling people about Jesus Christ

Annunciation (*noun*) – (in Christianity) the announcement by the angel Gabriel to the Virgin Mary that she would conceive and become the mother of Jesus, the Son of God, marking his Incarnation.

Eucharist (*noun*) – the Christian ceremony based on Jesus Christ's last meal with his disciples (= the first twelve men who believed in him) or the holy bread and wine used in this ceremony

(seventh) Eucumerical Council (*noun*) - a conference of ecclesiastical dignitaries and theological experts convened (= brought together) to discuss and settle matters of Church doctrine and practice

Task 5: Look at these these architectural terms. Choose the right terms to complete the definitions. (definitions from Cambridge Online Dictionary, Wikipedia and Natalia/Center Runi)

apse chancel naos pendent altar column arch vault nave

pendent (*noun*) – any member of a support system (e.g. a section of a dome). A pendent component of a structure or system requires one or more of the same as itself to be functional. For example, the segments of certain types of dome rely upon each other for support, as do the individual blocks or timber frames which make up a dome whether segmented or not. The whole dome may in turn be supported by pendentives (which in turn support each other)

altar (also **Communion table**) (*noun*) – the table in the chancel that the clergy (= Christian priests) use for communion

naos (*noun*) – an area at the centre of the church reserved for performing the liturgy

chancel (*noun*) – the part of a church containing the altar, where the priests and choir sit

vault (*noun*) – a ceiling of a church supported by a continuous semicircular or pointed arch

apse (*noun*) - a semicircular area at the east end of a church formed by the curved shape of the east wall

Task 6: Look at these sentences and the words in **bold**. Then choose the right answer A or B. (definitions from Cambridge Online Dictionary, Wikipedia and Natalia/Center Runi).

1. The decision of what particular saint or biblical scene should be painted on the church's walls often depends not only on the decorator/painter, but on the **founder of the church** - the church donor.

founder of the church (*noun*) means:

- a. someone who established the church and supported it, especially by giving money
- b. someone who designed the church making sure that it is built correctly

2. Twelve Apostles, who were sent by God to Earth to **preach** the Gospel, are usually presented between the windows of the dome.

preach (*verb*) means:

- a. to try to persuade other people to believe in a particular belief or follow a particular way of life
- b. to prevent something from being seen or expressed

3. ... on which **martyrs** and saint-warriors (also military saints, warrior saints or soldier saints) are most often painted. It is believed that their **sacrifice** and heroism support the church like the columns support the vaults and the arches of the temple.

martyr (*noun*) means:

- a. a person who is admired for having done something very brave or having achieved something great
- b. a person who was persecuted (=suffered very much) or was killed because of their religious beliefs, and who is often admired because of it

sacrifice (*verb*) means:

- a. an act of giving financial support in order to help people or organisations
- b. an act of giving up something valued for the sake of something else regarded as more important

4. The **canons** of **ecclesiastical** art were approved at the Seventh Ecumenical Council in 787.

canon (*noun*) means:

- a. a moral rule that should be obeyed
- b. a rule, principle, or law, especially in the Christian Church

ecclesiastical (*adjective*) means:

- a. belonging to or connected with the Christian religion
- b. belonging or connected with church architecture

5. The characters, which are at the top of the church **hierarchy** are depicted in the domes because the domes symbolize the Celestial Spheres.

hierarchy (*noun*) means:

- a. a system in which people or things are arranged according to their importance
- b. a system in which all people have a similar position and receive the same treatment

Task 7: Choose the right word to complete the definitions: (definitions from Cambridge Online Dictionary and Wikipedia)

coat **fresco** **pale** **avoid** **mural**

1. _____ (*adjective*) - (light or colour) not bright or very strong (**pale**)



2. _____ (*noun*) - a layer of a substance, especially paint, that covers something (**coat**)
3. _____ (*verb*) - to prevent something from happening or to not allow yourself to do something (**avoid**)
4. _____ (*noun*) - (a picture made by) painting on wet (or dry) plaster on a wall or ceiling (**fresco**)
5. _____ (*noun*) - any large piece of artwork that has been painted on the wall or the ceiling of a room or building (**mural**)

Task 8: Choose the right prepositions in these sentences:

1. Churches divided **to** / **into** three naves symbolize the Holy Trinity. (into)
2. St Luke's Gospel is also know as the Gospel according **to** / **by** St Luke. (to)
3. A round shape of the nave is the symbol **of** / **from** God's perfection and infinity. (of)
4. The Christian temple is compared **with** / **to** Noah's Ark - the believers can seek salvation from the stormy sea of the world. (to)
5. All Christian temples are oriented **to** / **at** the East, because this is the direction the sun rises. (to)
6. The liturgy is considered one of the main sacral acts necessary **of** / **for** salvation of the soul. (for)
7. The cross-shaped churches originate **in** / **from** the Byzantine Empire and spread across the entire Orthodox world. (from)
8. The word 'ecclesiastical' means belonging **to** / **with** (to) or connected **with** / **to** (with) the Christian religion
9. Compositions related **to** / **with** life and the Miracles of Jesus are located on the highest part of the south and north walls of the temple. (to)
10. The decision of what particular saint or biblical scene should be painted on the church's walls often depended **on** / **off** the founder of the church - the church donor. (on)

Task 9: Look at these words and put them into the right group:

temple *spread* *divine* *depict*
unified *earthly* *heroism* *establish*

1. show – present – illustrate – portray – display – _____ (depict)
2. church – cathedral – place of worship – _____ (temple)
3. coherent – systematic – consistent – comprehensible – _____ (unified)
4. preach – teach – advocate – evangelize – _____ (spread)
5. terrestrial – worldly – physical – _____ (earthly)
6. heavenly – celestial – spiritual – _____ (divine)
7. found – create – begin – form – raise – _____ (establish)
8. boldness – courage – fearlessness – _____ (heroism)

Task 10: Write the correct answers:

What do we call....

1. a church that is round in shape? – **rotunda.**
2. The communion table?– **altar**
3. the authors of the four Gospel accounts in the New Testament? – (the four) **Evangelists**
4. the long central part of a church? – **nave**
5. the founder of the church? – **the church donor**
6. wall pier? **column**
7. the customary public worship done by a specific religious group, according to its particular beliefs, customs and traditions.?– **liturgy**
8. the wall behind the altar? - **the east wall**
9. (derived from Greek) an oblong building that was round at one end and had two rows of columns supporting the roof, or any large church with a similar design? – **basilica**
10. saint-warrior?– **martyr**
11. a church with three naves? – **three-naved church**

- the *passive* is **be** + **past participle**

	be	<i>example</i>
Present Simple	am/are/is (+not)	This painting style is often avoided by some artists.
Past Simple	was/were (+not)	The Gospel was written by the Four Evangelists.
Present Perfect	Have/has been (haven't/ hasn't been)	Christian temples have been compared (by people) to Noah's Arch.
Present Continuous	is/are being (isn't / aren't being)	Churches are still being built with a similar design.
Past Continuous	was / were being (wasn't / weren't being)	Church decorations were being developed until the 10th century.
Modal verbs	modal verb + be (not)	Biblical scenes should be painted on the church's walls. vv
will	will be (won't be)	The Heavenly Spheres will be symbolized by the characters of the church hierarchy.

5. Grammar Task

Task 1: Fill in the gaps to complete the passive sentences.

1.

active: The three naves of the church **symbolize** the Holy Trinity.

passive: The Holy Trinity _____ by churches divided into three naves.

2.

active: The Gospel **describes** an account of the life, death and resurrection of Jesus.

passive: An account of the life, death and resurrection of Jesus _____ by the Gospel.

3.

active: The Church **referred** to the first Apostles as martyrs.

passive: The first Apostles _____ to as Martyrs.

4.

active: Jesus Christ **instituted** the Eucharist during his Last Supper.

passive: The Eucharist _____ by Jesus during his Last Supper.

5.

active: Artists **have used** the Fresco buono painting style since the post classical period.

passive: Fresco buono, the painting style, _____ by artists since the post classical period

6.

active: Builders **must build** churches facing the East.

passive: Churches _____ facing the East.

Task 2: Complete the sentences using the correct active or passive form.

1. At the Seventh Ecumenical Great Council, theological experts _____ (convene) to discuss matters of the Church doctrine. At the council, the canons of the church _____ (approve) in 787.

2. The liturgy _____ (consider) to be one of the main sacral acts necessary for salvation.
3. Sermons _____ (address) theological, religious or moral topics. Last Sunday, the sermon _____ (give) by Father Schenden at the cathedral.
 4. _____ you ever _____ (visited) the Sistine Chapel in the Vatican?! There you can see a fresco buono, which _____ (paint) on a wet wall.
 5. Christian temples _____ (compare – present perfect simple) to Noah's Ark.
 6. The Apostles _____ (send) by God. They _____ (be) the primary disciples of Jesus.
 7. The decision of what _____ (should paint) on the church walls _____ (make) by the church donor.
 8. Churches _____ (can build) cross-shaped or as rotundas.

ANSWERS:

Task 1: Fill in the gaps to complete the passive sentences.

1.

active: The three naves of the church **symbolize** the Holy Trinity.

passive: The Holy Trinity is symbolized by churches divided into three naves.

2.

active: The Gospel **describes** an account of the life, death and resurrection of Jesus.

passive: An account of the life, death and resurrection of Jesus is described by the Gospel.

3.

active: The Church **referred** to the first Apostles as martyrs.

passive: The Apostles were referred to as martyrs.

4.

active: Jesus Christ **instituted** the Eucharist during his Last Supper.

passive: The Eucharist was instituted by Jesus during his Last Supper.

5. active: Artists **have used** the Fresco buono painting style since the post classical period.



passive: Fresco buono, the painting style, has been used by artists since the post classical period.

6.

active: Builders **must build** churches facing the East.

passive: Churches must be built facing the East.

Task 2: Complete the sentences using the correct active or passive form.

1. At the Seventh Ecumenical Great Council, theological experts **convened** (convene) to discuss matters of the Church doctrine. At the council, the canons of the church **were approved** (approve) in 787.

2. The liturgy **is considered** (consider) to be one of the main sacral acts necessary for salvation.

3. Sermons **address** (address) theological, religious or moral topics. Last Sunday, the sermon **was given** (give) by Father Schenden at the cathedral.

4. **Have** you ever **visited** (visited) the Sistine Chapel in the Vatican?! There you can see a fresco buono, which **was painted** (paint) on a wet wall.

5. Christian temples **have been compared** (compare) to Noah's Ark.

6. The Apostles **were sent** (send) by God. They **are** (be) the primary disciples of Jesus.

7. The decision of what **should be painted** (paint) on the church walls **is made** (make) by the church donor.

8. Churches **can be built** (can build) cross-shaped or as rotundas.

6. Pronunciation Task

Instructions: Listen to the two words. Identify the correct word or word phrase that you hear.

1. **Five naves** / five-naved
2. Ecclesiastes / **Ecclesiastical**
3. **Altar** / Altered
4. **Annunciation** / Announce
5. **Dome** / Roam
6. affinity / **infinity**

Practice pronouncing these words by recording them yourself.

1. symbolized
2. biblical
3. Evangelists
4. salvation
5. canon
6. iconographic
7. apse
8. liturgist

Module 9

Golic Guide project

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1. Audio script

Part 1

Matilda and Craig Best booked a coach tour using an on-line system. Unfortunately, something went wrong and Craig is not on the list of passengers. The coach is fully booked and they find out about that ahead of boarding, which leaves them on ice. Jane, their tour guide, is contacting the agency to sort things out.

Agency: Good afternoon, Eurotours Group, Charles speaking. How may I help you?

Jane: Hi, my name is Jane Heaslip and I am calling in to file a complaint.

Agency: Hi Jane, could tell me what's happened?

Jane: One of the customers booked a seat on the coach tour, which is just about to start and their name is not on the list. His wife on the other hand is included. They say they made the booking for two names and can't understand how it is possible that only one is included.

Agency: Do they have their booking reference number?

Jane: Yes, it's TPAXCV15. The names are Matilda and Craig Best.

Agency: Bear with me a second... Here it is, indeed there is only one passenger under this reservation. I don't know how that happened but I'll see if we can find a solution.

Jane: You'd better hurry, they don't look very happy...

[...]

Agency: Jane?

Jane: Yes?

Agency: We have two options here. We can change their booking for tomorrow's departure on the same tour and since they will lose one day of their holiday we can offer them a 200 euro voucher as a compensation for the trouble they're going through. The second option is to give them a complete refund and offer to book a different holiday at least 200 euro

cheaper. The more expensive offer they take, the more discount they'll get, even 20%.

Jane: Thanks, Charles. I'll let them know of the options and call you back in a few minutes.

Part 2

Jane: Mr and Mrs Best, the agency representative says that Mr Best's name is not in the system and instead of looking for reasons she offered two solutions but unfortunately neither of them is immediate.

Craig: Does it mean that I can't go on tour with my wife?

Jane: Mr Best, please. Let me tell you what sort of compensation the agency has offered.

Matilda: Compensation? We're not going anywhere, are we?

Craig: This is ridiculous! I've been waiting for this holiday for so long and now it's ruined because of what, a glitch or something?

Jane: I apologize for the inconvenience. As I've said, the travel agency has offered two options. One is to change the booking and get you on a tour that starts tomorrow at the same time, plus a 200 euro voucher for any holiday offered by the agency.

Matilda: That will not do, I have to get back to work on the following day and if we begin the tour a day later I will not be able to make it.

Craig: Yeah, I don't think we'd want to book with that agency again now that our holiday is ruined. What is the second option, then?

Jane: A complete refund of the tour plus at least 200 euro discount for any last minute offer you would like to select and still make your holiday enjoyable.

Matilda: Could you give us a second, love?

Jane: Sure.

[...]

Matilda: We've decided to take the refund and a discount last minute holiday. Starting tomorrow if possible.

Jane: Great. I'll contact the agency now. I really apologize for the trouble. I hope they'll have something you like.



Part 3

Agency: Good afternoon, Eurotours Group. This is Robert speaking. How may I be of help?

Jane: Hi, Robert. This is Jane Heaslip. I was just speaking with Charles, could you put me through to him, please?

Agency: Hi, Jane. Sure. Hold on a second.

[...]

Agency: Hello, Jane? This is Charles. Any decisions on the Bests case?

Jane: Hi Charles, yes they would like to take the refund and a discount for a last minute holiday.

Agency: Great, I'll prepare an offer for them and contact them within the next hour.

Jane: Thanks, Charles. Make sure they get a nice offer as it seems they've lost all hope for a good holiday. Try to win them back as a customer.

Agency: Will do! Do you need anything else?

Jane: No, I'm alright. Thanks again. Bye!

Part 4

Jane: Mr and Mrs Best, Clara from the agency will call you in the next hour with a selected offer just for you. Is that OK?

Matilda: Yes, we will go home and wait for the call.

Jane: Splendid. Let me apologize again for what happened but I must say good bye now. I have a full bus waiting for me and I'll have to explain the delay. Anyway, I hope your holiday will turn out well.

Craig: Thank you for sorting this out for us. Good bye.

Jane: Bye.

2. Listening Task

Listen and choose the correct answer: a, b or c. (h5p – single choice set)

1. Matilda and Craig Best booked a coach tour using an on-line system but something went wrong and:
 - a. Craig is not on the list of passengers
 - b. Matilda is not on the list of passengers
 - c. neither of them is on the list of passengers

2. Jane, the tour guide:
 - a. decides to sort thing out by herself
 - b. tells Matilda and Craig to come back another day
 - c. contacts the travel agency

3. The travel agency representative comes up with a couple possible solutions:
 - a. a voucher, a partial refund, no discount on next holiday
 - b. a voucher, a full refund, a discount on next holiday
 - c. no voucher, a full refund, no discount on next holiday

4. Matilda and Craig:
 - a. can't decide what to do
 - b. leave the scene before the tour guide can suggest any solutions
 - c. are annoyed at first but decide to listen to Jane

5. Matilda and Craig decide to:
 - a. go on the trip tomorrow
 - b. accept the refund and a discount on next holiday
 - c. not to book any other holidays with this travel agency

6. After the Bests make their decision Jane:
- a. contacts the agency again and advises them to find the best possible offer for Matilda and Craig
 - b. goes on the tour and leaves Craig and Matilda waiting
 - c. makes Craig call the agency to discuss details



3. Vocabulary tasks

Task 1: Words/definitions and pictures (h5p – guess the answer)

1. coach
2. booking reference number
3. travel agency
4. travel agency representative
5. voucher (noun) - a piece of paper that can be used to pay for particular goods or services or that allows you to pay less than the usual price for them
6. discount (noun) – a reduction in the usual price
7. on-line booking system
8. call centre worker

Task 2: Words and pictures (h5p – flashcards)

1. coach
2. booking reference number
3. travel agency
4. travel agency representative
5. voucher
6. discount
7. on-line booking system
8. call centre worker

Task 3: Look at the sentences below and the words/phrases in **bold**. Choose the correct answer A or B. (h5p – single choice set) (correct answers are underlined) (definitions from Cambridge Online Dictionary)

1. Matilda and Craig Best booked a coach tour using an on-line system. Unfortunately, the coach is fully booked and they find out about that ahead of boarding, which leaves them **on ice**.

on ice (especially of a plan) means:

- a. be delayed or be held in reserve
- b. be in a dangerous situation



2. Matilda and Craig are not happy about the situation so Jane, their tour guide, is contacting the agency to **sort things out**.

sort something out (*phrasal verb*) means:

- a. to organize things
- b. to deal successfully with a problem

3. The agency representative has offered two solutions but unfortunately **neither** of them is immediate.

neither (*determiner*) means:

- a. not either of two things or people
- b. all things or people

4. My holiday and now it's ruined because of what, a **glitch** or something?

glitch (*noun*) means:

- a. an action that is intended to deceive, either as a way of cheating someone, or as a joke or form of entertainment
- b. a small problem or fault that prevents something from being successful or working as well as it should

5. **That will not do!** I have to get back to work on the following day and if we begin the tour a day later I will not be able to make it.

that will not do means:

- a. the situation is wrong or unacceptable
- b. what you offer is not enough

6. Jane (on the phone): Hi, Rob. This is Jane Heaslip. I was just speaking with Clara, could you **put me through** to her, please?

put somebody through (phrasal verb) means:

- a. to tell a person to phone you back
- b. to connect a person using a phone to a person they want to speak to

Task 4: Look at the sentences below. Use the word in brackets to form a word that fits the blank in the sentence. (h5p fill in the blanks).

example: The best option (**opt**) would be to leave in the morning and catch the early train.

1. If the customers are unhappy with our service, we usually offer them vouchers as _____ (**compensate**).
2. If you take part in our loyalty program, you can get up to 20% _____ (**count**) on your next holiday!
3. I'd like to apologize for the _____ (**convenient**).
4. We always do our best to make your holidays as _____ (**enjoy**) as possible.
5. Where would you like to go on holiday next year? Have you made any _____ (**decide**) yet?
6. Since this is our mistake, we will offer you a complete _____ (**refund**).
7. Could you give me the names of the passengers under this _____ (**reserve**)?
8. The travel agency has offered a _____ (**solve**) to your problem.

Task 4 answers:

1. compensation
2. discount
3. inconvenience
4. enjoyable
5. decision
6. refund
7. reservation
8. solutions

Task 5: Put the words in order to form sentences: (h5p task – drag the words)

1. please? / have / I / booking / your / Can / number, / reference
2. what / offer / we / you / can / Please, / tell / me / compensation / let
3. I / help? / may / Good / be / How / afternoon. / of
4. as / Our / contact / possible. / offer / and / as / will / an / representative / you / soon / prepare
5. out / will / holiday / your / I / turn / well. / hope
6. Tom / to / you / me / Hi, / , please? / could / put / through

Task 5 answers:

1. Can I have your booking reference number, please?
2. Please, let me tell you what sort of compensation the agency representative has offered.
3. Good afternoon, Eurotours Group. How may I be of help?
4. Our representative will prepare an offer for you and contact you as soon as possible.
5. I hope your holiday will turn out well.
6. Hi, could you put me through to Tom, please?

Task 6: Choose the right words: (sometimes more than one word is possible) (h5p – marks the words)

1. I am calling in to *file* / *make* / *do* a complaint.
2. If you would like to travel with us, you need to book a *seat* / *place* / *chair* on the coach at least three days before the trip.
3. *Bear* / *Beer* / *Bare* with me a second. I need to check that.
4. We can change your *booking* / *reservation* / *plan* for tomorrow's departure if you like.
5. They offered me a *total* / *complete* / *full* refund of the tour because the

bus was three hours late.

6. When we mess up, we always to try to *win* / *buy* / *get* back lost or unhappy customers.



4. Grammar reference sheet

Modal verbs of ability, making polite requests and asking for permission

Modal Verbs of Ability are used to talk about things you are or aren't able to do. They either refer to general ability (Ex: I can swim) or specific ability (Ex: I can't talk on the phone right now)

In present tense we use **can / **can't** + infinitive to express ability.**

*Example: I **can take** the bus or train, just tell me what is faster.
He **can't drive** today because he's too tired.*

In the past tense we use:

1. **could** / **couldn't** + **infinitive** to express **general ability**.

*Example: He **could ride** a bike when he was five.
She **couldn't speak** French until she lived in France.*

2. **was able to** / **couldn't** + **infinitive** to express **specific ability**

*Example: I **was able to catch** the train, even though I was running late.
He **couldn't go** on the trip because of work.*

3. **could** + **have** + **past participle** to talk about an ability someone had in the past, but didn't use.

*Example: I **could have travelled** more, but I didn't make the time.*

In the future tense we use:

1. **will** / **won't** + "be able to" + **infinitive** to express **general ability**

*Example: You **will be able to rebook** your trip.*

*He **won't be able to speak** Spanish in one week, it will take much longer!*

2. **can** / **can't** + **infinitive** to express **specific ability**

Example: We **can help** you in 5 minutes.

They **can't postpone** their trip to next week.

Asking for permission / Making requests

Here are some ways we can politely ask for permission:

Asking for permission	Saying Yes	Saying No
Could I...? Could I possibly...? Is it alright if I...? Do you think I could...? Can I ...?	Yes, of course. Yes, that's fine. Certainly. Yes, sure.	Well, the problem is... Unfortunately not. The problem is ... I'm afraid not. I'm afraid not, because... I'm afraid that will not do.
Do you mind if I...?	No, not at all. No, of course not.	Sorry, but...

Here are some ways we can politely make requests:

Asking	Saying Yes	Saying No
Can you...?	Yes, sure.	Well, I'm afraid + reason
Could you...? Do you think you could...? Will you...? Would you...?	Yes, of course. Certainly.	Well, the problem is Sorry, but...
Do you mind -ing...? Would you mind -ing...?	No, not at all. Of course not.	Unfortunately I don't have any time right now. I'm sorry, but I can't right now.

Softening opinions and making generalizations

1. We can use **rather**, **quite**, **not very**, and **a bit** before adjectives to soften the meaning.

*Example: He has **quite** a few complaints. Be sure to dress accordingly. It is **rather** cold today!*

2. **Generally speaking**, **on the whole**, and **in general** can be used to talk about generalizations. They usually come at the beginning of sentences.

*Example: **On the whole**, the tour buses are comfortable and spacious.*

3. We use **“tend to” + infinitive** to make generalizations.

*Examples: Tourists **tend to recommend** our all inclusive packages.*

5. Grammar Task

Task 1: Drag and drop.

Reorder the words to ask for permission and to make requests. There is one too many words.

1. Jane / Hi / tell / me / able / what's / happened / you / could / ?
2. for / tomorrow's / be / able / we / will / change / booking / can / change / their / departure / to / .
3. will / if / begin / a / day / the / we / later / not / tour / be / can't / I / able / make / it / to / .
4. think / it / could / give / you / us / a / couldn't / second / to / over / ?
5. just / speaking / could / you / with / I / put / Clara / me / her / to / through / please / , / , / ?
6. me / apologize / again / let / but / say / now / goodbye / for / happened / I / must / what / .

Answers:

1. Hi Jane, could you tell me what's happened?
2. We will be able to change their booking for tomorrow's departure
3. If we begin the tour a day later I will not be able to make it.
4. Could you give us a second to think it over?
5. I was just speaking with Clara, could you put me through to her, please?
6. Let me apologize again for what happened but I must say goodbye now.

Task 2: Multiple choice. Identify if the questions are making a request or asking for permission.

1. Do you mind helping me with a rebooking?
 - a. making a request
 - b. asking for permission
2. Could I please speak with my husband for a second in order to make a decision?
 - a. making a request
 - b. asking for permission
3. Is it alright if I tell you our decision tomorrow?

- a. making a request
- b. asking for permission
4. Could you please tell me what the problem is here?
 - a. making a request
 - b. asking for permission
5. Will you please tell us the problem with our booking?
 - a. making a request
 - b. asking for permission
6. Would you mind explaining what our best options are for our trip?
 - a. making a request
 - b. asking for permission

ANSWERS: Task 2: Multiple choice. Identify if the questions are making a request or asking for permission.

1. Do you mind helping me with a rebooking?
 - a. making a request
 - b. asking for permission
2. Could I please speak with my husband for a second in order to make a decision?
 - a. making a request
 - b. asking for permission**
3. Is it alright if I tell you our decision tomorrow?
 - a. making a request
 - b. asking for permission**
4. Could you please tell me what the problem is here?
 - a. making a request**
 - b. asking for permission
5. Will you please tell us the problem with our booking?
 - a. making a request**
 - b. asking for permission
6. Would you mind explaining what our best options are for our trip?
 - a. making a request**
 - b. asking for permission

Task 3: Fill in the blank. Use the words/phrases in brackets to rewrite and soften these sentences.

Example:

Customers are very stubborn. (tend to; a bit)



--- Customers tend to be a bit stubborn.

1. They have a lot of specific requests. (On the whole; tend to; quite)
2. There are too many problems with online bookings. (tend to, more)
3. Customers are very impatient. (Some; can; rather; at times)
4. Customers are rude to travel agents. (Some; can; quite)
5. We're too busy in the summer. (In general; rather)
6. I am very disorganized, but I didn't forget our bookings! (can; quite)

Answers:

1. On the whole, they tend to have quite a lot of specific requests.
2. There tend to be more problems with online bookings.
3. Some customers can be rather impatient at times.
4. Some customers can be quite rude to travel agents.
5. In general, we are rather busy in the summer.
6. I can be quite disorganized at times, but I didn't forget our bookings!

6. Pronunciation Task

Listen to the words. Identify the correct words.

1. **glitch** / ditch
2. employable / **enjoyable**
3. **delay** / display
4. **splendid** / blended

Listen to the words. Then practice repeating them aloud yourself.

1. compensation
2. agency
3. inconvenience
4. refund
5. voucher
6. unfortunately

Module 10

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1. Audio script

Theft:

- *Tourist:* “Oh no, my purse is missing. It isn't in my bag – it must have been stolen!”
- *Guide:* “Have you only just noticed it's missing? Where did you last have it? Are you sure you didn't leave it behind at the at the Cathedral souvenir shop? Or could you have dropped it somewhere along the way?”
- *Tourist:* “I last used it at the shop to buy those postcards and I'm sure I put it back in my bag. Can we go back to check please? I might have left it at the shop!”
- *Shop Assistant:* “No, I'm sorry, I didn't notice anything left on the counter and nothing has been handed in.”
- *Guide:* “You should really report the incident to the police. We have half an hour to spare - if you'd like me to come with you now I can assist you with the translation and paperwork involved. Don't worry, everything will get sorted out. Meanwhile I suggest you call your bank to explain the situation and ask them to block your cards.”
- *Tourist:* “Thank you so much – I really appreciate your help.”
- *Guide:* “The police need to know your address and identification details – do you have your passport handy so they can make a copy?”
- *Guide:* “Do you have travel insurance? - You'll need a copy of this police crime report certificate to verify your claim when you get home.”

Accident/Illness:

- *Tourist:* “Ouch! I just twisted my ankle on that raised curb. It really hurts!”
- *Guide:* “Are you able to stand up or walk? Try putting some weight on

it.”

- *Tourist:* “ No, it's too painful and it's starting to swell up. I think I've sprained it badly – I hope it's not broken. I'm starting to feel a little nauseous now. I could've broken it!”
- *Guide:* “I think you should sit there on that bench with your husband and rest for a while. We'll see how it feels in a bit. The rest of the group can browse around the shops in the street while we wait.”
- *Guide:* “How are you feeling now? Does it feel any better? “Would you like me to call a doctor or perhaps an ambulance? For that you'll need travel insurance – do you have any?”
- *Tourist:* “I am fully covered but I think I'll be fine. Thank you for your concern, but I'm sure I can make it back to the bus in one piece.”
- *Guide:* “OK, we have a first aid kit on board so we can bandage it up until we get back to the resort”
- *Tourist:* “Thank you so much for your assistance, you're very kind!”

Conflict between group members

Guide:

- “I must ask you again to please lower your voices – if you can't stop quarrelling in here you'll have to take your argument outside – that type of behaviour will not be tolerated during the tour.”
- “Please allow that lady to come through to the front so she can see more clearly.”
- “Thank you for your cooperation”

Delays/ Cancellations:

Guide:

- “I am very sorry to keep you waiting – I appreciate your patience. I'm afraid there is a problem with the transport – our allocated bus has broken down. We expect an alternative bus within the hour but if it doesn't arrive on time you can choose to take the tour at a later date or, if you prefer, we can refund the cost – it's up to you. Let's wait and see - we should have a solution shortly. I'm sure it will be here in a jiffy.”

Lost Tourist

- *Guide:* “We are missing somebody – we started out with eleven, now we are down to ten, so who are we missing? Could we have lost someone along the way?”
- *Tourist:* “I think it's that chap with the green anorak. I saw him go into the lavatory about ten minutes ago.”
- *Guide:* “OK, please wait here while I go back for him– don't wander off, I'll only be five minutes.”

He's not there! We can't wait any longer, we'll have to go on – I'll leave a message at the Cathedral reception describing our next whereabouts and hopefully he'll show up soon. He should have stuck with us, but he'll be able to find us. I'll ask the receptionist to make an announcement on the public address system – fingers crossed, he'll hear it. Let me know if you spot him.”

2. Listening Task

Listening task (h5p task type – drag the words/phrases)

Situation 1

Look at these sentences and phrases then choose the right ones to complete the dialogue:

Can we go back revoke your cards your passport travel insurance

dropped it somewhere Where did you last have it report the incident

my purse is missing verify your claim has been handed in

assist you with the translation

- *Tourist:* “Oh no, _____ (1). It isn't in my bag – it must have been stolen!”
- *Guide:* “Have you only just noticed it's missing? _____ (2)? Are you sure you didn't leave it behind at the at the Cathedral souvenir shop? Or perhaps you _____ (3) along the way?”
- *Tourist:* “I last used it at the shop to buy those postcards and I'm sure I put it back in my bag. _____ (4) to check please?”
- *Shop Assistant:* “No, I'm sorry, I didn't notice anything left on the counter and nothing _____(5).”
- *Guide:* “You should really _____ (6) to the police. We have half an hour to spare - if you'd like me to come with you now I can _____ (7) and paperwork involved. Don't worry, everything will get sorted out. Meanwhile I suggest you call your bank to explain the situation and ask them to _____ (8).”
- *Tourist:* “Thank you so much – I would really appreciate your help.”
- *Guide:* “The police need to know your address and identification details – do you have _____ (9) handy so they can take a copy?”
- *Guide:* “Do you have _____ (10)? - You'll need a copy of this

police crime report certificate to _____ (11) when you get home.”

answers:

- (1) my purse is missing
- (2) Where did you last have it
- (3) dropped it somewhere
- (4) Can we go back
- (5) has been handed in
- (6) report the incident
- (7) assist you with the translation
- (8) revoke your cards
- (9) your passport
- (10) travel insurance
- (11) verify your claim

Question: What situation is the tour guide dealing with? (h5p task type – multiple choice)

a. theft

b. accident

Situation 2

Look at these sentences and phrases then choose the right ones to complete the dialogue:

have a first aid kitto call a doctor able to stand up fully



covered rest for a while are you feeling it's not broken

For that you'll need twisted my ankle until we get back

- *Tourist:* “Ouch! I've just _____ (1) on that raised curb stone. It really hurts!”
- *Guide:* “Are you _____ (2), or walk even? Try putting some weight on it.”
- *Tourist:* “No, it's too painful and it's starting to swell up. I think I've sprained it badly – I hope _____ (3). I'm starting to feel a little nauseous now.”
- *Guide:* “I think you should sit there on that bench with your husband and _____ (4). We'll see how it feels in a bit. The rest of the group can browse around the shops in the street while we wait.”
- *Guide:* “How _____ (5) now? Does it feel any better? “Would you like me _____ (6) or perhaps an ambulance? _____ (7) travel insurance – do you have any?”
- *Tourist:* “I am _____ (8) but I think I'll be fine. Thank you for your concern but I'm sure I can make it back to the coach in one piece.”
- *Guide:* “OK, we _____ (9) on board so we can bandage it up _____ (10) to the resort”
- *Tourist:* “Thank you so much for your assistance, you're very kind!”

Answers:

- (1) twisted my ankle
- (2) able to stand up
- (3) it's not broken
- (4) rest for a while



- (5) are you feeling
- (6) call a doctor
- (7) For that you'll need
- (8) fully covered
- (9) have a first aid kit to
- (10) until we get back

Question: What situation is the tour guide dealing with? (h5p task type – multiple choice)

- a. conflict between group members
- b. accident

Situation 3

Look at these sentences and phrases then choose the right ones to complete the dialogue:

come through to the front voices *your cooperation lower your*

be tolerated during the tour *take your argument outside*

Guide:

- “I must ask you again to please _____ (1) – if you can't stop quarrelling in here you'll have to _____ (2) – that type of behaviour will not _____ (3).”
- “Please allow that lady to _____ (4) so she can see more clearly.”
- “Thank you for _____ (5).”

Question: What situation is the tour guide dealing with? (h5p task type – multiple choice)

- a. conflict between group members
- b. illness

Answers:

- (1) lower your voices
- (2) take your argument outside
- (3) be tolerated during the tour
- (4) come through to the front
- (5) your cooperation

Situation 4

Look at these sentences and phrases then choose the right ones to complete the dialogue:

you can choose to *Let's wait and see I'm afraid there is a problem*

to keep you waiting *We expect*

Guide:

- “I am very sorry _____ (1) – I appreciate your patience. _____ (2) with the transport – our allocated coach has broken down. _____ (3) an alternative bus within the hour but if it doesn't arrive on time _____ (4) take the tour at a later date or, if you prefer, we can refund the cost – it's up to you. _____ (5) - I'm sure it will be here in a jiffy.”

Answers:

- (1) to keep you waiting
- (2) I'm afraid there is a problem
- (3) We expect
- (4) you can choose to
- (5) Let's wait and see

Question: What situation is the tour guide dealing with? (h5p task type – multiple choice)

- a. delay
- b. accident

Situation 5

Look at these sentences and phrases then choose the right ones to complete the dialogue:

while I go back for him make an announcement who are we missing

leave a message if you spot him We can't wait any longer

our next whereabouts

- *Guide:* “We are missing somebody – we started out with eleven, now we are down to ten, so _____ (1)?”
- *Tourist:* “I think it's that chap with the green anorak. I saw him go into the lavatory about ten minutes ago.”
- *Guide:* “OK, please wait here _____ (2) – don't wander off, I'll



only be five minutes.

- *Guide:* He's not there! _____ (3), we'll have to go on – I'll _____ (4) at the Cathedral reception describing _____ (5) and hopefully he'll show up soon. I'll ask the receptionist to _____ (6) on the public address system – fingers crossed, he'll hear it. Let me know _____ (7).”

Answers:

- (1) who are we missing
- (2) while I go back for him
- (3) We can't wait any longer
- (4) leave a message
- (5) our next whereabouts
- (6) make an announcement
- (7) if you spot him

Question: What situation is the tour guide dealing with? (h5p task type – multiple choice)

- a. theft
- b. a tourist going missing

3. Vocabulary tasks

Task 1: Words/definitions and pictures (h5p – guess the answer)

1. travel insurance
2. police report
3. interpreter
4. insurance claim form (noun) - an official document that you use to request an amount of money from an organization, when you think you are owed it
5. pickpocket
6. first aid kit
7. wallet
8. crowd
9. mobile phone = cell phone
10. ambulance

Task 2: Words and pictures (h5p – flashcards)

1. travel insurance
2. police report
3. interpreter
4. insurance claim form
5. pickpocket
6. first aid kit
7. wallet
8. crowd
9. mobile phone = cell phone



10. ambulance

Task 3: Look at these sentences. In which of the unexpected situations below do we use them? (h5p task - drag and drop)

Theft (h5p - picture + word 'theft')

It must have been stolen.

Could you have dropped it somewhere?

Accident or illness (h5p - picture + words 'accident or illness')

Are you able to stand up or walk?

I think you should sit and rest for a while.

Conflict between group members (h5p - picture + words 'conflict between group members')

I must ask you again to please lower your voices.

If you can't stop quarrelling in here, you'll have to take your argument outside.

.

Delays or cancellations (h5p - picture + word 'delays or cancellations')

I am very sorry to keep you waiting.

I appreciate your patience.

Lost tourist (h5p - picture + word 'lost tourist')

We are missing somebody.

We started out with eleven, now we are down to ten.

Other useful phrases (h5p - picture + word 'other useful phrases')

Do you have travel insurance?

I can assist you with the translation and paperwork.

TASK 4: Put the sentences in order to form short dialogues: (h5p – drag the words / sentences)

Dialogue 1

Tourist: Yes, just now when I wanted to buy a drink...

Guide: OK, I suggest that you go to the hotel restaurant and ask the staff. Perhaps you left it there last night and someone handed it in. If not, you should report it to the police.

Tourist: No idea! I remember I had it last night when I was paying for dinner at the hotel restaurant.

Tourist: Excuse me, could you help me? I think I've lost my wallet!

Guide: OK, so you definitely had it last night.. Have you only just noticed it's missing?

Guide: OK, don't worry. Where did you last have it?

Answers:

Tourist: Excuse me, could you help me? I think I've lost my wallet!

Guide: OK, don't worry. Where did you last have it?

Tourist: No idea! I remember I had it last night when I was paying for dinner at the hotel restaurant.

Guide: OK, so you definitely had it last night.. Have you only just noticed it's missing?

Tourist: Yes, just now when I wanted to buy a drink...

Guide: OK, I suggest that you go to the hotel restaurant and ask the staff. Perhaps you left it there and someone has handed it in. If not, you should report it to the police.

Dialogue 2

Tourist: I do but I don't think I need a doctor. It's quite painful but I'm sure I'll be fine.

Guide: What happened? Are you OK?

Guide: OK, we have a first aid kit on board so we can bandage it up until we get back to the resort.

Guide: I hope it's not broken.. Would you like me to call a doctor for you? You'll need travel insurance for that – do you have any?

Tourist: I don't know... I fell over and hurt my arm, I can't move it!

Answers:

Guide: What happened? Are you OK?

Tourist: I don't know... I fell over and hurt my arm, I can't move it!

Guide: I hope it's not broken.. Would you like me to call a doctor for you? You'll need travel insurance for that – do you have any?

Tourist: I do but I don't think I need a doctor. It's quite painful but I'm sure I'll be fine.

Guide: OK, we have a first aid kit on board so we can bandage it up until we get back to the resort.

Dialogue 3



Male tourist: You didn't say anything , you just pushed me! And now you're lying! You're so rude!

Guide: Thank you for your cooperation

Female tourist: I can't see anything! I've politely asked this man here to move a little so I can see but he won't do it!

Guide: I must ask you again to please lower your voices – that type of behaviour will not be tolerated during the tour. Sir, please allow that lady to come through to the front so she can see more clearly

Male tourist: Okay, fine...

Guide: May I ask what is going on here? What's all the shouting about?

Answers:

Guide: May I ask what is going on here? What's all the shouting about?

Female tourist: I can't see anything! I've politely asked this man here to move a little so I can see but he won't do it!

Male tourist: You didn't say anything , you just pushed me! And now you're lying! You're so rude!

Guide: I must ask you again to please lower your voices – that type of behaviour will not be tolerated during the tour. Sir, please allow that lady to come through to the front so she can see more clearly

Male tourist: Okay, fine...

Guide: Thank you for your cooperation.

Dialogue 4

Guide: I am very sorry to keep you waiting – I appreciate your patience.

Tourist: But we're leaving tomorrow!

Guide: Well, I was just on the phone to them and they said that our allocate bus has broken down.

Tourist: Why are we still here? The bus should have arrived ages ago!

Tourist: What happened?

Guide: Of course, if you prefer, we can refund the cost – it's up to you.



Tourist: That's just great! So what are we doing now?

Guide: We expect an alternative bus within the hour but if it doesn't arrive on time you can choose to take the tour at a later date.

Guide: I'm really sorry about that but I'm afraid there is a problem with the transport.

Tourist: Let's wait and see, I hope the bus will be here soon!

Answers:

Tourist: Why are we still here? The bus should have arrived ages ago!

Guide: I'm really sorry about that but I'm afraid there is a problem with the transport.

Tourist: What happened?

Guide: Well, I was just on the phone to them and they said that our allocate bus has broken down.

Tourist: That's just great! So what are we doing now?

Guide: We expect an alternative bus within the hour but if it doesn't arrive on time you can choose to take the tour at a later date.

Tourist: But we're leaving tomorrow!

Guide: Of course, if you prefer, we can refund the cost – it's up to you.

Tourist: Let's wait and see, I hope the bus will be here soon!

Guide: I am very sorry to keep you waiting – I appreciate your patience.

Dialogue 5

Tourist: I think it's that woman with red, curly hair. She sat next to me on the bus this morning.



Guide: OK, I'll go and check if she's there – don't wander off, I'll only be a minute. If she's not there, we won't wait any longer but I'll leave a message for her at the hotel.

Guide: It looks as though we're missing someone We were ten and now we're down nine. Who's missing?

Tourist: I saw her go into that little shop over there a while ago. She might still be there...

Guide: OK, has anyone seen her in the last half hour or so?

Answers:

Guide: It looks as though we're missing someone We were ten and now we're down nine. Who's missing?

Tourist: I think it's that woman with red, curly hair. She sat next to me on the bus this morning.

Guide: OK, has anyone seen her in the last half hour or so?

Tourist: I saw her go into that little shop over there a while ago. She might still be there...

Guide: OK, I'll go and check if she's there – don't wander off, I'll only be a minute. If she's not there, we won't wait any longer but I'll leave a message for her at the hotel.

Task 5: Put the words in order to form sentences: (h5p task – drag the words)

1. have / at / the / might / passport / your / You / left / hotel.

ANSWER: You might have left your passport at the hotel.

2. or / an / you / Would / me / call / doctor / like / to / a / ambulance?



ANSWER: Would you like me to call a doctor or an ambulance? or Would you like me to call an ambulance or a doctor?

3. will / type / not / the / tolerated / That / tour. / of / be / during / behaviour

ANSWER: That type of behaviour will not be tolerated during the tour.

4. her. / back / to / for / I / wait / look / Please / while / here / go

ANSWER: Please wait here while I go back to look for her.

5. down / people, / out / we / seven. / started / to / with / We / eight / out / now / are

ANSWER: We started out with eight people, now we are down to seven.

6. an / expect / bus / an / hour. / We / alternative / within

ANSWER: We expect an alternative bus within an hour.

7. keep / sorry / I / waiting / very / your / patience. / and / to / appreciate / am / you / I

ANSWER: I am very sorry to keep you waiting and I appreciate your patience.

8. to / and / I / your / call / bank / cards. / your / ask / suggest / you / them / block

ANSWER: I suggest you call your bank and ask them to block your cards.

Task 6: Look at the words/phrases in **bold** and think about what they mean then choose the correct answer: (h5p task – mark the words) – correct answers are underlined

1. Don't worry, everything will get **sorted out**. - *everything will be organised for you* or *everything will be fine*
2. We are **missing** Mr Jones - *we don't know where Mr Jones is* or *We wish Mr Jones were here*
3. If you can't stop **quarrelling** in here, you'll have to take your argument outside. - *stop arguing* or *stop being loud*
4. Don't wander off, I'll only **be two minutes**. - *I will be back shortly* or *I will be busy for two minutes*
5. **I'm afraid** there is a problem with the transport. - *I'm scared* or *I'm sorry*
6. I must ask you again to please **lower your voices**. - *speak more quietly* or *stop shouting*
7. Do you have your passport **handy**. - *in your hand* or *ready to be used*

4. Grammar reference sheet

Unexpected Situations Grammar Reference Sheet

Modal verbs – deductions and speculations in the present and the past

Modal verbs can be used to express *deductions and speculations*. This is helpful when we are not sure about something in the present or the past. We can use these verbs to make a guess about something.

Deductions and speculations in the present

We use the **modal verb** + **infinitive** to express deductions and speculations in the present:

- **must** to talk about something we believe is true and **can't** to talk about something we believe isn't true (the negative of **must** is **can't** not **mustn't**)

*She's been travelling all day so she **must be** very tired!*

*What time is it? I'm not sure but I'd say it's around 5pm. No, it **can't be** that late!*

- **could** or **couldn't** / **may** or **may not** / **might** or **might not** to talk about something we think is possibly true

*He **could** still **find** his wallet today.*

*She **might** still **be** at the hotel!*

*It **may not be** so warm any more tomorrow.*

We use **modal verb** + **be** + **verb-ing** to make deductions about something happening now:

*He **could be having** breakfast at the hotel restaurant.*

Deductions and speculations in the past

We can use **modal verb** + **have** + **past participle** to express deductions and speculations for states or completed actions in the past:



- **must** to talk about something we believe is true and **can't** or **couldn't** to talk about something we believe isn't true (the negative of **must** is **can't** or **couldn't** not **mustn't**!)

*It **must have been** stolen! No, it **can't** / **couldn't have been** stolen!*

- **could** or **couldn't** / **may** or **may not** / **might** or **might not** to talk about something we think is possibly true

***Could** you **have left** it at the souvenir shop?
He **might have forgotten** to set up his alarm.
She **may have lost** her mobile phone!*

Giving advice in the present and expressing regrets and criticism about the past

We use **should** / **shouldn't** or **ought to** / **ought not to** + **infinitive** to give advice in the present:

*You **ought to report** the incident to the police.
We **shouldn't take** that route to the hotel.*

We use **should** / **shouldn't or ought to** / **ought not to** + **have** + **past participle** to:

- talk about past events that did not happen:

*We **should've/should have phoned** you before we came but we forgot!*

- express criticism about past events or situations:

*I can't believe you lied to me! You **should've/should have told** me the truth!*

*You **ought to have checked** for your purse before we left the shop!*

- express regret about past events or situations:

*We're lost! We **ought not to have come** here without a guide!
Yes, we really **should've/should have taken** a guide with us.*

To talk about a longer action in the past, we use **modal verb** + **have** + **been** + **verb-ing**

He **should've/should have been paying** more attention to his mobile phone!

Remember that modal verbs remain the same for all persons!

5. Grammar Task

Task 1: <https://h5p.org/fill-in-the-blanks> Fill in the blanks with the correct modal verb in the *present tense* - must / might (not) / could (not) / may (not) / can (not) / should

1. We _____ get to the museum late if we don't leave right on time!
2. The bus driver is not happy. I _____ ask you to stop eating on the bus.
3. This route is taking so long, it _____ be wrong!
4. You _____ not like the food, but give it a try. It's a specialty of the region.
5. There's no traffic so we _____ be on time.
6. He didn't come to the meeting point this morning. He _____ be ill.

Task 2: <https://h5p.org/fill-in-the-blanks> Fill in the blanks with the correct modal verb in the *past tense* - must / might (not) / could (not) / may (not) / can't / should (not)

1. We _____ (arrive) there before the museum closed, but our bus was running late.
2. You _____ (leave) your purse on the bus or in the souvenir shop.
3. I _____ (break) my ankle, but thankfully it's only sprained!
4. The guests _____ (use) the restroom before we left. Now there's nowhere to stop.
5. There's no way we _____ (make) it to all the sightseeing attractions today.
6. She's so hungry right now. She _____ (eat) anything before the tour.

Task 3:

Read the predicaments (in bold) these people are in. Give them advice using the words in brackets in the correct verb tense.

Example:

1. Sally left her money at home, but she remembered her credit cards. (go / ought to / ATM)

Sally ought to go to the ATM

1. Mark and Mike are late today. (might / oversleep)

2. Two guests missed the bus in the morning! (should / be / on / time)

3. The tour bus took a long time to get back to the hotel. (should / have / take / another route)

4. I am a picky eater. (ought to / bring / something / eat)

5. We want to eat all the specialty dishes of the region. (may / want / the Tapas restaurant / try)

6. We don't know who finished all the snacks, do you? (could / be / anyone)

Answers:

Module 10 Grammar Tasks

Task 1: Fill in the blanks with the correct modal verb in the *present tense* - must / have to / might (not) / could (not) / may (not) / can (not) / should

1. We **might/may** get to the museum late if we don't leave right on time!

2. The bus driver is not happy. I **must/have to** ask you to stop eating on the bus.

3. This route is taking so long, it **could/might/may** be wrong!

4. You **might/may/could** not like the food, but give it a try. It's a specialty of the region.

5. There's no traffic so we **should** be on time.

6. He didn't come to the meeting point this morning. He **could/might/may** be ill.

Task 2: Fill in the blanks with the correct modal verb in the *past tense* - must / might (not) / could (not) / may (not) / can't / should (not)

1. We **should've/ should have arrived** (arrive) there before the museum closed, but our bus was running late.

2. You **might have/might've left** (leave) your purse on the bus or in the souvenir shop.
3. I **could've/could have broken** (break) my ankle, but thankfully it's only sprained!
4. The guests **should've/should have used** (use) the restroom before we left. Now there's nowhere to stop.
5. There's no way we **could've/could have made** (make) it to all the sightseeing attractions today.
6. She's so hungry right now. She **must not have eaten** (eat) anything before the tour.

Task 3:

1. **Mark and Mike are late today.** (might / oversleep)
They might have overslept.
2. **Two guests missed the bus in the morning!** (should / be / on / time)
They should've/should have been on time.
3. **The tour bus took a long time to get back to the hotel.** (should / have / take / another route)
They should have/should've taken another route.
4. **I am a picky eater.** (ought to / bring / something else / eat)
You ought to bring something else to eat.
5. **We want to eat all the specialty dishes of the region.** (may / want / the Tapas restaurant / try)
You may want to try the Tapas restaurant.
6. **We don't know who finished all the snacks, do you?** (could / be / anyone)
It could've/could have been anyone.

6. Pronunciation Task

Listen to the two words. Identify the correct word.

1. **incident** / accident
2. clarify / **verify**
3. **weight** / late
4. **browse** / boughs
5. choral / **quarrel**
6. **jiffy** / spiffy

Record yourself saying these words aloud.

1. patience
2. appreciate
3. refund
4. allocate
5. tolerate
6. nauseous
7. refund
8. through