

# English for lower level classes



Welcome to Luxembourg

This booklet belongs to

▪ full name

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▪ class

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# TOPIC I

## BEING POLITE

### 1.1. POLITE EXCHANGES

- 1.1.1. Greetings
- 1.1.2. Thanking
- 1.1.3. Apologizing
- 1.1.4. Asking for attention, asking for repetition
- 1.1.5. Offering and requesting help
- 1.1.6. Asking for permission
- 1.1.7. Addressing people – titles, pronouns and certain gender issues
- 1.1.8. Saying one's name
- 1.1.9. Introducing oneself and others
- 1.1.10. The jobs of famous people or VIPs
- 1.1.11. Jobs

### 1.2. GOOD MANNERS – BAD MANNERS IN AND AROUND LUXEMBOURG

- 1.2.1. Bad manners, gestures and body language
- 1.2.2. Rude situations

### 1.3. GOOD MANNERS - BAD MANNERS AROUND THE WORLD

- 1.3.1. Hand signs can mean different things in different countries
- 1.3.2. Dos and don'ts (taboos)
- 1.3.3. Ten rules of etiquette everyone should know and follow
- 1.3.4. Lessons in manners from around the world
- 1.3.5. Good manners are not necessarily good manners everywhere in the world and vice versa

## 1.1. POLITE EXCHANGES

### 1.1.1. Greetings



### HELLO, GOODBYE by The Beatles

[https://www.youtube.com/watch?v=rblYSKz\\_VnI](https://www.youtube.com/watch?v=rblYSKz_VnI)

**Watch the video with the song 'Hello, Goodbye' and complete the lyrics whilst listening.**

You say (1) \_\_\_\_\_, I say no

You say (2) \_\_\_\_\_ and I say go, go, go, oh no

You say (3) \_\_\_\_\_ and I say hello hello hello

I don't know why you say (4) \_\_\_\_\_, I say hello hello hello

I don't know why you say (5) \_\_\_\_\_, I say hello

I say (6) \_\_\_\_\_, you say low

You say (7) \_\_\_\_\_ and I say I don't know, o no

You say (8) \_\_\_\_\_ and I say hello (hello goodbye hello goodbye) hello hello

(Hello goodbye) I don't know why you say (9) \_\_\_\_\_, I say hello (Hello goodbye hello goodbye) hello hello

(Hello goodbye) I don't know why you say (10) \_\_\_\_\_, (Hello goodbye) I say hello/ goodbye

Why why why why why why do you say goodbye goodbye, oh no?

#### Note

| Informal       | Neutral   | Formal                                         |
|----------------|-----------|------------------------------------------------|
| HI             | HELLO     | GOOD MORNING<br>GOOD AFTERNOON<br>GOOD EVENING |
| BYE<br>BYE-BYE | GOODBYE   |                                                |
| THANKS         | THANK YOU | THANK YOU VERY MUCH                            |

**Watch the video on English Greetings and Introductions by Oxford online English**

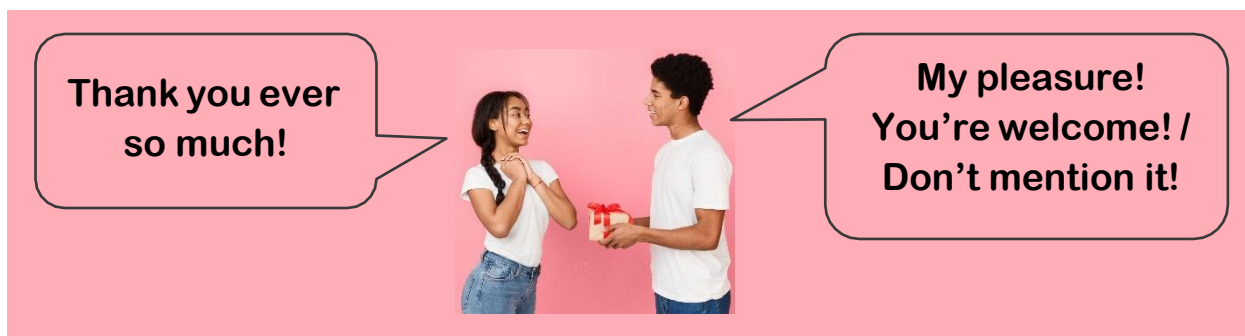
<https://www.youtube.com/watch?v=sp3xU5WvRjA&t=125s>

**Watch the video on greetings and do the corresponding task as you watch:**

<https://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/greetings>



### 1.1.2. Thanking



### 1.1.3. Apologizing

SORRY ≈ \_\_\_\_\_



*Watch the video with the song 'Sorry' by Tracy Chapman and read the subtitles whilst listening*

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

### 1.1.4. Asking for attention, asking for repetition

EXCUSE ME ≈ \_\_\_\_\_



PARDON ≈ \_\_\_\_\_



*For more information on the above, go to*

<https://uclnet.com/excuse-me-pardon-me-sorry/>

*Saying you're sorry (apologising) by BBC Learning English*

<https://www.youtube.com/watch?v=qR34I4S9qUA>

*Sorry, excuse me or sorry*

<https://www.youtube.com/watch?v=abk2vQWFQs>

### 1.1.5. Asking for permission



**EXCUSE ME, MS SCHMIT.  
MAY I GO TO THE TOILET, PLEASE?**

At the restaurant:

*Can you tell me where the toilets are,*

At school:

*Excuse me, Ms Schmit. May I go to the toilet,*

### Note

All-gender public toilets (also referred to as gender-inclusive, gender-neutral, mixed-sex or unisex) are public toilets that are not separated by gender or sex.

There are all gender toilets at ENAD.



### 1.1.6. Offering and requesting help

| OFFERING HELP      ⇒      CAN I ...                              | REQUESTING HELP      ⇒      CAN YOU ...                                                                                                                                                        |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Can I help you?<br>How can I help you?<br>What can I do for you? | Can you help me, please?<br>Can you say that again, please?<br>Can you repeat that, please?<br>Can you spell that?<br>Can you write that down<br>Can you explain that?<br>Can you show me ...? |

**Listen to a lady talking about the use of 'please' and 'thank you'. Then answer the questions below.**

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/intermediate-b1/rants-and-raves-please-and-thank-you>

1. What does she say about using please in her language?

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2. What is said more frequently 'please' or 'thank you'?

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3. When does she say you should use 'please'?

---

4. Why does she think it's important to say 'please' and 'thank you'?

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### 1.1.7. Addressing people – titles, pronouns as well as gender issues

first name | surname

Teacher

*My name is Romy SCHMIT.*

*I am your English teacher.*

Job

You say

Mr BAUR or SIR

Ms SCHMIT or MADAM

Title

Title

|                                                                     | TITLE | NAME    | ADDITIONAL INFORMATION | NO NAME |
|---------------------------------------------------------------------|-------|---------|------------------------|---------|
| For a man                                                           | Mr    | CLEES   |                        | Sir     |
|                                                                     | Ms    | SCHMIT  |                        |         |
| For a woman                                                         | Mrs   | SILVA   | married                | Madam   |
|                                                                     | Miss  | GRETHEN | single                 |         |
| For both, if the gender distinctions are not supposed to be applied | Mx    | GREEN   | (say 'Mix GREEN')      |         |

#### Note

More and more people reject certain binary ways of conceiving of society (man / woman). Therefore, they refuse to be addressed the traditional way (titles) or to be spoken about (3<sup>rd</sup> person pronouns!). In Luxembourg and a lot of other countries, it is considered common courtesy to respect their sensitivities.

**For more information on the above, go to**

<https://time.com/4327915/gender-neutral-pronouns/>

### 1.1.8. Saying one's name

What is your name? – I am ... | My name is ...

Teacher:

*My name is Romy Schmit. And you? What is your name?*

You say:

*I am ...*

*My name is...*

Reaction:

*Pleased to meet you.*

*Nice to meet you.*

### 1.1.9. Introducing oneself and others

Introductions are about finding out who is who. The following type of information is of interest:

Name

Job / occupation

#### Introducing oneself

**Hello. My name is Emily Brown.  
I am currently doing an internship  
here.**



#### Useful phrases

May I introduce myself?

My name is ...

I am ...

#### Note

Don't forget to greet first.

#### Introducing other people

**Tom, I would like you to meet, Vitali, our new intern.**

**Hello, I'm Tom.  
I am the receptionist.  
Pleased to meet you.**



**Hello, I'm  
Vitali.  
Nice to  
meet  
you.**

#### Useful phrases

##### For the person who introduces

Let me introduce ... to you.

Let me introduce you to ...

... I would like you to meet ...

..., this is ...

How do you do?

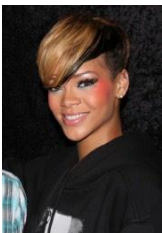
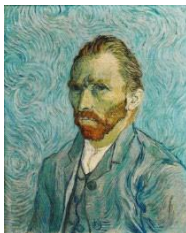
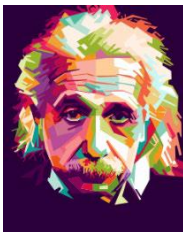
##### For the people who are introduced

Please to meet you. Nice to meet you.

How do you do?

### 1.1.10. The jobs of famous people or VIPs

Who are the people in the pictures? Use the letters under the portraits to say what their jobs are?

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
| grisen                                                                              | tressac                                                                             | yrafa botolpell                                                                      | peratin                                                                               |
|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|    |    |    |    |
| sambussinne                                                                         | hafdol emsino                                                                       | gisdreen                                                                             | fhec                                                                                  |
|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|  |  |  |  |
| nisicaum                                                                            | licioptain                                                                          | werrit                                                                               | thealet                                                                               |
|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|  |  |  |  |
| opPe                                                                                | Ver-pensTert                                                                        | croat                                                                                | netissitec                                                                            |
|                                                                                     |                                                                                     |                                                                                      |                                                                                       |

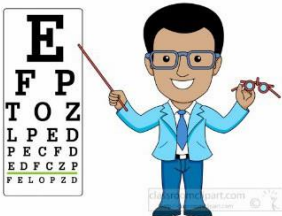
### 1.1.11. Jobs

Match the pictures with the words from the box.

|         |               |         |                   |
|---------|---------------|---------|-------------------|
| baker   | electrician   | judge   | police officer    |
| chemist | engineer      | nurse   | tailor            |
| dentist | farmer        | painter | teacher           |
| doctor  | IT specialist | plumber | waiter / waitress |

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
|   |   |   |  |
|  |  |  |  |
|  |  |  |  |



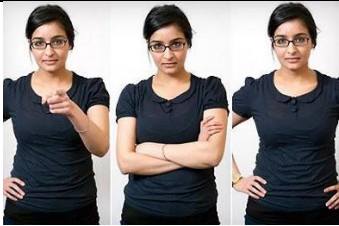
|                                                                                     |                                                                                       |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>accountant / banker</p> <p>builder / brick layer</p> <p>butcher</p> <p>chef</p>  | <p>delivery person</p> <p>fire fighter</p> <p>flight attendant</p> <p>hairstylist</p> | <p>mechanic</p> <p>news / tv presenter</p> <p>optician</p> <p>pilot</p>              | <p>physiotherapist</p> <p>sales assistant</p> <p>taxi driver</p> <p>veterinarian</p>  |
|    |      |    |    |
|   |     |   |   |
|  |    |  |  |
|  |    |  |  |
|                                                                                     |                                                                                       |                                                                                      |                                                                                       |

## 1.2. GOOD MANNERS – BAD MANNERS IN AND AROUND LUXEMBOURG

### 1.2.1. Bad manners, gestures and body language

*Describe the pictures with expressions from the word bank. Discuss with your neighbour if the behaviour represented is acceptable in Luxembourg, in other countries or not?*

- |                         |                         |                                  |
|-------------------------|-------------------------|----------------------------------|
| ▪ bowing                | ▪ making hand gestures  | ▪ adopting certain postures      |
| ▪ breast feeding        | ▪ holding hands         | ▪ shaking hands                  |
| ▪ coughing and sneezing | ▪ hugging               | ▪ slurping food (eating noisily) |
| ▪ eating with hands     | ▪ kissing in public     | ▪ keeping social distance        |
| ▪ making eye contact    | ▪ leaving food on plate | ▪ spitting in the street         |

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |
| 1.                                                                                  | 2.                                                                                  | 3.                                                                                    |
|   |   |   |
| 4.                                                                                  | 5.                                                                                  | 6.                                                                                    |
|  |  |  |
| 7.                                                                                  | 8.                                                                                  | 9.                                                                                    |
|  |  |  |
| 10.                                                                                 | 11.                                                                                 | 12.                                                                                   |
|  |  |  |
| 13.                                                                                 | 14.                                                                                 | 15.                                                                                   |



### 1.2.2. Rude situations<sup>1</sup>

You will hear five people talk about rude situations. Number the situations from 1 to 5. There is one extra situation, so just leave one square empty!



Listen again and tick what each person would probably say about the situation?

|    | It doesn't bother me.'   | It bothers me a little.' | It drives me crazy!'     |
|----|--------------------------|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<sup>1</sup> Practice Listening English Exercises for B2 - Manners - English Practice Online ([english-practice.net](http://english-practice.net))

### 1.3. GOOD MANNERS – BAD MANNERS AROUND THE WORLD

#### 1.3.1. Hand signs can mean different things in different countries

| SIGN                                                                                | NAME OF SIGN                                                                                                           | COUNTRIES                                                                                                 | MEANING                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Victory sign</b><br>This sign has two formats: one with the palm faced outwards, and another with the palm inwards. | US                                                                                                        | <b>‘Victory!’ and ‘Peace!’</b><br>Protesters against the Vietnam War and activists adopted the gesture as a sign of peace. Because the hippies often flashed this sign (palm out) while saying ‘Peace’, it became known as the peace sign. |
|                                                                                     |                                                                                                                        | UK, Ireland, Australia, New Zealand, South Africa, India, Pakistan and New Zealand.                       | <b>‘f*** you!’</b><br>Insulting gesture when the palm is facing toward the person giving the sign.                                                                                                                                         |
|    | <b>Horn fingers</b>                                                                                                    | US                                                                                                        | <b>‘Rock on!’</b><br>Adopted by rockers, the gesture has become a sign of approval.                                                                                                                                                        |
|                                                                                     |                                                                                                                        | Mediterranean countries (Spain, Italy, Portugal), and Latin countries (Argentina, Brazil, Colombia, Cuba) | <b>‘Your partner is cheating on you!’</b><br>and you are a fool as a consequence.                                                                                                                                                          |
|                                                                                     |                                                                                                                        | Parts of Africa                                                                                           | The sign is a curse.                                                                                                                                                                                                                       |
|  | <b>OK sign</b>                                                                                                         | US, Canada, UK, Australia                                                                                 | <b>‘Everything is fine, great, okay and/or perfect.’</b><br>NASA was one of the first to use it to describe that everything has gone to plan. Scuba divers to communicate that there are no problems.                                      |
|                                                                                     |                                                                                                                        | Brazil, Arab countries                                                                                    | The gesture is the equivalent of the middle finger and thus very obscene and offensive                                                                                                                                                     |
|                                                                                     |                                                                                                                        | Japan                                                                                                     | The gesture means money.                                                                                                                                                                                                                   |
|                                                                                     |                                                                                                                        | France                                                                                                    | <b>‘Zero’ or ‘Useless.’</b>                                                                                                                                                                                                                |
|  | <b>Come here</b>                                                                                                       | North America and Europe                                                                                  | <b>‘Come here!’</b><br>In most countries it is considered <b>insulting</b> to ask someone to come towards you like this. In the <b>USA</b> , however, it simply means <b>‘come here’</b> , and has no other connotation.                   |
|                                                                                     |                                                                                                                        | Most countries, but especially Asian countries, in the Philippines you could be arrested for doing it.    | This gesture is only used to call dogs and prostitutes.                                                                                                                                                                                    |

|                                                                                    |                                                    |                                                                                                           |                                                                                                                                                                            |
|------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>Thumbs up</b>                                   | US, UK, Western Europe, Egypt, Israel, Iraq, Denmark and Australia                                        | <b>'You're the best. You're number one.'</b><br>The gesture shows approval.                                                                                                |
|                                                                                    |                                                    | Brazil                                                                                                    | <b>'Thanks'.</b>                                                                                                                                                           |
|                                                                                    |                                                    | Thailand                                                                                                  | The gesture is the equivalent of sticking out your tongue. People will likely be more bemused than hurt if you slip up.                                                    |
|                                                                                    |                                                    | Greece and Sardinia, West Africa, some South American countries and some Middle Eastern countries (Iran). | The thumbs-up is a highly offensive gesture, equivalent to giving the middle finger.                                                                                       |
|   | <b>Crossed fingers</b>                             | Most countries                                                                                            | 'Good luck'.<br>Moreover, crossing your fingers can also signify a white lie, especially when trying to hide the hand this means that you are lying during a conversation. |
|                                                                                    |                                                    | Vietnam                                                                                                   | The gesture is considered to be obscene. The crossed fingers are said to resemble female genitals.                                                                         |
|  | <b>Looking at the watch. Pointing at the watch</b> | Arab countries                                                                                            | <b>'Take your time.'</b>                                                                                                                                                   |
|                                                                                    |                                                    | Middle East                                                                                               | <b>'I'm in a hurry.'</b> or <b>'I've got to be somewhere. I don't really want to take time for this conversation.'</b>                                                     |

**Find out what Mr Spock's (Star Trek) Vulcan greeting means?**



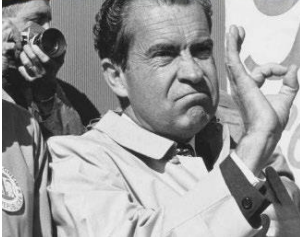
## Gaffe or not?



9 July 1941: Winston Churchill puts two fingers up to the Nazis



In an attempt to be friendly to a group of protesters in Australia, President George H.W. Bush unintentionally delivered the British equivalent of extending the middle finger



When Richard Nixon was the American Vice-President in the 1950s, he visited Sao Paulo in Brazil. On stepping from the plane, he raised his arms offering the OK gesture to the people. In the UK this would have been great but in Brazil it was the equivalent of giving the 'middle finger'! Oops!

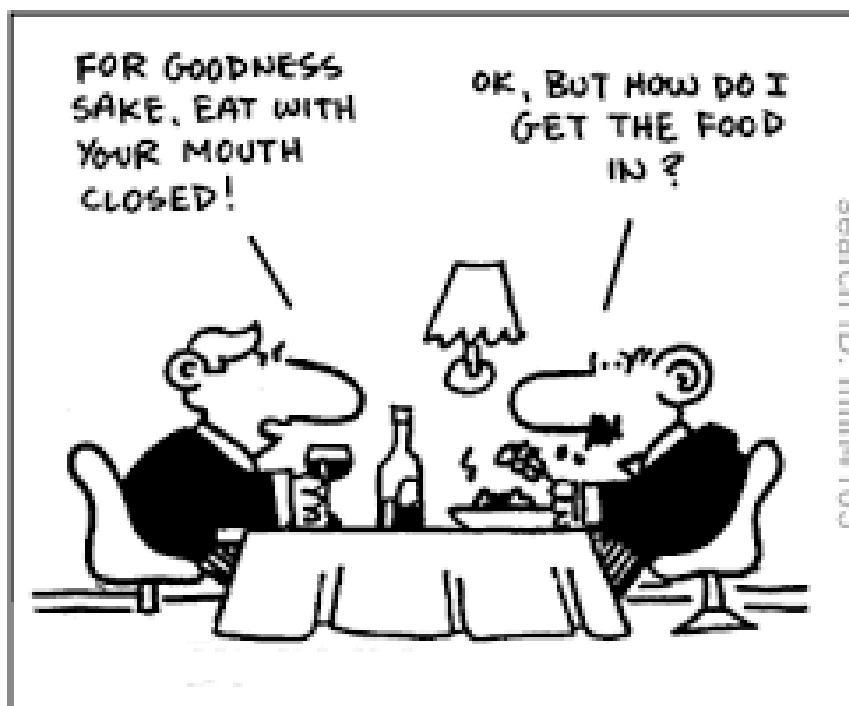
**Watch the video on 'The history of manners.'**



### [The history of manners](#)

What it means to have 'good manners' is constantly changing. What is considered appropriate.

**Duration**  
**14:46**





### 1.3.2. Dos and don'ts (taboos)<sup>2</sup>

**Study this list of DOs and DON'Ts in England (they are similar to the ones on the continent) and make a similar list about your country of origin.**

**Do stand in line:** In England we like to form orderly queues (standing in line) and wait patiently for our turn e.g. boarding a bus. It is usual to queue when required and expected that you will take your correct turn and not push in front. 'Queue jumping' is frowned upon.

**Do take your hat off when you go indoors** (men only). It is impolite for men to wear hats indoors especially in churches. Nowadays, it is becoming more common to see people wearing hats indoors. However, this is still seen as being impolite, especially to the older generations.

**Do say 'Excuse Me':** If someone is blocking your way and you would like them to move, say excuse me and they will move out of your way.

**Do pay as you go:** Pay for drinks as you order them in pubs and other types of bars.

**Do say 'Please' and 'Thank you':** It is very good manners to say 'please' and 'thank you'. It is considered rude if you don't. You will notice in England that we say 'thank you' a lot.

**Do cover your mouth:** When yawning or coughing always cover your mouth with your hand.

**Do shake hands:** When you are first introduced to someone, shake their right hand with your own right hand

**Do say sorry:** If you accidentally bump into someone, say 'sorry'. They probably will too, even if it was your fault! This is a habit and can be seen as very amusing by an 'outsider'.

**Do smile:** A smiling face is a welcoming face.

**Do open doors for other people.** Men and women both hold open the door for each other.

**Do not greet people with a kiss:** We only kiss people who are close friends and relatives.

**Avoid talking loudly in public.**

**It is impolite to stare at anyone in public.** Privacy is highly regarded.

**Do not ask a lady her age.** It is considered impolite to ask a lady her age

**Do not pick your nose in public:** We [= the English] are disgusted by this. If your nostrils need de-bugging, use a handkerchief.

**Avoid doing gestures such as backslapping and hugging.** This is only done among close friends.

**Do not spit.** Spitting in the street is considered to be very bad mannered.

**Do not burp in public.** You may feel better by burping loudly after eating or drinking, but other people will not! If you cannot stop a burp from bursting out, then cover your mouth with your hand and say 'excuse me' afterwards.

**Do not pass wind in public.** Now how can we say this politely? Let's say that you want to pass wind. What do you do? Go somewhere private and let it out.

**Do not ask personal or intimate questions.** We like our privacy. Please do not ask questions such as 'How much money do you earn?' 'How much do you weigh?' or 'Why aren't you married?'.

**For more information on the subject, go to**

<https://www.traveltaboo.com/uk-travel-tips-dos-and-donts/>

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<sup>2</sup> Adapted from: <http://projectbritain.com/behaviour.html>

### 1.3.3. TEN RULES OF ETIQUETTE EVERYONE SHOULD KNOW AND FOLLOW!<sup>3</sup>

By [Marla Walters](#)

‘It is axiomatic that, as we mature and grow in years and experience, we must be able to meet more demanding social situations with confidence and ease.’ — Amy Vanderbilt, *The Amy Vanderbilt Complete Book of Etiquette*, using proper etiquette does not mean one is stuffy or old-fashioned. Having manners means you are a respectful person and considerate of others. Use of etiquette conveys respect of other cultures, traditions, or religions.

There are 10 rules of etiquette below — some old, some new — that are often ignored these days. However, they are that important that everyone should know and follow them.

#### **b. The RSVP**

RSVP is an acronym of the French phrase, ‘Répondez, s’il vous plaît,’ or ‘Respond, if you please.’ Most of us are guilty of not responding to RSVPs quickly from time to time. At times the events are formal, and one wonders if one can afford to go because one might need to dress up or pay for travel. Another issue with RSVPs is that they are sometimes so far in advance that it is difficult to commit. On the other hand, if you are hosting a formal or large party, you really need to know how many guests will be attending. Details, such as the amount of food or liquor to buy, and having enough chairs and tables need to be decided on. So, let your host or hostess know, by the date indicated on the invitation, if you’re a ‘yes’ or a ‘no.’

#### **b. Place Settings**

Which fork do I use? We have all been there...seated at a formal table, and thought, ‘Oh my gosh, which fork am I supposed to use?’ Relax, there is an easy way to remember: Work from the outside in. That shorter fork is for your salad. Start there. With each new course, just work your way in. When you are done, simply place your utensils side by side at an angle on your plate (fork tines facing up, knife blade facing the centre of the plate), which is a signal to the waiter that you are done. One more bit of table advice: Wait until your hostess is seated before you start eating. When she picks up her fork, so can you. If you are a parent, even if your own style is very informal, please teach your children how to handle this situation, so that when they encounter all that cutlery someday, they are not unnerved.

#### **c. Thank-You Notes**

The thank-you note is essential. If someone has gone through the trouble of buying you a gift, has helped you, or simply done something nice, the very least you can do is to say thank you. Even small children can draw pictures, and later write very charming notes.

Pre-printed notes which you simply sign do not convey much effort or gratitude. If you are stuck about what to say, draft the note on the computer or a piece of paper until you get it right.

#### **d. Handshakes**

Have you ever had a handshake that made you think, ‘Yuck!’? I personally am offended when someone just lays their hand in mine like a dead fish. My husband points out the other end of the spectrum — the ‘bone-crusher,’ which must be meant to prove a manly point.

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<sup>3</sup> Adapted from <https://www.wisebread.com/10-rules-of-etiquette-everyone-should-know-and-follow?ref=seealso>



### **e. Hygiene Belongs at Home**

Recently, we were at a restaurant, and the woman in back of us began flossing her teeth. Can we all agree that this is unacceptable? Flossing should be done at home, or at least in a bathroom. It is not fun for people around you to watch you get stuff out of your teeth. Adding to the 'hygiene belongs at home' category:

- clipping your nails (I once sat in the front row of a Moscow Symphony concert and a man behind me clipped his nails. I thought the cellist might stab him with her bow.)
- brushing or combing your hair, especially while in a restaurant (hair flies around!).
- brushing your teeth in a public bathroom (if you must, please clean the sink after you do so).

### **6. Punctuality**

I imagine that mental health professionals could give me a better understanding of why some people are constantly late for meetings, dinners, movies, etc. To me, though, it's just rude. In a business setting, being late to a meeting says, 'My time is more important than yours.' In social settings, late people cause their friends to miss movies, dinner reservations, oven timers, etc. If you are one of those 'I'm always late' people, you may wish to examine your reasons for lateness, before you stop getting invitations.

### **7. Introductions**

This is another rule of etiquette that seems to cause social anxiety. What I find often, because I have an unusual first name, is that people simply have forgotten what my name is. If you sense that is a problem, just introduce yourself when there is a break in the conversation, and then shake hands. That will take stress off of the person who cannot remember if you are Maria, Martha, Mary, or Marla (so nice of you to remember!).

### **8. Cell Phones**

If you are in a public place (post office, grocery store, DMV) and everyone around you now knows your business, you are speaking too loudly. In a restaurant, cells should be silenced. If you receive an important call, you should excuse yourself and go outside to take the call. If we are talking, and you are texting, I do not have your full attention. In a movie theatre, cells should be silenced, or turned off, if possible. Even the screen can light up in the dark, which is distracting.

### **9. Deaths**

When someone dies, their families are in emotional pain. The disturbing trend I have seen is that those losses are not acknowledged, because people just don't know what to do or say. Please make an effort to reach out, in one way or another, because it is hurtful to the bereaved if you ignore their loss. Start with reading the obituary in the paper, or from the funeral home, because they may describe the decedent's wishes. For instance, 'In lieu of flowers, donations may be made to X charity' is very common. Secondly, send a letter, or a card, at the very minimum. If you can attend the funeral or memorial, it will be appreciated by the family.

### **10. Everyday, Common Consideration**

When shopping, do you leave your basket in the middle of the aisle, so others cannot pass? Do you take up more than one space when you park? Why are you honking your horn? Did you interrupt somebody while they are speaking? While these might seem like small annoyances, what is at their core is using respect and consideration for others.

***What rules of etiquette do you think are falling by the wayside?***

### 1.3.4. Lessons in manners from around the world

By [Paul Michael](#)

‘Mind your manners’ is an expression many of us heard while we were growing up. But depending on where you're from, those manners can vary greatly.

Recently, my kids were watching Indiana Jones and the Temple of Doom, and pointed out that it was ‘disgusting’ when the guests belched loudly during the meal scene. But I had to let them know that, in some cultures, this is not rude at all. It's just one of many lessons in manners we can learn from other cultures. Here are 11 more.

#### **a. The Belching Compliment — Eastern Culture**

Letting a big burp rip after a meal is not considered rude by many people on our planet. In fact, in places like Turkey and Saudi Arabia, it is perfectly acceptable to burp after your meal, which tells the chef you ate plenty and enjoyed every bite. It can even be considered rude NOT to burp in the homes of those who have gone to a lot of effort to make you a great meal. It's a case of don't say it, prove it.

#### **b. Spit to Say Hello — Sub-Saharan Africa**

While most countries consider spitting very rude and unhygienic (it could very easily transmit disease), a Maasai Tribe in Kenya use it as a form of affection, good luck, or reverence. They will spit when they greet each other as a sign of respect. A father will spit on his daughter when she is married, to bring good luck and prosperity to the marriage. And the tribe will spit on newborn babies, to ensure the young child will not be cursed.

#### **c. Don't Shake With the Left Hand — The Middle East**

Although most of us shake with our right hands anyway, it would not be considered terribly rude or offensive to extend the left hand in a greeting. But in the Middle East, this is quite an insult. In this culture, the hands have specific functions. The right hand is used for eating, and the left hand is reserved for wiping after using the bathroom. Knowing this, by offering your left hand, you are offering the hand that, even though clean, is associated with an act that is not. If you ever find yourself in the Middle East, and you're left-handed, make sure you lead with the right hand... every time. And of course, don't eat with your left hand, for the same reasons.

#### **d. To Tip Is to Offend — Japan**

In many countries, tipping is not the common practice. In England, for instance, you tip when the service is exceptional. This is because the wages of staff are not based on tips, and so, they do not depend on them. However, in Japan, tipping is actually considered to be insulting. By tipping, you are basically saying, ‘Hey, here's some extra money. Go and get some training, because you need it.’ If they don't believe you're being rude, they can also be very confused by the extra money, thinking you have overpaid. Whether it's a taxi driver or a server, don't tip in Japan. It's not good manners.

#### **e. Never Show the Sole of Your Shoe — Arab Culture**

You may remember an incident involving former President George W. Bush and Muntadar al-Zeidi, in which the latter threw his shoe at ‘Dubya.’ For many of us, the response was one right out of Austin Powers. ‘Who throws a shoe, for goodness sake?’ But, in Arab culture, it was a significant show of disdain. Showing someone the sole of your shoe is highly insulting, be it sitting with one foot perched on your knee, or reclining with your feet facing your host. The shoe is considered unclean, especially the sole, which is why it must be removed before entering places of worship, homes, and other buildings.

#### **f. Slurp Your Food to Express Delight — China**

Noodle dishes are popular everywhere, but how to show your enjoyment of them varies. In Western culture, we eat as silently as possible. Making any kind of noise is considered rude to those around us. In China, it's the opposite. If you are greeted with a delicious noodle meal, you should slurp for all you're worth. It is considered a great compliment to the chef who prepared your meal. Slurping is the equivalent of saying, 'This is absolutely delicious. My compliments to the chef,' after your first bite.

#### **g. You Invite, You Pay — Ghana**

Be careful about casual invitations to drinks and meals if you're ever in Ghana. You may say something like, 'Hey, you guys want to grab drinks later?' and think nothing of it. But in Ghana it means 'Hey, I'm buying drinks for everyone later, tonight's on me!' If you invite people out and don't pay, it is considered extremely rude, and you may lose a few friends over it.

#### **h. Avoid the Salt Shaker — Egypt**

The chances are, you won't find one on your table anyway. But if you feel the need to ask for salt, you may want to prepare for some mean looks coming in your direction. Asking for salt is telling the chef that he or she didn't season the dish correctly. You may as well slap the host in the face and say, 'This tastes awful.'

#### **i. Never Fill Your Own Glass — Japan**

Here, as in most countries, you pour your own drink when you're thirsty. In Japan, this is considered greedy, narcissistic, and even anti-social. In other words, you are being incredibly rude by pouring your beer, wine, or sake into your own glass. Instead, it is proper to pour for other people at the table first, and they will in turn reciprocate the gesture. If you finish your glass before others do, simply top them off, and you will get the same treatment.

#### **j. Be Late, Be Polite — Venezuela**

In most places being late is considered rude and selfish; you are literally wasting people's time. However, this is not the case in Venezuela. If you show up on time, or early, you are looked upon as being much too eager; or in the case of an event with food and drink being served, much too greedy. You should plan to arrive 15-20 minutes after the event is scheduled to begin. Unless, of course, it's something like a concert or funeral.

#### **k. Avoid Bringing Wine to a Dinner Party — France**

Bringing a bottle of wine to the party is considered good manners in many places, but not so in France. French homes take pride in their wine selection. By bringing a bottle of wine to the party, you are implying that the wine they have to offer simply isn't good enough. Instead, it's advisable to bring some flowers (not yellow, as this suggests an unfaithful partner) or sweets.

#### **l. The 'OK' Sign Is Not Okay — Germany, South America, Turkey**

'How are you doing?' is a question that can often be answered with the okay sign: touching your forefinger and thumb together to represent the letter 'O.' However, in some countries, this gesture is the height of bad manners, and could get you into a physical altercation. It can be seen as a sign that represents the anus. Specifically in Turkey, it is a sign that tells someone they are gay, and not in a nice way.

***Have you encountered interesting manners and customs around the world?  
Share your stories with the class.***

### 1.3.5. Good manners are not necessarily good manners everywhere in the world – and vice versa

***Read the text and decide if a certain way of behaving is mannerly or not. Specify where this is the case.***

Manners that may be good in one part of the world may not be in other parts of the world.

In Greece, for instance, any signal that involves showing your open palm is extremely offensive. Such gestures include waving, as well as making a 'stop' sign. If you want to wave goodbye to someone in Greece, you need to do so with your palm facing in.



Similarly, in the UK, when the two-fingered 'V for victory' or 'peace' salute is given with the hand turned so that the palm faces inwards, it is considered extremely rude. The 'okay' sign (thumb and forefinger touching to make a circle) is very far from okay in much of the world. In most of South America, it is an insult, similar to giving someone the finger in the United States. In Turkey, it is a derogatory gesture used to imply that someone is homosexual.

Chewing gum might be good for dental hygiene, but in many parts of the world, particularly Luxembourg, Switzerland, and France, public gum-chewing is considered vulgar, while in Singapore most types of gum have been illegal since 1992 when residents grew tired of scraping the sticky stuff off their sidewalks.

In most Asian countries, a business card is seen as an extension of the person it represents; therefore, to disrespect a card - by folding it, writing on it, or just shoving it into your pocket without looking at it.

When dining in China, never force yourself to clear your plate out of politeness -- it would be very bad manners for your host not to keep refilling it. Instead, you should leave some food on your plate at each course as an acknowledgment of your host's generosity. In China, Taiwan, and much of the Far East, belching is considered a compliment to the chef and a sign that you have eaten well and enjoyed your meal.

Before the COVID-19 pandemic, a firm handshake was seen as admirable in the United States and Europe, but in much of the East, a bone-crushing handshake is seen as a sign of aggression. Moreover, orthodox Jews will not shake hands with someone of the opposite sex, while a strict Muslim woman will not shake hands with a man. To confuse matters further, a Muslim man might shake hands with a non-Muslim woman, but not with a Muslim woman. People in these cultures generally avoid touching people of the opposite sex who are not family members.



Also, in most Arab countries, the left hand is considered unclean, and it is extremely rude to offer it for a handshake or to wave a greeting. Similarly, it is impolite to pass food or eat with the left hand. Historically, people living in deserts didn't have access to toilet paper, so the left hand was used for 'hygienic functions,' then cleaned by rubbing it in the sand.

In many countries, particularly in Asia and South America, it is essential to remove your shoes when entering someone's home, while in most of Europe it is polite to ask your host whether they would prefer you to do so. The reason, as anyone who has ever owned a white carpet will attest, is simple hygiene and cleanliness.

Finally, in most of the Middle and the Far East, it is considered an insult to point your feet (particularly the soles) at another person or to display them in any way, for example, by resting with your feet up.

These are just but a few examples showing that good manners in some countries may be bad manners in others. You should find out how you are supposed to behave in other countries before travelling there.

| Behaviour                                      | Mannerly                 | Not mannerly             | Place |
|------------------------------------------------|--------------------------|--------------------------|-------|
| 1. Waving goodbye with palm outwards           | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 2. Victory sign with the palm outwards         | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 3. Sticking up the middle finger               | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. Making an OK sign                           | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. Chewing gum when you are in public          | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Putting away a business card immediately    | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7. Finishing one's plate                       | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 8. Greeting a woman with a firm handshake      | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 9. Hugging a person who is not a family member | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 10. Serving food with the left hand            | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 11. Taking off shoes when entering a home      | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 12. Crossing your legs when sitting            | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

**For more information about appropriate behaviour in different countries, go to**

<https://www.mindtools.com/pages/article/cultural-faux-pas-body-language.htm>

<https://www.verywellmind.com/top-bad-handshakes-3024313>

*'The real test of good manners is to be able to put up with bad manners pleasantly.'*

Gibran Khalil Gibran جبران خليل جبران  
Writer, poet and visual artist, philosopher



## TOPIC II

# ENGLISH FOR SCHOOL

### 2.1. SCHOOL UTENSILS

2.1.1. Stationary

2.1.2. Shopping list

### 2.2. Dos and don'ts at school

2.2.1. Vocabulary referring to activities at school

2.2.2. The imperative

### 2.3. TAKING TESTS AND EXAMS

2.3.1. Test taking tips

2.3.2. Advice for exams

### 2.4. GETTING THE MARKS

2.4.1. Examples of mistakes made by students in tests

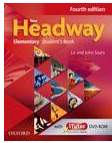
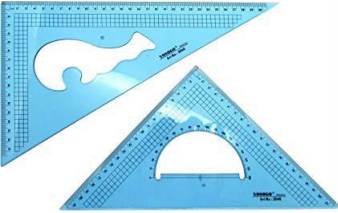


## 2.1. School utensils

### 2.1.1 Stationary

Describe the pictures with expressions from the word bank. There is an example (0).

|                           |                      |                  |            |
|---------------------------|----------------------|------------------|------------|
| adhesive tape / Sellotape | felt tips            | pen              | ruler      |
| crayons                   | glue stick           | pencil           | scissors   |
| dictionary                | highlighter / marker | plastic folder   | set square |
| eraser                    | punch                | pencil sharpener | stapler    |
| exercise book             | paper clip           | ring binder      | textbook   |

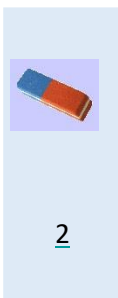
|                                                                                                         |                                                                                                   |                                                                                                   |                                                                                                     |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <br><b>0. Textbook</b> | <br><b>1.</b>    | <br><b>2.</b>    | <br><b>3.</b>    |
| <br><b>4.</b>          | <br><b>5.</b>   | <br><b>6.</b>   | <br><b>7.</b>   |
| <br><b>8.</b>        | <br><b>9.</b>  | <br><b>10.</b> | <br><b>11.</b> |
| <br><b>12.</b>       | <br><b>13.</b> | <br><b>14.</b> | <br><b>15.</b> |
| <br><b>16.</b>       | <br><b>17.</b> | <br><b>18.</b> | <br><b>19.</b> |

## 2.5. Shopping list for the English course

### *SHOPPING LIST FOR THIS COURSE*

- Earphones (1)
- Eraser (2)
- Glue stick (3)
- Highlighters (different colours) (4)
- Pen (5)
- Pencil (6)
- Ring binder or folder (7)
- Scissors (8)
- A4 paper (9)
- USB stick (10)

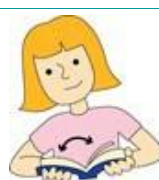
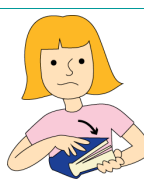
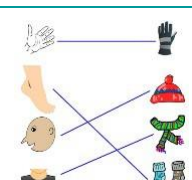
Match the pictures with the corresponding words or expressions. There is an example.



## 2.2. DOS AND DON'TS AT SCHOOL

### 2.2.1. Vocabulary referring to activities at school

Use the expressions from the word bank to give orders. There is an example (0).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                       |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------|
| <ul style="list-style-type: none"> <li>to be quiet / to shut up</li> <li>to close</li> <li>to fill in the gaps or blanks / to complete the text</li> <li>to highlight</li> <li>to listen (<b>to</b> the teacher, <b>to</b> music ...)</li> <li>to match (the pictures...)</li> <li>to open</li> <li>to pay attention</li> <li>to raise the hand</li> <li>to read</li> <li>to stand up</li> <li><b>to sit down</b></li> <li>to speak</li> <li>to study and revise</li> <li>to tick (the answer)</li> <li>to write down</li> </ul> |                                                                                       |           |
| 0.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      | Sit down! |
| 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |           |
| 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |
| 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |           |
| 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |           |
| 5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |           |
| 6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |
| 7.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |
| 8.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |           |
| 9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |
| 10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |
| 11.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |           |
| 12.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |
| 13.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |
| 14.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |           |
| 15.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |

- to arrive late
- to bring weapons to school
- to cheat in the test
- to chew gum
- to eat and to drink

- to fight with others
- to litter the school
- to make a noise
- to run
- to sleep

- to smoke
- to take photos of others
- to throw paper planes
- to use a mobile
- to use drugs



0. Don't make a noise!



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.



14.

# ‘Don’t worry, be happy.’

Bobby McFerrin



## 2.2.2. The imperative

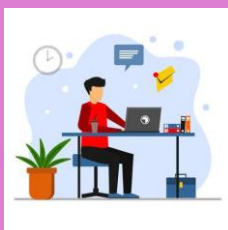
| FORM                                                                                                                                   |                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| AFFIRMATIVE                                                                                                                            | NEGATIVE                                                                                                                                      |
| <p><i>Hurry up!</i></p> <p>Use the bare infinitive (infinitive without ‘to’.) for the affirmative.</p>                                 | <p><i>Don’t waste any time!</i></p> <p>Add ‘do not’ or ‘don’t’ for the negative form.</p>                                                     |
| USE                                                                                                                                    |                                                                                                                                               |
| RULES                                                                                                                                  |                                                                                                                                               |
| The imperative is used to give instructions, commands, advice or to invite                                                             |                                                                                                                                               |
| EXAMPLES                                                                                                                               |                                                                                                                                               |
| <p><b>Advice</b></p> <ul style="list-style-type: none"> <li>Go to see a doctor; you look ill.</li> <li>Always do your best.</li> </ul> | <p><b>Instructions</b></p>                                |
| <p><b>Commands</b></p>                              | <p><b>Invitations</b></p> <ul style="list-style-type: none"> <li>Please, come to the party.</li> <li>Take a seat and feel at home.</li> </ul> |

## 2.3. TAKING TESTS AND EXAMS

### 2.3.1. Test taking tips

Complete the poster with the sentences below. Note the use of the imperative.

# 10 TEST TAKING TIPS



1



2



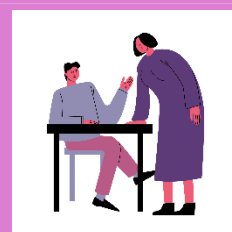
3



6

5

4



7

8

9



10



- a. Before leaving home, make sure you have everything you need for the test.
- b. Begin answering the questions that you feel most confident about.
- c. Don't be afraid to ask the teacher if you are not clear on a question.
- d. Get a good night's sleep.
- e. Get up early to have ample time to get ready.
- f. Have a balanced breakfast.
- g. If you freeze up, just start writing anything. It will help you to recollect more details soon.
- h. Read all the questions carefully before starting so you can plan your time.
- i. Review your answers before handing in.
- j. Revise for test.

*Write your answers here*

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|   |   |   |   |   |   |   |   |   |    |

### 2.3.2 Advice for exams<sup>4</sup>

*Listen to a teacher giving her students advice for exams.*



*Choose the best option a, b or c to complete the sentences below.*

1. The teacher wants the students to...
  - ☐ a. take notes after she has finished speaking.
  - ☐ b. take notes while she is speaking.
  - ☐ c. forget about taking notes.

<sup>4</sup> <https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/advice-exams>

2. The teacher suggests eating...
  - ☐ a. sugary snacks.
  - ☐ b. only apples.
  - ☐ c. fruit and cereals.
3. The teacher suggesting finding a study place with a lot of...
  - ☐ a. light.
  - ☐ b. space.
  - ☐ c. books.
4. If students feel stressed, they should...
  - ☐ a. go to bed.
  - ☐ b. go out for a walk
  - ☐ c. drink some water.
5. Students are advised to...
  - ☐ a. select important things to learn
  - ☐ b. read through everything once.
  - ☐ c. make notes about every topic.
6. The teacher understands that repeating things can be...
  - ☐ a. difficult.
  - ☐ b. uninteresting.
  - ☐ c. tiring.
7. Students can do past exam papers...
  - ☐ a. in the library only.
  - ☐ b. at home if they take photocopies.
  - ☐ c. in the after-school study group.
8. The teacher recommends a break of five minutes every...
  - ☐ a. hour.
  - ☐ b. two hours.
  - ☐ c. thirty minutes.
9. It is important to...
  - ☐ a. eat regularly.
  - ☐ b. sleep when you feel tired.
  - ☐ c. keep hydrated.
10. the teacher is sure that the students will...
  - ☐ a. fail their exams.
  - ☐ b. pass their exams.
  - ☐ c. do their best.

***Write your answers here***

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|   |   |   |   |   |   |   |   |   |    |

## 2.4. GETTING THE MARKS

### 2.4.1 Examples of mistakes made by students in tests

*Look at the following examples of students' work. What is wrong with the students' answers? What is probably the reason for the students' mistakes?*

**Spot the one that is different**

- ☒ a. bread
- ☐ b. cheese
- ☐ c. yoghurt

✓

**Tick the synonyms or near-synonyms**

Delicious

- ☐ a. mouth-watering
- ☒ b. disgusting

✗

**Tick the best option (a, b or c) to answer the question.**

How do you **NOT** describe water with carbon dioxide  $\text{H}_2\text{CO}_3$ ?

- ☐ a. bubbly
- ☐ b. fizzy
- ☐ c. sparkling

✗

**Tick the best option (a, b or c) to answer the question.**

How do you describe vegetables that have not been cooked?

- ☐ a. fresh
- ☒ b. rare
- ☒ c. raw

✗

**Who was Paul Bocuse? Write a short biographical note (+/- 100 words). (3/10 marks)**

Paul Bocuse was a famous French chef associated closely with 'nouvelle cuisine'. He was a 'bigamist'. Monsieur Paul as he was nicknamed died in 2018. In 2020 his main restaurant lost its 55-year long three-star rating in the Michelin Guide. (40 words)

## TOPIC III

# DESCRIBING PEOPLE

### 3.1. DESCRIBE YOURSELF

- 3.1.1. Romy's business card - personal details
- 3.1.2. Spelling – the alphabet
- 3.1.3. Numbers
- 3.1.4. Nationality words

### 3.2. DESCRIPTION OF THE LIVES OF YOUNG PEOPLE

- 3.2.1. Possessive 's' and possessive adjectives
- 3.2.2. Personal pronouns
- 3.2.3. The family
- 3.2.4. Young people in Europe – lifestyle and age

### 3.3. A PERSON'S LOOKS AND APPEARANCE

- 3.3.1. The body
- 3.3.2. David Beckham's tattoos
- 3.3.3. Clothes
- 3.3.4. Healthcare in Luxembourg

### 3.4. APPLYING FOR A JOB

- 3.4.1. The CV
- 3.4.2. The cover letter
- 3.4.3. Create your own CV and cover letter

### 3.1.1. Romy's card – personal details

|                         |                               |                        |
|-------------------------|-------------------------------|------------------------|
| address                 | job                           | street                 |
| country code            | mobile phone number (teacher) | surname                |
| email address (school)  | workplace / employer          | town / location        |
| email address (teacher) | phone number (school)         | website link (teacher) |
| first name              | postal code                   | website link (school)  |
| house number            |                               |                        |

Phone (352) 26 65 03 50-1 <sup>13</sup> Email [info@enad.lu](mailto:info@enad.lu) <sup>14</sup> Website [www.enad.lu](http://www.enad.lu) <sup>15</sup>



|    |              |     |              |
|----|--------------|-----|--------------|
|    |              |     |              |
| 1. |              | 9.  |              |
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| 6. |              | 14. |              |
| 7. |              | 15. |              |
| 8. |              | 16. | [9+10+11+12] |

- ***job,***
- ***address,***
- ***telephone number /mobile number,***
- ***email address***
- ***nationality***

35

### 3.1.2. Spelling - the alphabet

#### The alphabet song

*Listen to the alphabet song to find out how the alphabet is pronounced in English.*

<https://www.youtube.com/watch?v=36IBDpTRVNE>

#### Acronyms

You need to spell names, postal addresses, email addresses, website links, etc. correctly. Consequently, you need to know how the alphabet in English. Acronyms are a good way of practicing saying the alphabet.

***Read out aloud the acronyms below to Practice pronouncing the alphabet. Find out what they stand for.***

- |                          |     |
|--------------------------|-----|
| 1. e.g                   | a.  |
| 2. i.e.                  | b.  |
| 3. BTW                   | c.  |
| 4. 24/7                  | d.  |
| 5. AD / CE               | e.  |
| 6. BC / BCE              | f.  |
| 7. am / AM / a.m. / A.M. | g.  |
| 8. pm / PM / p.m. / P.M. | h.  |
| 9. CD                    | i.  |
| 10. DVD                  | j.  |
| 11. AKA                  | k.  |
| 12. ASAP                 | l.  |
| 13. B&B                  | m.  |
| 14. ID                   | n.  |
| 15. IQ                   | o.  |
| 16. FAQs                 | p.  |
| 17. MCQ                  | q.  |
| 18. FYI                  | r.  |
| 19. OMG                  | s.  |
| 20. UFO                  | t.  |
| 21. VIP                  | u.  |
| 22. BYOB                 | v.  |
| 23. DIY                  | w.  |
| 24. KISS                 | x.  |
| 25. RSVP                 | y.  |
| 26. SOS                  | z.  |
| 27. TTYL                 | aa. |



## Jokes based on the alphabet

1. When does 'B' come after 'U'?

When you disturb its hive

2. What letter of the alphabet has got lots of water?

The C

3. How did the geography student drown?

His grades were below C-level

4. What has four eyes but cannot see?

Mississippi

5. What letter of the alphabet is always waiting in order?

The Q

6. What's the difference between here and there?

The letter T

7. What begins with T, ends with T and has T in it?

A teapot

8. Can you spell eighty in two letters?

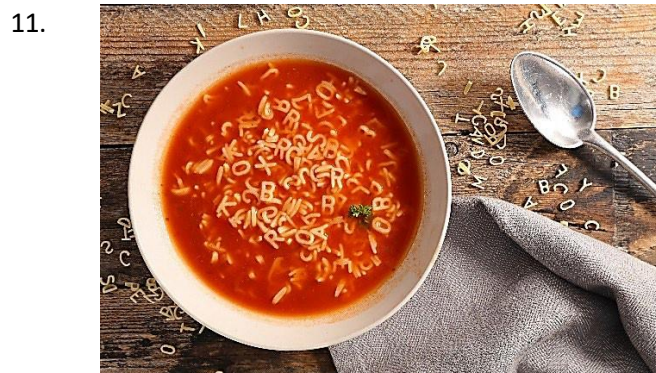
AT

9. Can you spell a pretty girl with two letters?

QT

10. How can you spell too much with two letters?

SX



If you leave alphabet soup on the stove and go out, it could spell disaster.

### 3.1.3. Numbers

Numbers are very important in the hotel and restaurant industry. Not only are they used for a person's age and phone number, but also for prices, quantities and measurements, bookings, etc.

#### Cardinal numbers

*Listen to the following songs about counting*

Numbers Help me Count to 100

[https://www.youtube.com/watch?v=IB4JYto\\_c-I](https://www.youtube.com/watch?v=IB4JYto_c-I)

Numbers words rap

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

Time for another joke



Why was 6 afraid of 7?

Because 7, 8, 9.

#### Phone numbers

- When you tell someone a phone number in English, you usually say each number separately.  
e.g. My mobile number is 621 31 81 48.  
You say 'My mobile number is six-two-one-three-one-eight-one-four-eight.'
- If a number occurs several times in a row, you can say 'double' or 'triple'.  
e.g. My mobile number is 621 33 45 55.  
You can say 'My mobile number is six-two-one-double three-four-triple five.'
- Phone numbers can have different parts:  
the number for the line / user.
  - the area code for the geographic areas of the service territory. The '0' at the beginning of an area code is left away when there is a country code.
  - the country code which is necessary when calling telephone numbers in other countries:  
e.g. '0' for many countries, '1' in USA and Canada, '352' for Luxembourg.
  - By convention, international telephone numbers are indicated by prefixing the country code with a plus sign (+).

#### Big numbers

- Numbers are usually written in singular.  
200€ two hundred Euros  
several thousand light years  
The plural is only used with dozen, hundred, thousand, million, billion, if they are not modified by another number or expression (e.g. a few / several).  
hundreds of Euros  
thousands of light years
- 'and' is used to break up numbers bigger than one hundred  
101 one hundred and one  
1001 one thousand and one  
1101 one thousand, one hundred and one.

One more  
joke



And why is 10 afraid of 7?

Because 7, 8, 9, and 10 is next...

## The number 0

There are different names for the number 0 in English. The most common ones are:

|        |                                                                                                                                                                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nought | - in general (British English), in decimals                                                                                                                                                                     |
| Zero   | - in general (American English)<br>- in measurements of temperature (British and American English)<br>- in countdowns (British and American English)<br>- score in team games, e.g. football (American English) |
| Oh     | - when each figure is said separately (e.g. in phone numbers, numbers etc.)                                                                                                                                     |
| Nil    | - score in team games, e.g. football (British English)                                                                                                                                                          |
| Love   | - in tennis and similar games derived from the French word 'oeuf' (the egg) as the figure 0 is egg-shaped                                                                                                       |

And



How do you make seven even?

Remove the 's'

## Decimal point or comma

In English-speaking countries '.' (point), not ',' (comma) is used as a decimal separator, e.g.  $1\frac{1}{2} = 1.5$  in the UK,  $1\frac{1}{2} = 1,5$  in Luxembourg

For online information, go to

[https://en.wikipedia.org/wiki/Decimal\\_separator](https://en.wikipedia.org/wiki/Decimal_separator)

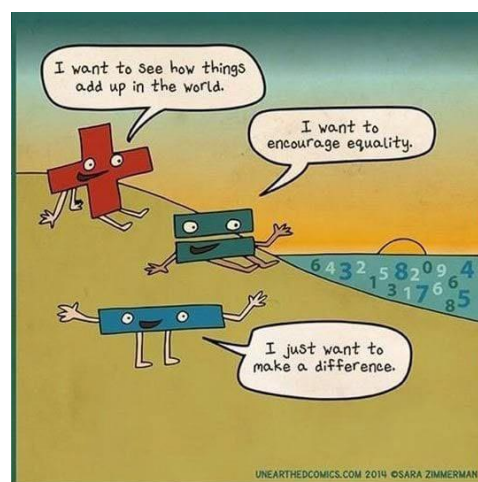
For details on cardinal and ordinal numbers as well as decimals and fractions, go to

<https://www.ef.com/wwen/english-resources/english-grammar/numbers-english/>

<https://www.vocabulary.cl/Basic/Numbers.htm>

For online exercises on numbers, go to

<https://www.englishclub.com/kids/numbers-game.htm>



# *Heaven is*

*Where the Police are British*

*The Chefs French*

*The Mechanics German*

*The Lovers Italian &*

*All is organized by the Swiss*

# *Hell is*

*Where the Chefs are British*

*The Mechanics French*

*The Lovers Swiss*

*The Police German &*

*All is organized by the Italians*

***Look up the words for your nationality and the languages you can speak.***

***Note***

In English nationality words begin with a capital letter.



## 3.2. DESCRIBE YOUR FAMILY

### 3.2.1. Possessive 's' and possessive adjectives

When names or nouns finish in any letter apart from s, you add 's to indicate possession.

e.g. John's wife, the children's workbooks

When names or nouns finish in -s, you add ' or 's to indicate possession.

e.g. James' teacher (say /James teacher/) or James's teacher (say /Jamesis teacher/)

#### Possessive adjectives

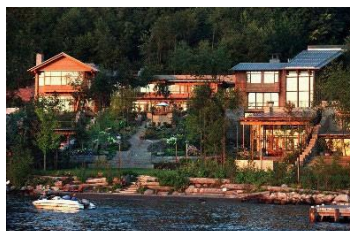


Romy Schmit: 'I'm your English teacher and you're **my** students'.

You: 'We're your students and you're **our** teacher'.



He's / He is Bill Gates.



This is **his** home.



She's / She is Oprah Winfrey.



This is **her** home.



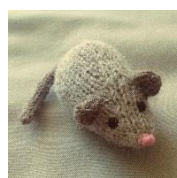
They are a family.



This is **their** home.



Coffee is a cat.  
It's a black cat.



This is **its** toy mouse.

## Practice – Nicknames

A nickname is a familiar or humorous name given to a person or thing instead of or as well as the real name. There are famous people whom you probably know from their nickname rather than their real name. In some cases, you might not know their real name at all.

**Match the VIPs (1-10) with the nicknames (a-j). Then write sentences such as:**

Madonna's nickname is Queen of Pop.

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Cesaria Evora    | a. Air Jordan                        |
| 2. Eric Clapton     | b. Barefoot Diva                     |
| 3. Ernesto Guevara  | c. Che – (a word which means 'dude') |
| 4. Freddie Mercury  | d. Lightning Bolt                    |
| 5. Michael Jackson  | e. Mama Africa                       |
| 6. Michael Jordan   | f. Mr Slowhand                       |
| 7. Miriam Makeba    | g. The Greatest                      |
| 8. Muhammad Ali     | h. The King of Pop                   |
| 9. Usain Bolt       | i. The King of Queen                 |
| 10. Whitney Houston | j. The Voice                         |

**Write your answers here**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
|   |   |   |   |   |   |   |   |   |    |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**For exercises on possessive 's', go to:**

<https://agendaweb.org/grammar/apostrophe-genitive-case.html>



**Look at the examples. Decide if the following possessive adjectives are for men (M), women (W) or both men and women (M / W).**

- |               |              |                |
|---------------|--------------|----------------|
| a. my _____   | c. his _____ | e. her _____   |
| b. your _____ | d. our _____ | f. their _____ |

### Planning food for a party

**Fill the gaps with possessive adjectives.**

- Aiko** I need some inspiration for the food for (1) \_\_\_\_\_ party. Can you help me?
- Jason** Why not have a potluck dinner? All the guests cook (2) \_\_\_\_\_ favourite food and bring it to the party.
- Aiko** (3) \_\_\_\_\_ idea is great. I will make sure we have nice drinks and good music, but I won't have to cook and (4) \_\_\_\_\_ kitchen will stay clean.

**Fill the gaps with possessive 's' and possessive adjectives.**

1. An iPhone11 Pro Max! Wow! \_\_\_\_\_ mobile is very expensive.
2. I am Tom. \_\_\_\_\_ real name is Thomas, but everybody calls me Tom.
3. We go to ENAD. \_\_\_\_\_ school is fantastic.
4. Ms Schmit is \_\_\_\_\_ English teacher.
5. What a beautiful dog! \_\_\_\_\_ name is Smokey.
6. James likes \_\_\_\_\_ grandmother. He often visits her.
7. John's mother works in a car factory and \_\_\_\_\_ father works in a kindergarten.
8. Two students didn't do \_\_\_\_\_ English homework.
9. Jeff is from England and \_\_\_\_\_ girlfriend is from Australia.
10. Jin and Wen are Chinese. \_\_\_\_\_ families moved from China to Luxembourg.
11. I like singing. I often sing and [the mother I have] \_\_\_\_\_ mother sings with me.
12. Is this [Anne's] \_\_\_\_\_ laptop, Anne?
13. Our teacher is taking us to Trier, a city near Luxembourg. We want to see [the city's] \_\_\_\_\_ historical monuments.
14. This is John. [John's] \_\_\_\_\_ favourite free time activity is playing tennis.
15. Where is \_\_\_\_\_ book? I can't find it anywhere. I have looked for it everywhere.



**Your dinner vs. you're dinner!**  
**Correct grammar saves lives!**

## The Amish



The Amish are traditionalist Christian communities which moved from Germany to America due to religious wars and religious persecution in Europe. (1) \_\_\_\_\_ way of life has not changed a lot since they settled in Pennsylvania about 300 years ago.

The Amish are known for (2) \_\_\_\_\_ simple lifestyles which are based on a literal interpretation of the Bible. Many of them are farmers, and they refuse to make use of most elements from mainstream society such as electricity generated by public power lines, telephones, TVs, computers and modern tractors). These are considered to be tempting elements from an 'outside world' that could lead the Amish away from their faith and (3) \_\_\_\_\_ close-knit community. At home and within (4) \_\_\_\_\_ community, (5) \_\_\_\_\_ language is not English, in fact, they speak an old German dialect.



Jessica and Aaron are young Amish adults. (6) \_\_\_\_\_ plain (=simple) outfits reflect some principles of Amish faith, namely modesty, purity, obedience, i.e. willingness to accept the standards of the group, and social separation from the 'English' world. (Jessica / clothes) (7) \_\_\_\_\_ are extremely sober. The colours of (8) \_\_\_\_\_ calf-length dresses are solid and subdued. The dresses all have long sleeves and are worn with an apron. Jessica wears (9) \_\_\_\_\_ long hair in a bun which she covers with a bonnet. She is not allowed to wear any jewellery. (Aaron / clothes) (10) \_\_\_\_\_ consist of dark-coloured suits. (11) \_\_\_\_\_ straight-cut jackets have no collars and (12) \_\_\_\_\_ wide trousers are kept up by suspenders. (13) \_\_\_\_\_ hair is normally covered by a hat. Aaron is single: he still shaves (14) \_\_\_\_\_ face. When he is married, he is no longer allowed to shave (15) \_\_\_\_\_ beard. However, he mustn't grow a moustache as moustaches are associated with the military, which the Amish are strongly opposed to, due to (16) \_\_\_\_\_ pacifist beliefs.

Jessica and Aaron want to get married. They will live on the farm of (Jessica / family) (17) \_\_\_\_\_. It is a traditional Amish farm where most of the hard work is done without the help of modern farming machines. They want to make a little extra money by offering Buggy Rides. Travel by horse and buggy is the most frequent mode of transportation, naturally limiting travel, and therefore, interaction with the non-Amish world.



Jessica and Aaron will probably have a lot of children as the Amish typically believe that large families are a blessing from God. When (18) \_\_\_\_\_ children are teenagers, they are allowed to engage in more worldly activities outside the Amish community. Then, between the ages of 16 and 23, they can choose whether they want to be baptized as adults in the Amish church.

## Sunshine Barry and the Disco Worms<sup>5</sup>

**Watch the video. Then complete the sentences below with possessive adjectives.**

<https://www.youtube.com/watch?v=SzvZDvhGm98>



1. The scene is about a worm. \_\_\_\_\_ name is Barry.
2. Barry has an album. \_\_\_\_\_ name is Greatest Disco Hits 77.
3. Barry's mother is at the door. \_\_\_\_\_ mother is not happy.
4. She talks to Barry. \_\_\_\_\_ voice is very loud.
5. Barry can't stop dancing. \_\_\_\_\_ tail is dancing too.
6. He's wearing a suit and a tie. \_\_\_\_\_ colours are black and white.
7. The books and records are \_\_\_\_\_ dad's stuff.
8. He lives with his father and mom. Barry lives in \_\_\_\_\_ house.
9. Barry's mother has a funny face. \_\_\_\_\_ eyes are big and \_\_\_\_\_ hair is brown.
10. Do you like disco music? What's \_\_\_\_\_ favourite kind of music? –  
\_\_\_\_\_ favourite kind of music is samba.



**For online exercises on subject – verb agreement and subject pronouns, go to:**

<https://agendaweb.org/grammar/possessive-exercises.html>

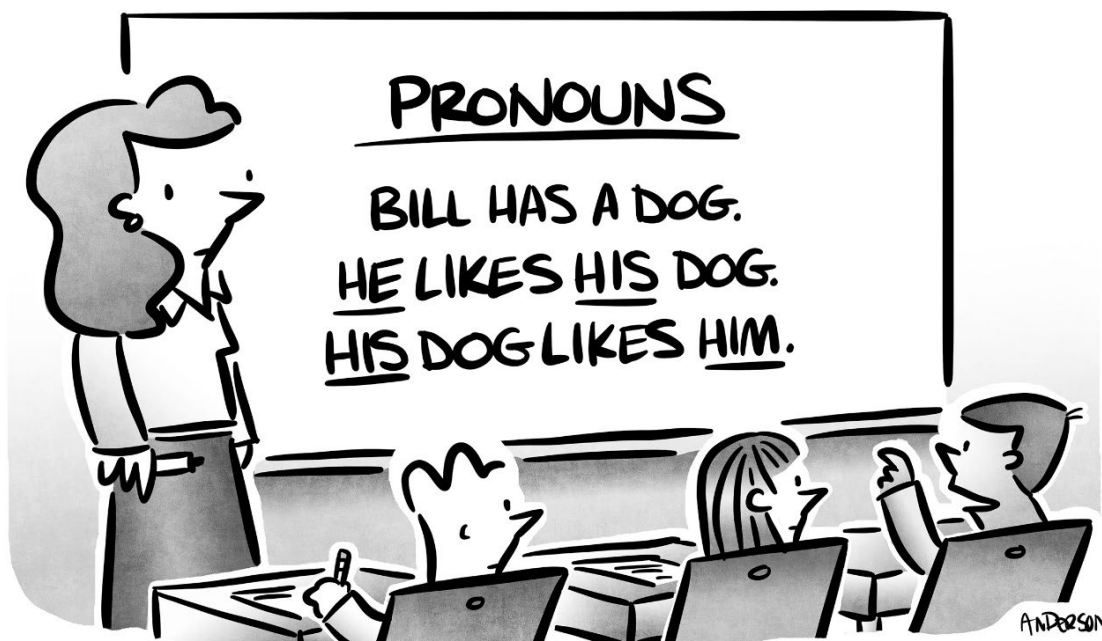
<https://www.myenglishpages.com/english/grammar-exercise-possessive-adjectives.php>

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-9666.php>

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-121929.php>

<sup>5</sup> From : <https://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/possessive%20adjectives>

### 3.2.2. Personal pronouns



"I'm just saying it could use a little pizzaz. What if there was also a cat? And the cat didn't like *either* of them. And he was *secretly plotting against them*! Now you have something!"

| Subject pronouns | Possessive adjectives | Possessive pronouns | Object pronouns |
|------------------|-----------------------|---------------------|-----------------|
| I                | my                    | mine                | me              |
| you              | your                  | yours               | you             |
| he               | his                   | his                 | him             |
| she              | her                   | hers                | her             |
| it               | its                   | its                 | it              |
| we               | our                   | ours                | us              |
| you              | your                  | yours               | you             |
| they             | their                 | theirs              | them            |

## Practice

**Fill in the gaps with personal pronouns.**  
**There is an example (0).**



*Dear Peter,*

*Thank you for (0) your letter. It was interesting to hear about (1) \_\_\_\_\_ life. Now, I want to tell you something about (2) \_\_\_\_\_.*

*I am a twenty-two-year-old software developer from Luxembourg. I live with (3) \_\_\_\_\_ mum in Dalheim in the South East of Luxembourg. Dalheim was a Roman city with several temples and baths and a well-preserved theatre. Unfortunately, (4) \_\_\_\_\_ is a relatively boring village nowadays.*

*(5) \_\_\_\_\_ live in a house with a big garden. We have a cat. (6) \_\_\_\_\_ name is Chocolate because (7) \_\_\_\_\_ fur is dark brown. It loves (8) \_\_\_\_\_ garden.*

*I don't have any brothers or sisters, but I have a half-sister in the Netherlands. (9) \_\_\_\_\_ name is Saxa da Silva and (10) \_\_\_\_\_ lives in Rotterdam. I also have a half-brother in Germany. (11) \_\_\_\_\_ name is Victor and (12) \_\_\_\_\_ lives in Hamburg.*

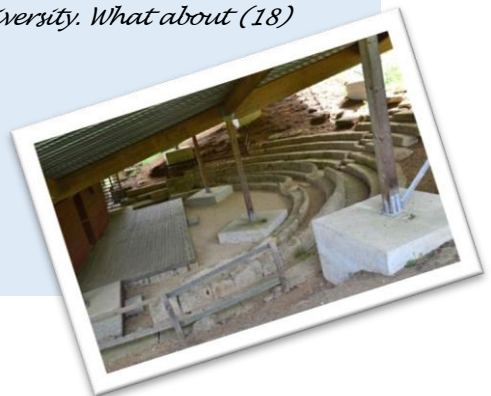
*My mum is an English teacher at ENAD, a school for young adults. My dad is an IT specialist. He does not live with (13) \_\_\_\_\_. (14) \_\_\_\_\_ lives in Manchester in England. (15) \_\_\_\_\_ hobbies are sports and travelling.*

*At school (16) \_\_\_\_\_ favourite subjects are maths, chemistry, information technology and English. (17) \_\_\_\_\_ are also my main subjects. Later I want to study computer sciences at an English-speaking university. What about (18) \_\_\_\_\_ plans?*

*Anyway, take care of (19) \_\_\_\_\_ and write soon.*

*Yours,*

*Malaika*



**For online exercises on personal pronouns, go to:**

[https://www.english-hilfen.de/en/exercises\\_list/pronomen.htm](https://www.english-hilfen.de/en/exercises_list/pronomen.htm)

<https://www.ego4u.com/en/cram-up/grammar/pronouns>

<https://www.ereadingworksheets.com/languageartsworksheets/parts-of-speech-worksheets/pronoun-worksheets/>

### 3.2.3. The family The Boxtrolls

**Watch the podcast on families from 'The Boxtrolls'.**

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

**What is the main message about families?**

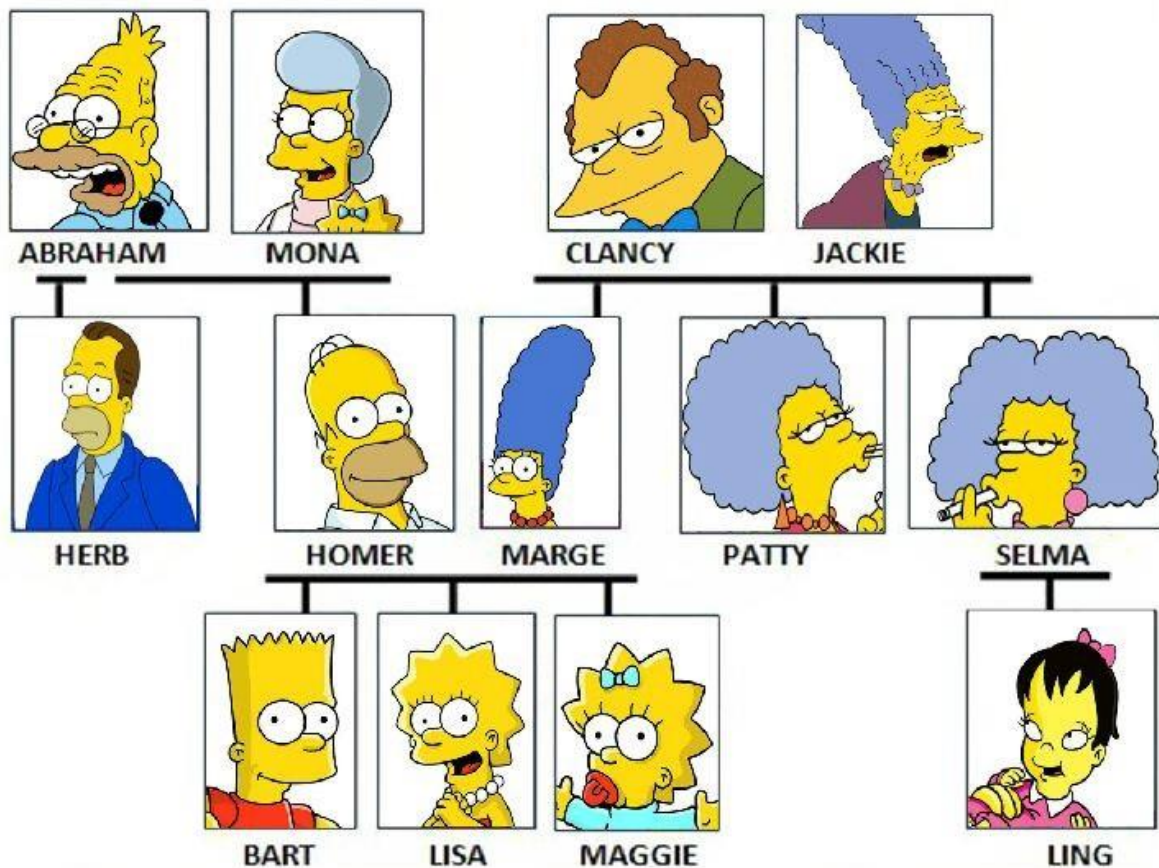
**Match the masculine words in the table with the corresponding feminine words from the box.**

|               |               |               |            |
|---------------|---------------|---------------|------------|
| aunt          | grandmother   | mum           |            |
| cousin        | half-sister   | niece         | stepmother |
| daughter      | mother        | sister        | wife       |
| granddaughter | mother-in-law | sister-in-law |            |

| MASCULINE         | FEMININE | YOUR LANGUAGE |
|-------------------|----------|---------------|
| 1. brother        |          |               |
| 2. brother-in-law |          |               |
| 3. cousin         |          |               |
| 4. dad            |          |               |
| 5. father         |          |               |
| 6. father-in-law  |          |               |
| 7. grandfather    |          |               |
| 8. grandson       |          |               |
| 9. half-brother   |          |               |
| 10. husband       |          |               |
| 11. nephew        |          |               |
| 12. son           |          |               |
| 13. stepfather    |          |               |
| 14. uncle         |          |               |



Look at the Simpsons' family tree. Complete the sentences about the Simpsons.



1. Marge is Homer's \_\_\_\_\_ .
2. Homer is Marge's \_\_\_\_\_ .
3. Bart, Lisa and Maggie are their \_\_\_\_\_ .
4. Marge and Homer are their \_\_\_\_\_ .
5. Marge is their \_\_\_\_\_ .
6. Homer is their \_\_\_\_\_ .
7. Bart, Lisa and Maggie are \_\_\_\_\_ .
8. Bart, Lisa and Maggie are \_\_\_\_\_ and \_\_\_\_\_ .
9. Bart is Marge's only \_\_\_\_\_ .
10. Lisa and Maggie are Homer's two \_\_\_\_\_ .
11. Abraham and Mona are Homer's \_\_\_\_\_ .
12. Homer is Abraham's and Mona's \_\_\_\_\_ .

- |     |                                                     |                |                                |
|-----|-----------------------------------------------------|----------------|--------------------------------|
| 13. | Herb is Abraham's                                   | _____          | too, but not Mona's.           |
| 14. | Herb is Homer's                                     | _____          | .                              |
| 15. | Herb is Mona's                                      | _____          | .                              |
| 16. | Herb is Marge's                                     | _____          | .                              |
| 17. | Abraham and Mona are Bart's                         | _____          | .                              |
| 18. | Abraham, AKA Abe, is Bart's                         | _____          | .                              |
| 19. | Bart is Abraham's                                   | _____          | .                              |
| 20. | Herb is Bart's, Lisa's and Maggie's                 | _____          | .                              |
| 21. | Bart is Herb's                                      | _____          | .                              |
| 22. | Lisa is Herb's                                      | _____          | .                              |
| 23. | Clancy and Jackie are Marge's                       | _____          | .                              |
| 24. | Clancy and Jackie are Homer's                       | _____          | .                              |
| 25. | Clancy and Jackie are Bart's                        | _____          | .                              |
| 26. | Clancy and Jackie have three                        | _____          | called Marge, Patty and Selma. |
| 27. | Patty and Selma are Marge's                         | _____          | .                              |
| 28. | Patty and Selma were born on the same day: they are | _____ or _____ | sisters.                       |
| 29. | Patty and Selma are Homer's                         | _____          | .                              |
| 30. | Patty and Selma are Bart's                          | _____          | .                              |
| 31. | Ling is Selma's adoptive                            | _____          | .                              |
| 32. | Selma is not married: she is a                      | _____          | mother.                        |
| 33. | Bart, Lisa and Maggie are Ling's                    | _____          | .                              |

**Look up the following expressions in an online dictionary such as**

<https://dictionary.cambridge.org/>

<https://languages.oup.com/>

**What do the following words have in common?**

**How are they different from one another?**

Family

---

---

In-laws

---

---

Patchwork / blended family

---

---

Relatives

---

---

Marital status

- single
- married
- divorced
- widowed

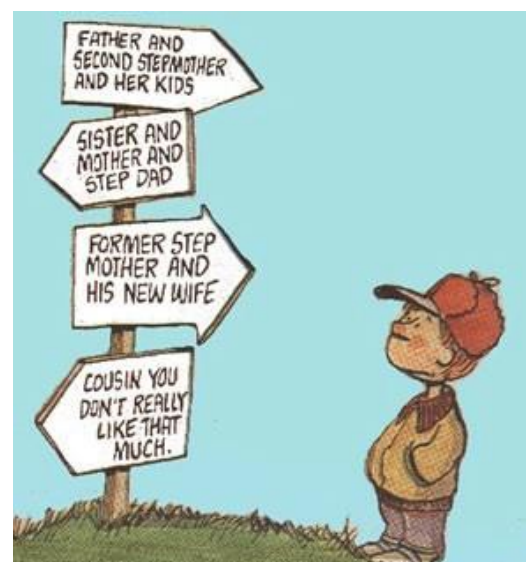
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## **The challenges of a blended family**





## Shame and scandal in the family

By Shawn Elliot

<https://www.youtube.com/watch?v=PAkkLQr2Kjc>

***Read the lyrics as you listen to the song. Underline language differs from what you have learnt at school. Guess what the mother will tell her son.***

Woe is me  
Shame and scandal in the family  
Woe is me  
Shame and scandal in the family  
In Trinidad there was a family  
With much confusion as you will see  
It was a mama and a papa and a boy who was grown  
He wanted to marry, have a wife of his own  
Found a young girl that suited him nice  
Went to his papa to ask his advice  
His papa said: 'Son, I have to say no,  
This girl is your sister, but your mama don't know'

Oh, woe is me  
Shame and scandal in the family  
Oh, woe is me  
Shame and scandal in the family  
A week went by and the summer came 'round  
Soon the best cook in the island he found  
He went to his papa to name the day  
His papa shook his head and to him did say  
'You can't marry this girl, I have to say no  
This girl is your sister, but your mama don't know'

Oh, woe is me  
Shame and scandal in the family  
Oh, woe is me  
Shame and scandal in the family  
He went to his mama and covered his head  
And told his mama what his papa had said  
His mama she laughed, she say,

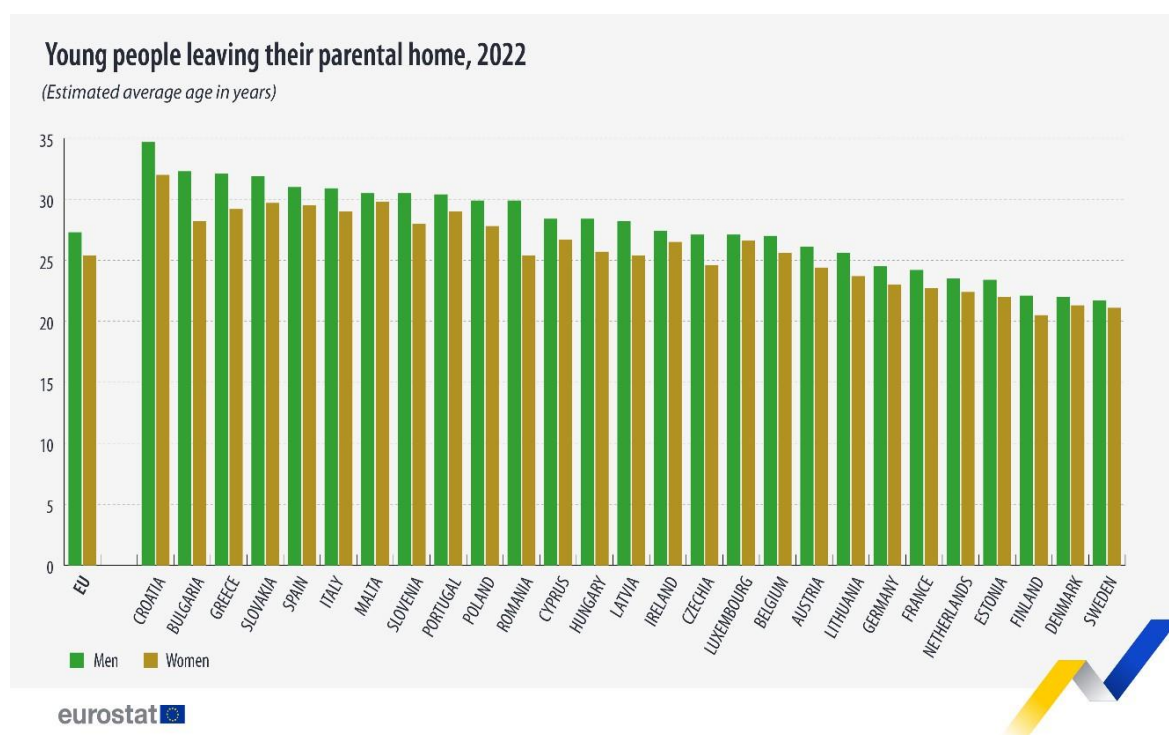
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Oh, woe is me  
Shame and scandal in the family  
Oh, woe is me  
Shame and scandal in the family

### 3.2.4. Young people in Europe - lifestyle and age

Use the information from the diagram to answer the questions below.



- |                                                              | Men                      | Women                    |
|--------------------------------------------------------------|--------------------------|--------------------------|
| 1. How old are young people on average when they leave home? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. How old are the Swedish when they leave home?             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. How old are the Croatians when they leave home?           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. How old are the Irish?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. What reasons could there be for these differences?        |                          |                          |
| <hr/>                                                        |                          |                          |
| 6. Do men or women leave first?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. What reasons could there be for this difference?          |                          |                          |
| <hr/>                                                        |                          |                          |

**Get information about different European countries with the interactive visualisation tool 'Young Europeans'!**

[ec.europa.eu/eurostat/cache/visualisations/young-europeans/](https://ec.europa.eu/eurostat/cache/visualisations/young-europeans/)

**Discuss your findings with your neighbour.**

**For more information about young people in Europe, go to**

[https://ec.europa.eu/eurostat/web/main/search/-/search/estatsearchportlet\\_WAR\\_estatsearchportlet\\_INSTANCE\\_bHVzuvn1SZ8J?text=young+europeans+overview](https://ec.europa.eu/eurostat/web/main/search/-/search/estatsearchportlet_WAR_estatsearchportlet_INSTANCE_bHVzuvn1SZ8J?text=young+europeans+overview)

***Now write an email about family life in your country.***

[illegible]



### 3.3. A PERSON'S LOOKS AND APPEARANCE

#### 3.3.1. The body

##### Skin problems

*Identify the parts of the human face in the picture and label them.*



*The woman in the picture has different skin problems. Identify the problems and say where exactly in the face they tend to occur most often.*

acne  
blackheads

dark (eye) circles  
dry skin

pimples  
wrinkles



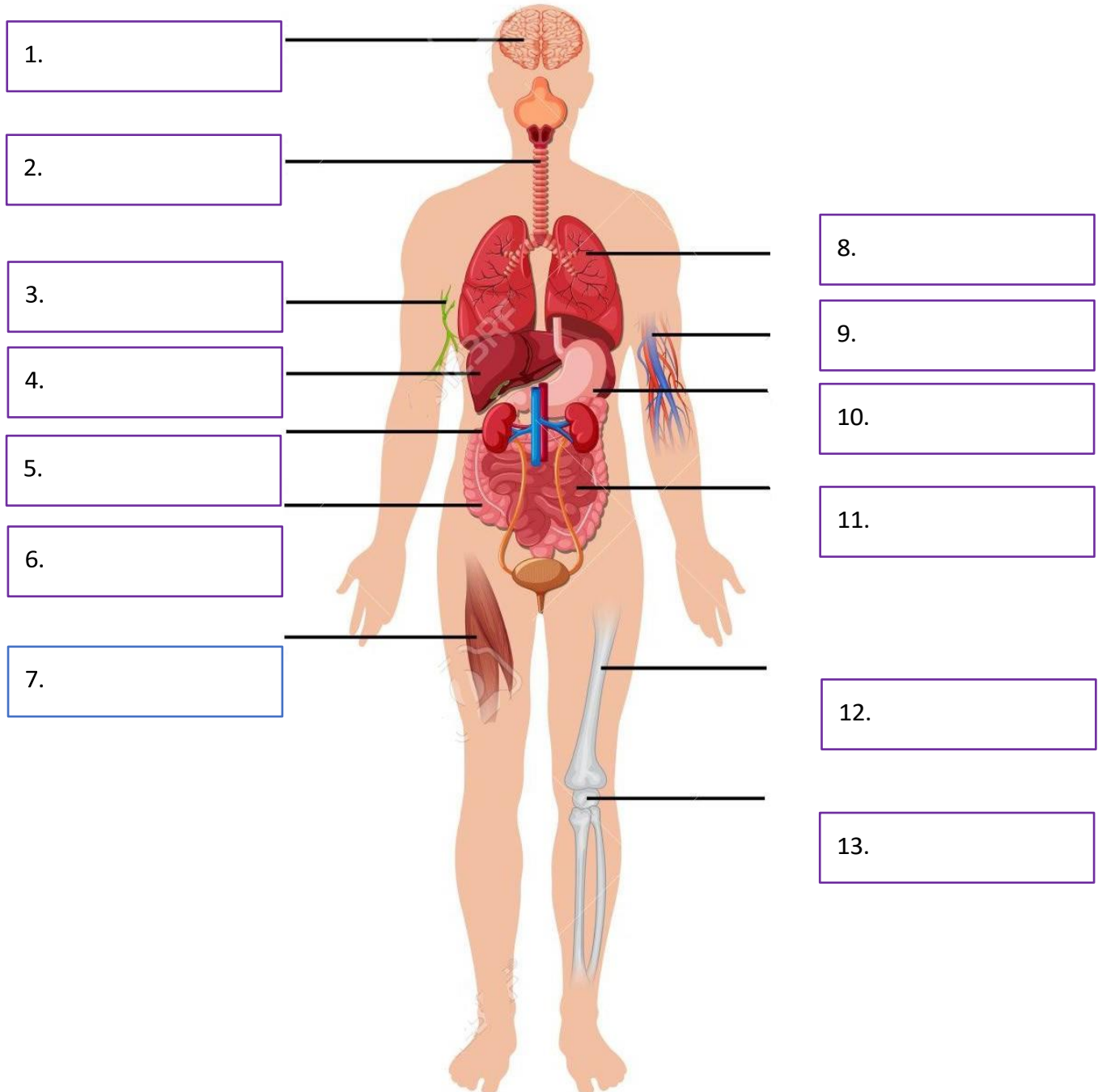
## Anatomy of the human body

Identify the parts of the human body in the picture and label them using the words from the box.

blood vessels  
bone  
brain  
joint  
kidneys

large intestine  
liver  
lungs  
lymph nodes

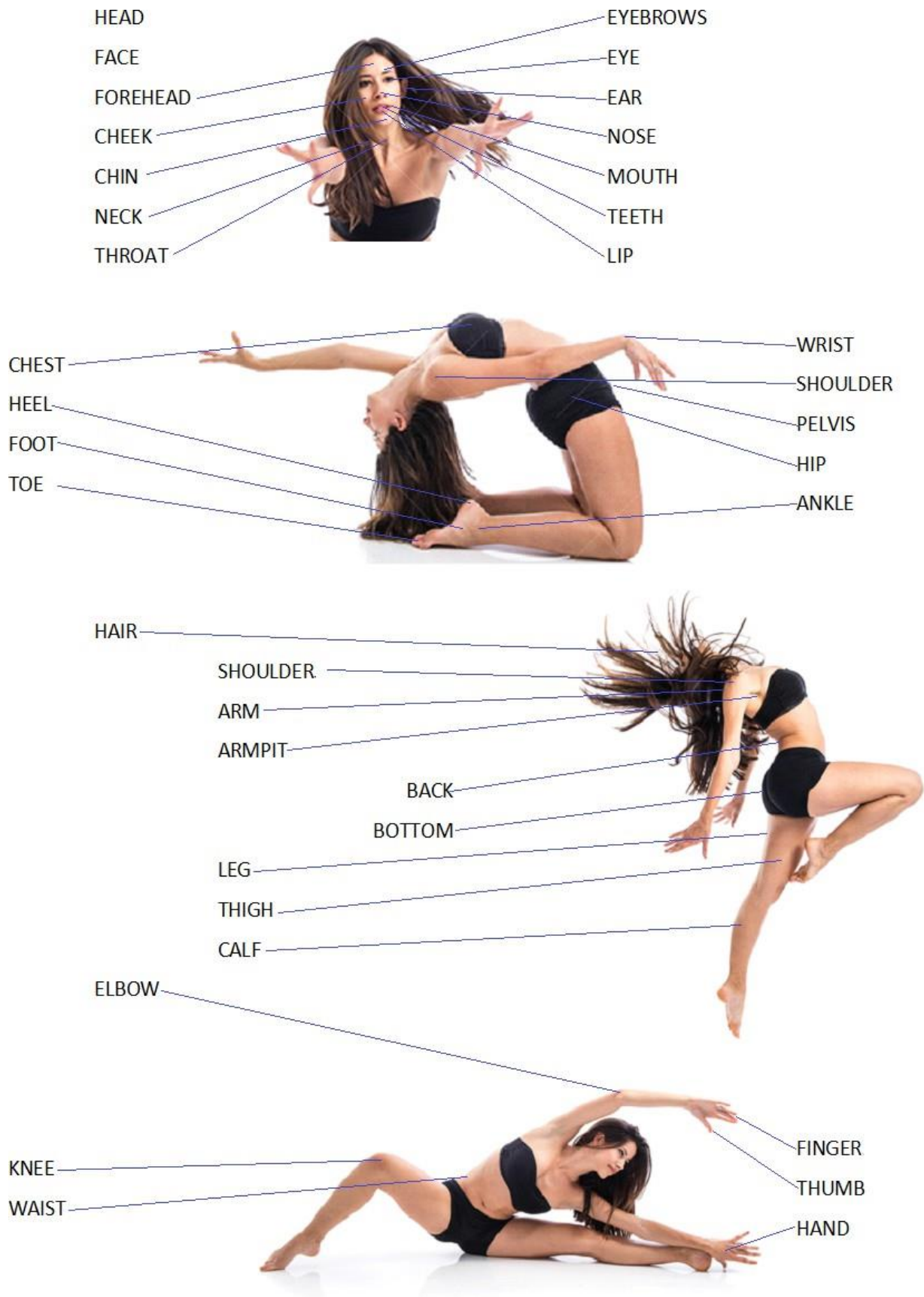
muscle  
oesophagus  
small intestine  
stomach



## The dancer

Listen to the song 'I Got Life' from the Musical Hair.

Highlight the body parts that are mentioned in the song on the page below.



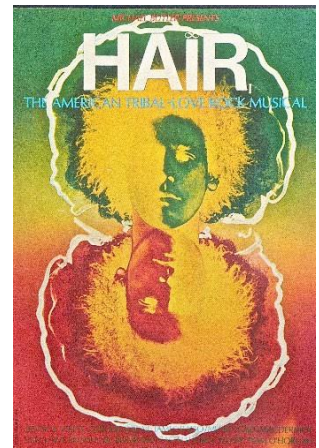
# Hair - I Got Life

## By the cast of Hair

Complete the lyrics of 'I got life' as you listen to the song.

You will hear the song at least two times, which means that you will hear the relevant lyrics at least four times.

<https://www.youtube.com/watch?v=feEe26IUMN4>



I got life, mother  
I got laughs, sister  
I got freedom, brother  
I got crazy ways, daughter  
I got headaches and toothaches  
And bad times too like you

|                |                |                |
|----------------|----------------|----------------|
| I got my _____ | I got my _____ | I got my _____ |
| I got my _____ | I got my _____ | I got my _____ |
| I got my _____ | I got my _____ | I got my _____ |
| I got my _____ | I got my _____ | Got my _____   |
| I got my _____ | I got my _____ | I got my _____ |
| I got my _____ | I got my _____ | I got my _____ |
| I got my _____ | I got my _____ | I got my _____ |
| I got my _____ | I got my _____ | Got my _____   |

I got life, mother  
I got laughs, sister  
I got freedom, brother  
I got good times, good times, man  
I got crazy ways, daughter  
I got million-dollar charm, cousin  
I got headaches and toothaches  
And bad times too like you

cf. above

I got my guts  
(I got my guts)  
I got my muscles  
(I got my muscles)  
I got life  
Life (repeated 10 times)

### ONE BODY PART => MANY WORDS

backside / bottom / ass / posterior /  
arse / buttocks

chest / breasts / bosom / boops / tits

tummy / belly / stomach

Songwriters Gerome Ragni; James Rado; Galt Mac Dermot

Published by CHANNEL H PRODUCTIONS; EMI U CATALOG INC.

### 3.3.2. David Beckham's tattoos



The soccer star, David Beckham often goes to tattoo parlours. He seems to be addicted to tattoos: currently he has more tattoos on his body than years on the clock.

David Beckham is a family man and most of his tattoos are a tribute to his wife and children. There are the names of his beloved ones inked all over his body. There are pictures and quotes by them.

Furthermore, there are tattoos which refer to different stages of his life, such as numbers and dates as well as proverbs and mottos.

Then, there are quite a lot of tattoos with a mythological and a religious meaning.

And finally, there are individual tattoos which are simply beautiful pieces of art.

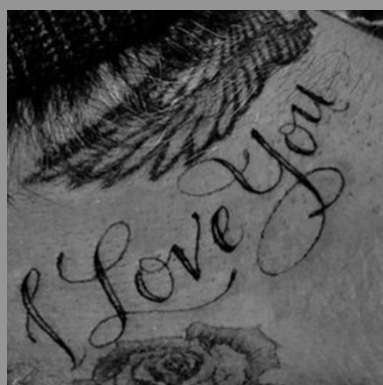
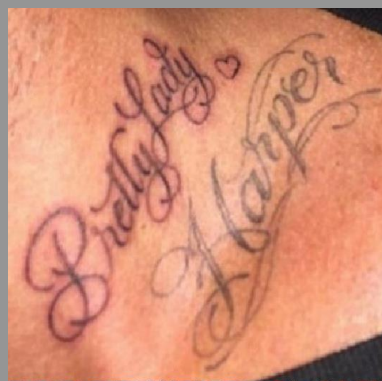
David Beckham is like a picture book on two legs. And, he will probably add more tattoos to his body.

- I. **Match the tattoos referring to David Beckham's family members with the pictures and the body parts where they are located The box below contains words which might help you.**

|                  |                   |                          |
|------------------|-------------------|--------------------------|
| back             | collarbone (left) | neck                     |
| lower back       | forearm (left)    | palm                     |
| back of the hand | forearm (right)   | ribcage (left-hand side) |

|                                                         | Picture | Body part |
|---------------------------------------------------------|---------|-----------|
| 1. 'Mum & Dad', (a tribute to his parents)              | _____   | _____     |
| 2. his wife's name – Victoria                           | _____   | _____     |
| 3. his wife's name in Sanskrit                          | _____   | _____     |
| 4. 'I am my beloved's and my beloved is mine' in Hebrew | _____   | _____     |
| 5. his eldest son's name – Brooklyn                     | _____   | _____     |
| 6. his eldest son's nickname, Buster                    | _____   | _____     |
| 7. his second son's name – Romeo                        | _____   | _____     |
| 8. his second son's name - Cruz                         | _____   | _____     |
| 9. Pretty Lady + his daughter's name, Harper            | _____   | _____     |
| 10. Victoria in lingerie                                | _____   | _____     |
| 11. Harper's drawing of a little girl with heart        | _____   | _____     |
| 12. 'We love you daddy'                                 | _____   | _____     |
| 13. 'I love you'                                        | _____   | _____     |





אני לדודי ודודי לי  
הרעה בשושנים  
I am for my beloved  
and my beloved is for me  
who grazes among the roses.

אני לדודי ודודי לי הרעה בשושנים





II. Match the numbers and dates (14-21)

1.



2.



3.



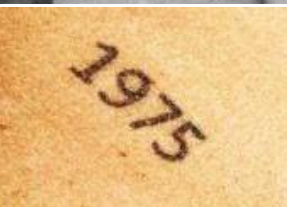
4.



5.



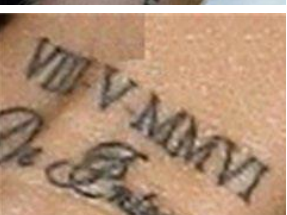
6.



7.



8.



a. Both Victoria and David Beckham got this numeral inked on their wrists. It is the date when the took part in a secret commitment ceremony.

b. The tattoo is a combination of two of the jersey numbers which David Beckham wore during his football career.

c. The tattoo represents the jersey number of David Beckham when he joined the AC Milan in 2009 and Paris Saint Germain at the end of his career

d. The tattoo refers to a jersey number which David Beckham wore during his football career. He wore it for Real Madrid and LA Galaxy.

e. The tattoo refers to a jersey number which David Beckham wore during his football career. He wore it for 'Manchester United' and 'England National Team'. It is inked as Roman and Western Arabic numerals on his body. (2 pictures)

f. The tattoo refers to the year 1999 when David Beckham got married to Victoria and his eldest son Brooklyn was born. What is more, his team Manchester United won the Premier League, the FA Cup and the UEFA Champions League in the same year.

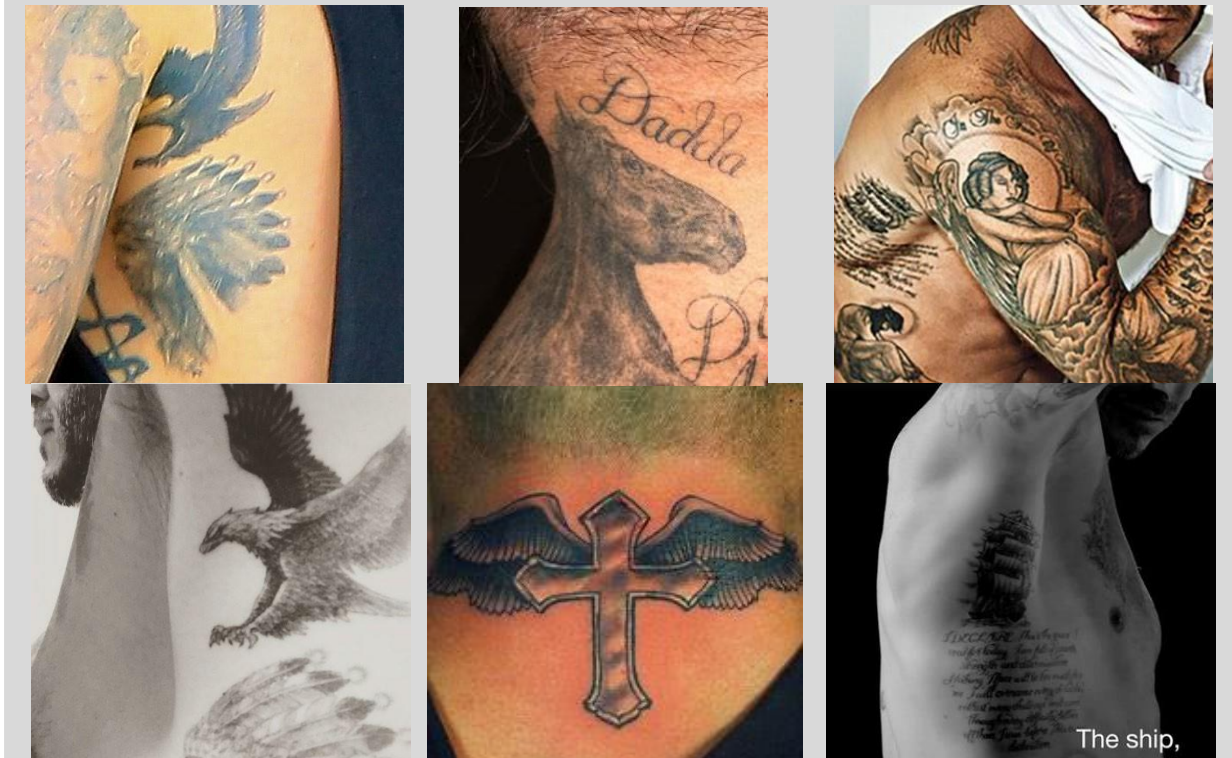
g. The tattoo represents David Beckham's birthyear. He was born on 8<sup>th</sup> May of that year.

h. Which tattoo is left?  
Search the internet to find out what it means.

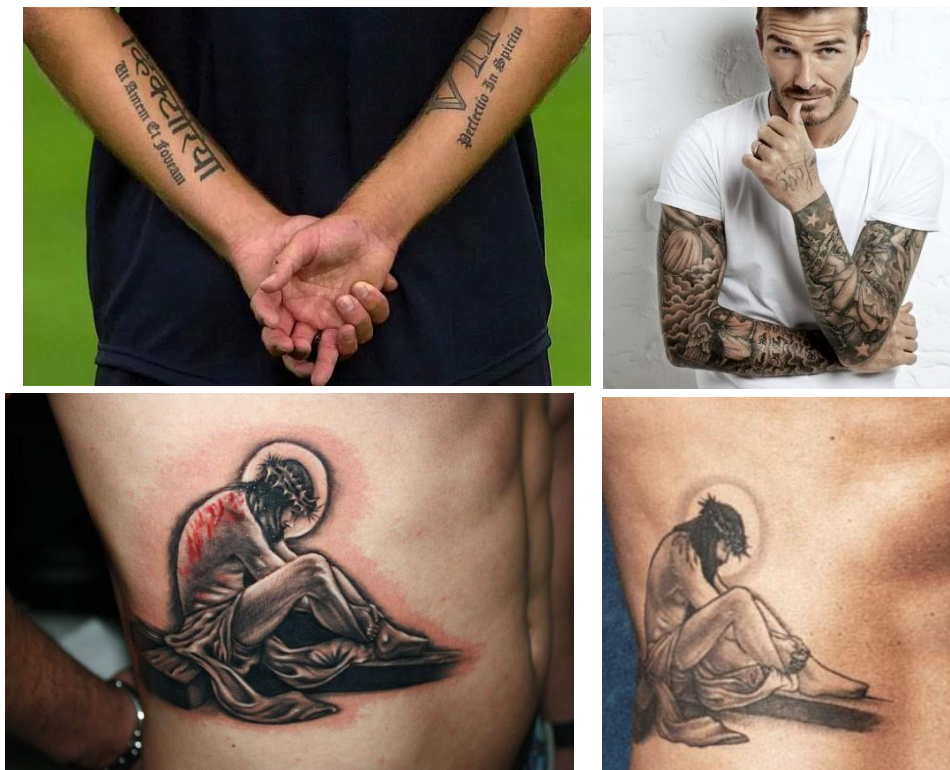
Write your answers here

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|   |   |   |   |   |   |   |   |

**IV. Describe the tattoos that you can recognise.**



**IV. Say how David Beckham's tattoos have changed over time**





### 3.3.3. Clothes

Read the text about the ELT dress code.

#### ELT DRESS CODE

##### Clothes

Your clothes should be neat and clean and reflect acceptable dress practices.

The following are not permitted

- outfits with revealing holes or tears
- outfits that do not provide adequate coverage of your body (e.g. extremely short skirts or shorts, tank tops, tops with spaghetti straps ...)
- skin-tight outfits or see-through blouses or shirts
- outfits with offensive remarks or advertisements for drugs, alcohol or tobacco
- pants below hips that allow visibility of undergarments

##### Footwear

Some sort of shoe must always be worn. Any shoe that poses a safety hazard is not permitted (e.g. footwear with wheels ...).

**Health and hygiene** Each student is expected to maintain good personal hygiene. Clothing or accessories that are judged unhealthy or unsanitary (e.g., clothing that is dirty and/or give off a bad smell) are not permitted.

##### Tattoos

Tattoos must be covered if they:

- ☐ have sexually suggestive writing/pictures
- ☐ advocate violence
- ☐ advertise or promote the use of tobacco, alcohol or drugs
- ☐ have obscene language
- ☐ are disrespectful

##### Accessories

The following accessories are not allowed

- hats, caps, bandannas, sunglasses, visors, sweatbands, and other head coverings
- sunglasses
- jewellery that could cause injury

*ELT School*

Education's purpose is to  
replace an empty mind  
with an open one.

## Practice

Match the pictures of the clothes (1-10) with the sentences (a-j) in which these clothes are mentioned.

|     |                                                                                     |
|-----|-------------------------------------------------------------------------------------|
| 0.  |    |
| 1.  |    |
| 2.  |    |
| 3.  |    |
| 4.  |   |
| 5.  |  |
| 6.  |  |
| 7.  |  |
| 8.  |  |
| 9.  |  |
| 10. |  |

|    |                                                                                |
|----|--------------------------------------------------------------------------------|
| a. | No baggy pants                                                                 |
| b. | No bare midriff                                                                |
| c. | No chains                                                                      |
| d. | No flip flops or shower shoes                                                  |
| e. | No hats or bandannas                                                           |
| f. | No slogans glorifying drugs, racism, pornography and violence                  |
| g. | No extremely short mini skirts                                                 |
| h. | No spaghetti straps                                                            |
| i. | No tank tops or undershirts                                                    |
| j. | No visible underwear                                                           |
| k. | No leggings if they are not worn with a long top, a skirt or a pair of shorts. |

Write your answer here

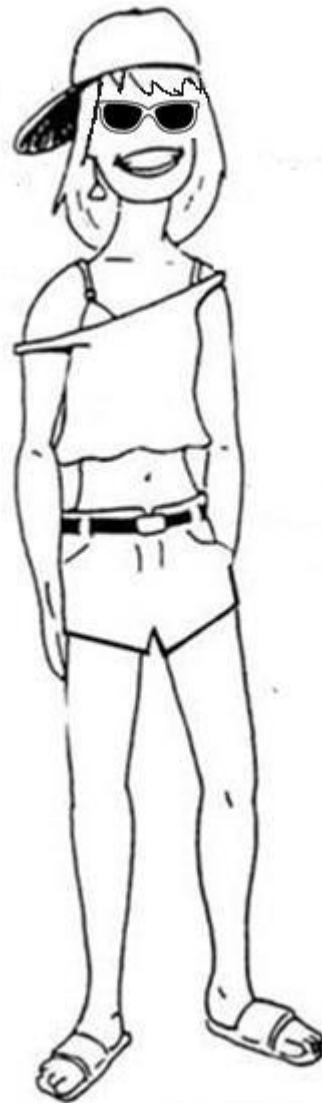
|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| e |   |   |   |   |   |   |   |   |   |    |

**Identify the following accessories, body parts, parts and pieces of clothing.**

advertisement or logo /  
slogan  
bandana  
bra  
cap / hat  
lowcut top  
medallion and chain

bare midriff  
flip flops  
hole / tear  
shorts  
spaghetti straps  
sunglasses

tank top  
top / blouse  
trousers or pants  
underwear  
waist  
wallet chain



**Write sentences using the modal verbs should (not) / ought (not to), must, must not, have to**

*The boy should not wear saggy pants.*

*His trousers should not reveal his underpants.*

*He should wear trousers that cover the waist, which fit him.*

[illegible]



### 3.3.4. Healthcare in Luxembourg

#### Relevant vocabulary

Match the words and expressions below (1-10) with the definitions (a-j). There is an example (0,o).

0. after hours

1. Antihistamine

2. Emergency

3. on duty

4. over the counter  
(medicine)

5. Prescription

6. prescription-free  
(medicine)

7. Referral

8. side effect

9. Urgent

a. the act of sending somebody who needs professional help to a person or place that can provide it

b. a drug used to treat allergies

c. an extra and usually bad effect that a drug, medical treatment or vaccine has in addition to the main intended effect

o. happening after the usual hours of work

d. a piece of paper on which a doctor writes the details of the medicine or drugs that someone needs and which enables them to get it from a chemist's

e. a situation which is dangerous or serious, such as an accident, that happens suddenly and needs fast action to avoid harmful consequences

f. which can be bought without a doctor's prescription

g. which can be bought without a doctor's prescription

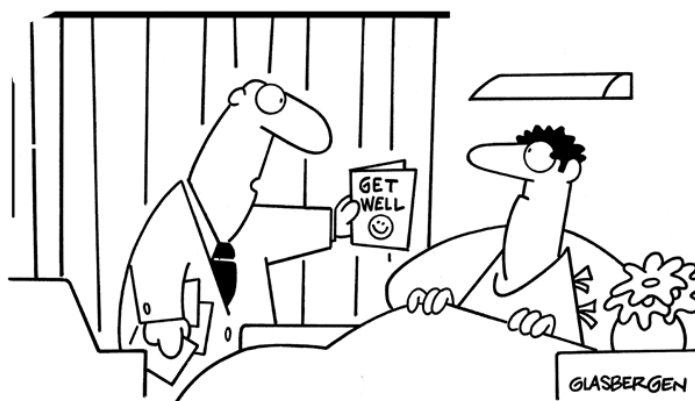
h. which needs to be dealt with immediately

i. working and being responsible for dealing with the different parts of the job

Write your answers here

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| o |   |   |   |   |   |   |   |   |   |

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"I'm the doctor who brings the cards. I'm a cardiologist."

## What is the doctor's speciality

A general practitioner or GP is a doctor who is trained in general medicine and who usually treats patients in a local community or private surgery rather than at a hospital. However, there are a lot of doctors who have extra expertise in one type of medicine or another. Depending on your medical condition, you might want to see one of them. The specialists as they are called typically work in hospitals, specialist centres, and clinics. They tend to operate by appointment only and there can sometimes be long waiting lists, depending on availability and demand. Unlike in many other European countries, you don't need a GP referral to access specialist treatment in Luxembourg.

**Use the words from the box to complete the sentences below. There is an example (0).**

|                                   |                                |                     |
|-----------------------------------|--------------------------------|---------------------|
| cardiologists                     | <del>gastroenterologists</del> | palliative medicine |
| dentist                           | gynaecologist (UK),            | specialist          |
| dermatologist                     | gynecologist (US)              | plastic surgeon     |
| ear nose throat specialist (ENT), | neurologist                    | psychiatrist        |
| also otolaryngologist             | ophthalmologist                | radiologist         |
| endocrinologists                  | paediatrician (UK),            | urologist           |
|                                   | pediatrician (US)              |                     |

### A doctor who specializes in treating

0. diseases of the digestive system
1. diseases of the ear, nose and throat
2. diseases of the eye
3. diseases of the heart and blood vessels.
4. diseases of the nervous system
5. diseases of the urinary system
6. disease related to one's hormones and metabolism
7. mental illnesses
8. skin diseases and problems with one's hair or nails
9. the medical conditions and diseases of women, especially those connected with sexual reproduction

### A doctor who

10. has received special training in medical care for children from birth to young adulthood
11. uses X-rays, ultrasound and other imaging tests to diagnose diseases.
12. whose job consists of taking care of people's teeth
13. works with people who are nearing death and who need help with pain management
14. rebuild or repair one's skin, face, breasts, body etc. after an injury, a disease or for cosmetic reasons

is a

gastroenterologist

## How to find a doctor / Doctena

*Listen to a chemist telling a customer about finding a doctor in Luxembourg.*

*Are the following statements true or false? Tick ✓ the respective box. If there is not enough information, tick the box for 'not given' (?).*

|                                                                                            | True                     | False                    | ?                        |
|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Antihistamines help against hay fever.                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In Luxembourg you can buy antihistamines over the counter.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Antihistamines do <b>NOT</b> have any side-effects.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If you need to go to a hospital for an emergency, you might have to wait for your turn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The 'maisons médicales' are open 24/7.                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*What does the conversation reveal about 'Doctena'?*

| Doctena wants users to  |                                                                                    | True                     | False                    | ?                        |
|-------------------------|------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1.                      | register before they can use the website                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.                      | login to book appointments                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.                      | pay for their services                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Doctena allows users to |                                                                                    |                          |                          |                          |
| 4.                      | find a doctor and make an appointment with them                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.                      | find other health professionals, such as physiotherapists                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.                      | reschedule an appointment                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.                      | cancel an appointment                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.                      | find a health professional by location                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.                      | find a health professional by speciality                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.                     | find a health professional by language                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.                     | pay for the treatment                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12.                     | recover the money for the treatment from the CNS                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13.                     | let the health professional know how you felt about the service they have received | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14.                     | let the general public know how you feel about the service they have received      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15.                     | find out about hospitals on duty                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16.                     | Find out about chemists on duty                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Go to the Doctena website (<https://www.doctena.lu/en/>) and complete the table.*



## The family planning 1

Please find below two pages from a leaflet by the Luxembourg Family Planning service.  
Read the information and answer the questions overleaf.

### The Family Planning: a user's guide

#### Who is it for?

The Family Planning is **for everyone**, no matter how young or old you are!

- > **young people** (except psychological consultations: 14 years old and up)
- > **women and men**
- > **parents, couples, and families**
- > **students**, teachers and other education, social and health **professionals**

#### How much does it cost?

The Family Planning is for everyone, regardless of income!

Help desk services, medical services and consultations are free of charge.

Counselling related to pregnancy whether wanted or not, prior or after abortion and social services are free of charge.

Any financial support to our medical services will be greatly appreciated (usual contribution of 15€ if you can afford).

For psychological consultations or counselling, a financial contribution in line with your income is welcome, but it is entirely up to you.

#### How does it work?

For a medical or psychological **consultation**, for pre/post abortion care, you must **make an appointment**. We take emergencies into account, but it is necessary to inform the centre before you come.



### The Family Planning: you matter to us

First of all, **we hear your story**, your questions, your doubts, sometimes your pain, with attention, kindness and utmost respect.

**Feel free** to talk about anything that worries you; there are **no taboos, no judgement or prejudice**.

In our centres, you will find help, guidance, care, and information.

Our services are provided to the highest standards of care, hygiene, quality, comfort, security, privacy, dignity and are **respectful of all opinions**.

Our multidisciplinary team is bound by **professional confidentiality**. It offers a unique blend of expertise for an individual and comprehensive service.

- |                         |                            |
|-------------------------|----------------------------|
| > <b>doctors</b>        | > <b>nurse</b>             |
| > <b>gynaecologists</b> | > <b>social worker</b>     |
| > <b>psychologists</b>  | > <b>emotional and</b>     |
| > <b>sex therapists</b> | <b>sexual educators</b>    |
| > <b>counsellors</b>    | > <b>trained help desk</b> |
|                         | <b>staff</b>               |



**I. Decide if the following statements are true or false, or if there is not enough information in the text (?). Tick the respective box.**

|                                                                                                                                                                             | True                     | False                    | ?                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. When going to a Family Planning centre, you will be questioned thoroughly on anything concerning your person (relationships, sexuality, health...) by the staff members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When doing their work, the Family Planning staff members apply the highest professional standards.                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. When going to a Family Planning centre, you will be seen by a team of nine different specialists to begin with.                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If you are underage, the Family Planning staff members will inform your parents of all your problems.                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**II. Complete the following sentences by ticking the best option.**

1. The following group of people is **NOT** at the centre of the Family Planning's mission -
  - a. ☐ men
  - b. ☐ teenagers
  - c. ☐ women aged 50+
  - d. ☐ young children
2. Payment for the Family Planning's services is
  - a. ☐ entirely voluntary.
  - b. ☐ limited to 15€ a consultation.
  - c. ☐ in line with the patients' income.
3. When your case is an emergency, you are expected to
  - a. ☐ fix an appointment well ahead of time.
  - b. ☐ let the centre know that you are coming.
  - c. ☐ get to the centre right away.



## The family planning 2

Please find below two pages from a leaflet by the Luxembourg Family Planning centres  
Read the information and answer the questions overleaf.

WELCOME!



### Help desk - reception:

The staff at our centres will handle your questions, requests, and problems. If necessary, they will direct you towards one of our services or to an external service provider. At our help desk, you will find

- > **Information** about contraception, sexually transmitted infections (STIs), periods, sexuality, abortion, etc.; and if needed, brochures and information on other more appropriate service providers.
- > **Condoms and lubricants:** the only effective protection against HIV/AIDS and STIs!
- > **Pregnancy test:** in case of a late period or at least two weeks after having unprotected sex!
- > **Emergency contraception** (morning after pill\*); do not wait at all after having unprotected sex! It is not 100% effective; the longer you wait, the lower the chance of avoiding an unwanted pregnancy!
- > **Contraception: possibility of free birth control methods\*\*** at the Family planning if you are not covered by the National Health Insurance or you are undergoing financial difficulties. Note that some contraceptives for women < 25 years old are reimbursed at rate of 80%.
- > **Chlamydia screening** (urine).

### Medical Activities

Our doctors and gynaecologists offer comprehensive gynaecological follow-up.

**Contraception and emergency contraception:** information and access to all family planning methods according to your personnel situation and needs.

**STI screening** for women and men (Hepatitis B and C, HIV/AIDS, chlamydia...).

**Gynaecological screening for cancers and pre-cancerous conditions** (cervical and breast cancer).

Counselling and administration of **HPV vaccination:** free vaccine for girls 11 to 13 years of age (Ministry of Health 2016).

**Pregnancy, wanted or not:**

> **Pregnancy counselling and 1st trimester monitoring**

> **Abortion care\*:** voluntary pre- and post-counselling, medical abortion at our premises and facilitation of surgical abortion in a hospital

> **Infertility:** initial consultation and assessment, referral whenever required

Consultations on **sexuality**, regardless of orientation.

Information on changes related to **puberty** and counselling before the first love and sex relationship.

**Menopause** counselling and follow-up.

Support of victims of **violence** and **sexual abuse**.

Support of all victims of **sexual mutilations** (genital, trans\*, intersex, etc.)

\*Legally authorised facility. Collaboration agreement with the Ministry of Health.



**I. What are the acronyms for the following expressions?  
If you are not sure look for them in the text.**

1. acquired immune deficiency syndrome \_\_\_\_\_
2. Centre Hospitalier de Luxembourg \_\_\_\_\_
3. human immunodeficiency virus \_\_\_\_\_
4. human papillomavirus \_\_\_\_\_
5. sexually transmitted infections (e.g. syphilis, gonorrhoea, and chlamydia) \_\_\_\_\_



**II. Which of the following is / are NOT sexual orientations?**

1. ☐ Bisexuality
2. ☐ Heterosexuality
3. ☐ Homosexuality
4. ☐ Intersexuality
5. ☐ transsexuality (now referred to as transgender)

**III. Match the words on the left (1-7) with the definitions or synonyms on the right (a-g)**

- |                 |                                                                                                                                                      |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. consultation | a. action taken to cure an illness or injury                                                                                                         |
| 2. counselling  | b. illness                                                                                                                                           |
| 3. disease      | c. medical treatment of injuries or diseases that involves cutting open a person's body and often removing or replacing some parts                   |
| 4. prescription | d. meeting with an expert, especially a doctor, to get advice or treatment                                                                           |
| 5. screening    | e. official piece of paper on which a doctor writes the type of medicine a patient should have, which enables the patient to get it from a chemist's |
| 6. surgery      | f. professional advice about a problem (not related to a special field)                                                                              |
| 7. treatment    | g. test or examination to discover if a person suffers from a disease                                                                                |

**Write your answers here**

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|   |   |   |   |   |   |   |

**IV. Decide if the following statements are true or false, or if there is not enough information in the text (?). Tick the respective box.**

|                                                                                                                                | True                     | False                    | ?                        |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Depending on your problems, you may be referred to institutions / specialists who work outside the Family Planning centres. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Family Planning help desk distributes condoms for free.                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You need not see a doctor to get the morning after pill.                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The National Health Insurance normally pays 80% of the price of most contraceptives.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Hepatitis B and C are sexually transmitted infection.                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Women get treatment against breast cancer at the Family Planning centres.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The HPV vaccination is free for girls who are younger than 14.                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Women can end unwanted pregnancies by means of a medical operation at the Family Planning centres.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Couples who do not manage to have children, get information on fertility treatments at the Family Planning centres.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The Family Planning centres offer artificial insemination to single women.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Men or women who get physically and/or sexually abused get help at the Family Planning centres.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The Family Planning centres support young girls who risk female circumcision.                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



### 3.4. APPLYING FOR A JOB



Make sure your CV stands out  
for the right reasons ....

#### 3.4.1. Create your own CV and cover letter

When you need a CV and / or a cover letter in English, there is no need for you to start from scratch. There are a lot of excellent examples of such documents on the internet. However, whatever you select from these examples must fit the post you are applying for perfectly.

##### CV or resumé

[Chef Resume Examples & Templates \(2024\) – Resume .io](#)

[Chef Resume Examples – Templates, Skills & Writing Tips \(resume-now.com\)](#)

##### Cover letter

[How to write a chef cover letter \(with template and example\) | Indeed.com UK](#)

[Chef Cover Letter Samples \[Writing Tips & Guide\] \(jobhero.com\)](#)

[Chef Cover Letter Sample \[Free Download\] \(resumegenius.com\)](#)

### 3.4.2. The CV

Study the following CV carefully to see how the information about Romy Schmit is presented. Complete the CV with the headings from the box.

|                      |                  |                          |
|----------------------|------------------|--------------------------|
| Communication skills | Interests        | Professional Development |
| Digital competence   | Languages        | Professional Experience  |
| Educational Summary  | Personal Details | Other skills             |

4.

|                         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CURRICULUM VITAE</b> | 1. | <p>Romaine (Romy) Schmit</p> <p>10a Baachhiel</p> <p>L-5682 DALHEIM</p> <p>Telephone (landline) (+352) 33 05 68</p> <p>Telephone (mobile) (+352) 621 31 81 48</p> <p>E-mail <a href="mailto:romaine.schmit@education.lu">romaine.schmit@education.lu</a></p> <p>Website <a href="https://romyswebsite.org/">https://romyswebsite.org/</a></p> <p>Date of birth 15 January 1966</p> <p>Place of birth Luxembourg</p> <p>Nationality Luxembourger</p> <p>Marital status divorced, 1 child</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                         | 2. | <p><b>September 2017 – present</b></p> <p><b>2007 - 2015</b></p> <p><b>2005 - 2017</b></p> <p><b>1993 - 2005</b></p>                                                                                                                                                                                                                                                                                                                                                                        | <p>EFL-teacher working at the 'Ecole de la Deuxième Chance' [now 'Ecole nationale pour Adultes'], Luxembourg</p> <p>EFL-teacher working part-time at the Ministry of Education, developing policies on language teaching and media studies</p> <p>EFL-teacher at the Lycée Technique 'Ecole de Commerce et de Gestion', Luxembourg</p> <p>EFL-teacher at the Centre de Langues [now 'Institut National des Langues'], Luxembourg</p> |
|                         | 3. | <p><b>1999 - present</b></p> <p><b>July 2010</b></p> <p><b>July 2007</b></p> <p><b>July 2004</b></p>                                                                                                                                                                                                                                                                                                                                                                                        | <p>Regular training (standardisation) sessions by Cambridge ESOL for oral examiners (I am currently accredited for KET, PET, FCE and CAE)</p> <p>Language testing at Lancaster (weeks 1 and 2)</p> <p>Department of Linguistics and English Language, Lancaster University</p> <p>Multimedia and New Technology in Language Education</p> <p>Norwich Institute for Language Education, Great Britain</p>                             |
|                         | 4. | <p><b>1999</b></p> <p><b>1996 - 1999</b></p> <p><b>1989</b></p> <p><b>1986 - 1989</b></p>                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Degree of Master of Education</p> <p>University of Nottingham, Great Britain</p> <p>Degree of Bachelor of Arts in English with the award of Honours Class II(ii)</p> <p>University of Leicester, Great Britain</p>                                                                                                                                                                                                                |



**1986** Certificat d'Études Littéraires et de Sciences Humaines  
Cours Universitaires de Luxembourg, Département des  
Lettres et des Sciences Humaines, Section des Lettres  
anglaises  
**1985** Diplôme de Fin d'Études Secondaires  
**1978 - 1985** Lycée Robert-Schuman, Luxembourg

5. \_\_\_\_\_

| Mother tongue   | Luxembourgish |         |          |         |
|-----------------|---------------|---------|----------|---------|
| Other languages | Listening     | Reading | Speaking | Writing |
| German          | C2            | C2      | C2       | C2      |
| English         | C2            | C2      | C2       | C2      |
| French          | C2            | C2      | C2       | C2      |
| Italian         | B2            | C1      | B1       | B1      |
| Dutch           | B2            | C1      | A2       | A2      |

6. \_\_\_\_\_  
I find it easy to get in touch and communicate with people from all kinds of countries and backgrounds.  
Not only have I lived in various countries, but I also have a good command of several languages.

7. \_\_\_\_\_  
Good command of Microsoft Office Word and PowerPoint  
Working knowledge of various kinds of software and tools such as Audacity, Hot Potatoes, InDesign, Moodle

8. \_\_\_\_\_  
Travelling, cooking, doing handicrafts

9. \_\_\_\_\_  
Driving licence: A and B

**Now, write your own CV. Either use the model above or got to**

**<https://europa.eu/europass/en>**

**Make sure you use the spell checker to correct your document.**

### **Note**

In American English a CV, which is short for 'curriculum vitae' is called a 'résumé'. Americans like it short and concise. Europeans want more details, but no more than 2-3 pages.

In the English-speaking world, it is no longer appropriate to add a photo to the CV.

### 3.4.2. The cover letter

*Fill the gaps (1-11) with the passages (a-k) to complete the letter of application.*

1.

2.

3.

4.

5.

6.

7.

8.

9.

[signature]

10.



a. Romaine (Romy) SCHMIT

Romaine (Romy) SCHMIT

b. 10 a Baachhiel

L-5682 DALHEIM

c. Dear Sir or Madam

d. I am attaching my curriculum vitae for your information, and I would like to thank you for taking time to consider this application. I would be pleased to discuss my curriculum vitae with you in more detail at an interview. In the meantime, please do not hesitate to contact me if you require further information. I look forward to hearing from you.

e. I am writing to enquire if you have any vacancies for internships in your company. Currently, I am attending a [class] at ENAD (École nationale pour Adultes), 17, rue Marguerite de Brabant, L-1254 Luxembourg. As part of my course, I am required to do an internship in which I can learn about the responsibilities of the work profile I would like to have in future. The internship is for [mention the duration and time/date].

f. I am a conscientious person who works hard and pays attention to detail. I am flexible, quick to pick up new skills and eager to learn from others. I also have lots of ideas and enthusiasm. I am keen to work for a company with a great reputation and high profile like [name of the company you are applying to].

g. Application for internship

h. Ministère de l'Education  
nationale, de l'Enfance et de la  
Jeunesse  
L-2926 LUXEMBOURG

j. Yours faithfully

k. 26<sup>th</sup> July 2024

*Write your answers here*

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|   |   |   |   |   |   |   |   |   |    |

**Now, write your own cover letter. Either use the model above or go to**

**<https://europa.eu/europass/en>**

**Make sure you use the spell checker to correct your document.**

## TOPIC IV

# DESCRIBING FOOD

### 4.1. FOODS AND FOOD CATEGORIES

- 4.1.1. My plate
- 4.1.2. Kinds of food (crossword puzzle)
- 4.1.3. What is on a pizza? (wordsearch)
- 4.1.4. Top ten superfoods
- 4.1.5. Animals and their meat
- 4.1.6. Things from all over the world (boardgame)
- 4.1.7. To be and to have
- 4.1.8. Comparison of adjectives
- 4.1.9. Comparative sentences
- 4.1.10. Questions – What is Dr Oetker ‘pudding’ powder?

### 4.2. FOOD CONTAINERS AND QUANTITIES

- 4.2.1. Food containers and portions of food
- 4.2.2. Funny plural poem
- 4.2.3. Singular and plural
- 4.2.4. Countable and uncountable nouns
- 4.2.5. Quantifiers (some, any, many, much, little, few, a lot of etc.)

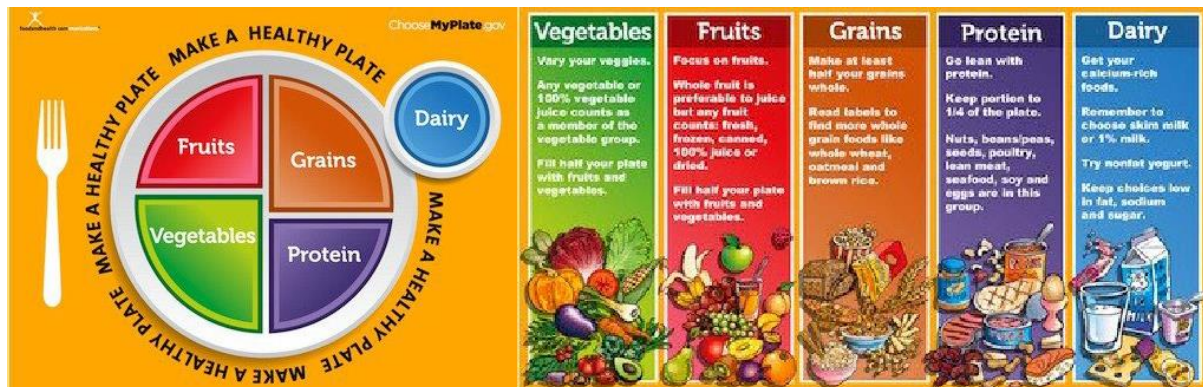
### 4.3. MEALS, DISHES AND CUISINES

- 4.3.1. Food in Luxembourg
- 4.3.2. Traditional Luxembourg dishes
- 4.3.3. For the sweet-toothed
- 4.3.4. Active vs. passive

## 4.1. FOODS AND FOOD CATEGORIES

### 4.1.1. My Plate

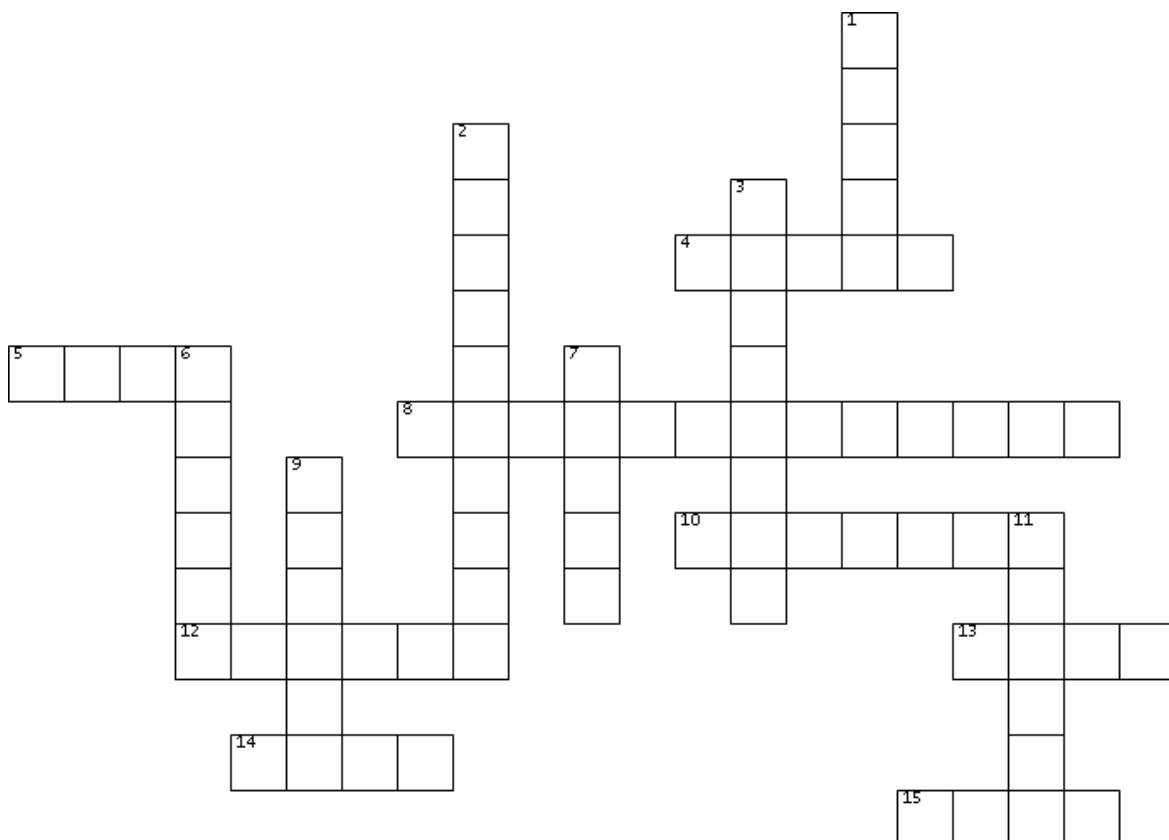
*The poster below aims at showing children what they should ideally eat representing the five food groups proportionately. Describe the poster and share your thoughts and ideas with the class.*



### 4.1.2. Kinds of food (crossword puzzle)

*Do the crossword puzzle.*

*Please note that 8 across consists of two words and that some words are in the plural.*



Created using the Crossword Maker on [DiscoveryEducation.com](https://www.discoveryeducation.com).

DOWN ↓

1.



2.



3.



6.



7.



9.



11.



ACROSS ⇒

4.



5.



8.



10.



12.



13.



14.



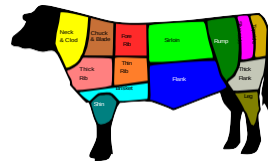
15.



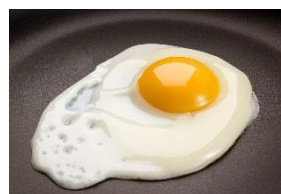


### 4.1.3. What's on a pizza? (word search)

Find the words for the food in the pictures.



|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| F | E | E | B | W | O | J | Q | A | I |
| M | P | I | N | E | A | P | P | L | E |
| I | J | M | N | E | J | R | R | E | O |
| Q | W | U | J | T | L | O | G | N | O |
| T | N | S | A | Y | H | G | I | S | O |
| G | V | H | A | R | V | O | B | G | G |
| B | S | R | N | G | N | S | H | O | L |
| B | K | O | C | S | S | E | D | A | I |
| N | F | O | H | O | T | V | L | T | S |
| Q | O | M | O | Q | B | I | T | C | A |
| A | P | S | V | N | K | L | A | H | B |
| R | R | W | I | X | Q | O | L | E | C |
| T | A | H | E | E | W | T | L | E | U |
| I | W | O | S | I | W | O | E | S | A |
| C | N | W | R | M | T | M | R | E | C |
| H | S | H | E | A | S | A | A | A | I |
| O | D | A | P | L | C | T | Z | A | L |
| K | J | M | P | A | M | O | Z | N | R |
| E | A | K | E | S | O | U | O | U | A |
| P | C | E | P | M | E | T | M | T | G |



Created with TheTeachersCorner.net  
Word Search Maker

#### 4.1.4. Top ten superfoods (reading comprehension)

A superfood is not just ordinary food, it is food that for some reason is especially good for your health, nature's own medicine!

Read the text.

|                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>1. Pistachio Nuts</b></p> <p>Pistachios are the least fattening nut. They are also proven to reduce cholesterol levels in the body.</p> | <p><b>2. Salmon</b></p> <p>This fish is a super food because of its omega-3 fatty acid content. Studies show that omega-3 fatty acids help protect heart health.</p>                               |
| <p><b>3. Honey</b></p> <p>Honey is natural and much better for you than sugar because it contains many vitamins, it can even heal wounds if you put some kinds of honey on your skin.</p>                                       |  <p><b>4. Broccoli</b></p> <p>It's a rich source of vitamin A, vitamin C, and bone-building vitamin K, and has a lot of fiber to fill you up and help control your weight.</p>                       |
|  <p><b>5. Blueberries</b></p> <p>Blueberries contain anti-oxidants which reduce toxins in your body and help your memory.</p>                | <p><b>6. Sweet potatoes</b></p> <p>Orange vegetables can be especially good for you because they contain so many vitamins. Sweet potatoes make a great alternative to ordinary potatoes because they contain healthier potassium instead of sodium.</p>                               |
| <p><b>7. Egg Whites</b></p> <p>The healthier part of the egg, the egg white can help you maintain strong bones, muscles, nails, and hair.</p>                                                                                   |  <p><b>8. Goji Berries</b></p> <p>Goji Berries have been used in Chinese medicine for centuries. They are high in vitamins B, C &amp; E, and support a healthy immune system, liver and heart.</p> |
| <p><b>9. Dark Chocolate</b></p> <p>If your chocolate has 70% or more cocoa, eating a little dark chocolate can be very good for you and can actually reduce blood pressure.</p>                                                 |  <p><b>10. Almonds</b></p> <p>These nuts are high in protein and in Vitamin E, and calcium. You can also turn them into healthy almond milk.</p>                                                   |

Write the correct numbers?

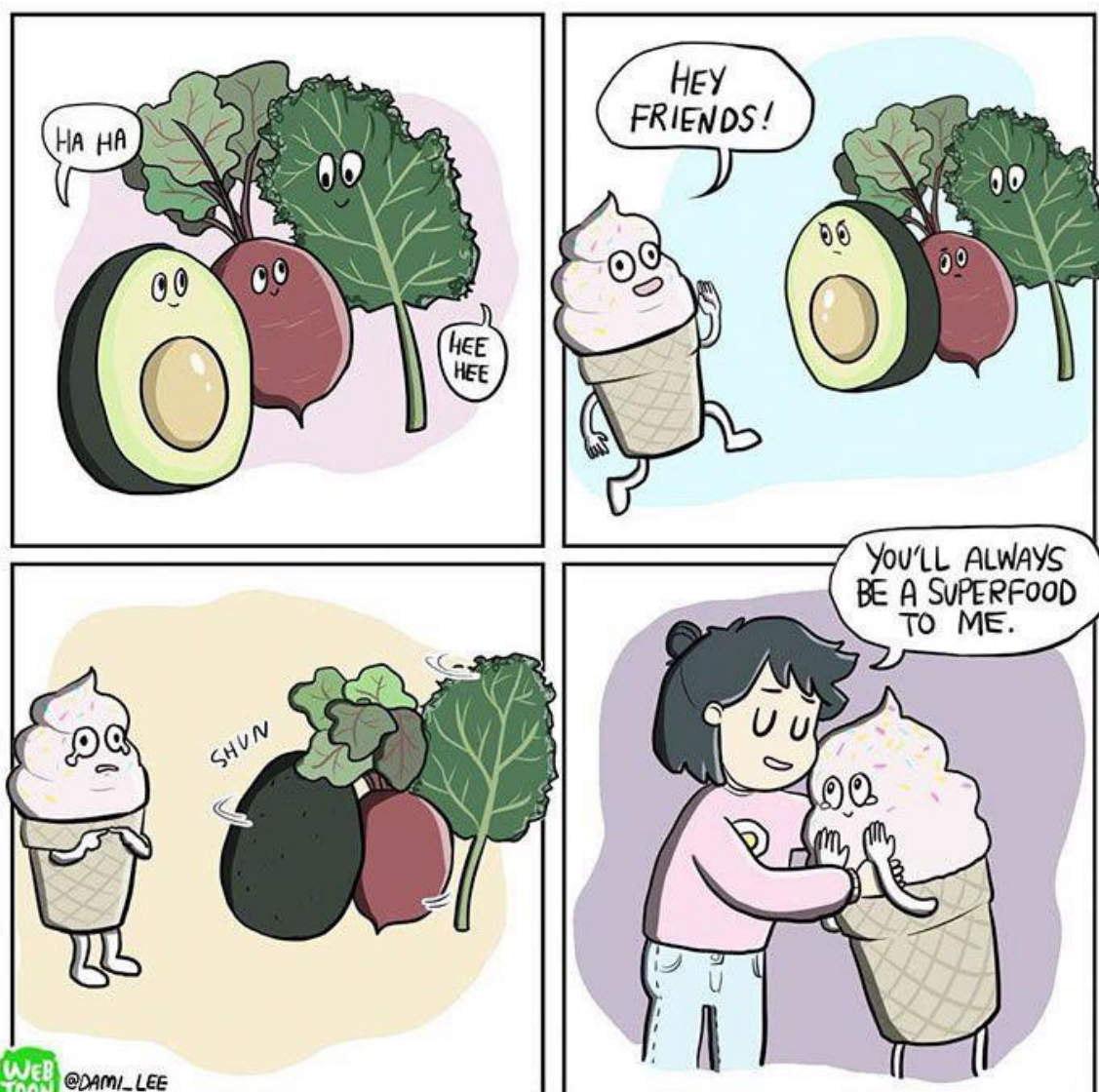
- Which superfood can reduce blood pressure? \_\_\_\_\_
- Which superfood is good for your bones? \_\_\_\_\_
- Which **TWO** superfoods can protect your heart? \_\_\_\_\_ and \_\_\_\_\_



Decide if the statements are true or false. If there is not enough information in the text, tick '?' for 'does not say'.

1. Blueberries do not help reduce toxins in your body
2. Eating any kind of chocolate is good for your health.
3. Egg white is very high in protein.
4. Honey is better of your health than sugar.
5. Omega-3 fatty acids are good for your skin
6. Sweet potatoes are better for your health than ordinary potatoes.

| True                     | False                    | ?                        |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



#### 4.1.5. Animals and their meat

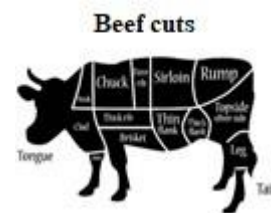
Match the animals (1-5) with the meat they provide (a-e)

1.



calf

a. beef

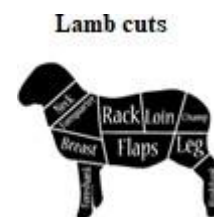


2.



cow /  
bull

b. lamb or  
mutton

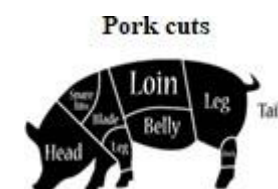


3.



deer

c. pork

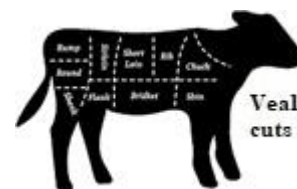


4.



pig

d. veal

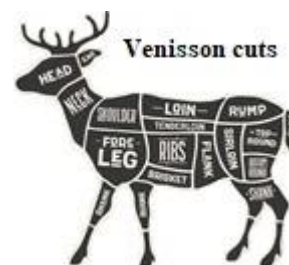


5.



sheep

e. venison



Write your answers here

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|   |   |   |   |   |

4.1.6. Things from all over the world – Boardgame

|                                                                                                    |                                                                                     |                                                                                     |                                                                                                       |                                                                                       |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <div>START</div>  |    |    |                     |    |
| <div>NATIONALITY WORDS</div>                                                                       |                                                                                     |                                                                                     |                                                                                                       |    |
|                   |    |    |                                                                                                       |                                                                                       |
|                   |                                                                                     |                                                                                     |                      |   |
|                 |                                                                                     |                                                                                     |                    |  |
|                 |                                                                                     |                                                                                     |                    |  |
|                 |                                                                                     |                                                                                     |  <div>FINISH</div> |  |
|                 | <div>BOARDGAME</div>                                                                |                                                                                     |                                                                                                       |  |
|                 |  |  |                   |  |

|     |                  |     |     |               |                       |
|-----|------------------|-----|-----|---------------|-----------------------|
| 1.  | A kilt           |     |     | American      | animal                |
| 2.  | A kiwi           |     |     | Australian    | band                  |
| 3.  | A panda          |     |     | Austrian      | beer                  |
| 4.  | A sombrero       |     |     | Belgian       | bird                  |
| 5.  | A Swatch         |     |     | Brazilian     | building              |
| 6.  | A Volvo          |     |     | British       | capital of Luxembourg |
| 7.  | Champagne        |     |     | Canadian      | car                   |
| 8.  | Columbus         |     |     | Chinese       | cheese                |
| 9.  | Cuckoo clocks    |     |     | Dutch         | city                  |
| 10. | English          |     |     | Egyptian      | company               |
| 11. | Flamenco         |     |     | French        | dance                 |
| 12. | Gouda            |     |     | German        | discoverer            |
| 13. | Guinness         |     | Ø   | Greek         | drink                 |
| 14. | Ice hockey       | is  | a   | Indian        | flag                  |
| 15. | Joe Biden        | are | an  | international | football player       |
| 16. | Luxembourg city  |     | the | Irish         | hat                   |
| 17. | Mozart           |     |     | Italian       | language              |
| 18. | Nintendo         |     |     | Japanese      | mausoleum             |
| 19. | Pele             |     |     | Luxembourg    | musician              |
| 20. | Pizza            |     |     | Mexican       | national sport        |
| 21. | Sydney           |     |     | Nepalese      | outfit                |
| 22. | The Acropolis    |     |     | New Zealand   | president             |
| 23. | The Beatles      |     |     | Portuguese    | river                 |
| 24. | The Kremlin      |     |     | Russian       | sculpture             |
| 25. | The Manneken Pis |     |     | Scottish      | snack                 |
| 26. | The Nile         |     |     | Spanish       | souvenirs             |
| 27. | The Taj Mahal    |     |     | Swedish       | temple                |
| 28. | This             |     |     | Swiss         | watch                 |

**Write sentences using elements from the box.**

1. *A kilt is a Scottish outfit.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_

**Look the words for the countries.**

What is special about them?

All nationality words begin with \_\_\_\_\_

This applies to all nationality words, i.e. adjectives and words referring to countries.

I love everything about France.

French wine and French food are delicious

When do you use 'the'?

When do you use 'a / an'?

'The' is used when there is \_\_\_\_\_

'A / an' is used when there are \_\_\_\_\_

**Example**

Joe Biden is the President of the USA now.

Joe Biden is a President of the USA. There were 45 presidents before him.

When do you use 'a'?

When do you use 'an'?

'A' is used before \_\_\_\_\_

'An' is used before \_\_\_\_\_

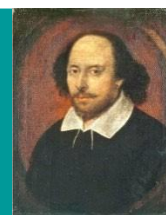
**Example**

'an uncle' but 'a uniform'

#### 4.1.7. To be and to have

*'To be, or not to be,  
that is the question'*

William Shakespeare (Hamlet)



| Affirmative |          | Negative (not) |              | Interrogative (?) |
|-------------|----------|----------------|--------------|-------------------|
| Spoken      | Written  | Spoken         | Written      | Spoken = Written  |
| I'm         | I am     | I'm not        | I am not     | Am I              |
| You're      | You are  | You aren't     | You are not  | Are you           |
| He's        | He is    | He isn't       | He is not    | Is he             |
| She's       | She is   | She isn't      | She is not   | Is she            |
| It's        | It is    | It isn't       | It is not    | Is it             |
| We're       | We are   | We aren't      | We are not   | Are we            |
| You're      | You are  | You aren't     | You are not  | Are you           |
| They're     | They are | They aren't    | They are not | Are they          |

**Fill in the blanks with the correct form of 'to be' (am, are or is, affirmative or negative)**

- \_\_\_\_\_ this your pen? – No, it \_\_\_\_\_, it \_\_\_\_\_ Mamadou's.
- AirPods \_\_\_\_\_ wireless earphones from Apple.
- \_\_\_\_\_ you good at maths?
- What \_\_\_\_\_ your favourite subject at school?
- I need a new USB stick. My old one \_\_\_\_\_ full.
- Most highlighters \_\_\_\_\_ fluorescent.
- This \_\_\_\_\_ a monolingual dictionary.
- We \_\_\_\_\_ lazy, we \_\_\_\_\_ hardworking.
- These \_\_\_\_\_ paper scissors.
- This booklet \_\_\_\_\_ printed on recycled A3 paper.



**Fill in the blanks with the correct form of 'to be' (am, are or is, affirmative or negative)**

1. Is Mr Bean American? No, he \_\_\_\_\_ British.
2. What about Cristiano Ronaldo? \_\_\_\_\_ he Brazilian? No, he \_\_\_\_\_, he \_\_\_\_\_ Portuguese.
3. Are London and Birmingham German cities? No, they \_\_\_\_\_ British / English cities.
4. Is the Eiffel Tower in Madrid? No, it \_\_\_\_\_ in Paris.
5. Is Mount Kilimanjaro in Asia? No, it \_\_\_\_\_ in Asia. It \_\_\_\_\_ in Africa.
6. Who \_\_\_\_\_ the Prime Minister of Luxembourg? – Xavier Bettel.
7. \_\_\_\_\_ the Amazon a mountain? No, it \_\_\_\_\_ a river.
8. Who \_\_\_\_\_ this? – He \_\_\_\_\_ my friend.
9. What \_\_\_\_\_ this? – It \_\_\_\_\_ a map.
10. Where \_\_\_\_\_ your school? – It \_\_\_\_\_ in the city of Luxembourg.

**For online exercises on the verb 'to be', go to:**

<https://agendaweb.org/verbs/to-be-exercises.html>  
<https://www.englishmaven.org/Pages/Verb%20Tenses.htm>  
<http://www.eclecticenglish.com/grammar/PresentSimpleToBe1A.html>  
<https://www.grammar.cl/english-games/to-be-adjective.htm>  
<https://www.myenglishpages.com/english/grammar-exercise-be-present.php>

**Subject – verb agreement**

**Fill in the blanks with the correct subject [personal] pronouns (I, you, he, she, it, we, they)**

1. Are \_\_\_\_\_ a student? Yes, \_\_\_\_\_ am.
2. \_\_\_\_\_ am in a class with 13 other students. \_\_\_\_\_ are from all over the world.
3. Is Marie Molnar a student? No, \_\_\_\_\_ isn't, \_\_\_\_\_ is a teacher.
4. Is Romy Schmit English? No, \_\_\_\_\_ isn't, \_\_\_\_\_ is a Luxembourger.
5. Is ENAD a bank? No, \_\_\_\_\_ isn't, \_\_\_\_\_ is a school.
6. CLIJA 1 and CLIJA plus are classes at ENAD. \_\_\_\_\_ are small classes.
7. Are \_\_\_\_\_ in CLIJA 1 or in CLIJA plus? \_\_\_\_\_ am in CLIJA 1.
8. Is that girl in your class? Where is \_\_\_\_\_ from?
9. Is that boy in your class? Where is \_\_\_\_\_ from?
10. Is ENAD in Esch? No, \_\_\_\_\_ isn't, \_\_\_\_\_ is in Luxembourg city.
11. What are the boys in your class like? \_\_\_\_\_ are very intelligent and handsome.
12. What are the girls in your class like? \_\_\_\_\_ are intelligent and pretty.

**For online exercises on subject – verb agreement and subject pronouns, go to:**

<https://agendaweb.org/verbs/tobe-pronouns/index.html>  
<https://www.grammarbank.com/subject-pronouns.html>  
<https://www.myenglishpages.com/english/grammar-exercise-be-present.php>

## 'I have a dream'

Martin Luther King, Jr.



### 'To have' – American English

| FORM             |                  |                   |                   |
|------------------|------------------|-------------------|-------------------|
| AFFIRMATIVE      | NEGATIVE (NOT)   |                   | INTERROGATIVE (?) |
| Spoken = written | Spoken           | Written           | Spoken = written  |
| I have           | I don't have     | I do not have     | Do I have         |
| You have         | You don't have   | You do not have   | Do you have       |
| He has           | He doesn't have  | He does not have  | Does he have      |
| She has          | She doesn't have | She does not have | Does she have     |
| It has           | It doesn't have  | It does not have  | Does it have      |
| We have          | We don't have    | We do not have    | Do we have        |
| You have         | You don't have   | You do not have   | Do you have       |
| They have        | They don't have  | They do not have  | Do they have      |

### 'To have got' = to possess – British English

| FORM        |           |                  |                   |                   |
|-------------|-----------|------------------|-------------------|-------------------|
| AFFIRMATIVE |           | NEGATIVE (NOT)   |                   | INTERROGATIVE (?) |
| Spoken      | Written   | Spoken           | Written           | Spoken = Written  |
| I've got    | I have    | I haven't got    | I have not got    | Have I got        |
| You've got  | You have  | You haven't got  | You have not got  | Have you got      |
| He's got    | He has    | He hasn't got    | He has not got    | Has he got        |
| She's got   | She has   | She hasn't got   | She has not got   | Has she got       |
| It's got    | It has    | It hasn't got    | It has not got    | Has it got        |
| We've got   | We have   | We haven't got   | We have not got   | Have we got       |
| You've got  | You have  | You haven't got  | You have not got  | Have you got      |
| They've got | They have | They haven't got | They have not got | Have they got     |

**Fill in the blanks with the correct form of 'to have' (have, has, affirmative or negative). Answer the questions.**

1. Which teacher \_\_\_\_\_ a ruler and a set square? – \_\_\_\_\_.
2. \_\_\_\_\_ (you) a mobile? – Yes, \_\_\_\_\_.
3. Which mobile \_\_\_\_\_ (you)? – A \_\_\_\_\_.
4. The history teacher \_\_\_\_\_ a calculator, but he \_\_\_\_\_ an old skull.
5. We \_\_\_\_\_ new trainers for PE.
6. The geography teacher \_\_\_\_\_ a big globe and tons of maps.
7. I \_\_\_\_\_ a lot of friends in my class.
8. Chemistry teachers \_\_\_\_\_ a lot of test glasses and test tubes.
9. We are CLIJA students. We \_\_\_\_\_ four French teachers.
10. Our biology teacher loves botany. She \_\_\_\_\_ a lot of plants.

### **'To have' as an action verb**

*Have* is used as a main verb to express a number of actions including:

- have a bath, wash, shower, etc. - *I usually have a bath before I go to bed.*
- have a discussion, fight, argument etc. - *It is no good to have an argument over such a small problem.*
- have a dream - *Why is the cat twitching? – It is having a dream.*
- have a party - *He has a big party for his birthday every year.*
- have a seat - *Have a seat and feel at home!*
- have a snack, sandwich, a beer, etc. - *Would you like to have a Coke or a Sprite?*
- have a swim - *Let's have a swim, it's extremely hot today!*
- have a journey, trip, etc. - *Have a good journey home!*
- have a walk, hike, ride, etc. - *Let's have a hike later today.*
- have breakfast, lunch, dinner - *When are we going to have dinner tomorrow?*
- have fun - *I always have a lot of fun in the arts class.*
- have questions - *I have a few questions for you.*
- have time - *Do you have any time available next week?*

**For online exercises on the verb 'to have', go to:**

<https://agendaweb.org/verbs/be-have-exercises.html>

<http://www.eflnet.com/grammar/havepresent.php>

<https://www.englishpractice.com/quiz/exercise-6/>

<https://www.superprof.es/apuntes/idiomas/ingles/gramatica-inglesa/verbs/exercises-to-have-simple-present-affirmative.html>

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-8699.php>

#### 4.1.8. Comparison of adjectives

Adjectives can have three degrees, namely **positive**, **comparative** and **superlative**. The degrees of an adjective express the intensity of the adjective in increasing order.

Examples

- easy(positive)                      easier (comparative)                      easiest (superlative)
- intelligent (positive)              most intelligent (comparative)              more intelligent (superlative)

| Mono-syllabic adjectives                                              |          |                           | Adjectives of 3 syllables or more |                           |                    |             |
|-----------------------------------------------------------------------|----------|---------------------------|-----------------------------------|---------------------------|--------------------|-------------|
| -er, -est                                                             |          |                           | more... most...                   |                           |                    |             |
| nice                                                                  | nicer    | nicest                    | competent                         | more competent            | most competent     |             |
| wise                                                                  | wiser    | wisest                    | creative                          | more creative             | most creative      |             |
| big                                                                   | bigger   | biggest                   | complicated                       | more complicated          | most complicated   |             |
| hot                                                                   | hotter   | hottest                   | dynamic                           | more dynamic              | most dynamic       |             |
| rich                                                                  | richer   | richest                   | organised                         | more organised            | most organised     |             |
| green                                                                 | greener  | greenest                  | reliable                          | more reliable             | most reliable      |             |
| cheap                                                                 | cheaper  | cheapest                  | understanding                     | more understanding        | most understanding |             |
| Bi-syllabic adjectives                                                |          |                           |                                   |                           |                    |             |
| -er, -est for adjectives ending in -er, -le, -ow, -y                  |          |                           |                                   |                           |                    |             |
| clever                                                                |          | clever simpler narrower   |                                   | cleverest simplest        |                    |             |
| simple                                                                |          | funniest heavier          |                                   | narrowest funniest        |                    |             |
| narrow                                                                |          |                           |                                   | heaviest                  |                    |             |
| funny                                                                 |          |                           |                                   |                           |                    |             |
| heavy                                                                 |          |                           |                                   |                           |                    |             |
| more..., most... for adjectives with other endings, particularly -ful |          |                           |                                   |                           |                    |             |
| helpful                                                               |          | more helpful more patient |                                   | most helpful most patient |                    |             |
| patient                                                               |          | more polite               |                                   | most polite               |                    |             |
| polite                                                                |          |                           |                                   |                           |                    |             |
| A lot of adjectives can take both forms                               |          |                           |                                   |                           |                    |             |
| likely                                                                | likelier | likeliest                 | Or                                | likely                    | more likely        | most likely |
| quiet                                                                 | quieter  | quietest                  |                                   | quiet                     | more quiet         | most quiet  |
| subtle                                                                | subtler  | subtlest                  |                                   | subtle                    | more subtle        | most subtle |
| Irregular adjectives                                                  |          |                           |                                   |                           |                    |             |
| good                                                                  |          |                           |                                   | Better                    |                    | best        |
| bad                                                                   |          |                           |                                   | Worse                     |                    | worst       |
| far                                                                   |          |                           |                                   | Farther                   |                    | farthest    |
|                                                                       |          |                           |                                   | Further                   |                    | furthest    |
| much                                                                  |          |                           |                                   | More                      |                    | most        |
| many                                                                  |          |                           |                                   | More                      |                    | most        |
| little                                                                |          |                           |                                   | less                      |                    | least       |

#### 4.1.9 Comparative sentences

##### Rules

Positive adjectives are used to describe a characteristic or property of one thing. They can be used to do so in comparison to another. **'as ... as' or 'not as ... as'** is used with positive adjectives.

Comparative adjectives are used to make a comparison between two things. They describe a characteristic or property of one thing in comparison to another. **'than'** is used with comparative adjectives.

Superlative adjectives are to make a comparison of one thing to many other things.

##### Examples

Today's dish of the day is very salty.

Today's dish of the day is as salty as yesterday's, but it is not as salty as Monday's.

Monday's dish of the day was saltier than today's and it was saltier than yesterday's.

Today's dish of the day is less salty than Monday's.

Monday's dish of the day was the saltiest of the three dishes.

The filet steak, the ribeye steak and the t-bone steak are big.

The filet steak is as big as the ribeye steak, but it is not as big as the t-bone steak.

The t-bone steak is bigger than the filet steak.

The t-bone steak is the biggest of the three.

**Complete the sentences with the comparative or the superlative form of the adjectives in brackets.**



*Al Aziziyah*



*Andagoya*



*Antarctica*

1. Al Aziziyah in Libya is the \_\_\_\_\_ place on Earth. (hot)
2. Andagoya in Colombia has the \_\_\_\_\_ climate in the world. (monotonous)
3. Antarctica is the \_\_\_\_\_ continent on Earth. (cold)
4. Canada is \_\_\_\_\_ than India. (big)
5. Europe is \_\_\_\_\_ than South America. (small)
6. Greenland is the \_\_\_\_\_ island in the world. (large)



*Lake Titicaca*



*Mawsynram*



*The Atacama Desert*

7. Lake Titicaca in the Andes is the \_\_\_\_\_ navigable lake in the world. (high)
8. Mawsynram in India is the \_\_\_\_\_ place in the world. (rainy)
9. Mount Everest is the \_\_\_\_\_ mountain on Earth. (tall)
10. The Atacama Desert in Chile is the \_\_\_\_\_ place in the world. (dry)
11. The Atlantic Ocean is \_\_\_\_\_ than the Mediterranean. (wide)
12. The Caspian Sea is \_\_\_\_\_ than lake Michigan. (deep)



*The Colca Canyon*



*The Red Sea*



*Vatican City*

13. The Colca Canyon in Peru is the \_\_\_\_\_ canyon on Earth. (deep)
14. The Mississippi River is \_\_\_\_\_ than the Amazon River. (short)
15. The Nile River in Egypt is the \_\_\_\_\_ river in the world. (long)
16. The Pacific is the \_\_\_\_\_ ocean in the world. (wide)
17. The Red Sea is the \_\_\_\_\_ sea in the world. (salty)
18. Vatican City is the \_\_\_\_\_ country in the world. (small)

**For more information on the comparison of adjectives, go to**

<https://dictionary.cambridge.org/grammar/british-grammar/comparison-adjectives-bigger-biggest-more-interesting>

<https://lessonworksheets.com/concept/degree-of-comparison-in-adjectives>



#### 4.1.10. Questions – What is Dr Oetker pudding powder?

##### Yes / no questions



A yes / no questions is a question that can be answered with 'yes' or 'no'.

However, a simple 'yes' or 'no' would not be considered as a polite answer which is why 'yes' or 'no' tend to be followed by a subject and an auxiliary.

##### Examples

Are you John Burns? – No, I'm not. I am James Harrison.

Do you speak Chinese? – Yes, I do.

Can you give me a hand? – No, of course.

Questions normally have a special word order: there is a verb before the subject.

|             |                              |                           |                                        |
|-------------|------------------------------|---------------------------|----------------------------------------|
| Affirmative | <b>You</b><br><i>Subject</i> | <b>are</b><br><i>verb</i> | from Luxembourg.<br>(rest of sentence) |
|-------------|------------------------------|---------------------------|----------------------------------------|

|               |                           |                              |                                        |
|---------------|---------------------------|------------------------------|----------------------------------------|
| Interrogative | <b>Are</b><br><i>verb</i> | <b>you</b><br><i>subject</i> | from Luxembourg?<br>(rest of sentence) |
|---------------|---------------------------|------------------------------|----------------------------------------|

When the verb is put before the subject, we call it **inversion**. Most questions are formed by inversion.

##### Wh-questions or questions with question word

##### Questions with question word

Questions with question word ask for more ample information than yes / no questions.

| Question word | Information on | Example                                                                                    |
|---------------|----------------|--------------------------------------------------------------------------------------------|
| Who           | a person       | Who is the reservation for?                                                                |
| What          | an object      | What does a continental breakfast consist of?                                              |
| Where         | a place        | Where exactly is the hotel in relation to the city centre?                                 |
| When          | time           | When will you be arriving?                                                                 |
| Why           | a reason       | Why is the hotel called ELT hotel?                                                         |
| Whose         | possession     | Whose idea was the art exhibition in the hotel lounge?                                     |
| Which         | a selection    | Which would you prefer – a room with a view of the park or a room with a view of the city? |
| How           | manner         | How do you spell that?                                                                     |

### Note

⇒ Most wh-questions are formed by a wh-word + inversion.

|               |                                               |                          |                                                                            |
|---------------|-----------------------------------------------|--------------------------|----------------------------------------------------------------------------|
| Affirmative   | <b>My favourite cuisine</b><br><i>subject</i> | <b>is</b><br><i>verb</i> | the Lebanese cuisine.<br><i>(rest of sentence)</i>                         |
| Interrogative | <b>Which</b>                                  | <b>is</b><br><i>verb</i> | <b>your favourite cuisine?</b><br><i>subject</i> <i>(rest of sentence)</i> |

⇒ Certain English questions are formed by adding a noun to 'what' or an adjective to 'how'.

| <b>What + noun</b>     | <b>Example</b>                             |
|------------------------|--------------------------------------------|
| What type of           | What type of room would you like?          |
| What date              | What date will you be arriving?            |
| <b>How + adjective</b> | <b>Example</b>                             |
| How far                | How far is the hotel from the city centre? |
| How often              | How long will you be staying?              |
| How much               | How much is a standard double room?        |
| How many               | How many people is the booking for?        |

**Use the above question words to fill the gaps in the following conversation.**

- A: \_\_\_\_\_ are you going out for dinner with your friends?  
B: Next Friday evening.
- A: \_\_\_\_\_ are you going?  
B: We are not sure yet. Probably to a Japanese restaurant.
- A: \_\_\_\_\_ Japanese?  
B: Because I love raw fish.
- A: \_\_\_\_\_ will pay for it?  
B: I will do so myself.
- A: \_\_\_\_\_ do you go out for dinner?  
B: Once every two months.
- A: \_\_\_\_\_ don't you go more often?  
B: Because I can't afford it.
- A: \_\_\_\_\_ do you do the rest of the time?  
B: We cook ourselves at somebody's flat.
- A: \_\_\_\_\_ do you choose the restaurants?  
B: We rely on personal recommendation.
- A: And \_\_\_\_\_ idea was it to go to the Japanese restaurant?  
B: My parents recommended it.

**Complete the sentences below with question words**



**Dr Oetker pudding powder or  
Dr Oetker custard power**

- Jamie** (1) \_\_\_\_\_ is this?
- Melanie** A custard mix from Germany by Dr Oetker.
- Jamie** (2) \_\_\_\_\_ is a custard mix?
- Melanie** A mix of powders to make custard – a cheap, simple and light dessert, which is delicious.
- Jamie** (3) \_\_\_\_\_ is your favourite flavour – vanilla or chocolate?
- Melanie** Chocolate, of course, but there is a lot you can do with the vanilla mix apart from a delicious vanilla custard – vanilla sauce, cake topping and so on.
- Jamie** (4) \_\_\_\_\_ do you make it?
- Melanie** You just add sugar to the powder and dilute it with a bit of cold milk. You boil the rest of the milk and mix it with the diluted powder. You stir and you obtain a delicious dessert.
- Jamie** (5) \_\_\_\_\_ can you get the mix?
- Melanie** In every supermarket.
- Jamie** (6) \_\_\_\_\_ does it have to be this particular mix?
- Melanie** Well, I have grown up with it, so I guess there is a bit of nostalgia. What is more, there is no sugar in the mix and you can decide yourself how sweet you want your pudding to be. Finally, there is a lot of milk in it, and for me it is a nice way of consuming milk.
- Jamie** (7) \_\_\_\_\_ sugar do you add, then?
- Melanie** I add about 4 tablespoons, and Mum uses sweetener because she suffers from diabetes.
- Jamie** (8) \_\_\_\_\_ milk do you add?
- Melanie** 750 ml all in all.
- Jamie** Would you say it is a healthy dessert?
- Melanie** Well, there is quite a bit of sugar in it, but there is also a lot of milk in it, too. I guess it is a good compromise for sweet-toothed people. Plus, you can serve it with fresh fruit...



## 4.2. FOOD CONTAINERS AND QUANTITIES

### 4.2.1. Food containers and portions of food

Write the words from the box in the spaces below. There is an example (0).

|        |         |        |                 |
|--------|---------|--------|-----------------|
| Bag    | Can     | kegs   | pot             |
| Bar    | cartons | loaf   | slices          |
| bottle | crate   | packet | tin UK / can US |
| Box    | Jar     | piece  | tube            |
| bunch  |         |        |                 |



0. a tin UK [can US] of baked beans

1. three \_\_\_\_\_ of beer



2. a \_\_\_\_\_ of bread

3. a \_\_\_\_\_ of cake



4. a \_\_\_\_\_ of chocolate

5. a \_\_\_\_\_ of chocolates



6. a \_\_\_\_\_ of coke

7. a \_\_\_\_\_ of drinks



8. a \_\_\_\_\_ of grapes

9. a \_\_\_\_\_ of gherkins



10. about 10 \_\_\_\_\_ of salami

11. two \_\_\_\_\_ of milk



12. a \_\_\_\_\_ of onions

13. a \_\_\_\_\_ of peanuts



14. a \_\_\_\_\_ of toothpaste

15. a \_\_\_\_\_ of crémant



16. a \_\_\_\_\_ of yogurt

## 4.2.2. Singular and plural

### A funny plural poem

Fill in the missing nouns in the following poem about the plural of nouns. Choose from the box below.

|             |          |          |           |          |
|-------------|----------|----------|-----------|----------|
| a. boot     | e. cats  | i. him   | m. moose  | q. she   |
| b. booth    | f. feet  | j. house | n. mother | r. teeth |
| c. boxes    | g. geese | k. men   | o. oxen   | s. those |
| d. brethren | h. hats  | l. mice  | p. pan    |          |

No wonder the English language is so very difficult to learn,  
I sometimes wonder how we manage to communicate at all!

We'll begin with a box and the plural is (0) \_\_\_\_\_.  
But the plural of ox should be (1) \_\_\_\_\_, not oxes.

The one fowl is a goose but two are called (2) \_\_\_\_\_,  
Yet the plural of (3) \_\_\_\_\_ should never be hice,

You may have found a lone mouse or a whole set of (4) \_\_\_\_\_,  
Yet the plural of house is (5) \_\_\_\_\_ not hice.

If the plural of man is always called (6) \_\_\_\_\_  
Why shouldn't the plural of (7) \_\_\_\_\_ be called pen?

If I speak of a foot and you show me your (8) \_\_\_\_\_  
And I give you a (9) \_\_\_\_\_, would a pair be called beet?

If one is a tooth and a whole set are (10) \_\_\_\_\_  
Why should not the plural of (11) \_\_\_\_\_ be called beeth?

Then one may be that and three would be (12) \_\_\_\_\_,  
Yet (13) \_\_\_\_\_ in the plural wouldn't be hose.  
And the plural of cat is (14) \_\_\_\_\_ and not cose.

We speak of a brother and also of (15) \_\_\_\_\_,  
But though we say (16) \_\_\_\_\_, we never say methren,

The masculine pronouns are he, his and (17) \_\_\_\_\_,  
But imagine the feminine (18) \_\_\_\_\_, shis and shim,

So English, I fancy you will all agree,  
Is the funniest language you ever did see.



**Write  
your  
answers  
here**

|   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| c |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |

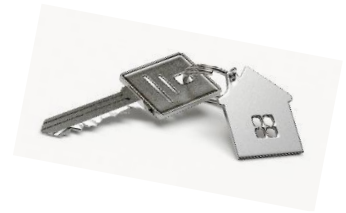


Match the following photos with the corresponding words. There is an example.

bush



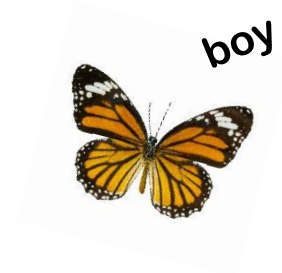
box



potato



boy



tomato



piano



key



butterfly



bus

baby

peach



girl

knife

leaf

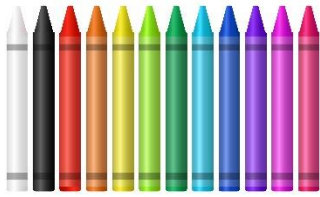


crayon



**Now look at the following pictures. What is different?**

**What number of people/objects are there in every photo? Write the number in front of the word.**



12      crayons



girls



keys



boys



babies



butterflies



peaches



buses



bushes



boxes



knives



leaves



a lot of      pianos



potatoes



tomatoes

**Compare the plural forms of the nouns on page 71 to their singular forms on page 70 and find out how these nouns change the singular form to their plural form.**

A lot of nouns create their plural form

Nouns that end in **-ch, x, s, sh, z** or **s-like** sounds,

Nouns that end in a **vowel + y**

Nouns that end in a **consonant + y**

Plurals of nouns that end in **f** or **fe**

Nouns that end in **-o**

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---

| <b>-o becomes -os</b> |           |
|-----------------------|-----------|
| Singular              | Plural    |
| auto                  | Autos     |
| avocado               | avocados  |
| kangaroo              | kangaroos |
| kilo                  | Kilos     |
| memo                  | memos     |
| photo                 | photos    |
| piano                 | Pianos    |
| pimento               | pimentos  |
| pro                   | Pros      |
| radio                 | Radios    |
| solo                  | Solos     |
| soprano               | sopranos  |
| studio                | studios   |
| tattoo                | tattoos   |
| video                 | Videos    |
| zoo                   | Zoos      |

| <b>-o becomes -oes</b> |           |
|------------------------|-----------|
| Singular               | Plural    |
| echo                   | echoes    |
| hero                   | heroes    |
| potato                 | potatoes  |
| tomato                 | tomatoes  |
| torpedo                | torpedoes |
| veto                   | veto      |

| <b>-o becomes -os or -oes</b> |                         |
|-------------------------------|-------------------------|
| Singular                      | Plural                  |
| buffalo                       | buffalos or buffaloes   |
| cargo                         | cargos or cargoes       |
| halo                          | halos or haloes         |
| mosquito                      | mosquitos or mosquitoes |
| motto                         | mottos or mottoes       |
| no                            | nos or noes             |
| tornado                       | tornados or tornadoes   |
| volcano                       | volcanos or volcanoes   |
| zero                          | zeros or zeroes         |

| <b>-f and -fe become -ves</b>             |         |       |        |
|-------------------------------------------|---------|-------|--------|
| calf                                      | calves  | knife | knives |
| leaf                                      | leaves  | life  | lives  |
| scarf                                     | scarves | wife  | wives  |
| shelf                                     | shelves |       |        |
| Exceptions: beliefs, chefs, chiefs, roofs |         |       |        |

### Note

In order to change singular nouns to their plural form in English, you usually add 's'.

These are regular plurals.

For example

⇒ the plural of *pen* is *pens*,

⇒ the plural of *desk* is *desks*.

### However

There are many nouns which don't follow this rule.

These are irregular plurals.

| Irregular plurals |          |
|-------------------|----------|
| Singular          | Plural   |
| person            | people   |
| child             | children |
| man               | Men      |
| woman             | women    |
|                   | say      |
|                   | /wimin/  |

| Irregular plurals |          |
|-------------------|----------|
| Singular          | Plural   |
| deer              | deer     |
| fish              | fish     |
| sheep             | sheep    |
| barracks          | barracks |

| Irregular plurals |        |
|-------------------|--------|
| Singular          | Plural |
| louse             | lice   |
| mouse             | mice   |
| foot              | feet   |
| goose             | geese  |
| tooth             | teeth  |

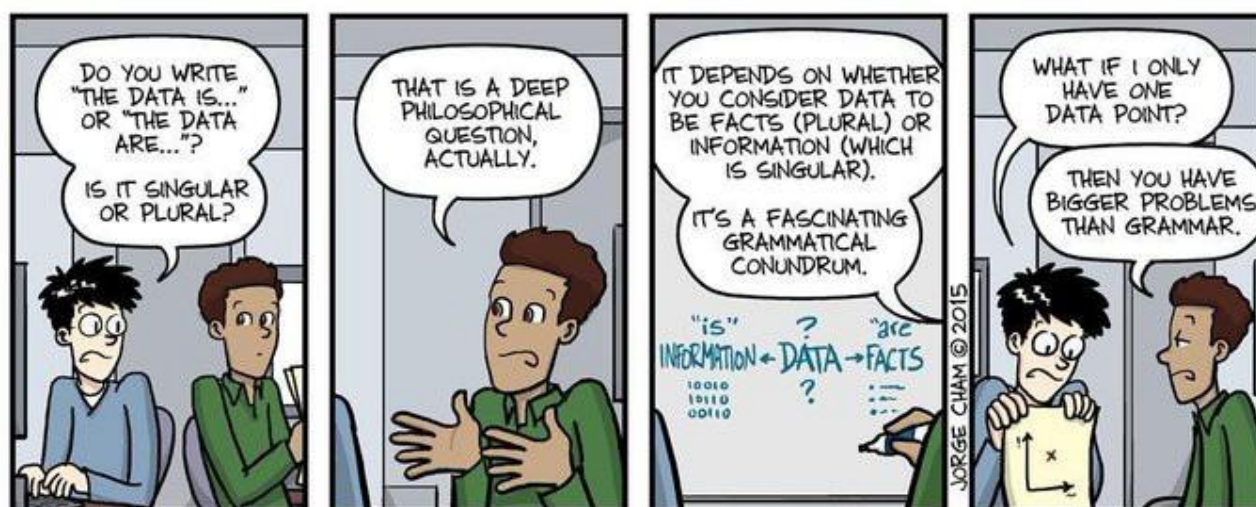
**For exercises on the plural forms of nouns, go to:**

<https://agendaweb.org/grammar/plural-exercises.html>

[https://www.englisch-hilfen.de/en/exercises\\_list/substantiv.htm](https://www.englisch-hilfen.de/en/exercises_list/substantiv.htm)

<https://www.focus.olsztyn.pl/en-exercises-nouns.html>

<https://www.myenglishpages.com/english/grammar-exercise-plural.php>



'Piled Higher and Deeper' by Jorge Cham [www.phdcomics.com](http://www.phdcomics.com)



## An email by Amira Hariri.

Amira is a 19-year-old refugee from Syria. She lives with her family in the refugee camp 'Härebierg' in Diekirch. At the moment, she is a student at ENAD, where she gets intensive courses in French. She has an 'email friend' in Canada. They write to one another regularly.

**Read Amira's email and put the words in brackets into the plural form.**

### Message

From: [amira.hariri@school.lu](mailto:amira.hariri@school.lu)

To: [kim.nelson@mailfriends.com](mailto:kim.nelson@mailfriends.com)

Subject: Luxembourg families



Hi there! Hope you are well, I'm fine.

Yesterday we had an interesting Luxembourgish lesson. We discussed how Luxembourg (1) \_\_\_\_\_ (family) live. Guess what, I am still flabbergasted at how (2) \_\_\_\_\_ (thing) can differ from country to country.

When (3) \_\_\_\_\_ (Luxembourger) use the word 'family', they often refer only to (4) \_\_\_\_\_ (parent) and their underage (5) \_\_\_\_\_ (kid). As a matter of fact, they are the (6) \_\_\_\_\_ (person) who live together and form (7) \_\_\_\_\_ (household).

On average, single young (8) \_\_\_\_\_ (adult) move out at the age of about 21. They normally don't do so to start their own family, but to undertake further (9) \_\_\_\_\_ (study) outside Luxembourg. By the way, the average age of (10) \_\_\_\_\_ (woman) at the birth of their first child is 30.8. As for getting married for the first time, the average age of (11) \_\_\_\_\_ (woman) is 31.6 and (12) \_\_\_\_\_ (man) is 34.

When the 'young (13) \_\_\_\_\_ (one)' have left the nest, then, the (14) \_\_\_\_\_ (parent) usually continue to live in relatively big (15) \_\_\_\_\_ (house) with (16) \_\_\_\_\_ (garden) until they are too old and/or too ill to look after their (17) \_\_\_\_\_ (property). Then, they do not move back in with their (18) \_\_\_\_\_ (child), they move into special (19) \_\_\_\_\_ (home) for the elderly. In Luxembourg it is standard to work between the (20) \_\_\_\_\_ (age) of 25 and 65, so there is no one at home during the daytime. No one could look after an old person.

It is all so different from the way (21) \_\_\_\_\_ (thing) are in my country. In my next email I'll tell you all about it, but now I must be off. It is time to prepare dinner.

I'm looking forward to hearing from you. Bye for now.

Yours,

Amira



### 4.2.3. Countable and uncountable nouns

What do you see in the pictures below? Label the pictures.

Find the odd one out in each row. Remember that countable and uncountable is important. There is an example (0).

0.



- ☐ a. bread ☐ b. roll ☐ c. sandwich ☐ d. wrap

1.



- ☐ a. ☐ b. ☐ c. ☐ d.

2.



- ☐ a. ☐ b. ☐ c. ☐ d.

3.



- ☐ a. ☐ b. ☐ c. ☐ d.

4.



- ☐ a. ☐ b. ☐ c. ☐ d.

5.



- ☐ a. ☐ b. ☐ c. ☐ d.



6.



☐ a.



☐ b.



☐ c.



☐ d.

7.



☐ a.



☐ b.



☐ c.



☐ d.

8.



☐ a.



☐ b.



☐ c.



☐ d.

9.



☐ a.



☐ b.



☐ c.



☐ d.

10.



☐ a.



☐ b.



☐ c.



☐ d.

11.



☐ a.



☐ b.



☐ c.



☐ d.

Most nouns have singular and plural forms in English. They are countable nouns.

One can count countable nouns.

e.g. one book, two books, three books

The verbs have a singular or plural form.

e.g. There is a book on the table.

There are books on the table.

Some nouns only have a singular form in English, i.e. they have only one form.

They are uncountable nouns.

One cannot count uncountable nouns.

e.g. gold, not a gold, golds

The verbs always have a singular form.

e.g. Gold is a precious metal

There is a lot of gold in some museums.

Uncountable nouns often refer to

Abstract ideas and emotions

e.g. beauty, education, freedom, happiness, help, love, luck, music, sadness, thunder

Food

e.g. bread, cheese, chocolate, fish, food, ham, meat

Liquids, gases, creams

e.g. air, blood, coffee, fog, juice, milk, oil, smoke, rain, soup, toothpaste, water, wine

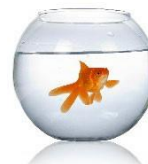
Materials

e.g. cotton, glass, gold, iron, paper, plastic, silver, steel, wood, wool

Smaller parts

e.g. dirt, dust, flour, grass, pepper, rice, salt, sand, sugar

Why do fish swim in salt water?



Pepper makes them sneeze!

How do hens stay fit?



'They eggs-ercise';

### **Note**

There are nouns which can be countable or uncountable depending on the context of the sentence.

e.g. cheese, fish, fruit, hair, juice, room

There are also a range of nouns that are uncountable in English but are countable in other languages.

e.g. accommodation, advice, baggage, behaviour, bread, chaos, damage, furniture, information, luck, luggage, news, permission, progress, scenery, traffic, weather and work.

**Find the odd one out in each row and be prepared to explain your choice.**

1. ☐ a. activity ☐ b. energy ☐ c. oomph ☐ d. power
2. ☐ a. dollars ☐ b. euros ☐ c. money ☐ d. pounds
3. ☐ a. chore ☐ b. job ☐ c. task ☐ d. work
4. ☐ a. advice ☐ b. instruction ☐ c. method ☐ d. recipe
5. ☐ a. cream ☐ b. disinfectant ☐ c. hairnet ☐ d. soap
6. ☐ a. calories ☐ b. nutrition ☐ c. proteins ☐ d. vitamins
7. ☐ a. money ☐ b. dollars ☐ c. euros ☐ d. yens
8. ☐ a. data ☐ b. information ☐ c. news ☐ d. website
9. ☐ a. homework ☐ b. housework ☐ c. job ☐ d. work
10. ☐ a. knowledge ☐ b. intelligence ☐ c. education ☐ d. abilities
11. ☐ a. rain ☐ b. snow ☐ c. sunshine ☐ d. weather
12. ☐ a. air ☐ b. helium ☐ c. Ozone or O<sub>3</sub> ☐ d. Oxygen or O<sub>2</sub>
13. ☐ a. ice ☐ b. mud ☐ c. steam ☐ d. water
14. ☐ a. hair ☐ b. shampoo ☐ c. soap ☐ d. skin lotion



Why was the strawberry sad?

Its mother got into a JAM!

**For online exercises on countable and uncountable nouns, go to**

<https://agendaweb.org/grammar/countable-uncountable-exercises.html>

<https://test-english.com/grammar-points/a1/a-some-any-countable-uncountable/>

#### 4.2.4. Quantifiers

##### A(n), some, any

A / an basically means 'one' or 1. It is used with a singular countable noun.

e.g. This is a job for superman.

You have made a mistake.

A / an is never used with an uncountable noun.

e.g. We need electricity to heat the water.

Do you have time to come to my party on Saturday?

The beaches in Hawaii have very nice sand.

Some / any are used in English with uncountable nouns and plural nouns.

e.g. It is important to have some knowledge of a foreign language.

There aren't any apples in the fridge.

|                  |             | POSITIVE SENTENCES<br>QUESTIONS EXPRESSING<br>REQUESTS AND OFFERS                                                                                                                     | NEGATIVE SENTENCES<br>GENERAL QUESTIONS                                                                                                                  |
|------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SINGULAR<br>NOUN | Countable   | <b>A / AN</b><br><br>'A' is used when a noun starts with a consonant sound<br>e.g. a book, a pen<br><br>'AN' is used when a noun starts with a vowel sound.<br>e.g. an eraser, an egg |                                                                                                                                                          |
|                  | Uncountable | <b>SOME</b><br>I need some oil to fry the<br>pancakes.<br>Can I have some water?<br>Would you like some biscuits?                                                                     | <b>ANY</b><br>There is not any juice left.<br>Is there any coffee left?<br>There aren't any beans in the fridge.<br>Are there any carrots in the fridge? |
| PLURAL<br>NOUN   | Countable   |                                                                                                                                                                                       |                                                                                                                                                          |
|                  | Uncountable |                                                                                                                                                                                       |                                                                                                                                                          |

**Complete the dialogue below with a, some, any, a lot of, much, many, little and few**

Jenny: How 1. \_\_\_\_\_ friends do you have on Facebook? Not 2. \_\_\_\_\_, really.

I use Facebook to communicate with my real friends, but I don't use it to make new friends.

Fiona: Why?

Jenny: There are 3. \_\_\_\_\_ dishonest people on Facebook: they pretend to be someone who they are not. 4. \_\_\_\_\_ of them even post pictures of other people to make you believe that they are good looking when they are not.

Fiona: I think that you worry too 5. \_\_\_\_\_. I made 6. \_\_\_\_\_ new friends thanks to Facebook and no one has been dishonest to me.

**Much, many, a lot of (=lots of), little, few**

|                                                                                   |                                                                            |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| How many apples are there?                                                        | How much water is there in the glass?                                      |
| Are there any apples or pears? There are some apples, but there aren't any pears. | Is there any water or coke? There is some water, but there isn't any coke. |

|                                                                                     |                                                                                                     |                                                                                      |                                                                                                                             |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|    | There are a lot of apples.<br>There are lots of apples.<br>There are too many apples for me to eat. |    | The glass is full.<br>There is a lot of water.<br>There is lots of water.<br>There is too much water for the baby to drink. |
|    | There are a lot of apples.<br>There are lots of apples.                                             |    | There is a lot of water.<br>There is lots of water.                                                                         |
|   | There are only a few apples.                                                                        |   | The glass is half-full or half-empty.                                                                                       |
|  | There is an apple.                                                                                  |  | There is only a little water.<br>There is very little water.                                                                |
|  | There is no apple.<br>There aren't any apples.                                                      |  | The glass is empty.<br>There is no water in the glass.<br>There is not any water in the glass.                              |

**Note**

Apples are countable (1 apple, 2 apples...)  
Water is uncountable. It can be counted by the glass, bottle ... in litres ... but not as such (not 1 water, 2 waters...).

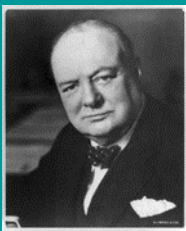
The quantifiers may vary depending on whether the nouns are countable or uncountable;  
the nouns are singular or plural;  
the sentence is affirmative, negative or interrogative.

## Practice

**Tick ✓ the correct answer to complete the sentences below.**

|                                                                    | a                        | an                       | some                     | any                      |
|--------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 'Are there any girls in your class?' - 'No, there aren't ____.' | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 'Have you got any plates?' - 'No, I haven't got ____.'          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is there ____ sugar in this kitchen?                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 'Is there any oil in the bottle?' - 'No, there isn't ____.'     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 'Is there any tea in the cup?' - 'Yes, there is ____.'          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 'Is there any coffee in the kitchen?' - 'Yes, there is ____.'   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Are there ____ eggs in the fridge?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Has Mr Joyce got ____ flour?                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Has Nick got ____ good recipes?                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Have the Barclays got ____ children?                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Have the Harrisons got ____ restaurant?                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Have they got ____ cookery books?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Have you got ____ chair for me?                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I haven't got ____ newspapers to read.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I'm reading ____ interesting article at the moment.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. In your garden there are ____ very nice vegetables.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Is there ____ vase on the table?                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Is there ____ wine in the glass?                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Is there ____ beer in the glasses?                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Mr Dickens is having ____ toast.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Sorry, there isn't ____ more coffee.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. The Smiths haven't got ____ cash.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. There are ____ children in the street.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. There are ____ teacups in the cupboard.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. There aren't ____ wines from overseas on the wine card.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. This is ____ interesting recipe.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





‘Never in the history of human conflict was so much owed by so many to so few.’

Winston Churchill, August 20, 1940

Tick ✓ the correct answer to complete the sentences below.

|     |                                                                                         | much                     | many                     | a lot                    | little                   | a few                    |
|-----|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.  | They are good students, but they have ____ problems with maths.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | ‘Do you like maths?’ – ‘Not _____, I prefer languages.’                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | There was too ____ noise I could not concentrate on my work.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | I can't join you now, I still have ____ work to do.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | We only have ____ more days to prepare the presentation. We should get started.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | It seems to me that we get ____ homework in English this year.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | How ____ work are we supposed to do?                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Did you meet ____ people when you started attending classes at ENAD?                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Luckily, there are only ____ students in the classes at ENAD.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | There is ____ you can do about the situation.                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | I don't have ____ information yet, we will have to wait and see.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | This answer does not make ____ sense.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Anna Maria has only ____ education. She can't read or write, and she can hardly count.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Luxembourg has ____ sunshine in the winter, that is why so many people love the summer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For online exercises on quantifiers, go to

[https://agendaweb.org/grammar/any\\_some-exercises.html](https://agendaweb.org/grammar/any_some-exercises.html)

[https://agendaweb.org/grammar/many\\_much-exercises.html](https://agendaweb.org/grammar/many_much-exercises.html)

<https://agendaweb.org/grammar/many-much-few-little-exercises.html>

## 4.3. A TASTE OF LUXEMBOURG

### 4.3.1 Food in Luxembourg

#### CUISINE OF LUXEMBOURG<sup>6</sup>

From Wikipedia, the free encyclopaedia

Luxembourg's cuisine reflects the country's position between the Latin and Germanic countries, influenced by the cuisines of neighbouring France, Belgium and Germany. Recently, it has been influenced by the country's many Italian and Portuguese immigrants. As in Germany, most traditional, everyday Luxembourg dishes are of peasant origin, in contrast to the more sophisticated French fare.

**Read the text. Decide if the statements below are true or false. If there is not enough information in the text, tick '?' for 'does not say'.**

|                                                           | True                     | False                    | ?                        |
|-----------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Luxembourg has its own cuisine which is one-of-a-kind. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Luxembourg's cuisine is refined.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 4.3.2. Traditional Luxembourg dishes

#### DINING & DRINKING - KNOW THY FOOD

The Grand Duchy's Best Known Dishes<sup>7</sup>

RTL|Update: 29.07.2021 16:27

**You live and work in Luxembourg, or at least work, and you've likely eaten in many of Luxembourg's restaurants. But how many Luxembourgish dishes have you tried, or even know?**

When you think of food in Luxembourg, some of the first things that spring to mind are large portions, plenty of meat, a fair amount of fish, heaps of potatoes and piles of beans. Lashings of cream and wine are also at the front of the pantry. Indeed, much of Luxembourg's plated offerings reflect the country's traditions, that being a heavy reliance on farming and history.

These are perhaps the most well-known dishes that Luxembourg has to offer:



#### **Bouneschlupp**

Bouneschlupp - one of the most classically classic Luxembourgish dishes. This is a soup made with green beans, potatoes, smoked bacon, and onions. Regional variations of this dish may include additional ingredients such as carrots, leeks, or celery. Metworst or other types of heavily spiced sausages may be added as well.

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<sup>6</sup> Adapted from [https://en.wikipedia.org/wiki/Cuisine\\_of\\_Luxembourg](https://en.wikipedia.org/wiki/Cuisine_of_Luxembourg)

<sup>7</sup> Adapted from <https://today.rtl.lu/luxembourg-insider/dining-and-drinking/a/1628340.html>

### **F'rell am Rèisleck**

Luxembourg trout in a delicious Riesling sauce is a lovely main dish. The abundance of trout in the rivers of Luxembourg means that this is a popular dish in many eateries. The fish is fried first in a bit of butter and batter and then added to that wonderful sauce. A perfect summer meal.



### **Friture de la Moselle**

This traditional Luxembourgish dish hits home as this is essentially fried fish in a flour batter. If you've ever had the classic fish and chips in Britain, you are sure to enjoy the Friture de la Moselle - especially popular during the Octave and Schueberfouer. It is eaten with a drop of lemon and you can always add some fries on the side.

### **Gromperekichelcher**

The daddy of the list (or, if we must tread carefully, the big cheese). Luxembourg potato fritters called Gromperekichelcher are synonymous with living in the 'Burg'. They are crispy fritters made of grated potatoes, onions, shallots and parsley, held together with some flour and eggs. Typically these are made flat and ideally should be formed like a small pancake. Can be served with apple sauce and pair well with Trout in Riesling sauce (see above).



### **Huesenziwwi**

During the game/hunting season — October to December — you might find Huesenziwwi on the menus of some Luxembourg restaurants. Essentially wild hare stew, the hare is first marinated between 48 and 72 hours and is then fried in lard and flambéed with cognac. The hare is served with a sauce made from hare or calf's blood, red wine, and even more cognac.

### **Judd mat Gaardebounen**

A savoury dish of smoked pork collar and broad beans is, arguably, one of the country's most widely recognized national dishes. Largely associated with the village of Gostingen in the south-east of the country, this is where the inhabitants have earned the nickname of Bounepatscherten, reportedly as a result of their excellent broad beans.





### **Paschtéit or Bouchée à la Reine**

Possibly, maybe, half-inched from neighbouring France, Bouchées à la Reine are very small flaky pastries that are essentially vol-au-vents - something Brits will recognize from pretend posh parties. Usually including chicken breast, [...], the pastry is garnished with a dollop of a savoury mixture bound together with a creamy white sauce.

### **Rieslingspaschteit or pâté au Riesling**

This is a traditional Luxembourg dish – a wonderful meat pie into which a fragrant Riesling jelly is poured and left to set. For some (this editor, for example) the cold jelly is an absolute deal-breaker. For others, and there are many, it is quite a delicacy.'



### **Quetschentaart**

Quetschentaart, one of the classics of Luxembourgish baking. The simple fruit tart is a traditional autumn treat, and you'll find it at bakeries across the country at this time of year. Damson tart is made with 'Quetschen', which translates into damson, but it's not really (exactly) the same.'

### **Note**

***For a free calendar on seasonal fruits and vegetables, go to***

- [MA Saisonskalenner\\_EN.pdf \(regionalsaisonal.lu\)](https://regionalsaisonal.lu/regional/wp-content/uploads/2024/04/MA_Saisonskalenner_EN.pdf)

[https://regionalsaisonal.lu/regional/wp-content/uploads/2024/04/MA\\_Saisonskalenner\\_EN.pdf](https://regionalsaisonal.lu/regional/wp-content/uploads/2024/04/MA_Saisonskalenner_EN.pdf)

***You also find information on local and seasonal fruits and vegetables on***

- [#regionalsaisonal – SOU FRËSCH, SOU LËTZEBUG](https://regionalsaisonal.lu/en/)

<https://regionalsaisonal.lu/en/>

- [Luxembourg specialties, buy and eat local \(justarrived.lu\)](https://www.justarrived.lu/en/practical-information/luxembourg-culinary-specialties-local-products/)

<https://www.justarrived.lu/en/practical-information/luxembourg-culinary-specialties-local-products/>

- [From farm to table: eating fresh, organic and local in Luxembourg \(justarrived.lu\)](https://www.justarrived.lu/en/practical-information/markets-local-producers-luxembourg/)

<https://www.justarrived.lu/en/practical-information/markets-local-producers-luxembourg/>





#### 4.3.3. For the sweet-toothed

Anne<sup>8</sup> Faber is a famous food journalist and cookbook author from Luxembourg. Read what she writes about different Luxembourg pastries on her website. You will also find the respective recipes on the website.

##### Bamkuch



*'Bamkuch' is reserved for life's major occasions, and it has a special place in every Luxembourger's heart. I had a big one for my first Holy Communion and it is the country's most popular wedding cake. Its name translates as 'tree cake' because, when the classic log-shaped version is cut open, you see the baked rings like the rings of a tree trunk.*

*Making Bamkuch the traditional way at home is virtually impossible, unless you happen to have a horizontal spit in your kitchen: the cake is made by drizzling batter onto the spinning spit, grilling layer after layer.'*



##### Boxemännchen

As for 'Boxemännercher', she writes

*'In December all the bakeries in Luxembourg sell these cute little men- and more recently women- shaped brioche, called a Boxemännchen! It's the perfect breakfast treat around Christmas time, and it's really not hard to make!'*

##### Pretzels

*'Luxembourg has lots of quaint traditions, but above all, 'Bretzel-Sonnden' is one really lovely example. Every year, on the third Sunday of Lent, we celebrate 'Pretzel Sunday'. Here, a man should offer his beloved a sweet pretzel. If she accepts, she in return will have to give her man a chocolate Easter egg for Easter. If she refuses, she gives him a basket – hence the Luxembourgish expression 'hie krut de Kuef' (he got the basket) if you get dumped... In leap years, the tradition reverses. Then, the woman is due to offer a pretzel in return for an Easter egg. It's said that in old times, 'Pretzel Sunday' set the seal on many marriages.'*



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<sup>8</sup> Adapted from [Anne's Kitchen \\*Anne's Kitchen \(anneskitchen.lu\)](https://www.anneskitchen.lu/)



### Verwuerelter (Fuesentkichelcher)

*'As soon as gloomy January is over, Luxembourg dives right into festive mode with the start of Fuesent – carnival season. Besides fancy dress parties and cavalcades across the country, carnival is really the time to head to your local bakery and try out Verwuerelter, which are only around at this time of year. Verwuerelter are deep-fried pastry knots dusted with icing sugar. They're also fondly called Verwuerelt Gedanken, 'scrambled thoughts' – the origin behind this curious nickname remains unknown to me.'*

Which of the above dishes is a ...

| Starter | Main course | Dessert | Snack |
|---------|-------------|---------|-------|
|         |             |         |       |
|         |             |         |       |
|         |             |         |       |
|         |             |         |       |

Which of them is likely to contain pork meat?

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Which of them could be served to a vegetarian, i.e. which of them does not contain any meat or fish?

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Which of them could be served to a vegan, i.e. which of them does not contain any animal products?

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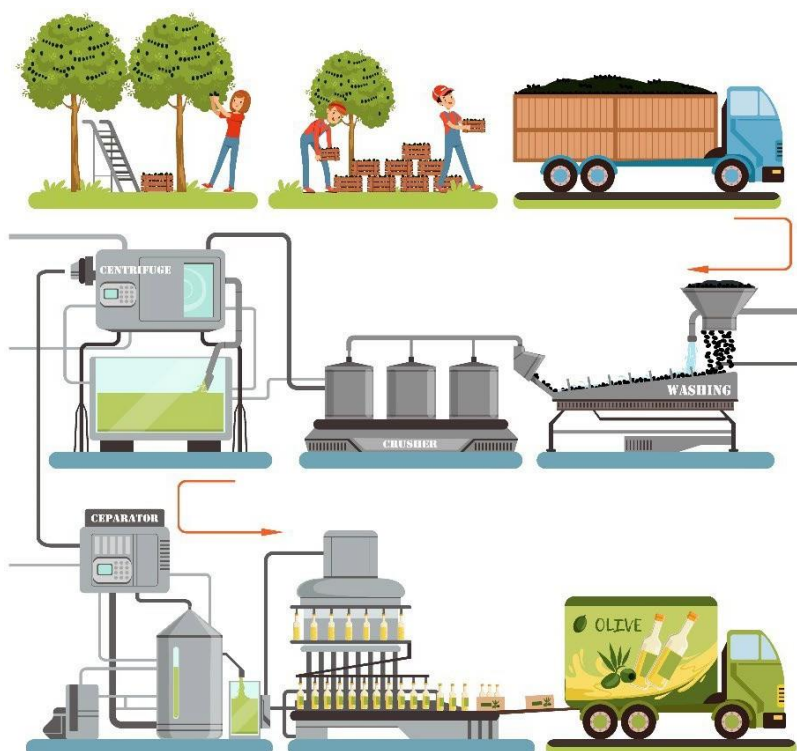
Do you know any drinks produced in Luxembourg? Can you name them (kind of drink, brand)

| Soft drinks | Alcoholic drinks |
|-------------|------------------|
|             |                  |
|             |                  |
|             |                  |
|             |                  |
|             |                  |



#### 4.3.4. Active vs. passive

##### How olive oil is made



First the olives are harvested and packed into boxes.

The boxes with the olives are transported to the factory.

Then the olives get washed and crushed.

After this, the oil is extracted from the olives.

Next the oil is separated from the fruit mash.

The oil is filled into bottles, which in turn are taken to the shops.

**Look at the examples of the present passives, then complete the table.**

| PRESENT SIMPLE PASSIVE |           |
|------------------------|-----------|
| Auxiliary              | Main verb |
|                        |           |

**What difference does the use of the passive make?**

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---

##### Note

⇒ The passive is used when the focus is on the action. It is not important, or known who is / was performing the action.

⇒ If the agent is mentioned, it is added at the end of the sentence. It is preceded by the preposition 'by'.

## Practice

Read the hotel information and write sentences as in the example. Use the present passive.

# Hotel Service



**Breakfast**  
Continental, American,  
Gluten-free buffets  
at the Veranda  
7:00 – 10:00 am



**Dinner**  
Gastronomic, Mediterranean,  
Japanese Cuisine  
in three fabulous restaurants  
8:00 – 10:30 pm



**Housekeeping Service**  
on demand  
24/7



**Free WiFi**  
Guests consistently rate the  
WiFi as excellent



**Excellent wellness facilities:**  
seawater pool, massages and  
beauty treatments  
at the House of Beauty Spa  
9:00 am – 6:30 pm

*Hotel Metropolis wishes  
you a pleasant stay*

1. Breakfast / to serve  
– where and when?

Breakfast is served at the Veranda

between 7:00 and 10:00 am.

2. Gastronomic cuisine / to serve  
– when?

3. Japanese cuisine / to serve  
– where?

4. Rooms / to clean  
– how often?

5. WiFi / can / to use  
– for how much?

6. Beauty treatments / to provide  
– where and when?

*Make sentences with the elements below.*

1. Our restaurant / to clean / every day.

2. Our bread and pasta / to home-make.

3. Our vegetables / to produce / by local farmers.

4. Organic food / must / to produce / without the use of chemical fertilizers, pesticides, or other artificial chemicals.

5. Most of the ingredients for our meals / regularly / to order / from Provençale.

6. Alcohol / not to serve / to youngsters under 16.

7. Pizza / to bake / in a real pizza oven.

8. Pizza / to deliver / from 6 to 10 pm in the evening.

# TOPIC V

## DESCRIBING PLACES (1)

### 5.1. MY IMMEDIATE ENVIRONMENT

- 5.1.1. Buildings, houses and homes – counting the floors in different buildings (ordinal numbers)
- 5.1.2. Smart homes - modern homes
- 5.1.3. A private home – home sweet home
- 5.1.4. Floor plans – Speaking activity (Pairwork)
- 5.1.5. Inside my home – my bedroom
- 5.1.6. The shops and streets of my hometown
- 5.1.7. My school – a modern school and its facilities
- 5.1.8. My favourite restaurant
- 5.1.9. Restaurant language

### 5.2. BUCKINGHAM PALACE

- 5.2.1. A special home – Buckingham Palace
- 5.2.2. An invitation by the Queen
- 5.2.3. The present simple

### 5.3. ON THE TABLE

- 5.3.1. A formal place setting
- 5.3.2. Cutlery etiquette
- 5.3.3. 'Pretty woman' – restaurant scene

## 5.1. MY IMMEDIATE ENVIRONMENT

### 5.1.1. Buildings, houses and homes - counting the floors in different buildings

#### Did you know?

Did you know that it's called the **first floor** in the USA and the **ground floor** in the U.K.?



ALSO

The **floorplan** below shows what is referred to as a **flat** in British English and an **apartment** in American English.



*Look at the skyscrapers below. What do you notice if you compare the way floors are counted in the UK and the US?*



|  |                                |                       |
|--|--------------------------------|-----------------------|
|  | Rooft terrace / rooftop garden |                       |
|  | Penthouse                      |                       |
|  | etc.                           | etc.                  |
|  | 4 <sup>th</sup> floor          | 5 <sup>th</sup> floor |
|  | 3 <sup>rd</sup> floor          | 4 <sup>th</sup> floor |
|  | 2 <sup>nd</sup> floor          | 3 <sup>rd</sup> floor |
|  | 1 <sup>st</sup> floor          | 2 <sup>nd</sup> floor |
|  | Mezzanine                      |                       |
|  | Ground floor                   | 1 <sup>st</sup> floor |
|  | Basement                       |                       |

When it is a house for a family, you tend to use **upstairs** / **downstairs** to refer to the floors.

## Ordinal numbers

**Fill in the gaps with the correct ordinal number.**

Today is \_\_\_\_\_.

My birthday is on \_\_\_\_\_.

Alpha (A or α) and omega (Ω or ω) are the \_\_\_\_\_ and last letters of the Greek alphabet.

E is the \_\_\_\_\_ letter of the alphabet.

Z is the \_\_\_\_\_ letter of the English alphabet.

April is the \_\_\_\_\_ month in the year.

September is the \_\_\_\_\_ month of the year.

December is the \_\_\_\_\_ month in the year.

Sunday is the \_\_\_\_\_ day of the week.

The \_\_\_\_\_ February only occurs every four years in so-called leap years.

X-mas Eve is on the day before X-mas, i.e. on \_\_\_\_\_ December, and New Year's Eve is on the last day of December, i.e. on \_\_\_\_\_ December.

The Berlin Wall fell near the end of the \_\_\_\_\_ century.

The practice of awarding bronze \_\_\_\_\_ place medals in the Olympic Games began at the 1904 Olympic Games in St. Louis, Missouri, before which only \_\_\_\_\_ and \_\_\_\_\_ places were awarded.

Jennifer came \_\_\_\_\_ and was awarded the silver medal.

### The American President

George Washington was the \_\_\_\_\_ president of the United States.

The wife of the president of a country is called the \_\_\_\_\_ (N°1) lady of the country.

### Henri VIII

Henri VIII (the \_\_\_\_\_) was the English king, who had six wives.

Henry VIII ruled England for 36 years, presiding over sweeping changes that brought his nation into the Protestant Reformation. He famously married a series of six wives in his search for political alliance, marital bliss and a healthy male heir.

His desire to annul his \_\_\_\_\_ (N°1) marriage without papal approval led to the creation of a separate Church of England. The \_\_\_\_\_ (N°2) and the \_\_\_\_\_ (N°5) of his marriages ended with his wives' beheadings for adultery and treason. Henri's \_\_\_\_\_ (N°3) wife died naturally. His \_\_\_\_\_ (N°4) marriage was annulled. His \_\_\_\_\_ (N°6) wife outlived him.

**To revise the ordinal numbers, go to**

<https://www.thoughtco.com/what-is-an-ordinal-number-1691459>

**For more exercises on ordinal numbers, go to**

<https://agendaweb.org/vocabulary/numbers-ordinal-exercises.html>

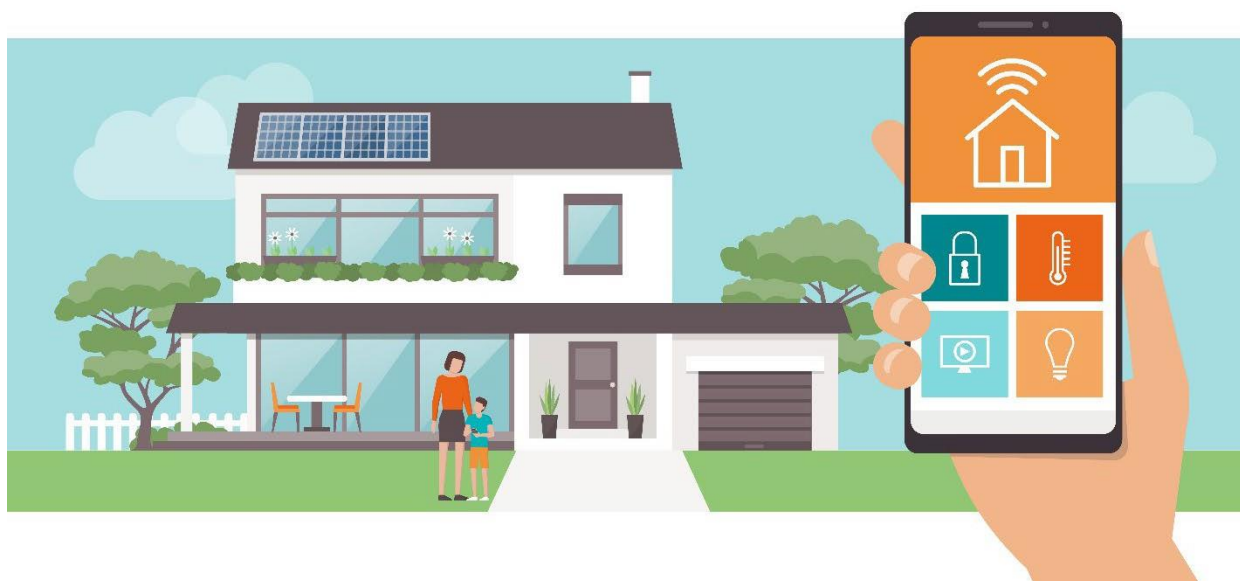


Complete the following table with cardinal number figures and number words, ordinal number figures and number words.

| Cardinal      |               | Ordinal       |                   |
|---------------|---------------|---------------|-------------------|
| Number figure | Number word   | Number word   | Number figure     |
| 1             | one           | first         | 1 <sup>st</sup>   |
| 2             | two           | second        | 2 <sup>nd</sup>   |
| 3             | three         | third         | 3 <sup>rd</sup>   |
|               | four          | fourth        | 4 <sup>th</sup>   |
| 5             | five          |               | 5 <sup>th</sup>   |
| 6             | six           | sixth         |                   |
|               | seven         | seventh       |                   |
| 8             | eight         |               | 8 <sup>th</sup>   |
| 9             | nine          |               | 9 <sup>th</sup>   |
| 10            |               | tenth         | 10 <sup>th</sup>  |
| 11            | eleven        | eleventh      |                   |
| 12            |               | twelfth       | 12 <sup>th</sup>  |
| 13            | thirteen      |               | 13 <sup>th</sup>  |
| 14            |               | fourteenth    | 14 <sup>th</sup>  |
| 15            | fifteen       |               | 15 <sup>th</sup>  |
| 16            | sixteen       | sixteenth     | 16 <sup>th</sup>  |
|               | seventeen     | seventeenth   | 17 <sup>th</sup>  |
| 18            | eighteen      | eighteenth    |                   |
| 19            |               | nineteenth    | 19 <sup>th</sup>  |
| 20            | twenty        |               | 20 <sup>th</sup>  |
| 21            | twenty-one    | twenty-first  |                   |
| 22            |               | twenty-second |                   |
| 29            | twenty-nine   | twenty-ninth  | 29 <sup>th</sup>  |
|               | thirty-three  |               | 33 <sup>rd</sup>  |
| 40            | forty         |               | 38 <sup>th</sup>  |
| 44            |               |               | 44 <sup>th</sup>  |
|               | fifty-five    | fifty-fifth   |                   |
| 99            | ninety-nine   |               | 99 <sup>th</sup>  |
|               | a/one hundred | one hundredth | 100 <sup>th</sup> |

## 5.1.2. Smart homes - modern homes

### Smart houses and IOT



The above picture shows a smart house. It is ecological and uses domotics.

1. What is a smart house?

---

2. What is IOT?

---

3. What is an ecological house?

---



---

3. What are the different spaces in a house called in British English?

|                                                          |                                                         |
|----------------------------------------------------------|---------------------------------------------------------|
| _____ floor above the ground in a big building           | _____ space under the roof                              |
| _____ floor above the ground floor                       | _____ space below the ground                            |
| _____ ground floor in a two-storey house                 | _____ space that is used to get from room to room       |
| _____ floor above the ground floor in a two-storey house | _____ space that is used to move up and down a building |

4. What elements make up a building such as a house?

|                                              |                                          |
|----------------------------------------------|------------------------------------------|
| _____ it is above you                        | _____ it separates the different rooms   |
| _____ you get in and out of rooms through it | _____ it lets the light and fresh air in |
| _____ you walk on it                         | _____                                    |

## Smart home

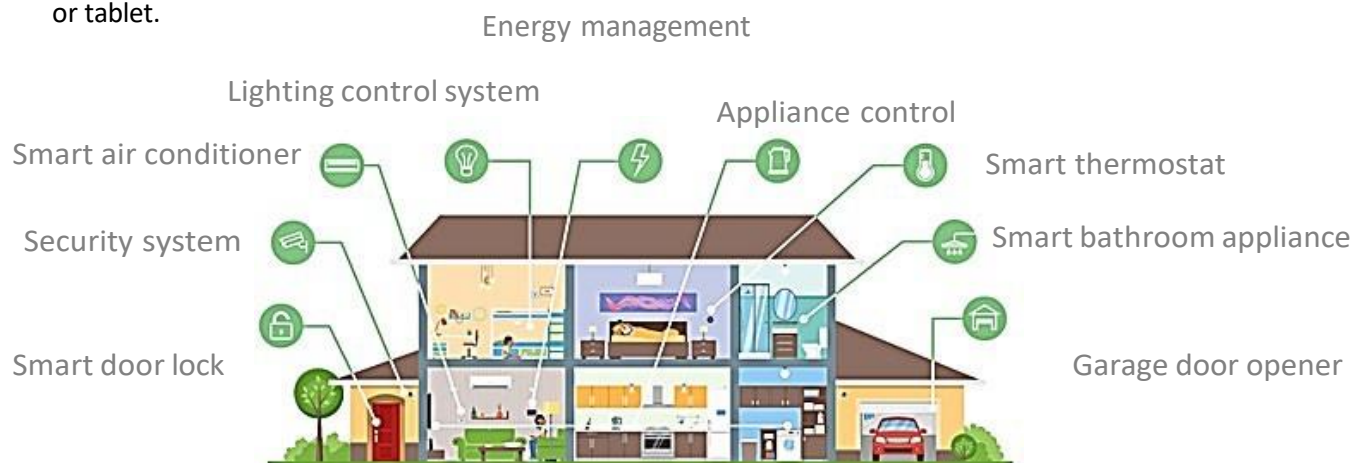
**Look at the picture of a smart home and read the text below the picture.**

**Decide if the sentences below are true or false and tick the respective box. If there is not enough information, tick '?' for 'doesn't say'.**

'Smart home' is an expression that refers to modern homes that have appliances, lighting and/or electronic devices that can be controlled remotely, often via a mobile app. Smart home-enabled devices can also operate in combination with other devices in the home and communicate information to other smart devices.

Smart home-enabled devices currently (= now) on the market include internet-enabled and controlled refrigerators, washing machines, dryers, and toaster-ovens, as well as heating and air conditioning units with smart thermostats and lighting devices with light occupancy sensors. Other examples of smart home-enabled electronic devices are audio and video entertainment systems, smart door locks, camera and security systems, and computers, laptops and other electronic mobile devices.

Most of these smart home devices now include a mobile app for managing them via a smartphone or tablet.



|                                                                                                          | True                     | False                    | ?                        |
|----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Only newly built houses can be smart homes.                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Smart appliances can be operated from a distance.                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Certain smart devices communicate with each other.                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The refrigerators, washing machines, dryers, and toaster-ovens in the shops these days are all smart. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Smart homes are more ecological than other houses.                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. You can use your mobile phone as a remote control to operate smart devices.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Remote control

*Discuss what you can do thanks the tablet below.*



*You can switch on the cooker on your way home so that the food is ready when you arrive.*

---

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### 5.1.3. A private home - home, sweet home

#### An email by Kim from America.

Amira is a student at the ENAD. She has an 'email friend', who lives near Chicago in the USA. Her name is Kim. Amira wanted to know what Kim's house looks like.

*Read Kim's email and label the floor plans of her house.*

Message

From: [kim.nelson@mailfriends.com](mailto:kim.nelson@mailfriends.com)

To: [amira.hariri@school.lu](mailto:amira.hariri@school.lu)

Subject: Our house

Dear Amira,

Hope you are well. I am fine.

In fact, I wanted to send you photos of our house, but it is raining very hard at the moment, so I don't feel like going out to take any pictures. I'll send you some with my next mail.

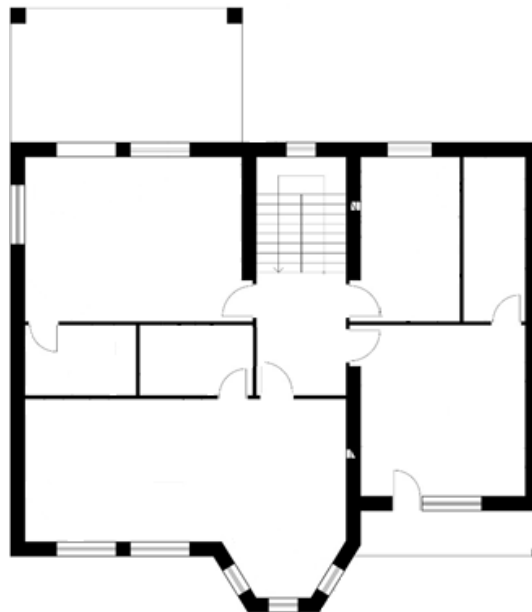
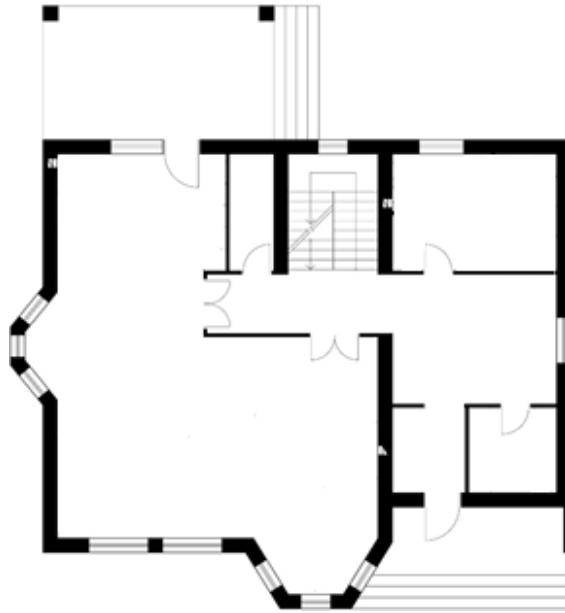
Our house is a big house. It has two floors or storeys. The biggest room is on the **ground floor** or **downstairs (1)**. It is an open plan kitchen, dining and living room. The bedrooms are on the **first floor** or **upstairs (2)**.

You have to climb three stairs to get to the **entrance door (3)**. When you enter the house, there is a big **wardrobe (4)** on your left and the **toilet (5)** on your right. My father uses the room opposite the entrance as a study **(6)**. Next to the study, there is the **staircase (7)**. On the left of the staircase, there is a small **utility room (8)** and then there is the **open plan kitchen, dining and living room (9)**. The **kitchen (10)** is at the back of the house, it gives you access to a **covered terrace (11)** and the garden.

As already said, there are **three bedrooms (12-14)** upstairs. They all have **walk-in cupboards (12'-14')**. They are relatively small rooms without windows. The biggest bedroom is my parents' room or **master bedroom (12)**. My **room (13)** gives me access to a large **balcony (15)**, which overlooks the garden. The third bedroom is the smallest bedroom. It is the **guest bedroom (14)**, i.e. the room for visitors. The room that is left is the **bathroom (16)**. By the way, the bathroom is the only real problem with the house. One bathroom is not sufficient when three people are trying to get ready to go to work in the morning. That is why my parents want to transform the walk-in cupboard into an **ensuite shower room (12')**. Their bedroom is so big that they can put an enormous wardrobe into it.

Yours,

Kim



***Look up the following words***

cupboard

ensuite

open plan

walk-in

wardrobe



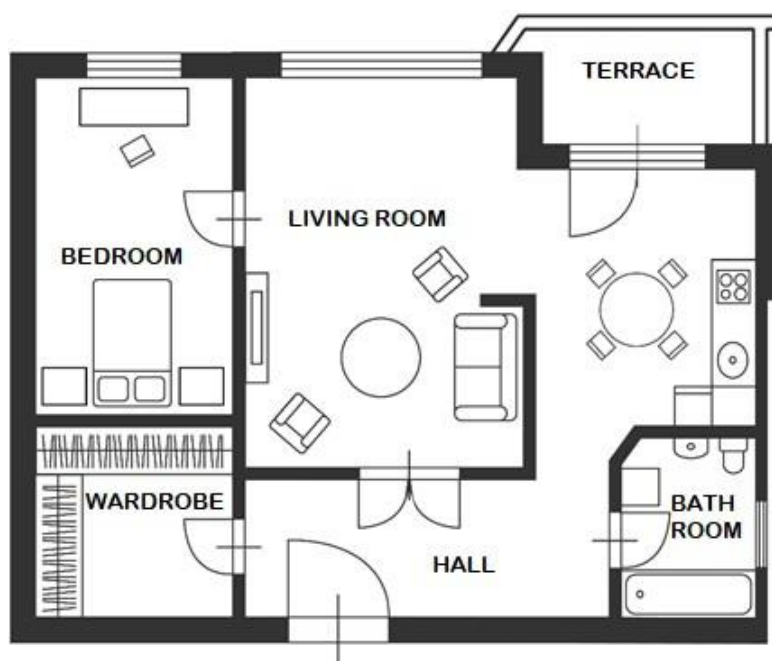
#### 5.1.4. Floor plans – Speaking activity (Pairwork)

##### Student A

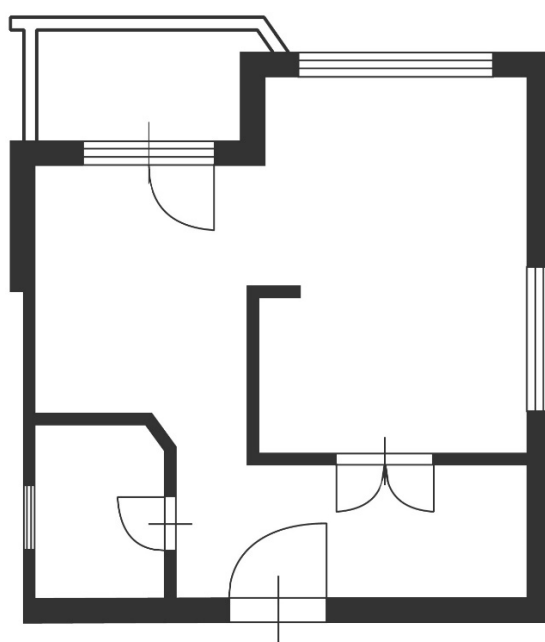
*You have just bought the apartment below. Describe it to student B.*

*Say*

- *which rooms there are,*
- *where they are,*
- *what furniture there is,*
- *where exactly the furniture is.*

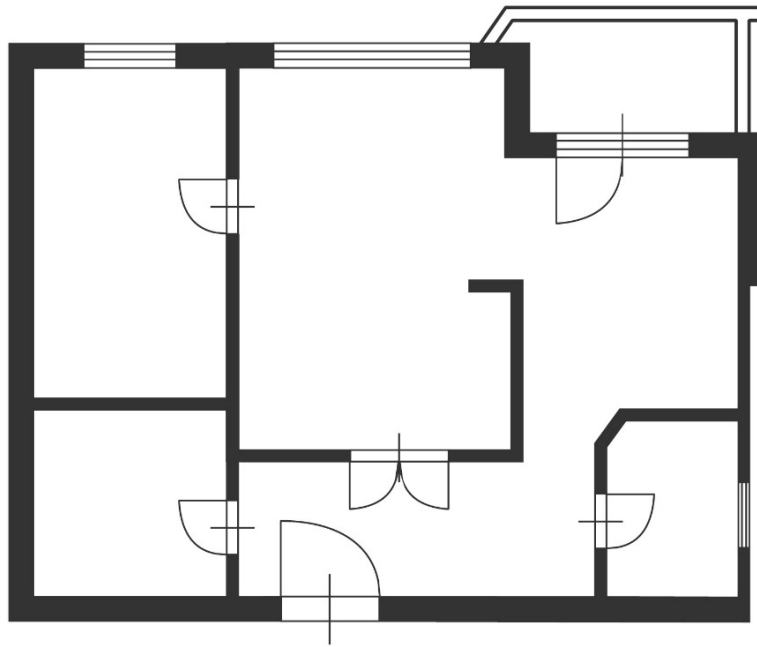


*Your friend, student B, has also bought an apartment. Listen to his / her description of the apartment. Label the rooms and draw the furniture in its place.*



## Student B

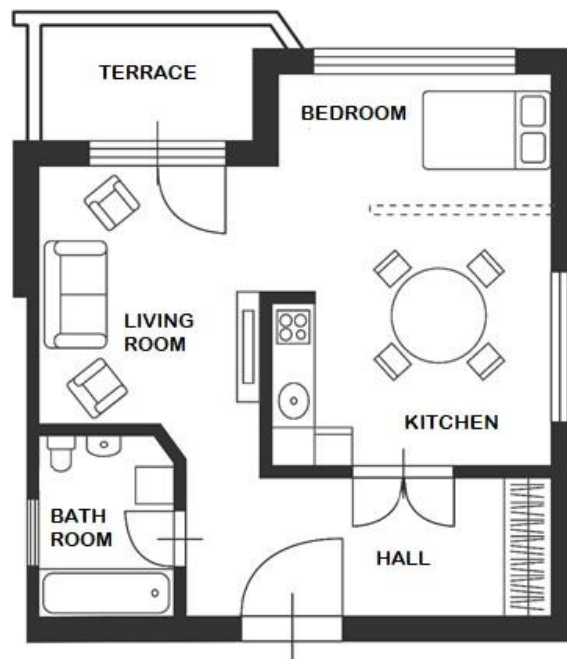
*Your friend, student A, has just bought an apartment. Listen to his / her description of the apartment. Label the rooms and draw the furniture in its place.*



*You have also bought an apartment. Describe it to student A.*

*Say*

- *which rooms there are,*
- *where they are*
- *what furniture there is*
- *where exactly it is.*



# A house is not a home

By Luther Vandross

<https://www.youtube.com/watch?v=2nOA9Fw8AZI>



*Listening to the song below.*

A chair is still a chair  
Even when there's no one sittin' there  
But a chair is not a house  
And a house is not a home  
When there's no one there to hold you tight  
And no one there you can kiss goodnight  
Woah girl

A room is a still a room  
Even when there's nothin' there but gloom  
But a room is not a house  
And a house is not a home  
When the two of us are far apart  
And one of us has a broken heart

Now and then I call your name  
And suddenly your face appears  
But it's just a crazy game  
When it ends, it ends in tears

Pretty little darling, have a heart  
Don't let one mistake keep us apart  
I'm not meant to live alone  
Turn this house into a home  
When I climb the stairs and turn the key  
Oh, please be there  
Sayin' that you're still in love with me, yeah

I'm not meant to live alone  
Turn this house into a home  
I climb the stairs and turn the key  
Oh, please be there, still in love  
I said, still in love, still in love with me, yeah

Are you gonna be in love with me?  
I want you and need you to be, yeah  
Still in love with me  
Say you're gonna be in love with me  
It's drivin' me crazy to think  
That my baby couldn't be still in love with me

Are you gonna be? Say you're gonna be  
Are you gonna be? Say you're gonna be  
Are you gonna be? Say you're gonna be  
Well well, well well

Still in love, so in love, still in love with me  
Are you gonna be?  
Say that you're gonna be  
Still in love with me, yeah

With me, oh  
Still in love with me, yeah

What do you notice when you compare the sounds of the words at the end of each line?

---

Can you identify a scheme?

---

Where do you normally find this literary device?

---

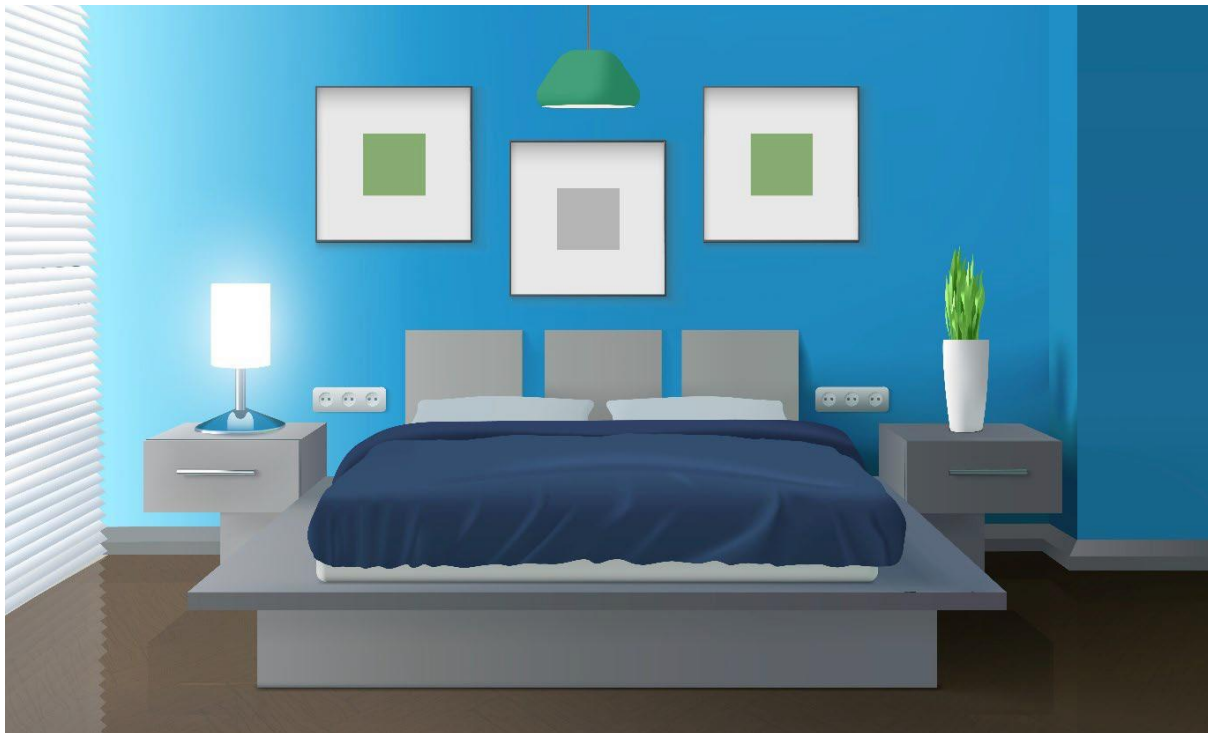
### 5.1.5. Inside my home – my bedroom

*You have bought new bedroom furniture, but you must still decide how to decorate the room.*

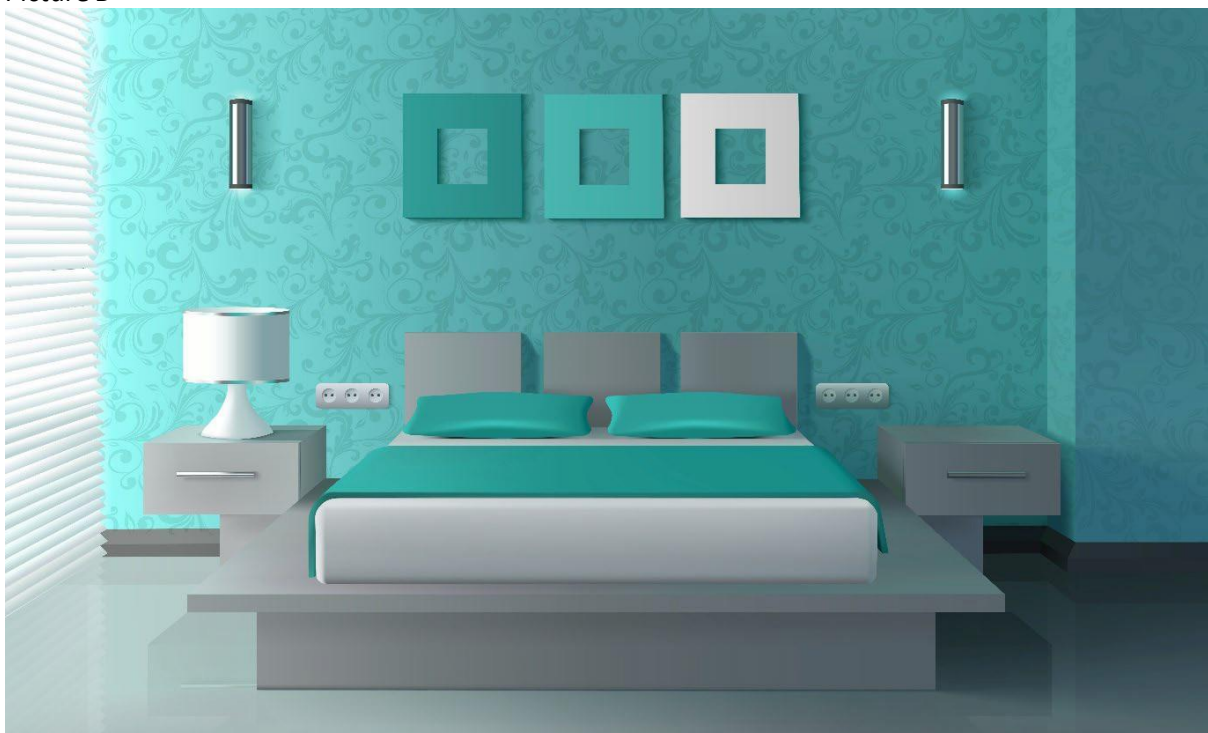
*Pictures A-D show four proposals by an interior designer.*

*Discuss them with your partner<sup>9</sup>. Say which you like best and which you like least. Say, why.*

Picture A



Picture B



<sup>9</sup> For a coloured version of the activity, go online: [www.romyschmit.lu](http://www.romyschmit.lu).

Picture C



Picture D



***Describe your actual room to your partner. Do you like it? Why / why not?***

***Interior design depends on the fashion styles, the materials, the patterns and the colours one selects.  
Write down as many words referring to the latter as possible.***





### 5.1.6. The shops and streets of my hometown

**Match the definitions (1-17) with the corresponding words or expressions from the map below.**

**Discuss where the different places are situated in relation to each other.**



1. a building or buildings where people who are ill or injured are given medical treatment
2. a building where collections of things of artistic, scientific or historic interest are shown to the public
3. a building where financial services such as keeping or lending money are offered
4. a building where travellers receive a room and food in return for payment
5. a large shop that sells food, drinks and goods used in the home
6. a large sportsground usually with seats for spectators
7. a place at the side of a road where you take your car to buy petrol, oil...
8. a place for teaching, especially children and teenagers
9. a place where plays, operas ... are performed
10. a place where you can receive and send off letters, parcels...
11. a restaurant where simple and usually quite cheap meals are served
12. a shop where medicines and drugs are sold
13. a theatre where people pay to watch films
14. an area of public land with plants where people go to walk, play and relax
15. the building or buildings where fire-engines and other pieces of equipment used by firemen are kept
16. the office of a local police force
17. the place in a town or city where buses leave and arrive, especially to and from other towns

## The traffic



*In the picture on the left you see a road. Find other words to refer to roads and say how they differ from each other.*

1. st \_\_\_\_\_

2. l \_\_\_\_\_

3. b \_\_\_\_\_

4. av \_\_\_\_\_

5. m \_\_\_\_\_

(UK) / h \_\_\_\_\_

(US)

*In the picture below you see a road with particular features.*

**What is a carriage way?**

---

---

---

---

**What is the hard shoulder?**

---

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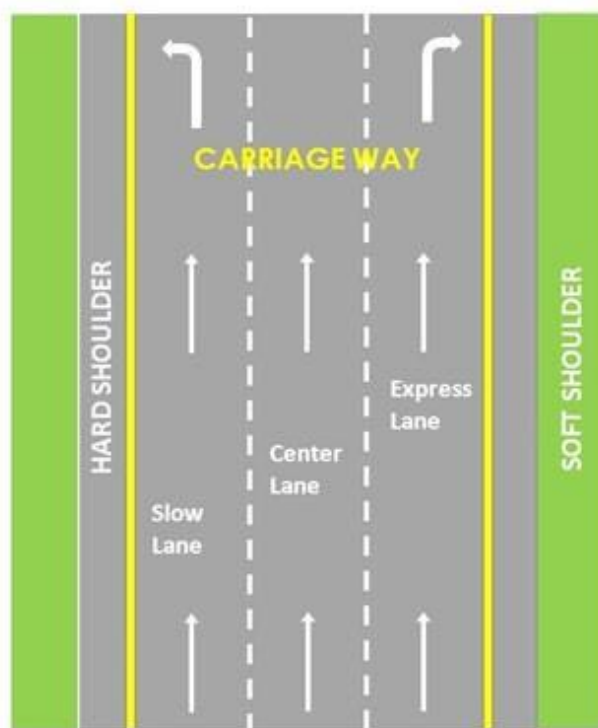
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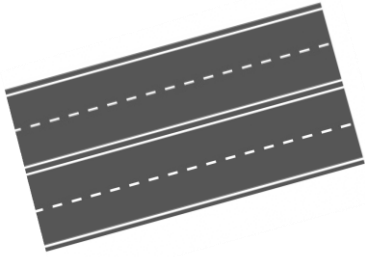
**Are you allowed to drive on the soft shoulder?**

---

---



Match the following pictures with the corresponding words. There is an example.



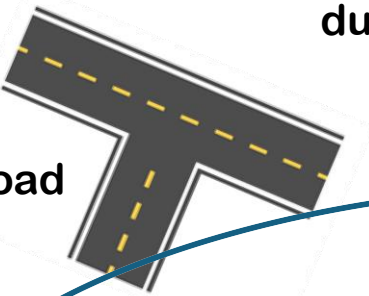
lay-by



junction



dual carriage way



sliproad

parking lot with 10 parking spaces



bends

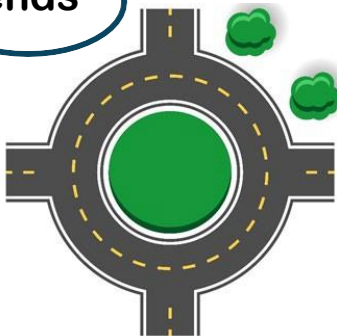


pavements (UK) / sidewalks (US)

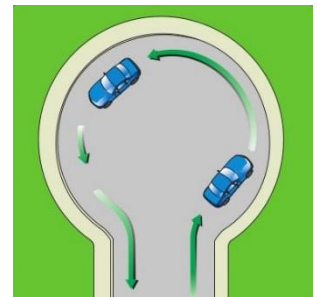


pedestrian crossing

flyover



crossroads

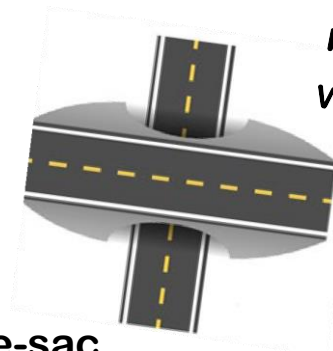


roundabout with 4 exits

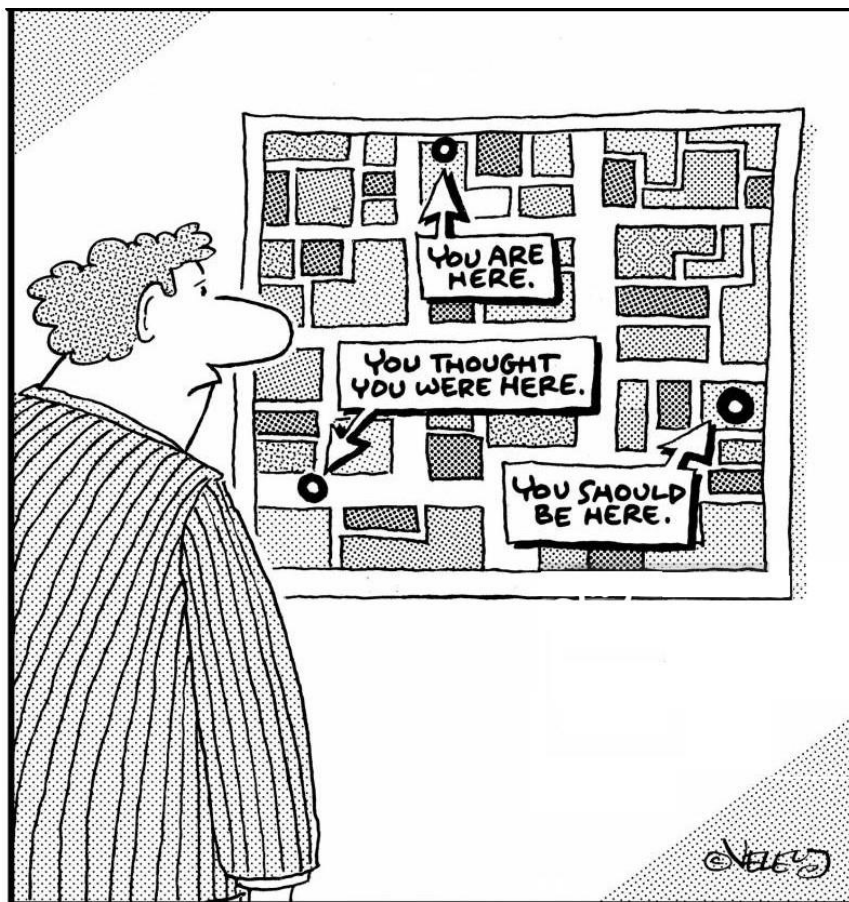
dead-end



close / cul-de-sac



## Asking for and giving directions



**Do the exercises which you find at**

[https://www.englishandliteracy.ca/asset\\_library/page/rsbj/GivingandReceivingDirections.pdf](https://www.englishandliteracy.ca/asset_library/page/rsbj/GivingandReceivingDirections.pdf)

**For more information and exercises on asking for and giving directions, go to**

<https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions>

<https://www.easypacelearning.com/all-lessons/english-level-2/1289-asking-for-and-giving-directions-english-lesson>

<https://www.ego4u.com/en/cram-up/vocabulary/directions>

<https://www.englishexercises.org/makeagame/viewgame.asp?id=1434>

<https://www.eslbuzz.com/how-to-ask-for-give-directions-in-english/>

[https://www.liveworksheets.com/worksheets?keys=directions&from-age=&to-age=&sort\\_by=popular&sort\\_order=DESC](https://www.liveworksheets.com/worksheets?keys=directions&from-age=&to-age=&sort_by=popular&sort_order=DESC)

<https://www.oxfordonlineenglish.com/giving-directions>

<https://www.thoughtco.com/dialogue-giving-directions-1211300>



### 5.1.7. My school – a modern school and its facilities

*From the outside ELT school is a modern school. What is it like inside?*

*Match the pictures (1-8) with the words and phrases (a-h)*



ELT School has

- a. a gym,
- b. a library,
- c. a school cafeteria,
- d. all gender toilets,
- e. changing rooms,
- f. lots of classrooms,
- g. long corridors with lockers
- h. various workshops.

1.



5.



2.



6.



3.



7.



4.



8.



| Write your answers here | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------------|---|---|---|---|---|---|---|---|
|                         |   |   |   |   |   |   |   |   |

### 5.1.8. ENAD – an outstanding school

**Read the following text.**

**Then answer the questions below the text.**



# ENAD

ECOLE NATIONALE  
POUR ADULTES

ENAD is a special school with secondary classes for young adults who have stopped going to school and have no qualifications. The students are between sixteen and twenty-nine years old. They are of various ethnic origins and have different native languages or mother tongues, which reflects the diversity of the Luxembourg population.

ENAD is the only school of its kind in the whole of Luxembourg. It is a public school, so the classes are free. It is in Luxembourg city. ENAD is convenient for students. There is no parking for students outside the school, but there is a lot of public transportation. There is a bus station near the school and the train station can be reached on foot. Moreover, the school has a restaurant so that students need not go home for their meals and a library where they can do their homework.

Even if the classes are quite small, they are very diverse and very interesting. The students in a class are not only of various ethnic origins and have different nationalities and native languages, they are also of different ages and civil status. Some students are already married and / or have children.

Most of the classes at ENAD are regular secondary school classes, but there are also classes for future educators in alternance, DAES and CLIJA classes.

ENAD is proud of its 'Éducateurs en alternance' programme, which is a programme for people who work in an educational or social context. It allows them to get qualifications as educators as well as working and earning money.

ENAD is also very proud of its DAES programme. DAES is the acronym for 'diplôme d'accès aux études supérieures'. DAES classes prepare students to obtain a school leaving diploma which gives them access to post-secondary or tertiary education.

CLIJA is the acronym for 'classes d'insertion pour jeunes adultes'. CLIJA classes offer intensive language training in French and prepare students to access technical secondary education or to become socially and economically autonomous.

**Decide if the sentences below are true or false and tick the respective box. If there is not enough information in the text, tick the box for '?'.**

|                                                                                                                                                         | True                     | False                    | ?                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Most students at ENAD are adolescents and young adults.                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. ENAD is an expensive private school.                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The word ENAD has <b>NO</b> meaning.                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The students can park their cars at ENAD.                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The students can buy meals at the school restaurant.                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The students find ENAD more attractive than other schools.                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The DAES diploma allows students to go to university.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The main goal of the CLIJA classes is to teach the students French so that they can continue their studies or get qualifications for the job market. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



### 5.1.8. My favourite restaurant – prepositions of place

Do you know a movie in which a character wants to be a chef?

---

What job does he have in his community? Why?

---

---

Who is his role model?

---

What do you see in the picture on the right?

---

Where does the movie take place?

---

What do you see in the picture on the right?

---

---



Which of the above silhouettes do you recognize? Who are they?

---

Where is Remy in these pictures?



1



2



3



4



5



6



7



8



9



10



11



12



13



14

**Complete the sentences below with prepositions from the box.**

|         |                  |                 |               |
|---------|------------------|-----------------|---------------|
| above   | in / inside      | next to         |               |
| between | in front of      | on              | on top of     |
| behind  | in the middle of | on the left of  | under / below |
| in      | near             | on the right of |               |

1. Remy is sitting \_\_\_\_\_ the Seine.
2. Remy is \_\_\_\_\_ the storage room.
3. Remy is trapped \_\_\_\_\_ a glass jar.
4. Remy and his father are having a discussion \_\_\_\_\_ the other rats.
5. Remy is hiding \_\_\_\_\_ Linguini's toque.
6. Remy is sitting \_\_\_\_\_ his father.
7. Remy is standing \_\_\_\_\_ his father and his brother.
8. Remy is standing \_\_\_\_\_ the carrot.
9. Remy is sitting \_\_\_\_\_ his father and his brother.
10. Remy is standing \_\_\_\_\_ ingredients.
11. Remy is standing \_\_\_\_\_ Emile.
12. Remy is sitting \_\_\_\_\_ Linguini's head.
13. Remy is hanging \_\_\_\_\_ the working counter.
14. Remy is sitting \_\_\_\_\_ the copper saucepan.

### Prepositions of movement

Apart from prepositions of place, prepositions of movement are quite frequent in English.

**Complete the sentences below with words from the box.**

|        |           |        |         |         |
|--------|-----------|--------|---------|---------|
| across | away from | off    | over    | towards |
| along  | down      | onto   | past    | up      |
| around | into      | out of | through |         |



A dip is defined as a thick, creamy sauce that is used for dipping food (1) into.



A pavlova is a cake which consists of a crisp meringue base (2) \_\_\_\_\_ which fresh fruit and whipped cream have been put.



A skewer is a long thin pointed piece of metal or wood that is pushed (3) \_\_\_\_\_ pieces of meat, vegetables, etc. to hold them together while they are cooking.



A traditional food dome is rarely used nowadays, however, when you eat outside, mesh covers that you put (4) \_\_\_\_\_ the food are useful as they keep bugs away.



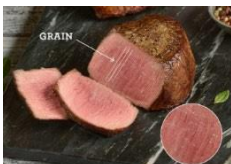
Beef or steak tartare is often served with the meat in the middle and the other ingredients (5) \_\_\_\_\_ it.



Do not put apples (6) \_\_\_\_\_ a bowl with other fruits—they *can* be stored on the countertop, but because they emit lots of ethylene gas, keep them at least 20 centimetres (7) \_\_\_\_\_ other fruits and vegetables, unless, of course, you want them to ripen faster.



If you see a white substance seeping (8) \_\_\_\_\_ salmon, this is albumin, which often indicates overcooking.



Normally meat should not be cut (9) \_\_\_\_\_ the grain, it should be cut (10) \_\_\_\_\_ or against the grain.

There are a number of things you should not do with your knives, for instance:

**Never chop (11) \_\_\_\_\_ and (12) \_\_\_\_\_**

always rock. An aggressive up and down motion is both dangerous for your fingers and bad for the blade.

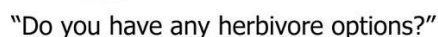
**Never try and catch a falling knife.** It's natural instinct to reach for falling things—seriously—so just back out of the way when your knife falls (13) \_\_\_\_\_ the counter or the table.

**If you hand a knife to someone, make sure the handle points (14) \_\_\_\_\_ the recipient.**



**Complete the sentences below by choosing the best answer (a or b). Tick ✓ the corresponding box.**

- WWW.ANDERTOONS.COM



**Complete the sentences below by choosing the best answer (a, b or c). Tick ✓ the corresponding box.**

1. Could we have some \_\_\_\_\_ water, please?  
a. ☐ bottled                      b. ☐ drinking                      c. ☐ mineral
2. Would you like still or \_\_\_\_\_ water?  
a. ☐ bubbly                      b. ☐ gassy                      c. ☐ sparkling
3. Excuse me, I think this wine is \_\_\_\_\_. It tastes funny.  
a. ☐ corked                      b. ☐ off                      c. ☐ red
4. We'll have the soup for the starter and the chicken for the main \_\_\_\_\_.  
a. ☐ course                      b. ☐ food                      c. ☐ menu
5. I didn't think much of the soup. It was rather \_\_\_\_\_. I didn't taste of anything much.  
a. ☐ bland                      b. ☐ crispy                      c. ☐ savoury
6. 'Excuse me, what is macaroni?' – 'It's a kind of \_\_\_\_\_.'  
a. ☐ noodles                      b. ☐ pasta                      c. ☐ spaghetti
7. I can't eat prawns. I'm \_\_\_\_\_ to them.  
a. ☐ allergic                      b. ☐ rash                      c. ☐ sick
8. Are the potatoes \_\_\_\_\_ or roast?  
a. ☐ grilled                      b. ☐ mashed                      c. ☐ raw
9. The egg is \_\_\_\_\_. Look, it's all runny.  
a. ☐ crispy                      b. ☐ sautéed                      c. ☐ under-done
10. These vegetables aren't cooked properly. They're almost \_\_\_\_\_.  
a. ☐ bland                      b. ☐ rare                      c. ☐ raw
11. 'How would you like your steak?' – '\_\_\_\_\_, please'.  
a. ☐ juicy                      b. ☐ crispy                      c. ☐ rare
12. I'm afraid this steak is very \_\_\_\_\_ - I can't chew it. The menu does say 'tender steak'.  
a. ☐ greasy                      b. ☐ overcooked                      c. ☐ tough
13. Are these pancakes sweet or \_\_\_\_\_?  
a. ☐ bitter                      b. ☐ savoury                      c. ☐ sour
14. Shall we \_\_\_\_\_ the bill?  
a. ☐ cut                      b. ☐ divide                      c. ☐ split
15. Let me get this. It's my \_\_\_\_\_.  
a. ☐ gift                      b. ☐ purchase                      c. ☐ treat



## 5.2. BUCKINGHAM PALACE

### 5.2.1. A special home – Buckingham Palace

#### Money Problems

The Queen opened Buckingham Palace for the first time in 1993. Why? Because she needed money after the big fire at Windsor Castle. The fire lasted for 15 hours and it destroyed a lot of rooms.

#### Big Houses

Buckingham Palace has more than 500 rooms and 78 bathrooms. 19 of the rooms are open to the public for two months every year. Windsor Castle is a lot bigger – it has over 1,000 rooms!

#### The Royal Guard

Every day, lots of tourists stand in front of the palace to watch the Changing of the Guard. The Guards wear red jackets and 'bearskins' (very big black hats). They mustn't smile at the tourists when they are working. This is sometimes very difficult.

#### The gardens

The gardens at Buckingham Palace are very big. In 2002, the Queen had a big pop concert there to celebrate 50 years of being Queen. She also had big tea parties there and invites different people to them. For a picnic, go to Windsor. The gardens there are bigger and they are always open.

#### Not invited

In 1982 the Queen woke up at Buckingham Palace with a surprise. There was a strange man sitting on her bed! His name was Michael Fagan. They talked for half an hour. Fagan asked the queen for a cigarette, but she couldn't give him one. She doesn't smoke. There are 200 bedrooms in the Palace. How did he find the right one?

**Read the text, then decide if the following sentences are true or false.**

|                                                                       | True                     | False                    |
|-----------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The Queen opened Windsor Castle because she needed money.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There was a fire at Buckingham Palace.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Queen has more than 500 bedrooms.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Tourists can see all of Buckingham Palace.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Windsor Castle is bigger than Buckingham Palace.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A 'bearskin' is a big hat.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. You can see the Changing of the Guard every day.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The Guards wear black uniforms.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The Guards must always be friendly to tourists.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The gardens of Windsor Castle are open in spring and summer only. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The gardens of Windsor Castle are open for everyone.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Michael Fagan smoked a cigarette with the Queen.                  | <input type="checkbox"/> | <input type="checkbox"/> |

### 5.2.2. An invitation by the Queen

A state banquet is an official meal hosted by a head of state in his or her official residence for another head of state or sometimes head of government and other guests. It is held to celebrate diplomatic ties between the host and guest countries. The Queen of England hosts state banquets in the ballroom of Buckingham Palace. On these occasions the room is dominated by a horseshoe-shaped table that can seat 170 people.



Months of preparation go into a state banquet and everything from the food to the guestlist is thoroughly planned. A dedicated team spends eight weeks unpacking, washing and polishing the grand service, which has been used by successive monarchs for over 200 years. The grand service includes 12 ice-pails, 140 dishes, 288 dinner plates, 58 dessert stands, 14 soup dishes and 118 saltshakers.

The actual setting up of the room itself starts about five days before the event. The place setting is laboriously laid out. A member of the team uses a measuring stick to make sure every piece of cutlery, glass and decoration is in exactly the right place - to the millimetre. Each place setting has a napkin, which is embroidered with the Queen's monogram EIIR as well as six glasses – one for champagne, one for white wine, one for red wine, one for dessert wine, one for port and finally one for water. In total there are about 1,026 piece of Royal Brierley Crystal, 2,000 pieces of cutlery, 5,500-odd silver pieces such as centrepieces and candelabras and 2,500-odd glass pieces on the table.



Once all the decorations have been added, the Queen in person does a final inspection to check everything is perfect.





Preparations in the kitchens of Buckingham Palace begin as close to the event as possible - with every dish handmade from scratch. The menu is normally designed to show off the best of British.

A state banquet only lasts an hour and 20 minutes. The event itself is carried out with military precision. About 20 stations are set up around the table, each manned by four staff - a page, a footman, an under butler and a wine butler. They serve the different courses and clear the table at the end of the event.

State banquets are glamorous events with some very exquisite food and drinks. The Queen treated President Trump and his entourage, for example, with a £1,400 bottle of wine. However, there's a lot more to a State Banquet than just sitting down for dinner. There are a lot of rules to remember.

Diners have to know what to use the cutlery for. Moreover, they are not supposed to stab their food, instead, they are supposed to hold forks in the left hand, knives in the right, and push food onto the back of the fork and eat from there. Finally, they have to know how to lay down their forks and knives. When they need to excuse themselves, for instance, but have not finished eating, they are supposed to cross the fork and the knife.

What is more, no matter how fast or slow anyone else eats, when the Queen is done, the course is over, and the footmen start clearing the table.

Etiquette also determines how the conversation is supposed to be conducted. The Queen - followed by the other women at the table - start the meal by striking up a conversation with the person to their right. In the case of the Queen, the person on her right is considered the guest of honour. When the meal reaches the halfway point, they turn to talk to the person on their left.

When the Queen puts her handbag on the table, it is a sign that she wants the entire meal to come to an end within the next five minutes. And what the Queen wants, the Queen gets - the state banquet is over.



**Answer the questions below as briefly as possible.**

What is a state banquet?

---

How many people can take part in a state banquet?

---

How much time does it take to prepare a state banquet?

---

How many glasses does each person at a state banquet have, and what are they for?

---

---

---

---

---

Who decided if the preparations have been done well?

---

How many servants are there at a state banquet?

---

What kind of food is served at a state banquet?

---

How long does a state banquet last?

---

Mention four things guest are not supposed to do at a state banquet.

---

---

---

---

How does a state banquet finish?

---

### 5.2.3. Present simple

#### FORM

##### AFFIRMATIVE

VERB [-(E)S for he, she, it]

I live in Dalheim.

She brushes her teeth twice a day.

##### NEGATIVE AND INTERROGATIVE

DO [-ES for he, she, it] + VERB

They usually do not spend as much money.

Do you like dancing?

#### USE

##### RULES

- for actions which are going on 'permanently'
- for actions which are happening repeatedly

##### EXAMPLES

- The earth turns around the sun.  
Water boils at 100°C.  
She does not use four-letter words.  
Do you speak English?
- I play tennis every Friday.  
We do sports four times a week.



##### Key words

- always
- never
- usually, normally, generally, regularly
- often
- sometimes
- seldom, rarely
- on ... (Mondays, Tuesdays...)
- every .... (morning, day, week...)

**Read 'An invitation by the Queen' again. Find verbs in the present simple.**

**Highlight these verbs and be prepared to explain why they are used in the present simple.**

## 5.3 ON THE TABLE

### 5.3.1. A formal place setting

The picture below shows the place setting of a formal dinner. Decide what the different utensils are used for.



- |                    |                   |                     |
|--------------------|-------------------|---------------------|
| a. champagne flute | i. meat knife     | q. service plate    |
| b. bread plate     | j. napkin         | r. sherry glass     |
| c. butter knife    | k. place card     | s. soup bowl        |
| d. dessert fork    | l. red wine glass | t. soup spoon       |
| e. dessert spoon   | m. salad fork     | u. tea spoon        |
| f. dinner fork     | n. salad knife    | v. water goblet     |
| g. fish fork       | o. salad plate    | w. white wine glass |
| h. fish knife      | p. seafood fork   |                     |

Write your  
answers  
here

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |



### 5.3.2. Cutlery etiquette

*You can pass on different messages by putting down your fork and your knife on the plate.*

*Find out online what is expressed by the position of the cutlery below.*

Bring the book of complaints

Do not take away the plate

Do not like the dish

Excellent dish

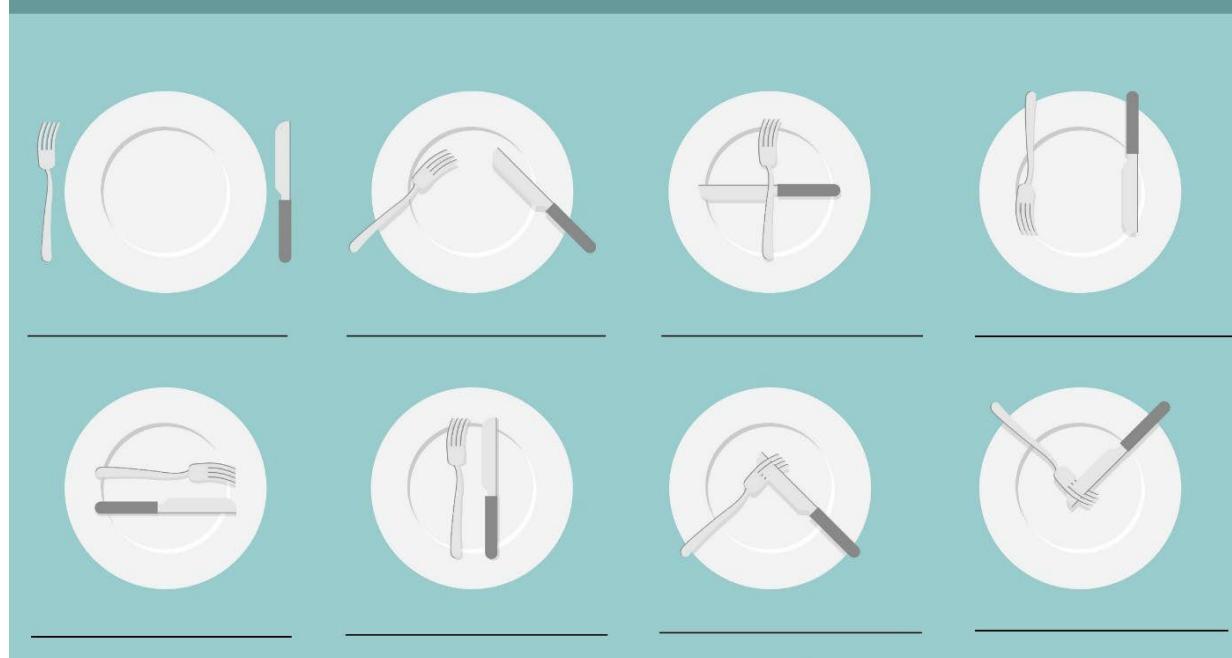
Finished

Next course

Start

The service was bad

## CUTLERY ETIQUETTE



### 5.3.3. 'Pretty woman' – restaurant scene

#### Pretty woman

*Watch the following excerpt from the film Pretty Woman.*

*Discuss with your partner what is going on.*

[https://www.youtube.com/watch?v=DbAE8dE\\_3l4](https://www.youtube.com/watch?v=DbAE8dE_3l4)



# TOPIC VI

## DESCRIBING PLACES (2)

### LUXEMBOURG AND THE WIDER WORLD

#### 6.1. LUXEMBOURG TRIVIA

- 6.1.1. Quiz – how much do you know about Luxembourg?
- 6.1.2. Fact or fake – what do you think?
- 6.1.3. What is there to do in Luxembourg – there is, there are

#### 6.2. TRAVELLING AROUND LUXEMBOURG

- 6.2.1. Luxembourg and its regions
- 6.2.2. Finding one's way around Luxembourg – maps, keys or legends
- 6.2.3. Finding one's way around Luxembourg – city maps/plans and road grids
- 6.2.4. Finding one's way around Luxembourg – maps coordinates and scales

#### 6.3. PLACES OF INTEREST

- 6.3.1. 'Knuedler' in 1906 – there was, there were
- 6.3.2. Past simple
- 6.3.3. Ansembourg – Castle and gardens
- 6.3.4. Bettembourg – The Fairy Tale Park
- 6.3.5. Grevenmacher – The Butterfly Garden
- 6.3.6. Berdorf – The Watertower
- 6.3.7. Diekirch and Ettelbrück
- 6.3.8. Rosport – The Henri Tudor Museum Rosport

#### 6.4. THE EARTH AND NATURAL FEATURES

- 6.4.1. Continents, oceans, rivers and mountains
- 6.4.2. The countryside -The 'Robbesscheier' – an agricultural museum
- 6.4.3. The countryside - Two Luxembourg farms -
- 6.4.4. Luxembourg wildlife

#### 6.5. DESCRIBING PLACES – WRITING

- 6.5.1. A postcard from Italy
- 6.5.2. Sample essay

## 6.1. LUXEMBOURG TRIVIA

### 6.1.1. Quiz – how much do you know about Luxembourg?

1. When was Luxembourg founded?

- ☐ a. 963
- ☐ b. 1815
- ☐ c. 1839
- ☐ d. 1890

2. What is Luxembourg in political terms?

- ☐ a. a grand duchy
- ☐ b. a kingdom
- ☐ c. a principality
- ☐ d. a republic

3. Which of the following countries does **NOT** have a border with Luxembourg?

- ☐ a. Belgium
- ☐ b. Germany
- ☐ c. France
- ☐ d. the Netherlands

4. What was the total population of Luxembourg in 2022?

- ☐ a. 384.400
- ☐ b. 439.500
- ☐ c. 645.400
- ☐ d. 749.200

5. How many children did a woman give birth to in 2021 on average?

- ☐ a. 1 child
- ☐ b. 1.38 children
- ☐ c. 2.5 children
- ☐ d. 3 children



6. In 1970 Luxembourgers made up 81% of the population. What proportion of residents were Luxembourgish in 2022?
- ☐ a. 70.6%
  - ☐ b. 63.1%
  - ☐ c. 53.9%%
  - ☐ d. 49.8
7. What proportion of Luxembourg's workforce were cross-border commuters in 2021?
- ☐ a. 25%
  - ☐ b. 33%
  - ☐ c. 43%
  - ☐ d. 48%
8. What is / are the administrative language(s) of Luxembourg?
- ☐ a. Luxembourgish
  - ☐ b. French
  - ☐ c. Luxembourgish and French
  - ☐ d. Luxembourgish, French and German
9. What is depicted on the Luxembourg coat of arms?
- ☐ a. a bear and a wolf
  - ☐ b. an eagle
  - ☐ c. a red lion
  - ☐ d. a shield and a sword
10. What Luxembourgish politician served as the 21st Prime Minister of Luxembourg, and as the 12th President of the European Commission?
- ☐ a. Xavier Bettel
  - ☐ b. Jean-Claude Juncker
  - ☐ c. Gaston Thorn
  - ☐ d. Pierre Werner

11. People refer to national day as the birthday of Grand Duke Henri. When is his real birthday?

- ☐ a. 16 April
- ☐ b. 1 August
- ☐ c. 2 November
- ☐ d. 13 December

12. When did Luxembourg become a member of the EU (formerly EEC)?

- ☐ a. 1945
- ☐ b. 1949
- ☐ c. 1957
- ☐ d. 1999

13. How many European Union institutions are located or have offices in Luxembourg?

- ☐ a. 3
- ☐ b. 5
- ☐ c. 10
- ☐ d. 13

14. How many times has Luxembourg City been named the European Capital of Culture?

- ☐ a. not even once
- ☐ b. Once
- ☐ c. twice
- ☐ d. three times

15. In what year did Luxembourg legalize same-sex marriage?

- ☐ a. 2002
- ☐ b. 2011
- ☐ c. 2015
- ☐ d. 2020



16. Luxembourg recently released its own branded emojis, called EmoXies. What was **NOT** a featured Emoxie?
- ☐ a. Gromperekichelcher
  - ☐ b. the Golden Lady
  - ☐ c. the Moselle
  - ☐ d. a satellite
17. How many UNESCO-recognized cultural sites are located in Luxembourg?
- ☐ a. 1
  - ☐ b. 2
  - ☐ c. 3
  - ☐ d. 4
18. What telecommunications company and subsidiary of Microsoft has their European headquarters in Luxembourg?
- ☐ a. Orange
  - ☐ b. Skype
  - ☐ c. Tango
  - ☐ d. Vodaphone
19. What is the meaning of 'Mir wëlle bleiwe wat mir sinn'?
- ☐ a. we want to be famous
  - ☐ b. we want to be the best
  - ☐ c. we want to be wealthy
  - ☐ d. we want to stay what we are
20. What is the meaning of 'Wann ech gelift'?
- ☐ a. Goodbye
  - ☐ b. Please
  - ☐ c. Sorry
  - ☐ d. Thanks

***For more figures on Luxembourg, go to***

[Luxembourg in Figures \(public.lu\)](https://luxembourg.public.lu/dam-assets/publications/le-luxembourg-en-chiffres/luxembourg-figures.pdf)  
[https://luxembourg.public.lu/dam-assets/publications/le-luxembourg-en-chiffres/  
luxembourg-figures.pdf](https://luxembourg.public.lu/dam-assets/publications/le-luxembourg-en-chiffres/luxembourg-figures.pdf)



### 6.1.2. Fact or fake– what do you think?

|                                                                                                                                                                                                                                      | Fact                     | Fake                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Luxembourg is the only Grand Duchy in the world.                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Luxembourg is the richest country in the world                                                                                                                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Luxembourg offers Europe's highest minimum legal salary.                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Luxembourg is the smallest country of Europe.                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The national religion of Luxembourg is a Roman Catholicism.                                                                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. People of more than 170 different nationalities coexist in Luxembourg.                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There are 30 km of underground tunnels cut out of the solid rock beneath Luxembourg City.                                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Echternach is the oldest city in Luxembourg.                                                                                                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. More than a third of the country is covered by forests.                                                                                                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The Schengen Agreements, which allow Europeans to travel freely across European borders, were signed in Luxembourg                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The highest court in the EU in matters of EU law is located in Luxembourg.                                                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Luxembourg has the fifth highest level of tertiary education in the EU.                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The University of Luxembourg ranks among the 201-250 best universities in the Times Higher Education (THE) World University Ranking 2023.                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Euthanasia and assisted suicide are legal in Luxembourg.                                                                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Luxembourg is the first country in Europe to legalise the production and the consumption of cannabis for adults.                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Luxembourg has the highest rate of car ownership in the world.                                                                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. In 2022 BMW was the top-selling car brand in Luxembourg.                                                                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Meluxina, Luxembourg's new supercomputer, has a calculating power of 10 petaflops (= a million billion or $10^{16}$ operations per second).                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. The Luxembourg-based satellite telecommunications network provider SES owns over 70 satellites, which can reach almost the entire world population.                                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. The Grand Duchy is the first country worldwide to offer a legal framework on the exploration and use of space resources, ensuring that private operators can be confident about their rights on resources they extract in space. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Luxembourg's RTL Group (Radio Télévision Luxembourg) is Europe's largest TV, radio and production company.                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. The restaurant Chiggeri is know for having the world's largest wine list.                                                                                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Fränk Schleck won the 'Tour de France' in 2010.                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Luxembourg won the Eurovision Song Contest twice.                                                                                                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> |

### 6.1.3. What is there to do in Luxembourg – there is, there are?

**Complete the sentences below with 'there is, there are, there isn't, there aren't, is there, are there'.**

(1) \_\_\_\_\_ no beaches, and (2) \_\_\_\_\_ no big mountains either.  
(3) \_\_\_\_\_ lakes where you can swim and sunbathe and, in the Müllerthal,  
(4) \_\_\_\_\_ rocks where you can go climbing and abseiling. When it is a cold winter,  
(5) \_\_\_\_\_ cross-country sky-tracks in the Ösling. Luxembourg has beautiful landscapes,  
so (6) \_\_\_\_\_ excellent conditions for those who like to do sports such as jogging, hiking  
and cycling.

What (7) \_\_\_\_\_ for young people in particular?

In the villages and towns (8) \_\_\_\_\_ youth clubs, sports clubs and music schools.  
Unfortunately, (9) \_\_\_\_\_ enough places for outdoor activities, such as skater parks,  
basketball or volleyball grounds.

How about more cultural events? (10) \_\_\_\_\_ any places cultural events where are  
organised?

Well, (11) \_\_\_\_\_ the 'Rock Hall' in Esch and the 'Philharmonie' in Luxembourg city. In the  
summer (12) \_\_\_\_\_ a lot of open-air concerts and festivals. What is more,  
(13) \_\_\_\_\_ numerous museums all over the country. (14) \_\_\_\_\_ also a  
lot of castles. The only thing (15) \_\_\_\_\_ is a big leisure park, such as Disneyland. In fact,  
the only leisure parc (16) \_\_\_\_\_, is the Fairy Tale Parc in Bettembourg. It targets young  
children and families rather than teenagers and young adults. Then again, (17) \_\_\_\_\_  
quite a number of interesting animals for visitors to admire.

All in all, (18) \_\_\_\_\_ a lot to do in Luxembourg.

**Complete the sentences below with 'there is, there are, there isn't, there aren't, is there, are there'.**

(1) \_\_\_\_\_ 26 letters in the English alphabet.  
(2) \_\_\_\_\_ just one reason why I want to learn English, it is called 'les petites anglaises'.

What reasons (3) \_\_\_\_\_ for you to learn Luxembourgish?

ENAD is a popular school. In general, (4) \_\_\_\_\_ a lot of students at the Open Day and,  
after that, (5) \_\_\_\_\_ a lot of students on the waiting lists.

(6) \_\_\_\_\_ often a long queue in front of the school restaurant.

(7) \_\_\_\_\_ students from all over the world in the classes at ENAD.

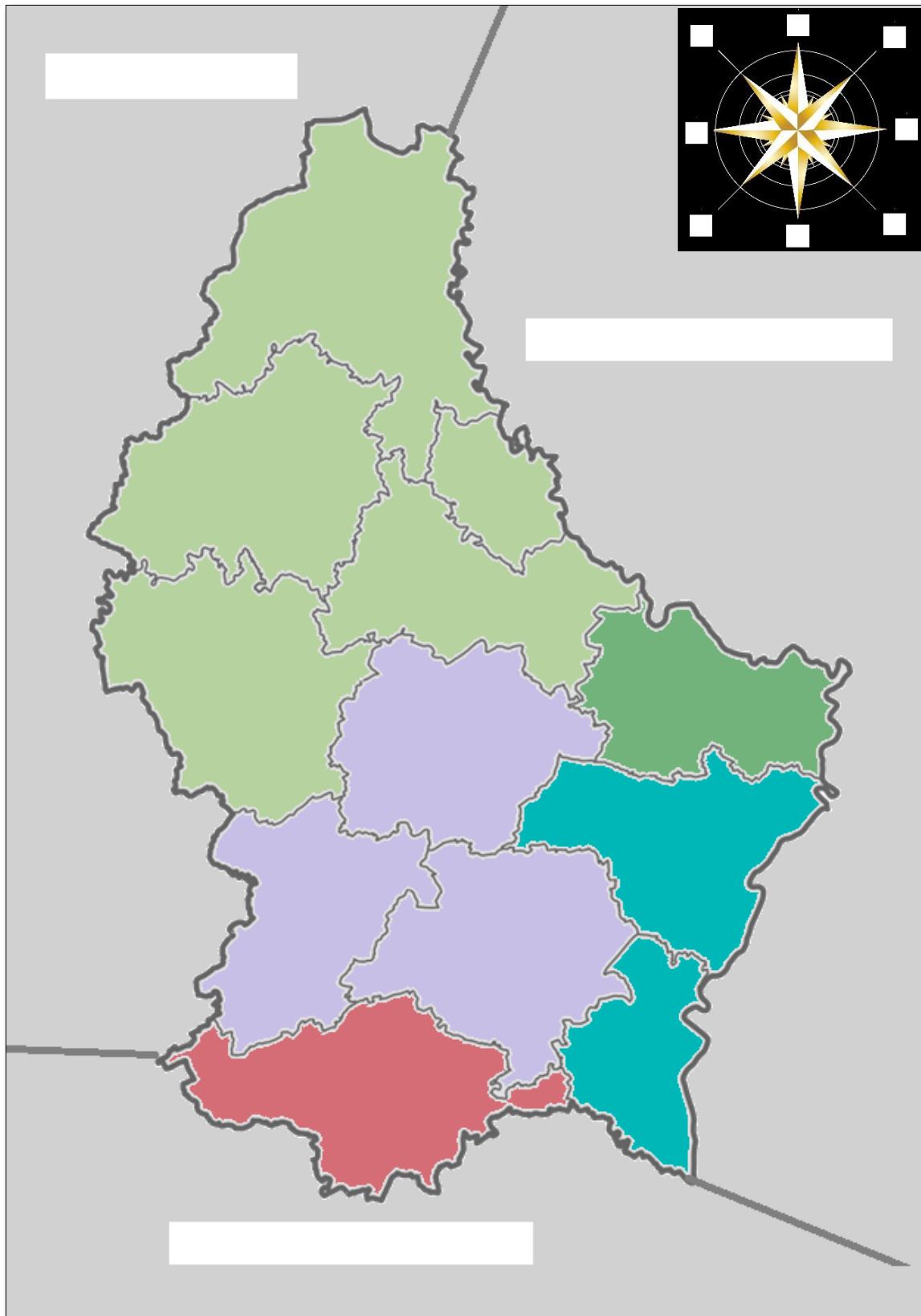
How many students (8) \_\_\_\_\_ in your class?

(9) \_\_\_\_\_ lots of online exercises for students who need extra practice.

Tutors often ask if (10) \_\_\_\_\_ any problems the students would like to talk about.

## 6.2- TRAVELLING AROUND LUXEMBOURG

### 6.2.1. Luxembourg and its regions<sup>10</sup>



<sup>10</sup> For a coloured version of the map, go online: [www.romyschmit.lu](http://www.romyschmit.lu).

Luxembourg is basically subdivided in the Ardennes and the Guttland:

- the light green area is the Ardennes; the Ardennes consist of high plateaux and deep valleys.
- the rest of the country is the Guttland; the landscape of the Guttland is often described as 'rolling' as it consists of gentle hills and wide valleys.

The Guttland is further subdivided into a number of sub-regions:

- the dark green area is the Müllerthal;
- the turquoise area is the Moselle;
- the red area is the land of the red rocks.

What do you know about the different regions of Luxembourg?

---

Why do you think that the South of Luxembourg is called the land of the red rocks?

---

Ask your teacher questions to find out more?

---

The figure in the top right corner is a compass rose or wind rose. It shows the orientation of the cardinal directions (north, east, south and west) and their intermediate points (northeast, southeast, southwest and northwest).

**Label the compass rose. Fill in**

N for North

S for South

NE for North-East

SE for South-East

E for East

W for West

NW for North-West

SW for South-West

The dark grey lines represent the borders of Luxembourg and its neighbouring countries.

---

**Identify the three neighbouring countries of Luxembourg and write down their names in the white boxes.**

**What does the border between Luxembourg and Germany consist of?**

☐ land

☐ mountains;

☐ rivers.

**What is it / are they called?**

---

### 6.2.2. Finding one's way around Luxembourg - maps, keys or legends



Some maps use symbols to describe certain details. A list which is known as the map key or legend offers explanations for the symbols.

The map below uses a lot of symbols. It can be found in a leaflet called 'Hits for kids' by the Müllerthal Tourism Board. The map gives you a clear overview of different low-cost or free activities which can be undertaken in the region that is represented. These activities are of particular interest to children and teenagers, but they are also pleasurable for the families and older people.

**Compare the above map with the maps on pages 14 and 16 to find out which region is being represented.**

Name of the region \_\_\_\_\_.



Describe where the region is located. \_\_\_\_\_

This region is also known as 'Luxembourg's little Switzerland'. What is Switzerland associated with?

---

---

---

What does this nickname suggest?

---



Sometimes the symbols are self-evident, i.e. you understand what they represent by merely looking at them. This is, for example, the case of the following pictures (symbols).

***Say what activities the pictures below represent.***



Other pictures on the map simply represent local buildings or landmarks.

***What kind of buildings or landmarks do the following pictures represent?***

***Ask your teacher questions to find out more.***



The first picture represents a kind of building that is frequent in Luxembourg.

***Find three other places on the map where there are similar buildings.***



## 'Müllerthal'

Before you read the text on the 'Müllerthal' that comes with the map, match the words from the text (1-18) with the definitions (a-u). There is an example (0,o)

|                  |                                                                                                                                          |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 0. Ascent        | a. the ability to keep doing something difficult, unpleasant or painful for a long time                                                  |
| 1. Balance       | <b>o. the act of climbing or moving up</b>                                                                                               |
| 2. Cave          | b. completely dark                                                                                                                       |
| 3. Canal         | c. (to) give something to somebody or make it available for them to use                                                                  |
| 4. (to) crawl    | d. the hard solid material that forms part of the surface of the earth and some other planets                                            |
| 5. Crevice       | e. a large hole in the side of a hill, cliff, mountain or under the ground                                                               |
| 6. Endurance     | f. a long, thin stretch of water that is artificially made either for boats to travel along or for taking water from one area to another |
| 7. faint-hearted | g. a long walk in the country                                                                                                            |
| 8. Flashlight    | h. to move along on hands and knees or with your body stretched out along a surface                                                      |
| 9. Helmet        | i. not being confident or brave enough                                                                                                   |
| 10. Hike         | j. a place where a road or river curves rather than being in a straight line                                                             |
| 11. Meander      | k. real and not imaginary; able to be shown, touched or experienced                                                                      |
| 12. Medieval     | l. related to the Middle Ages (about AD 600 to AD 1500)                                                                                  |
| 13. Path         | m. right or appropriate for a particular purpose or occasion                                                                             |
| 14. pitch-dark   | n. rough path                                                                                                                            |
| 15. (to) provide | p. a route or track between one place and another, or the direction in which something is moving                                         |
| 16. Rock         | q. a small electric lamp that you can hold in your hand and carry with you                                                               |
| 17. Suitable     | r. a small, narrow crack or space, especially in the surface of rock                                                                     |
| 18. Tangible     | s. a state where things are of equal weight or force                                                                                     |
| 19. Track        | t. a type of hard hat that protects the head, worn for example, by a soldier or a person riding a bike or motorbike                      |
| 20. (to) wind    | u. to twist yourself to be able to move forward                                                                                          |

Write  
your  
answers  
here

|   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| o |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |

### Hiking is tedious?!?

The **Kuelscheier** cave near Consdorf is not suitable for the faint-hearted among you: you will wind through the 100 m long crevice in the sandstone rock formations of Adventure Kuelscheier. Don't forget to take your flashlight as your way through it is partially pitch-dark. You will start your hike at the parking lot of Konsdrefer Millen and make a round trip of +/- 3 km.

**Raiberhiehl** (The Thieves' Den) is situated on the local path B2 in Berdorf (4.2 km). In the beginning, you almost crawl and at the end, you climb up a ladder to get out of the cave.

The '**Kimmfrächen**' or 'White Lady' shows the way on the meander of the Sûre in Rosport (hiking path R7 3,5 km). If the weather is hot, you may see lizards on the dry-stone walls. Also plan enough time to explore the adventure playground in Rosport where you start and finish your hike.

You may ascent to the remains of the **Heringer Buerg** situated on the local path W2 - the hike has a total of 3,6 km - in the village of Mullerthal. You start your hike at the Touristcenter Heringer Millen.

Those who do not want to hike that much should test their balance skills on the **Motorik-Park** and the 800 m long **barefoot path** near Camping Kengert in Medernach. 'Joffer Margot' in Consdorf, 'Naturpad' in Beaufort, 'In the footsteps of Charlie' in Bech, 'Beieléierpad' in Waldbillig, 'Deiwelskopp' in Mompach and 'Wanterbaach-Sieweschlëff' in Berdorf are the names of **thematic footpaths** for children in the region.

### Bad weather solutions

If you want to climb up the **indoor climbing wall** in the youth hostel in Echternach, you should be at least 10 years old and you need to register in advance. There are beautiful **indoor playgrounds** on Camping Kengert in Medernach and at the youth hostel in Beaufort. In Beaufort, you can even go **bowling**.

You might feel like doing some exciting experiments with electricity? Then go to the **Musée Tudor** in Rosport! If you like interactive games about water and geology, climb up the **Aquatower** in Berdorf! Your parents will enjoy the panoramic view on the surroundings of Berdorf, on a height of more than 50 m.

### You think that culture and history are boring...

...unless you visit the **castles** of Beaufort, Larochette and Bourglinster where medieval life becomes tangible. The torture room of Beaufort Castle is a bit scary if you imagine that these torture instruments were really in use in former times.

A less frightening place is the Didactic Museum of the Romans in the **Roman Villa** at Echternach lake. Lifelike figures show what the Romans' life was like in a kitchen or in a classroom. After the visit, you can spend time on the big playground just opposite to the museum.

### And action!

If you want to jump real high: the youth hostel in Echternach provides you with **trampolines** and **Bungee trampolines**, only available though during season, between Easter and September. You can explore the river Sûre by **kayak** from Wallendorf to Echternach! The **playgrounds** in Nommern, Berdorf, Rosport and at the lake of Echternach provide you with adventurous facilities.

Touristcenter Heringer Millen in Mullerthal organizes, after prior arrangement **baking workshops**, **pirate treasure hunts** and **duck fishing** on the small canal. The small picturesque waterfall called **Schiessentümpel** is nearby and you can reach it by foot after 15 minutes. During summer, you can refresh yourself in the icy water. During summer, the numerous **outdoor pools** in the region are also quite re-freshing and in winter, you will have fun on the **ice skating rink** in Beaufort.

## By bike

You don't have your own bike with you? No problem: you can rent one as well as a helmet and all the necessary accessories at **Rentabike Möllderdall**. And the best: you can take your bike in one of the 14 stations in the region and hand it back in any other station.

On the **mountain bike track Becher Minibike** in Bech and on the **bike parks** in Berdorf and Echternach, you can test your endurance and your cycle skills.

## Comprehension

*Help the following people to choose an activity. Tick ✓ the best option (a, b or c), and explain your choice.*

1. Jim often decides spontaneously to go for a hike, so he rarely has special equipment with him. He loves challenges and he is really fit. Which of the following hikes would be best for him?
  - ☐ a. the 'Kimmfrächen'
  - ☐ b. the 'Kuelscheier' cave
  - ☐ c. the 'Raiberhiel'
2. It is raining heavily and Ann wants to take friends with young children on a trip. Where should she take them?
  - ☐ a. the adventure playground in Rosport
  - ☐ b. camping Kengert
  - ☐ c. the Roman Villa in Echternach
3. Mary loves Greek and Roman history.
  - ☐ a. Beaufort castle
  - ☐ b. Heringer Buerg
  - ☐ c. the didactic museum at Echternach lake
4. Pete's bike is being repaired. Where can he get help with his problem, if he wants to go on a long biking tour?
  - ☐ a. Becher Minibike
  - ☐ b. the bike park in Berdorf
  - ☐ c. Rentabike Möllderdall

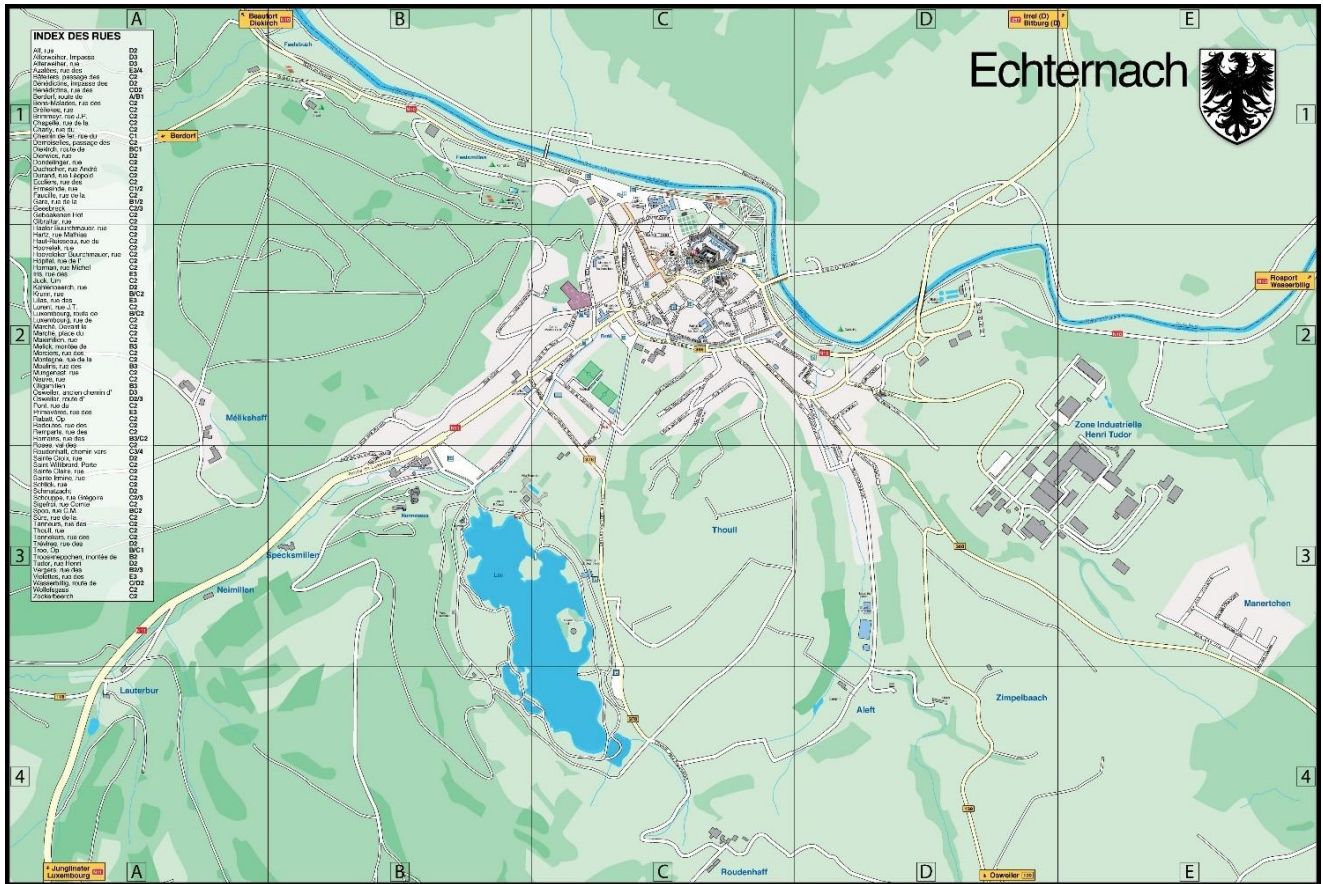
## Lexis

*Find the odd one out. There is an example (0).*

|     |              |          |               |                | <i>Explanation</i>      |
|-----|--------------|----------|---------------|----------------|-------------------------|
| 0.  | abbey        | basilica | church        | <u>museum</u>  | not related to religion |
| 1.  | bottom       | north    | right         | top            |                         |
| 2.  | border       | grid     | latitude line | longitude line |                         |
| 3.  | bowling      | ice-ring | pool          | skater park    |                         |
| 4.  | castle       | manor    | rock          | skyscraper     |                         |
| 5.  | city         | ruin     | town          | village        |                         |
| 6.  | compass rose | legend   | map           | scale          |                         |
| 7.  | east         | left     | south         | west           |                         |
| 8.  | field        | forest   | playground    | wood           |                         |
| 9.  | hill         | mountain | plateau       | village        |                         |
| 10. | pool         | river    | stream        | waterfall      |                         |

### 6.2.3. Finding one's way around Luxembourg – city maps/plans and road grids

City maps often use a different kind of grid, namely a road grid.



When taking a road grid reference, you must always read left to right along the bottom or top of the map first and

then top to bottom or bottom to top along the side of the map.

Maps do not only provide information on directions and distances. Apart from the different roads of Echternach, the above map also represents specific buildings such as the Abbaye, an industrial park, sports grounds, a lake, the border between Luxembourg and Germany etc.



#### 6.3.4. Finding one's way around Luxembourg - maps, coordinates and scales

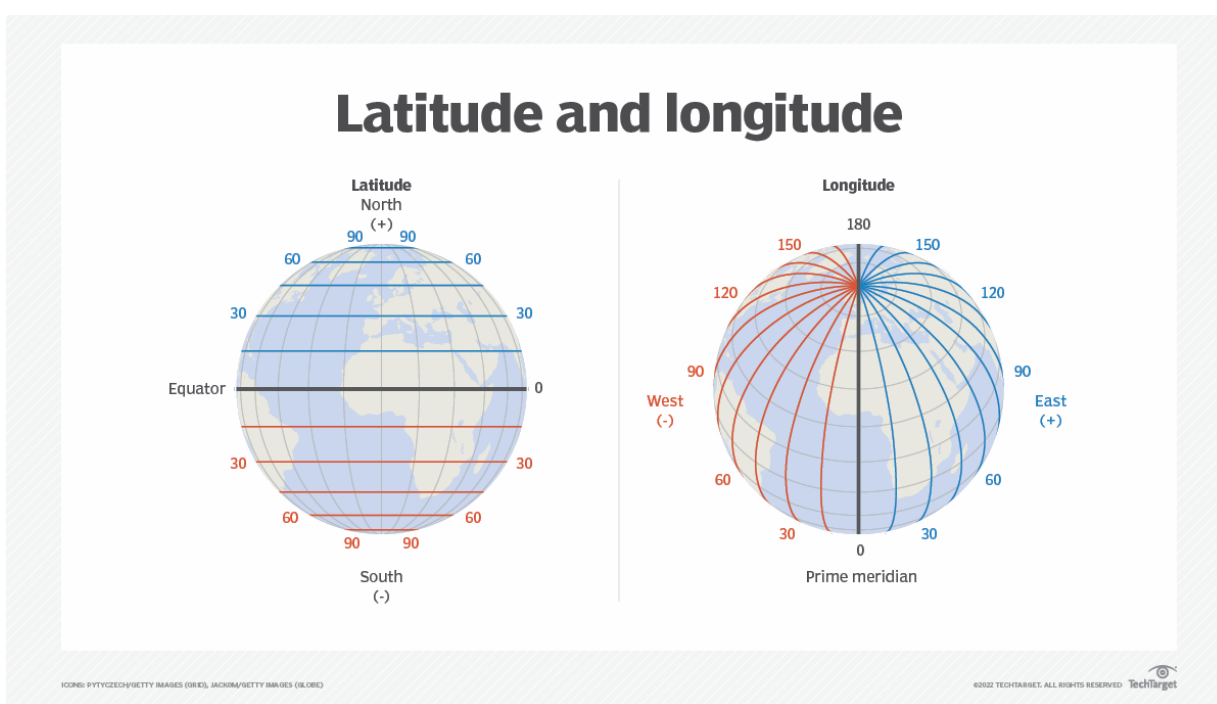
Latitude and longitude are a system of lines used to describe the location of any place on Earth. Although these are only imaginary lines, they appear on maps and globes as if they actually existed.

Lines of latitude (also called parallels) run in an east-west direction across Earth. They circle the Earth parallel to the Equator. Lines of latitude describe positions north and south of the Equator. The Equator is 0°. The North Pole is 90° north (N), and the South Pole is 90° south (S).

Lines of longitude run between the North Pole and the South Pole. These lines are also called meridians. The north-south line which marks 0° longitude passes through Greenwich, England. This is called the Greenwich, or prime, meridian. Greenwich was chosen for the prime meridian because when the system of latitude and longitude was established Great Britain was a world leader in exploration and map making.

Both lines of latitude and lines of longitude are measured in degrees, minutes, and seconds.

Latitude and longitude together can describe the exact location of any place on Earth.



Coordinates play an important role with relation to the global positioning system (GPS).

GPS is a network of 24 satellites that circle the Earth in precise orbits as well as receiving devices used to determine the location of something on Earth. Some GPS receivers are so accurate they can establish their location within one centimetre (0.4 inches). GPS receivers provide location in latitude, longitude, and altitude. They also provide the accurate time. Each satellite makes a full orbit of the Earth every 12 hours. These satellites are constantly sending out radio signals.

GPS receivers are programmed to receive information about where each satellite is at any given moment. A GPS receiver determines its own location by measuring the time it takes for a signal to arrive at its location from at least four satellites. Because radio waves travel at a constant speed, the receiver can use the time measurements to calculate its distance from each satellite.

Luxembourg City, for instance, lies about 49 degrees 36 minutes 42 seconds north of the Equator and 6 degrees 7 minutes 48 seconds east of the prime meridian. These two numbers together are called coordinates.



Esch-sur-Alzette lies about 49 degrees 29 minutes 45 seconds north and 5 degrees 58 minutes 50 seconds east.



Which latitude line does Mersch lie on? \_\_\_\_\_

Which latitude line does Mondorf-les-Bains lie on? \_\_\_\_\_

Which meridian does Troisvierges lie on? \_\_\_\_\_

Which meridian does Junglinster lie on? \_\_\_\_\_

As maps and plans cannot be the same size as the area they represent, they need to be scaled down to fit on a page or a screen. The map scale is therefore an important piece of information on a map.

What is the scale of the above map? \_\_\_\_\_

**Find out the coordinates of your hometown or village using**

<https://www.geodatos.net/en/coordinates/luxembourg>

**If you want to play a free short online game using coordinates, go to**

<https://www.geoguessr.com/vgp/3252>



## 6.3. PLACES OF INTEREST

### 6.3.1. The 'Knuedler' in 1906 – there was, there were

*The picture below shows the 'Knuedler' in 1906. Look at the picture and highlight the correct option 'There was, there were, there wasn't, there weren't'.*



1. There *was* / *were* / *wasn't* / *weren't* a market on 'Knuedler'.
2. There *was* / *were* / *wasn't* / *weren't* already then an equestrian statue of William II in the middle of the square.
3. There *was* / *were* / *wasn't* / *weren't* market stalls around the statue.
4. There *was* / *were* / *wasn't* / *weren't* a stall with plants.
5. There *was* / *were* / *wasn't* / *weren't* a stall with toys.
6. There *was* / *were* / *wasn't* / *weren't* four streetlamps on the square.
7. As it was a market day, there *was* / *were* / *wasn't* / *weren't* a lot more people than usually.
8. There *was* / *were* / *wasn't* / *weren't* ladies with baskets wearing long black dresses and hats.
9. There *was* / *were* / *wasn't* / *weren't* any Japanese tourists.
10. There *was* / *were* / *wasn't* / *weren't* any cars.
11. There *was* / *were* / *wasn't* / *weren't* any traffic.
12. There *was* / *were* / *wasn't* / *weren't* quite a number of big trees.

### 6.3.2. Past simple



| FORM                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AFFIRMATIVE</b>                                                                                                                                                                                                                                                                   |
| VERB – ED or<br>2 <sup>nd</sup> BASIC FORM<br><br><i>He smoked a cigarette.<br/>Then he went to bed.</i>                                                                                                                                                                             |
| <b>NEGATIVE AND INTERROGATIVE</b>                                                                                                                                                                                                                                                    |
| DID + VERB<br><br><i>Ann did not live in Luxembourg when she was a child.<br/>When did you first meet Ann?</i>                                                                                                                                                                       |
| <b>USE</b>                                                                                                                                                                                                                                                                           |
| <b>RULES</b>                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"><li>▪ for past actions or situations when the time or the place are indicated</li><li>▪ for past actions or situations which are clearly past (e.g. historical events)</li><li>▪ for accounts of past events told in chronological order</li></ul> |
| <b>EXAMPLES</b>                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>▪ <i>I went to the hairdresser yesterday.</i></li><li>▪ <i>Cleopatra had a relationship with Julius Caesar.</i></li><li>▪ <i>Last Sunday we went to the Moselle. We left home at 8.00. We drove ...</i></li></ul>                              |
| <b>KEY WORDS</b>                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>▪ yesterday</li><li>▪ ago</li><li>▪ last ... (week, month...)</li><li>▪ in ... (+ past date)</li><li>▪ when?</li></ul>                                                                                                                         |

### Kung Fu Panda

**Watch the following video and pay attention to the verbs in the subtitles. They are in the past simple.**

[https://www.youtube.com/watch?v=5z7U\\_cfcuPc&t=4s](https://www.youtube.com/watch?v=5z7U_cfcuPc&t=4s)

**Revise the irregular verbs!!!**



### 6.3.3. Ansembourg – castle and gardens

## ANSEMBOURG

### Ansembourg castle

Address  
10, rue de la Vallée  
L-7411 Ansembourg  
Tel.: +352 30 88 41 31 6  
[info@gcansembourg.eu](mailto:info@gcansembourg.eu)  
[www.gcansembourg.eu](http://www.gcansembourg.eu)



Ansembourg is a village in the west of the country. It is located in the farming country of the valley of the Eisch. The castle of Ansembourg dates from the 12th century. The modern manor house was built in the first half of the seventeenth century by Thomas Bidart as 'maison de maître de forges'. Thomas Bidart was a pioneer of the iron industry. In the eighteenth century, the Grand Castle Ansembourg experienced significant transformations when the heirs of Thomas Bidart found themselves elevated to nobility.

#### The French gardens of Ansembourg Castle

The baroque gardens were devised by Count Lambert-Joseph in 1750. They are laid out in terraces. The castle is not open to the public, but the gardens can be visited (a guided tour of the gardens can be booked upon request). Comprising statues, fountains, stairs, botanic collections, exotic plants and numerous varieties of fruit trees, these gardens are well worth visiting.

#### Opening times

Please consult the website.

#### Services

Visit of the gardens possible



Guided tour of the building and the gardens  
Upon request

#### Entrance fees

Free access to the gardens.



**Revise the verb 'to be' in the present and in the past as well as the use of 'can' in the present. Fill the gaps below with the correct form of the verb 'to be' in the present and in the past.**

### **ANSEMBOURG CASTLE**

Ansembourg (1) \_\_\_\_\_ a village in the west of the country. It (2) \_\_\_\_\_ located in the farming country of the valley of the Eisch. The castle dates from the 12th century. The modern manor house (3) \_\_\_\_\_ built in the first half of the seventeenth century by Thomas Bidart as 'maison de maître de forges'. Thomas Bidart (4) \_\_\_\_\_ a pioneer of the iron industry. In the eighteenth century, the Grand Castle Ansembourg experienced significant transformations when the heirs of Thomas Bidart found themselves elevated to nobility.

### **The French gardens of Ansembourg Castle**

The baroque gardens (5) \_\_\_\_\_ devised by Count Lambert-Joseph in 1750. They (6) \_\_\_\_\_ laid out in terraces. The castle (7) \_\_\_\_\_ not open to the public, but the gardens (8) \_\_\_\_\_ (be / can) visited (a guided tour of the gardens (9) \_\_\_\_\_ (be / can) booked upon request). Comprising statues, fountains, stairs, botanic collections, exotic plants and numerous varieties of fruit trees, these gardens (10) \_\_\_\_\_ well worth visiting.



## Practice

**Word search:** Find the past simple form of the verbs in the box in the grid.

do  
drink  
eat  
get  
give

go  
hear  
know  
learn  
listen

make  
read  
run  
see  
sing

speak  
teach  
understand  
watch  
write

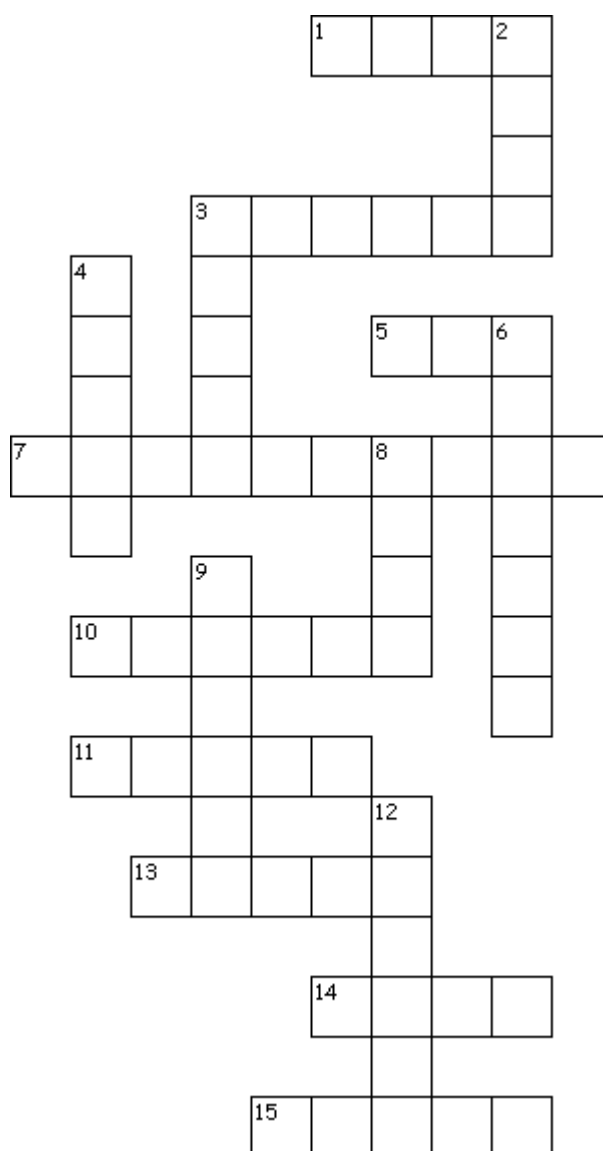
R S T Y B W O D E V A G K Z D  
H P Y N R I D G E U C S R U E  
J O W O E T H U N N U H U A H  
H K T F K W W D W X R L X T C  
U E D D E N E T S I L A H D T  
S E A D F R N D H P H G E V A  
V A A R S V K I F M U Y R L W  
M M N T D I R D E A C I M H J  
F Z O G O M H T T N D R A N K  
Y O W U Q A N K D R D Z G Z A  
D K A Q G L B Y Y U V L G T U  
O M S R A M E N C U R U E B O  
R A X S G O R J T N X J M E Q  
R E A D M P Q Z P A A D M J B  
N C L P Y C B A B V Q R T O G

Created by [Puzzlemaker](#) at [DiscoveryEducation.com](#)

They say we learn from our  
mistakes... That's why I'm  
making as many as possible.  
I'll soon be a genius!



**Crossword puzzle: Complete the crossword with the past simple form of the verbs below.**



**ACROSS**

1. know
3. buy
5. meet
7. understand
10. show
11. begin
13. steal
14. say
15. sleep

**DOWN**

2. go
3. break
4. mean
6. think
8. tell
9. fight
12. become

**Created by [Puzzlemaker](https://www.discoveryeducation.com/puzzlemaker) at [DiscoveryEducation.com](https://www.discoveryeducation.com)**



#### 6.3.4. Bettembourg – Fairy Tale Park

### BETTEMBOURG

#### Fairy tale park

##### Address

Route de Mondorf  
L-3260 Bettembourg

Tel.: +352 51 10 48 1

Fax: +352 52 45 11

[parc@parc-merveilleux.lu](mailto:parc@parc-merveilleux.lu)

[www.parc-merveilleux.lu](http://www.parc-merveilleux.lu)



The Fairy Tale park in Bettembourg is the only leisure park in the Grand Duchy of Luxembourg. On 25 hectares land, visitors find peace and quiet as well as relaxing entertainment. To mention just a few attractions, for young children there are the forest of fairy tales, the petting zoo and several playgrounds, and for the entire family, there are exotic animals from five continents to discover. There is, for instance, a giant spider's web where children can go climbing safely. There is a dark maze out of which they have to find their way. And finally, there is the village of birds where they can see the world from up above. There are pelicans and pink flamingos to be observed near the lake. There are enclosures with monkeys and crocodiles. In the Amazon house, there is a huge aquarium where visitors can admire the elegance of penguins under water. In the forest there are shady spots to rest as well as areas for exploration and discovery.

##### Opening times

01.04. – 08.10.

Wednesday – Sunday

09:30 - 18:00

##### Services

Disabled access

x

Guided tour

x

Cafeteria

✓

Shop

✓

##### Entrance fees

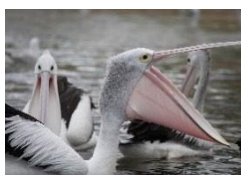
Adults

10€

Children and teenagers (3 – 14 years)

7€

*Find the names of the animals below in the text.*



**Read the text and decide if the sentences below are true or false and tick the respective box. If there is not enough information in the recording, tick '?'.**

|                                                                     | True                     | False                    | ?                        |
|---------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. There is only one theme park in Luxembourg.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The fairy tale park has a lot of thrilling rides.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The fairy tale forest is meant to entertain very young visitors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There is a lake in the park.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Visitors can go swimming with the penguins.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is a climbing frame which is like huge 'spider's web'.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There is <b>NOT</b> a lot of light in the maze.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Guided tours of the park are organized upon request.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Proofread and edit the text on the wallaby, an animal you can see in the Fairy Tale Park.**

### The wallaby



a wallaby is a marsupial, i.e. animal with a pouch, that is a member (**of / off**) the kangaroo family. wallabies are smaller (**than / then**) kangaroos and distributed widely across australia and the neighbouring islands. most wallaby species are small, but some can grow up to approximately (**to / too / two**) metres in height (from head to end of tail). wallabies have very powerful tails and hind legs. wallaby tails are used (**for / four**) support when sitting as well as for balance. the hind legs are used for hopping along at high speeds and for jumping great distances. when fighting, males use their hind legs to deliver powerful kicks. wallabies tend to live in more

remote areas which are wooded or rugged. Wallabies are herbivores: (**their / there**) diet consists of plants and grasses. Some species of wallaby live in areas where there is no fresh water, they drink plant juices. Some of them can even drink salty sea water. Young wallabies are born very small and vulnerable. As soon as they are born, they crawl into their mother's pouch where they continue to develop. Unfortunately, many wallaby species are endangered. Wallabies need our help.

#### Punctuation

**Find 14 missing capital letters**

#### Spelling

**Circle the correct spelling where a choice of words is given.**

#### Grammar

**Find the adjectives that tell us something about the following nouns from the text.**

\_\_\_\_\_ islands

\_\_\_\_\_ tails

\_\_\_\_\_ legs

\_\_\_\_\_ speeds

\_\_\_\_\_ areas

\_\_\_\_\_ species

The text indicates that 'exotic animals from five continents will fascinate the entire family'. In fact, visitors can discover about 200 species coming from Africa, America, Asia and Europe, as well as Australia.

**Match the continents and parts of continents (1-6) with the animals (a-j) they are home to.**

|                                                                                      |                                                                                      |                                                                                        |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1.  | 2.  | 3.  |
| 4.  | 5.  | 6.  |



a. alpaca



b. emu



c. fallow deer



d. fennec (fox)



e. katta (lemur)



f. macaw (parrot)



g. peacock



h. poitou donkey



i. porcupine



j. racoon



k. wallaby (kangaroo)



l. zebu

**Write your answers here**

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

### 6.3.5. Grevenmacher – The Butterfly Garden

## GREVENMACHER

### The Butterfly Garden - Päiperlecksgaart

#### Address

56, Route de Trèves

L-6793 Grevenmacher

Tel.: +352 75 85 39

[papillons@elisabeth.lu](mailto:papillons@elisabeth.lu)

[www.papillons.lu](http://www.papillons.lu)

The Butterfly Garden is the ideal place for lovers of nature and its beauties. Located in the wine town of Grevenmacher, you can take a walk in our over 600 m<sup>2</sup> tropical garden and admire the hundreds of exotic butterflies. With a constant temperature of 27° Celsius and humidity of 70%, the tropical garden is a paradise-like oasis on the shores of the Moselle for butterflies from all over the world. Discover the fascinating life cycle of the butterfly. After mating, the females lay their eggs which develop into caterpillars. When the cocoon tissue has ripened the caterpillar transforms inside into a chrysalis in order to end up as a marvellous butterfly. Thanks to the tropical climate in the greenhouse, the butterfly garden in Grevenmacher has also become the habitat of numerous Asian Blue quails, chameleons, turtles, some birds and a captive colony of bees. Multi-coloured flowers and our garden's idyllic atmosphere will send you dreaming.

#### Opening times

01.04. – 31.10.

Monday – Sunday

09:30 - 17:00

#### Services

Disabled access

✓

Guided tour

Upon request

Cafeteria

✓

Shop

✓

#### Entrance fees

Adults

8€

Disabled adults

7€

Children (up to 12 years)

5€

Disabled children (up to 12 years)

4€

Teenagers and students

6,5€

Groups (10 people or more)

- Adults

7€

- Disabled adults

6€

- Children (up to 12 years)

4€

- Disabled children (up to 12 years)

3€

- Teenagers and students

5,5€

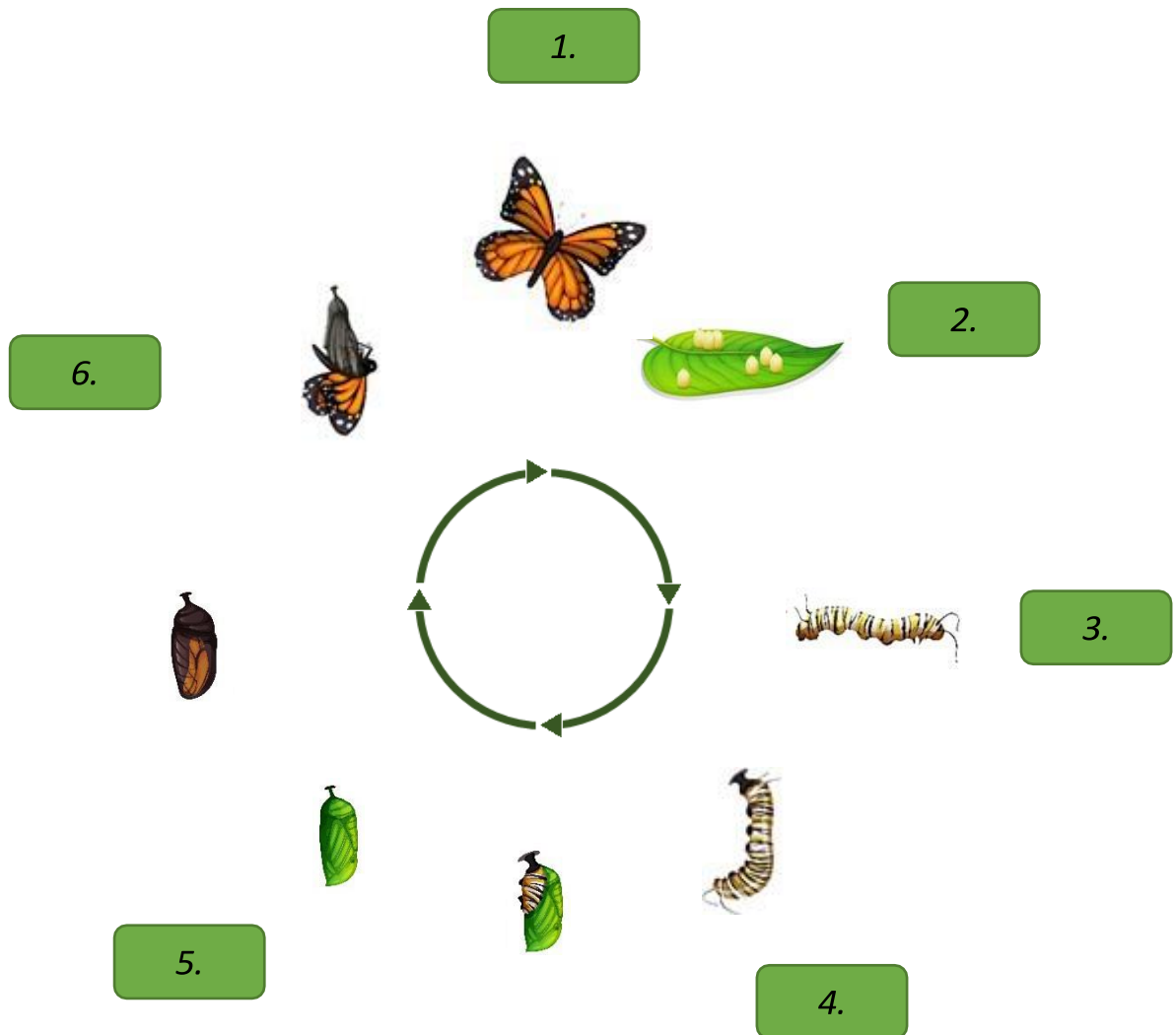


Identify the different shapes of the butterfly represented in the pictures below.



\_\_\_\_\_

Now describe the different stages of the metamorphosis.



- a. A fully-grown caterpillar finds a safe place to pupate (change into a pupa, or chrysalis). Some caterpillars spin cocoons of silken threads in which they pupate.
- 
- b. All butterflies start off as eggs. Some of the tiniest eggs are smaller than a millimeter, and almost all are yellow or green. Female butterflies tend to lay eggs on plants that their caterpillars will find tasty. Some eggs hatch in a few days, while others take months.
- 
- c. In one day, a caterpillar can eat many times its weight in food. Most of the food is stored as fat for later stages of life, such as the metamorphosis from caterpillar to adult - a time when the butterfly can't eat.
- 
- d. Inside, the creature is undergoing amazing chemical changes, and gradually the adult butterfly emerges.
- 
- e. The main thing a caterpillar (or larva) does, is eat and eat and eat. It often eats its own eggshell and then begins to eat the plant it was laid on. Caterpillars must molt or, in other words, shed their skin, in order to grow. Most of them do this four or five times over a period that lasts at least two weeks.
- 
- f. When the metamorphosis is complete, the adult butterfly breaks out of its pupa shell or cocoon. Its wings and body are still soft, so it pumps blood into its newly formed wings. Within about half an hour, the exoskeleton hardens, and the wings become rigid. The new adult's task is to find a mate.

**Write your answers here**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|   |   |   |   |   |   |

### Caterpillars to butterflies

this is how caterpillars turn into butterflies  
 a female butterfly lays eggs on a green leaf  
 after about ten days tiny caterpillars hatch  
 they begin to look for food the caterpillars grow  
 and grow as they continue to eat when they  
 are fully grown, each caterpillar changes into a  
 chrysalis after about two weeks,  
 out come colourful butterflies

---

---

---

---

---

---

---

---

### Punctuation

**Find 7 missing capital letters and 7 full stops.**

### Spelling

**One word in each line has been misspelled. Underline it and write the correct spelling on the line on the right.**

**Write the plural of each word.**

caterpillar \_\_\_\_\_  
 egg \_\_\_\_\_  
 day \_\_\_\_\_  
 week \_\_\_\_\_

### Grammar

**Adjectives are words which describe nouns. Write adjectives from the text that describe these nouns.**

butterfly  
 butterflies  
 caterpillar  
 leaf



### Find the butterflies

Match the pictures (1-8) with the descriptions of the butterflies (a-h). Write their names under the respective pictures.



1.



2.



3.



4.



5.



6.

- a. The male **BRIMSTONE** has a sulphur yellow wing coloration. The wings have a fine orange spot each.
- b. The **CABBAGE BUTTERFLY** or **LARGE WHITE** is basically creamy white. The tips of the forewings are dark brown, and there is at least a dark spot on each wing.
- c. The **PEACOCK BUTTERFLY** has basically a rusty red colour. On each wingtip, there is a distinctive, black, blue and yellow eyespot.
- d. The **RED ADMIRAL** has a striking black, orange, and white wing pattern. The forewings have orange bands / stripes in the middle and the outer edge of the hindwings is orange, too. The ends of the forewings contain white spots.
- e. The **SMALL TORTOISE SHELL** is mainly reddish orange, with black and yellow stripes on the forewings as well as a ring of blue spots around the edge of the wings.
- f. The **SWALLOWTAIL** typically has yellow wings with black vein markings, and a wingspan of 65–86 millimetres. The hindwings have one red and six blue eye spots. The hindwings also seem to have ‘tails’ which give the butterfly its common name from the resemblance to the birds of the same name.

### The life cycle of a butterfly

The life span of an adult butterfly is normally rather short. A few adults live for 18 months, while most of them last no more than two weeks. Throughout their life butterflies undergo a series of massive changes known as metamorphosis and take on different shapes. The shapes include: egg, caterpillar or larva, chrysalis or pupa, and adult.

### 6.3.6. Berdorf – Watertower

## BERDORF

### Aquatower Berdorf

#### Address

106, rue de Consdorf

L-6551 Berdorf

Tel.: +352 79 01 87 37

[aquatower@berdorf.lu](mailto:aquatower@berdorf.lu)

[www.aquatower-berdorf.lu](http://www.aquatower-berdorf.lu)



Dive into the fascinating world of drinking water and visit the 55-meter high Aquatower in Berdorf. The Aquatower is home to an exhibition on water and offers spectacular views on the surroundings of Berdorf. Activities about water are also available.

The exhibition about the themes 'Water and Geology' is located at a height of 32 meters and offers a variety of interactive stations that present information to refresh and develop one's knowledge about the vital (= necessary for life) element water.

#### Opening times

##### March to November

|                 |                   |               |
|-----------------|-------------------|---------------|
| 01.03. – 31.03. | Saturday – Sunday | 14:00 - 17:00 |
| 01.04. – 30.06. | Tuesday - Sunday  | 14:00 – 18:00 |
| 01.07. – 15.07. | Tuesday - Sunday  | 10:00 – 18:00 |
| 16.07. – 14.08. | Monday - Sunday   | 10:00 – 18:00 |
| 15.08. – 31.08. | Tuesday - Sunday  | 10:00 – 18:00 |
| 01.09. – 31.10. | Tuesday - Sunday  | 14:00 – 18:00 |
| 02.11. – 30.11. | Saturday - Sunday | 14:00 – 17:00 |

##### December to February

Only upon request (= demand)

#### Services

Disabled access



Guided tour



Cafeteria



Shop



#### Entrance fees – cash only

Adults

3,50€

Children and teenagers (7 – 18 years)

2€

Children (up to 7 years)

Free

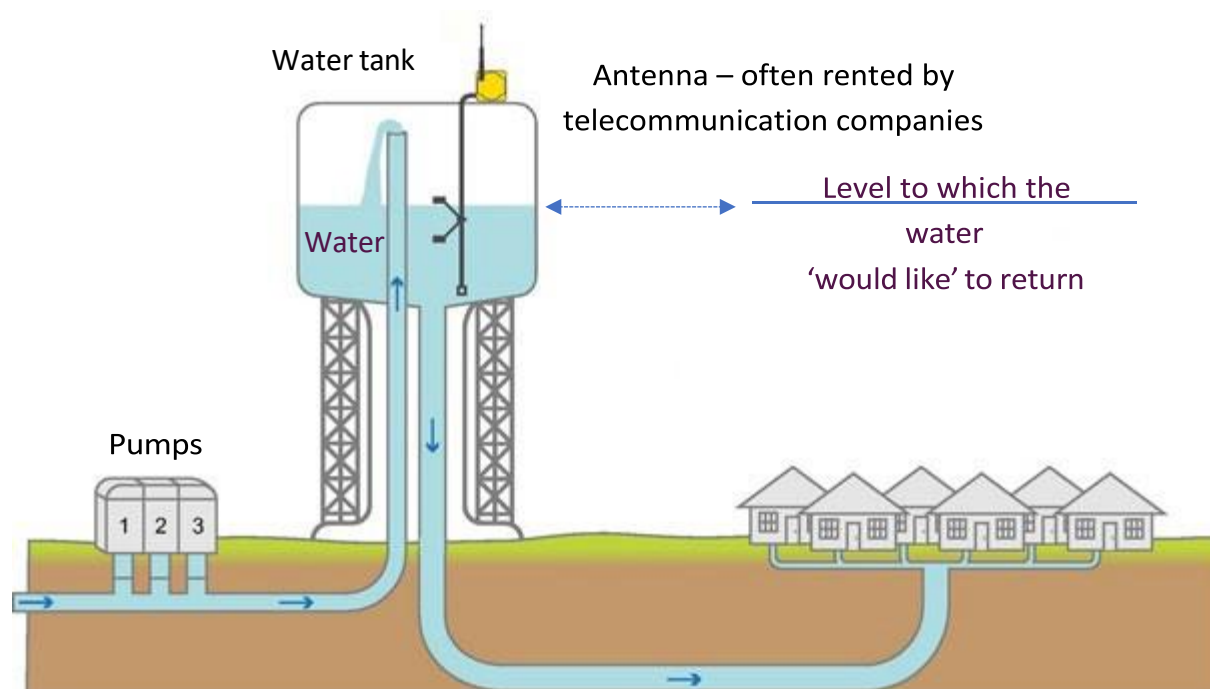
Groups (10 people or more)

2€ per person

**Read the text and decide if the sentences below are true or false and tick the respective box.  
If there is not enough information in the recording, tick '?'.**

|                                                                          | True                     | False                    | ?                        |
|--------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. It is possible to taste drinking water at the Aquatower.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The exhibition is set up at the top of the tower.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Aquatower offers people a bird's eye view of the land around it.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The exhibition in the Aquatower has a number of interactive stations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Aquatower <b>CANNOT</b> be visited in winter.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Disabled visitors get a discount.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### How does a water tower work?



First, the water is treated so that it is safe to drink.

The drinking water is stored before powerful pumps pushed it up of the water into a huge water tank.

The height of the tower generates pressure. When the water is released from the tank, it 'would like' to return to the same level as in the tank.

### Note: You can build your own water level!



If you want to hang up shelves or pictures, and, if you do not have a construction spirit level from a DIY shop, you can build your own water level device. All you need is a transparent plastic tube which is filled with water. If you hold the ends up vertically, the water level at each end of the tube will be at the same elevation, whether the two ends are adjacent or far apart.



**Find the noun which corresponds to the adjective 'high' in the text.**

**Match the adjectives (1-7) with the corresponding nouns (a-g).**

- |                   |             |
|-------------------|-------------|
| 1. _____ broad    | a depth     |
| 2. _____ deep     | b. breadth  |
| 3. _____ elevated | c. weight   |
| 4. _____ heavy    | d. strength |
| 5. _____ long     | e. width    |
| 6. _____ strong   | f. length   |
| 7. _____ wide     | g elevation |

**Match the adjectives (1-7) with their opposites (a-g).**

- |                                |           |
|--------------------------------|-----------|
| 1. _____ big, large,           | a. low    |
| 2. _____ broad, wide           | b. narrow |
| 3. _____ far                   | c. near   |
| 4. _____ high, tall (building) | d. short  |
| 5. _____ huge                  | e. short  |
| 6. _____ long                  | f. small  |
| 7. _____ tall (person)         | g. tiny   |

**Find the odd one out. There is an example (0).**

**Explanation**

|     |              |               |              |               |                                |
|-----|--------------|---------------|--------------|---------------|--------------------------------|
| 0.  | antique      | historic      | vintage      | worn          | Worn means 'damaged', 'shabby' |
| 1.  | amazing      | astonishing   | breathtaking | interesting   |                                |
| 2.  | attractive   | beautiful     | extravagant  | good-looking  |                                |
| 3.  | bizarre      | extraordinary | odd          | weird         |                                |
| 4.  | boring       | confusing     | dull         | uninteresting |                                |
| 5.  | costly       | expensive     | pricey       | valuable      |                                |
| 6.  | constant     | occasional    | permanent    | uninterrupted |                                |
| 7.  | complicated  | complex       | elaborate    | unusual       |                                |
| 8.  | contemporary | fashionable   | modern       | popular       |                                |
| 9.  | delicate     | fragile       | robust       | filigree      |                                |
| 10. | enormous     | huge          | impressive   | massive       |                                |

**Look up words you do not know in an online dictionary.**

**To find synonyms and antonyms, go to**

<https://www.wordhippo.com/>

### 6.3.7. Diekirch and Ettelbrück

## DIEKIRCH

### National Museum of Military History



Address  
10, rue Bamertal  
L-9209 Diekirch Tel.:  
+352 80 89 08  
[reception@mnhm.lu](mailto:reception@mnhm.lu)  
[www.mnhm.lu](http://www.mnhm.lu)

The National Military History Museum in Diekirch tells the story of the Battle of the Bulge (1944-45). Some of the main exhibits are detailed life-size models that give clear views of the struggles faced by soldiers and civilians. As well, there are permanent exhibitions dedicated to the Luxembourgish Army, allied soldiers in the First and Second World Wars, and the Korean War. There is a large collection of military equipment, vehicles, documents, photos, maps, personal items, and more.

#### Opening times

01.01. – 31.12.

Tuesday – Sun<<day

10:00 - 18:00

#### Services

Disabled access



Guided tour



Cafeteria



Shop



#### Entrance fees

Adults

5€

Military in uniform

3€

Children, teenagers (12 – 18 years) and students

3€

Children (up to 10 years)

free

Disabled people

free

Groups (10 people or more)

3€ per person



## ETTELBRÜCK

### General Patton Memorial Museum

Address  
5, rue Dr. Klein  
L-9054 Ettelbruck  
Tel.: +352 81 03 22  
[patton@patton.lu](mailto:patton@patton.lu)  
[www.patton.lu](http://www.patton.lu)

The museum, which was officially inaugurated in 1995, pays tribute to General George S. Patton Jr., whose 80th infantry division liberated the town of Ettelbrück on 25 December 1944. In addition to the imposing statue of General Patton there are over 1000 photographs and documents that bear witness to the German invasion in May 1940, the Nazi occupation and the liberation by American troops in September 1944. Another part of the exhibition presents to the visitor a considerable number of weapons and military equipment, discovered on the battlefield of the Bulge in recent years. Finally, visitors are given an overview of the air war in Luxembourg.

#### Opening times

01.01. – 31.12.

Tuesday – Sunday

10:00 - 17:00

#### Services

Disabled access



Guided tour



Cafeteria



Shop



#### Entrance fees

No information available

**Read the two texts and decide which museum the following statements refer to.  
If there is not enough information in the recording, tick '?'.**

|                                                                         | Museum in | Diekirch                 | Ettelbrück               | ?                        |
|-------------------------------------------------------------------------|-----------|--------------------------|--------------------------|--------------------------|
| 1. The museum is dedicated to a war hero.                               |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The museum is concerned with World War I.                            |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The museum is concerned with World War II.                           |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. The museum is concerned with other wars.                             |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The museum has an exhibition on military uniforms.                   |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. There are reproductions of war scenes at the Museum.                 |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The museum is particularly concerned with the 'Battle of the Bulge'. |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The museum has an exhibition on the Luxembourg armed forces.         |           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### The army – word search

**Find the words to refer to the pictures. Use an online dictionary to look up words you do not know.**

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   |
|  | <div style="background-color: #008080; color: white; padding: 5px;"> <p>A C S W E G Z F P H T J F N I</p> <p>V I L O N Y N J E Z W G I L V</p> <p>A V R A L U Q L F R T L G Q V</p> <p>L M S C G D I B M O R C H O O</p> <p>D P M D R C I T R J I K T W T</p> <p>U T N E O A E E K H G Q E B Z</p> <p>L A E P D G F N R O G H R M U</p> <p>H G T L R A E T I G E O J E C</p> <p>R E U A L D L K C M R L E W E</p> <p>R U T W Z U Q E T A D G T I U</p> <p>E R I E E U B O T B R N G F U</p> <p>R T Z D R O N E V R L R A N A</p> <p>T P H A M I S S I L E K I L G</p> <p>A A V N I X U O K G K F T E X</p> <p>N U G E N I H C A M O Z E O R</p> <p>K L E R E F A D G R F Q M Y C</p> <p>H A N G L K P A M K L B L G C</p> <p>I S N O P A E W P M I B E E L</p> <p>M W I P R O R Q K C H I H A P</p> <p>W J V N I V H V P O K V X Z K</p> </div> |                                                                                     |                                                                                      |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                      |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                      |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                      |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |





## In the Army Now

By Status Quo

[https://www.youtube.com/watch?v=ElxsPBbZ\\_b8](https://www.youtube.com/watch?v=ElxsPBbZ_b8)

Use the phrases from the box to complete the lyrics overleaf.

- a. your finger's on the trigger, but it don't seem right
- b. the sergeant calls 'Stand up and fight!'
- c. nothing to do all day but stay in bed
- d. nobody knows that you've left for good
- e. is this illusion or reality?
- f. if you want to survive get out of bed



A vacation in a foreign land,  
 Uncle Sam does the best he can  
 You're in the army now  
 Oh-oo-oh you're in the army now

Now you remember what the draftsman said,  
 (1) \_\_\_\_\_  
 You're in the army now  
 Oh-oo-oh you're in the army now

You'll be the hero of the neighbourhood,  
 (2) \_\_\_\_\_  
 You're in the army now  
 Oh-oo-oh you're in the army now

Smiling faces as you wait to land,  
 but once you get there no-one gives a damn  
 You're in the army now  
 Oh-oo-oh you're in the army now

Hand-grenades flying over your head,  
 missiles flying over your head,  
 (3) \_\_\_\_\_

You're in the army now  
 Oh-oo-oh you're in the army now

Shots ring out in the dead of night,  
 (4) \_\_\_\_\_  
 You're in the army now  
 Oh-oo-oh you're in the army now

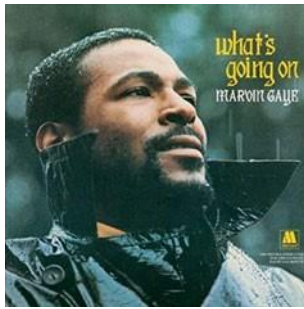
You've got your orders better shoot on sight,  
 5) \_\_\_\_\_  
 You're in the army now  
 Oh-oo-oh you're in the army now (2X)

Night is falling and you just can't see  
 (6) \_\_\_\_\_  
 You're in the army now  
 Oh-oo-oh you're in the army now, in the army now  
 (2X)

Oh-oo-oh you're in the army, in the army now  
 (3X)

Write your answer here

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|   |   |   |   |   |   |



## What's going on

By Marvin Gaye

<https://www.youtube.com/watch?v=H-kA3UtBj4M>

*Read the lyrics as you listen to the song.*

*Then answer the questions.*

Mother, mother  
There's too many of you crying  
Brother, brother, brother  
There's far too many of you dying  
You know we've got to find a way  
To bring some lovin' here today, eh eh

Father, father  
We don't need to escalate  
You see, war is not the answer  
For only love can conquer hate  
You know we've got to find a way  
To bring some lovin' here today, oh oh oh

Picket lines and picket signs  
Don't punish me with brutality  
Talk to me, so you can see  
Oh, what's going on  
What's going on  
Yeah, what's going on  
Ah, what's going on

In the mean time  
Right on, baby  
Right on brother  
Right on babe

Mother, mother, everybody thinks we're wrong  
Oh, but who are they to judge us  
Simply 'cause our hair is long  
Oh, you...



1. Why are the mothers crying?

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---

2. Why are the brothers dying?

---

---

3. What do the fathers do? Why can they do so?

---

---

4. Why are there 'picket lines and picket signs'?

---

---

5. What does the singer do?

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6. Who does he ask not to punish him with brutality?

---

---

7. What does 'see' mean in this context?

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---

***Find below two pictures of a girl / woman known as the 'Napalm girl'. Describe what you see.***



1. Find out what Napalm is?

---

---

2. What is your reaction to the pictures (looked at separately and looked at together)?

---

---

### 6.3.8. Rosport – The Henri Tudor Museum Rosport

## ROSPORT

### Henri Tudor Museum Rosport

Address  
9, rue Henri Tudor  
L-6582 Rosport  
Tel.: +352 73 00 66 206  
Fax: +352 73 04 26  
[info@musee-tudor.lu](mailto:info@musee-tudor.lu)  
[www.musee-tudor.lu](http://www.musee-tudor.lu)



The Henri Tudor interactive museum is devoted to scientific research in general and the work of Henri Tudor in particular.

In the interactive museum about electricity and batteries, you can get into the world of Henri Tudor, a man who dedicated his life to the science of electricity. Oil lamps and farming sounds take you back in the 19th century and allow you to understand what electricity is as well as to discover the evolution of the electrical technology thanks to hands-on activities.

As for Henri Tudor himself, you will find out what his contribution on the storage of energy or the use of electricity for the lighting of cities was. Tudor's lead battery played a supporting role and gave further impetus to the development of today's technology.

#### Opening times

01.03. – 01.01.

Wednesday – Sunday

12:00 - 18:00

Monday -Tuesday

Open on public holidays

#### Services

Disabled access



Guided tour



Cafeteria



Shop



#### Entrance fees – cash only

Adults

4€

Children, teenagers and young adults up to 21 years as well as students with a student card

free

Groups

60€

Henri Tudor driving his electric-powered shooting brake built in 1902 by J. Lefert, coachbuilders, in Ghent and – no doubt – equipped with Tudor batteries.



***Put the verbs in brackets into the correct tense and form.***



## Henri Owen Tudor

**Henri Owen Tudor (30 September 1859 – 31 May 1928) was a Luxembourgish engineer, inventor, and industrialist who developed the first commercially usable lead-acid battery.**

Henri Tudor (a) \_\_\_\_\_ (to be) the son of John Thomas Tudor from Llanarth (United Kingdom) and Marie Loser from Rosport. He (2) \_\_\_\_\_ (to attend) the primary and secondary school as a boarder at the municipal College of Chimay (Belgium), and (3) \_\_\_\_\_ (to be) a student from 1879 to 1883 at the École Polytechnique, which (4) \_\_\_\_\_ (to be) part of Brussels University. In 1885, the young engineer (5) \_\_\_\_\_ (to specialize) at an electrical engineering institution in Paris, where he (6) \_\_\_\_\_ (to attend) the lectures given by Marcel Deprez.

Henri Tudor (7) \_\_\_\_\_ (to be / always) interested in electricity and especially in its storage. He (8) \_\_\_\_\_ (to develop) an electric lighting system in his father's residence, the Irminenhof in Rosport, even before he had completed his engineering studies. During his vacations, he (9) \_\_\_\_\_ (to connect) a Gramme type generator to the water-wheel of the Bannmillen, a mill located on the lower part of the property. Wires (10) \_\_\_\_\_ (to carry) the electric energy from the mill to the house, which (11) \_\_\_\_\_ (to illuminate) with Edison light bulbs. The power (12) \_\_\_\_\_ (to supply) by the generator was obviously irregular. Furthermore, it (13) \_\_\_\_\_ (not to use) during off-peak hours. Henri Tudor (14) \_\_\_\_\_ (to have) the idea of using lead acid accumulators as a buffer — to equalise the voltage and to store the unused energy.

The chemical reactions occurring in a lead-acid battery or accumulator (15) \_\_\_\_\_ (to observe / first) by Wilhelm Josef Sinsteden in 1854. The accumulator as a rechargeable battery (16) \_\_\_\_\_ (to invent) in 1859 by Gaston Planté and (17) \_\_\_\_\_ (to improve) in 1880 by Camille Faure. In its practical applications, it (18) \_\_\_\_\_ (to prove) however to be unreliable: short circuits (19) \_\_\_\_\_ (occur), and the plates (20) \_\_\_\_\_ (to fall) apart during service. Thomas Edison (21) \_\_\_\_\_ (to describe) the lead-acid accumulator as a 'a catch-penny, a mechanism for swindling the public' and 'commercially a failure.'

Henri Tudor (22) \_\_\_\_\_ (to seek – to seek, sought, sought) a permanent solution to these problems and (23) \_\_\_\_\_ (to manufacture) himself a mould for casting large surface plates with which he (24) \_\_\_\_\_ (to build) a lead-acid accumulator of his own



design. Doing so, he (25) \_\_\_\_\_ (can) rely on the help of his brother Hubert, and of his cousin, Nikolaus Schalkenbach of Trier. With the combined equipment — generator and buffer battery — he (26) \_\_\_\_\_ (to be) able to run continuously and constantly the power supply of the Irminenhof, which thus (27) \_\_\_\_\_ (to become) the first private home in Luxembourg to have electric lighting.

The Tudor electrode (28) \_\_\_\_\_ (to stand out) because of its unequalled reliability. We (29) \_\_\_\_\_ (to know) from a reliable source that a Tudor accumulator (30) \_\_\_\_\_ (to be) put into service in October 1882 and that it (31) \_\_\_\_\_ (to run) without any interruption until December 1887. Accumulator plates having been in regular service for 16 years (32) \_\_\_\_\_ (to exhibit) in the Tudor Museum in Rosport.

On 5 May 1891, Henri Tudor (33) \_\_\_\_\_ (to marry) Marie-Madeleine Pescatore from Bofferdange. They (34) \_\_\_\_\_ (to have) three children and the young family (35) \_\_\_\_\_ (to move) in September 1892 into their newly built monumental Manor House in Rosport.

In 1914, Henri Tudor (36) \_\_\_\_\_ (to begin) to suffer from lead poisoning which (37) \_\_\_\_\_ (to cause) his death in 1928.

**Read the text and decide if the following statements are true or false.**

**If there is not enough information in the text, tick ☐ the box under ‘?’.**

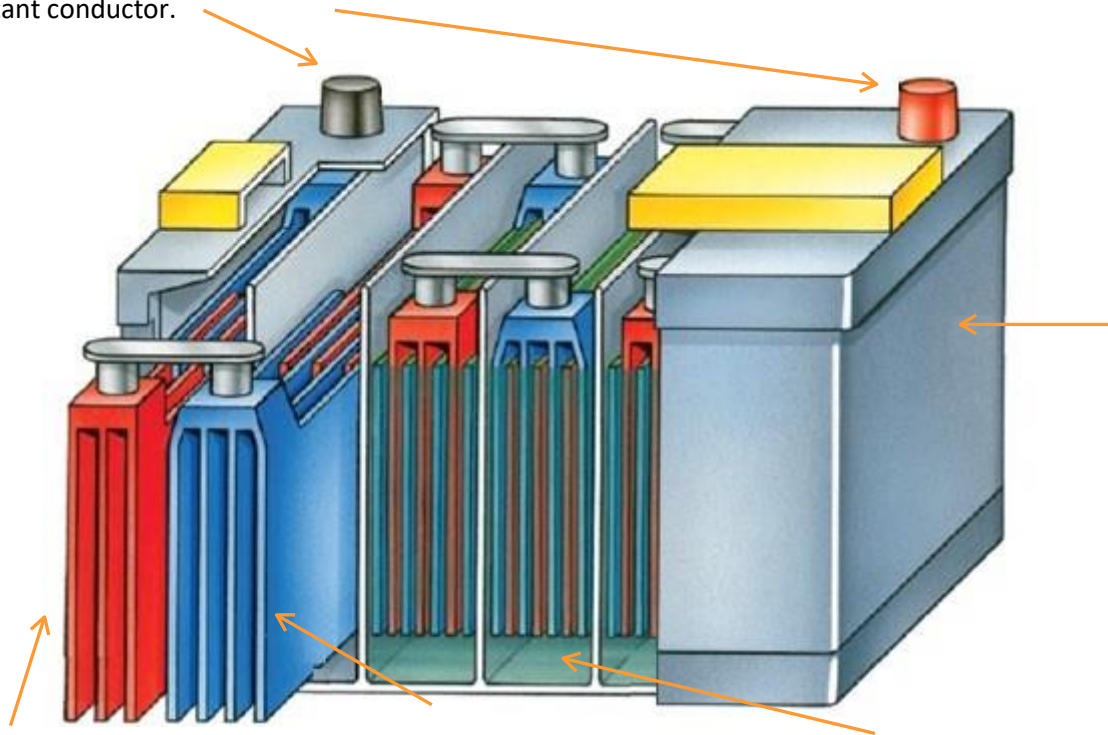
|     |                                                                                                 | True                     | False                    | ?                        |
|-----|-------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1.  | Henri Tudor invented the lead-acid battery.                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Henri Tudor had British origins.                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Henri Tudor started experimenting with electricity when he went to school in Chimay.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Henri Tudor tried out some of his inventions on his father's property.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Lead-acid batteries often broke down in the beginning.                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Thomas Edison considered lead-acid batteries as a must-have.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Henri Tudor started a family business with his brother and his cousin to manufacture batteries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Henri Tudor renovated the Irminenhof in Rosport as a home for his family.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Homes in Luxembourg had electric lighting thanks to Henri Tudor's inventions.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Henri Tudor died due to health problems linked to his work.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## How does a lead-acid battery, i.e. a car battery, work?

**Lead-acid batteries** are composed of a sponge metallic lead anode. A lead-dioxide cathode and a sulphuric acid electrolyte. The heavy metal element makes them toxic and improper disposal is dangerous for the environment.

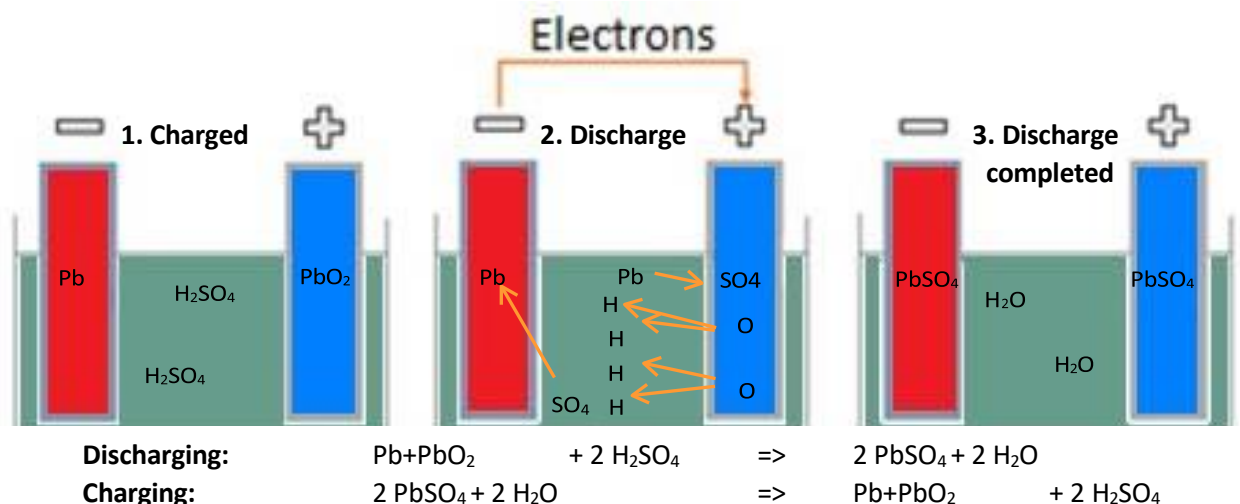
**Terminals** This is where energy leaves the galvanic **Casing** The six galvanic cells are held in position by a cell array. They are made of lead – a good corrosion- non-reactive plastic composite case. resistant conductor.



**Lead plate** The negative electrode **Lead dioxide plate** This is the **Sulphuric acid** The plates are reacts with sulphuric ions to active material within the battery, submerged in acid which acts as generate hydrogen ions and more reacting with the acid to produce the chemical catalyst and an lead sulphate. ions and lead sulphate. electrolyte for ions.

**Discharge** During discharge, lead (negative plate) and the lead dioxide (positive plate) react with the electrolyte of sulphuric acid to create lead sulfate, water and energy.

**Charge** When charging, the cycle is reversed: the lead sulfate and water are electro-chemically converted to lead, lead oxide and sulphuric acid by an external charging source.

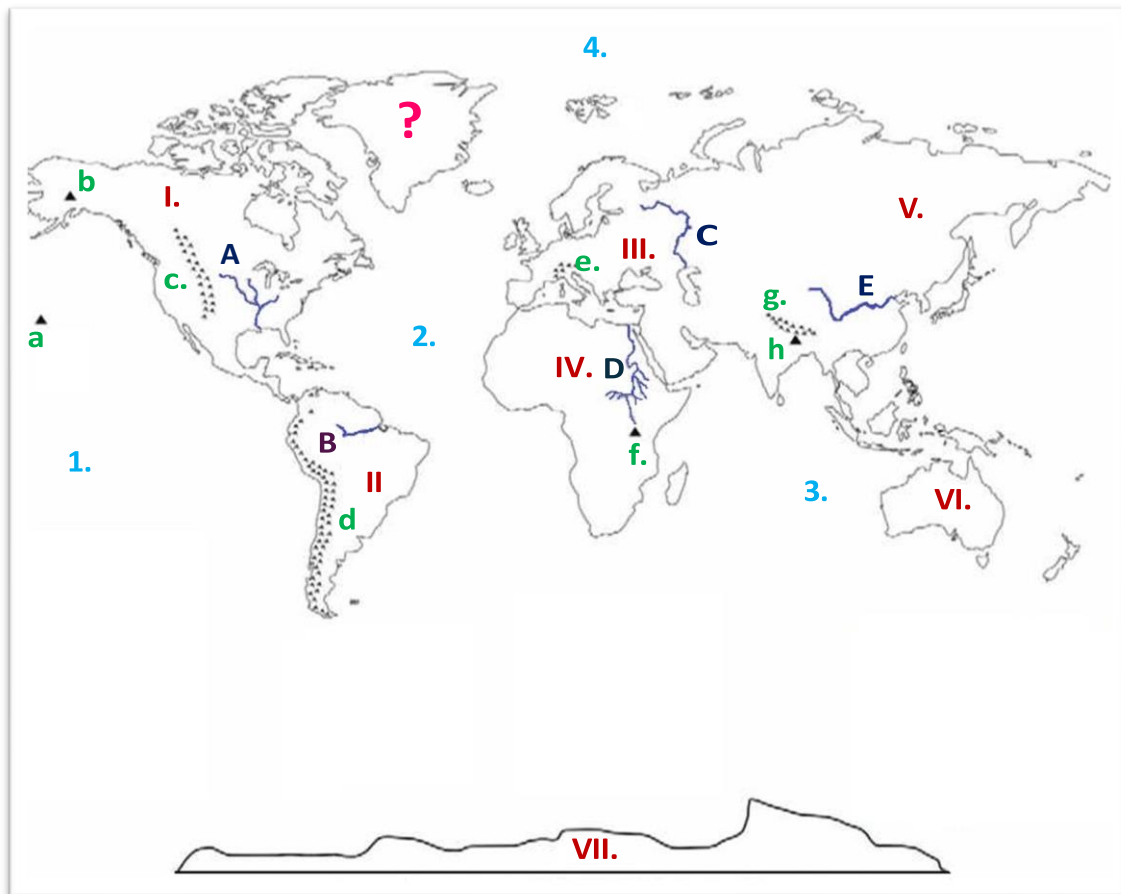


## 6.4. THE EARTH AND A NUMBER OF NATURAL FEATURES

### 6.4.1. Continents, oceans, rivers and mountains

Look at the map. Do you recognize the continents, oceans, rivers and mountains?

Complete the table. There is an example.



| Continents (I–VII)      | Oceans (1–4)   | Major rivers (A–E) | Mountains / Mountain ranges (a–h) |
|-------------------------|----------------|--------------------|-----------------------------------|
| Africa <span>IV.</span> | Arctic Ocean   | Amazon River       | the Andes                         |
| Antarctica              | Atlantic Ocean | Mississippi River  | the Alps                          |
| Asia                    | Indian Ocean   | Nile River         | the Himalayas                     |
| Australia               | Pacific Ocean  | Volga River        | the Rocky Mountains               |
| Europe                  |                | Yangtze River      | Mt Everest                        |
| North America           |                |                    | Mt Kilimanjaro                    |
| South America           |                |                    | Mt McKinley                       |
|                         |                |                    | Mauna Kea                         |

Do you know what '?' represents?

Look at the names for the mountain ranges. What do you notice?

Why is the Arctic not represented on the map?

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## 6.6. THE LUXEMBOURG COUNTRYSIDE

### 6.6.1. The countryside - The farm – place where most of our food is produced

#### Munshausen<sup>11</sup>

Tourist Centre 'Robbesscheier'

Address  
1, Frummeschgaass  
L-9766 Munshausen

Tel.: +352 92 17 45 1  
Fax: +352 92 93 47  
info@touristcenter.lu  
www.touristcenter.lu

Discover the lifestyle of our ancestors in 14 exciting and interactive workshops, you can witness how our Blacksmith adapts a new horseshoe, discover how our beekeeper maintains the bee colonies, learn everything about the production of honey, operate old agricultural machinery, visit our old sawmill and learn more about the hay harvest. Learn how farmers once lived with all your senses; see, hear, feel, taste, on a 6-acre site in Munshausen, in the yard in Cornelyshaff Heinerscheid with the small craft brewery in the Water Mill 'Rackésmillen in Enscherange.

#### Opening times

01.03. – 01.01.

Monday – Sunday

10:00 - 17:00

Monday -Tuesday

Open on public holidays

#### Services

Disabled access

Guided tour

Cafeteria / Restaurant

Shop

✓

x

✓

✓

**Label the pictures below with the words form the box.**

farm house withbarn and stables  
fields

garden  
meadow

orchard  
vineyard



<sup>11</sup> Adapted from <https://www.robesscheier.lu/de>

## Animals and their little ones

There are times when we want to specify whether an animal is male or female or whether it is adult or young. Order the words from the box so as to create 'animal families'.

| Umbrella term | Male         | Female   | 'Little one' |
|---------------|--------------|----------|--------------|
| cat           | I. boar      | 1. bitch | a. calf      |
| cattle        | II. bull     | 2. cat   | b. chick     |
| chicken       | III. dog     | 3. cow   | c. foal      |
| dog           | IV. ram      | 4. ewe   | d. kitten    |
| horse         | V. rooster   | 5. hen   | e. lamb      |
| pig           | VI. stallion | 6. mare  | f. piglet    |
| sheep         | VII. tomcat  | 7. (sow) | g. puppy     |

| Umbrella term | cat | cattle | chicken | dog | horse | pig | sheep |
|---------------|-----|--------|---------|-----|-------|-----|-------|
| Male          |     |        |         |     |       |     |       |
| Female        |     |        |         |     |       |     |       |
| 'Little one'  |     |        |         |     |       |     |       |

**Look at the animal silhouettes below. Name the farm animals which you recognise.**




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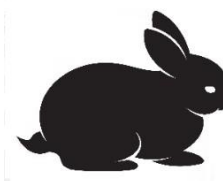

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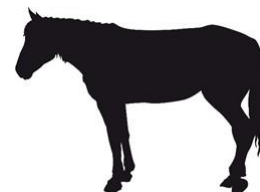

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## 6.5.2. The countryside - two farms in Luxembourg

### - 'Schéiferei An Dottësch'<sup>12</sup> and Ostrich farm 'A Nommesch'<sup>13</sup>



HOME ABOUT EVENTS OUR PRODUCTS NEWS

#### Our products

Home / Our products



#### Yoghurts

Our yoghurts are made from ewes' milk. They are basically plain yoghurts, but they can be flavoured with seasonal fruit or other flavourings according to your taste.

#### Ice creams

Our homemade ice creams owe their unique flavours to the top-quality ingredients we use: fresh milk from our pasture-raised ewes, seasonal fruit grown in our own orchards, natural vanilla, cocoa powder etc. Alongside the traditional flavours (such as vanilla, chocolate or coffee), which are on offer all year round, we produce ice cream made with seasonal fruit (such as strawberries or mirabelle plums) or special flavourings, such as speculoos, for instance.



#### Our prices

|                                                                     |         |
|---------------------------------------------------------------------|---------|
| Ice cream made from ewes' milk (seasonal and traditional) - 950 ml: | € 16,00 |
| Ice cream made from ewes' milk (seasonal and traditional) - 480 ml: | € 8,50  |
| Plain yoghurt - 180 ml                                              | € 2,50  |



Bergerie An 'Dottësch'  
9 A r. du Schlammestee  
L-5770 Weiler-la-Tour  
Luxembourg



[\(+352\) 26 67 22 17](tel:+35226672217)



[\(+352\) 621 181 707](tel:+352621181707)



[dottesch@pt.lu](mailto:dottesch@pt.lu)

To obtain our newsletter

Your email address

#### Opening hours:

Thursday: 4 – 6 pm | Friday: 4 – 7 pm | Saturday: 3 – 7 pm (by appointment)

[Mentions légales](#)

[Plan du site](#)

[Politique de protection des données](#)

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<sup>12</sup> Inspired by [Produits laitiers pur brebis | Bergerie An 'Döttësch' - bergerie-an-dottesch.lu](https://www.bergerie-an-dottesch.lu/fr-FR/Page/Nos-produits)

<sup>13</sup> Inspired by <https://www.bergerie-an-dottesch.lu/fr-FR/Page/Nos-produits>

<https://www.strausenfarm.lu/>



**Decide if the following statements are true or false.**

**Tick the respective boxes. If there is not enough information in the text, tick '?' for 'does not say'.**

|                                                                                                         | True                     | False                    | ?                        |
|---------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. The 'Schéiferei's' offer varies depending on the season.                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The 'Schéiferei' uses normal milk to produce their yoghurts and ice-cream.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The 'Schéiferei' adapt their products to their customers' desires.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The 'Schéiferei' have orchards where they grow fruit.                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The 'Schéiferei' produce delicious cheese.                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The 'Schéiferei' is located in Weiler-la-Tour.                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. You can buy Mirabelle plum ice-cream all year round.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. It is cheaper to buy ice-cream in bulk (in a big quantity).                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The 'Schéiferei' sell their products on the farm, but also at events, at markets and in supermarkets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The 'Schéiferei' is open for visitors at the weekend.                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |







# STRAUSSEFEST

## OSTRICH FESTIVAL

### DATE

14<sup>th</sup> & 15<sup>th</sup> MAY 2022

### TIME

From 11.00 am to 07.00 pm

### VENUE

Straussefarm Contern  
38, rue des Prés  
L-5316 Contern

### Big sale of products made from ostriches

- Steak, burgers, sausages
- Eggs
- Leather goods (purses, wallets, bags, belts, shoes...)
- Jewellery

### Fun and entertainment



ZAK!

#### For the young ones

- Workshops with Zak (Zesummen Aktiv)
- Bouncy castle
- Pony rides

#### For all ages

- Guided tours of the farm every half an hour
- Exhibition of painted ostrich eggs

### Food and drinks

- Ostrich steak with sautéed potatoes Luxembourg style and salad
- Ostrich burgers and sausages
- Veggie burgers and sausages
- Home-made fruit pies and coffee
- Waffles made from ostrich eggs
- Soft drinks (mineral water, coke, fruit juices)
- Luxembourg crémant, beer, wine

### Live music from 03.00 pm on both days

- FADE TO GRAY on Saturday
- VOCALINO ON TOUR on Saturday



Complete the sentences below by ticking the right box (a, b or c)



1. You are supposed to read and understand
  - ☐ a. an event poster
  - ☐ b. a web page
  - ☐ c. a newspaper article
2. The ostrich festival is
  - ☐ a. an afternoon event
  - ☐ b. a one-day event
  - ☐ c. a two-day event
3. The event finishes at
  - ☐ a. 3 o'clock in the afternoon
  - ☐ b. 7 o'clock in the evening
  - ☐ c. 11 o'clock at night
4. The event takes place
  - ☐ a. on a farm
  - ☐ b. in a field
  - ☐ c. on a meadow (= prés)
5. There are workshops for
  - ☐ a. Children
  - ☐ b. Adults
  - ☐ c. everybody
6. People **CANNOT** get
  - ☐ a. leather goods made from ostrich
  - ☐ b. ostrich egg art
  - ☐ c. ostrich farming products
7. Visitors can taste
  - ☐ a. barbecued ostrich products
  - ☐ b. gourmet food made from ostrich
  - ☐ c. South African cuisine
8. There are bands playing at
  - ☐ a. all day long
  - ☐ b. at lunchtime
  - ☐ c. in the afternoon

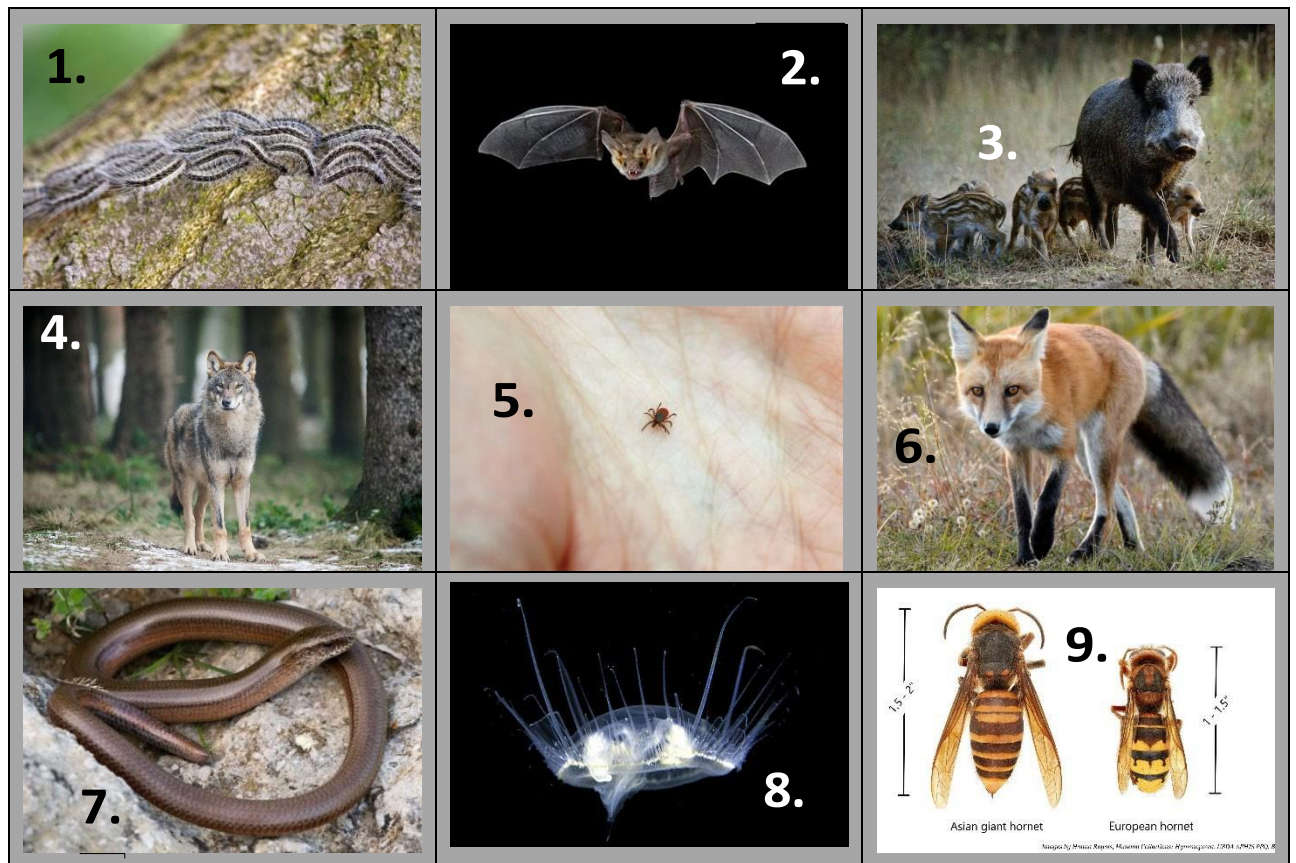
### 6.5.3. Luxembourg wildlife

#### Harmless and less harmless creatures

*Imagine you would meet one of the following animals on a walk outside or a swim in a lake.*

*Discuss with your partner the following questions.*

- What kind of animal is it?
- Would you feel threatened? Why?
- What kind of danger does the animal represent?
- How would you react?
- Which one are you most likely to encounter?
- Which one are you least likely to encounter? Why?



*Write down important information.*

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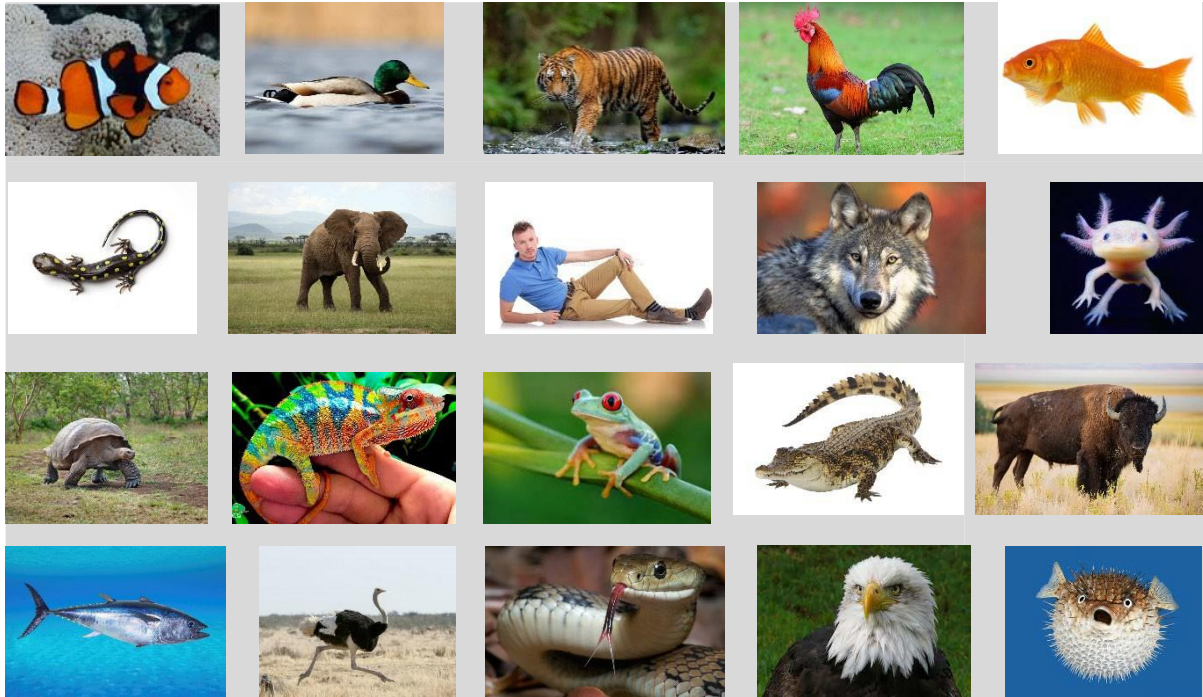
## Animal classification

**Watch the following video about the characteristics of mammals**

<https://www.youtube.com/watch?v=zqsK0VhcL8o>

**Lexis**

**Vertebrates** are animals with an articulated internal skeleton.



*Name animals that go into each of the groups below. The above picture might help you.*

| FISH         | REPTILES | AMPHIBIAN | BIRDS       | MAMMALS |
|--------------|----------|-----------|-------------|---------|
| Cold blooded |          |           | Hot blooded |         |
|              |          |           |             |         |

*Use the words in the box to label the following pictures.*

backbone / spine  
bone  
eggs  
feather  
fish bones

fur  
gills  
hair  
lungs  
moist amphibian skin

scales  
skin  
vertebra  
spawn



### Characteristics of vertebrates

Hair or fur  
Feathers  
Scales  
Moist skin  
Oviparous  
Viviparous

Hollow or partly hollow bones  
Breathe with lungs  
Breathe with gills (have a diaphragm)  
Breathe with lungs and gills  
Breathe with lungs, gills and skin

|            | KIND OF SKIN | METHOD OF REPRODUCTION | WAY OF BREATHING | OTHER CHARACTERISTICS |
|------------|--------------|------------------------|------------------|-----------------------|
| MAMMALS    |              |                        |                  |                       |
| BIRDS      |              |                        |                  |                       |
| REPTILES   |              |                        |                  |                       |
| AMPHIBIANS |              |                        |                  |                       |
| FISH       |              |                        |                  |                       |





## **MAMMALS**

- Warm-blooded
- Most have hair
- Breathe with lungs, have a muscular diaphragm
- Most give birth to live young (vivipare)
- Nurse their young with milk
- Glands in the skin (oil, sweat, scent, milk)
- Different kinds of teeth for eating different kinds of food
- Large, well-developed brains

Examples: people, deer, kangaroos

## **BIRDS**

- Warm-blooded
- Feathers
- Breathe with lungs and have air sacs
- Wings Store food in crop; grind food in gizzard
- Lay hard-shelled eggs
- Oil gland (helps waterproof feathers)
- Hollow or partly hollow bones

Examples: ducks, penguins



## **REPTILES**

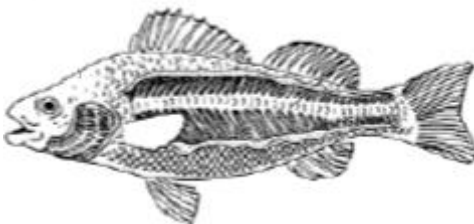
- Cold-blooded
- Scales
- Breathe with lungs
- Many have four legs (with three or five clawed toes), but some have no legs
- Most lay leathery eggs (oviparous) but some give birth to live young (viviparous)

Examples: snakes, turtles, lizards, crocodiles

## **AMPHIBIANS**

- Cold-blooded
- Moist skin
- Breathe with lungs, skin or gills
- Most have four legs but there are a few that have two legs; toes never have claws
- Lay eggs – usually in a jellylike mass in water
- Life cycles include a larval stage

Examples: frogs, toads, salamanders



## **FISH**

- Cold-blooded
- Scales
- Breather with gills
- Fins
- Eyes usually on sides of head
- Eggs laid in water
- Life cycles often include larval stage

Examples: sharks, salmon, tunas

### The slow-worm or blind-worm



**Match the questions (1-15) with the answers (1-15).**

1. \_\_\_\_\_  
Slow-worms are reptiles. They are legless lizards, which is why they are often mistaken for snakes. However, they have eyelids and ear holes, which snakes do not have. They also have a rounded tongue, not a forked one.
2. \_\_\_\_\_  
Adult slow-worms grow to be about 50 centimetres long.
3. \_\_\_\_\_  
They are neither slow nor blind. Slow-worms can travel at speeds of up to 0.3 miles per hour.
4. \_\_\_\_\_  
Slow worms are carnivores, i.e. they eat other animals. They prey on a variety of invertebrates, such as snails, slugs, and small worms.
5. \_\_\_\_\_  
Predators of slow-worms include cats, dogs, and birds. When a slow-worm is in danger, it can detach its tail. The tail wriggles while the slow-worm makes its escape. The slow-worm can then grow back a new, shorter tail, which it cannot shed.
6. \_\_\_\_\_  
Slow-worms can live for 10 to 30 years. Slow-worms tend to live longer than other lizards, reaching a total lifespan of over 30 years outside of captivity.
7. \_\_\_\_\_  
In gardens they risk being killed by cats.
8. \_\_\_\_\_  
Slow Worms live in rough grasslands and woodlands.

9. \_\_\_\_\_  
Slow worms are usually not known to be dangerous to humans as they do not bite at all.
10. \_\_\_\_\_  
Slow-worms are covered in scales. They shed their skin in patches like other lizards, rather than the whole skin as most snakes do.
11. \_\_\_\_\_  
Slow-worms do not lay eggs, they are viviparous, which means that they typically produce 6 to 12 eggs, which they incubate in their bodies. They then give birth to live babies.
12. \_\_\_\_\_  
Slow-worms are diurnal, in other words they are predominantly active during the day. However, they like to lie in the sun for hours.
13. \_\_\_\_\_  
Slow worms like to hibernate under earth or compost heaps. Sometimes they hibernate in groups of up to 30 animals.
14. \_\_\_\_\_  
In Europe slow-worms are considered as a sort of heroes because they eat massive amounts of slugs and insects out of the garden.
15. \_\_\_\_\_  
They are not endangered worldwide yet. However, there are not as many slow-worms as there used to be. Many places where they used to live have been built on. In Luxembourg they are legally protected.

6. **Are slow worms endangered?**
7. **Are slow-worms dangerous?**
8. **Are slow-worms herbivores, carnivores or omnivores?**
9. **Are slow-worms slow or blind**
10. **How do slow-worms spend the winter?**
11. **How many eggs do slow-worms lay?**
12. **To what extent are slow-worms useful animals?**
13. **What are some predators of slow-worms?**
14. **What is the lifespan of a slow-worm?**
15. **What is the main cause of mortality of slow-worms?**
16. **What size are slow-worms?**
17. **What type of animal are slow-worms?**
18. **What type of covering do slow-worms have?**
19. **When are slow-worms active?**
20. **Where do slow-worms live?**



## Wolves - 'Carnivorous beasts acquiring a taste for human flesh'. When wild wolves still plagued Luxembourg<sup>14</sup>

Author: Gerry Erang | Update: 22.07.2021 10:20

**Fill the gaps (1-20) with the correct form of the past simple (active or passive) of the verbs in brackets.**



Luxembourg's last wolf \_\_\_1\_\_\_ (officially / to kill) by the examining magistrate Edouard Wolff (oh the irony) near Olingen on 24 April 1893. After the recent wolf sightings on Belgium not far from the Luxembourg border, most residents \_\_\_2\_\_\_ (to be) happy to hear that wolves might return to roam the Grand Duchy's forests once more. Fair to say this

would not have been the case a couple of centuries ago...

### When wolves acquired 'a taste of human flesh'

In an early book on Luxembourg's religious history, Jesuit Jean Bertholet (1688-1755) offers a rather colourful account of a wolf plague that allegedly \_\_\_3\_\_\_ (to take) place in the Grand Duchy in 1045: "The men who \_\_\_4\_\_\_ (to die) in the countryside and \_\_\_5\_\_\_ (to remain) without burial, were eaten by wolves; these carnivorous beasts acquiring a taste for human flesh. [The wolves] later also \_\_\_6\_\_\_ (to throw) themselves upon the living and \_\_\_7\_\_\_ (to kill) a great number of them." Bertholet also \_\_\_8\_\_\_ (to come) up with an explanation for the attacks: in his view, they \_\_\_9\_\_\_ (to represent) "Heaven's anger."

While it's somewhat difficult to prove or disprove Bertholet's account of this early wolf plague, there are countless other reports of wolf attacks in Luxembourg. Towards the end of the 18th century, France for example officially \_\_\_10\_\_\_ (to call) Luxembourg the 'Département des loups' because of the high number of wolves roaming the country. In 1801, a forester \_\_\_11\_\_\_ (to alert) the mayor of Luxembourg City to a ravenous (= hungry) pack of wolves in the Bambesch forest. The wolves, he anxiously \_\_\_12\_\_\_ (to report), had already devoured pigs owned by the municipality of Strassen. Other foresters were instructed to hunt down the wolves - unfortunately there are no historical sources detailing the outcome of the hunt.

### A battle between wolves and farmers in Dudelange

Another quite spectacular confrontation between humans and wolves \_\_\_13\_\_\_ (to occur) in 1709, which was the year that \_\_\_14\_\_\_ (to bring) the Great Frost to Europe. Temperatures reportedly

<sup>14</sup> Adapted from <https://today.rtl.lu/luxembourg-insider/history/a/1715148.html>

\_\_15\_\_ (to drop) to under -30°C, plunging the Grand Duchy and its neighbouring countries into famine and misery.

To make matters worse, the extreme cold and lack of food also \_\_16\_\_ (to play) a key role in triggering a veritable wolf plague in Dudelange. A pack of 30 wolves \_\_17\_\_ (to come) into the village from Rotenberg a day after they had already torn an 8-year-old boy to pieces. According to various sources, the farmers \_\_18\_\_ (to get) hold of axes, pitchforks and other makeshift weapons and \_\_19\_\_ (to have) a gory (= bloody, brutal) battle with the voracious animals. Twenty-two wolves \_\_20\_\_ (to be) killed and some farmers badly injured.

***Answer the questions in your own words.***

1. When was Luxembourg's last wolf killed?

---

2. How do people feel about the return of the wolf?

---

3. When did Jean Bertholet live?

---

4. When was there a wolf plague in Luxembourg according to Jean Bertholet?

---

5. How did Jean Bertholet explain the wolf plague?

---

6. Describe what happened around 1800 in and around the city of Luxembourg with regards to wolves ?

---

7. What was life like in Luxembourg in 1709?

---

8. How did the wolves in Dudelange cope with the situation?

---



## 6.6. DESCRIBING PLACES – WRITING

### 6.6.1. A postcard from Italy

Places can vary a lot and you need considerable lexical resources to deal with settings as diverse as urban and rural locations, coastal and mountainous areas successfully.

**You have received the following postcard from your friend Ashley. She keeps repeating the adjective 'nice'. Improve the text by replacing 'nice' with more exciting adjectives.**

You can go to

<https://www.wordhippo.com/>

*Greetings from Italy!*

*We are on holiday in Italy.  
Italy is a nice country. Italian  
people are nice. The men look  
nice. The women look nice. We  
are in Rimini. Rimini is a  
nice city. Our hotel is nice,  
and the food is nice. The  
beach is nice, especially as the  
weather is nice.*

*Love Ashley XXX*



*Romy and Malaika Schmit*

*10a, Baachhiel*

*L-5682 Dalheim*

*Luxembourg*

*Greetings from Italy!*

*We are on holiday in Italy. Italy  
is a (1) \_\_\_\_\_ country. Italian  
people are (2) \_\_\_\_\_. The men  
look (3) \_\_\_\_\_. The women  
look (4) \_\_\_\_\_. We are in  
Rimini. Rimini is a (5) \_\_\_\_\_  
city. Our hotel is (6) \_\_\_\_\_,  
and the food is (7) \_\_\_\_\_.  
The beach is (8) \_\_\_\_\_,  
especially as the weather is (9)  
\_\_\_\_\_ and (10) \_\_\_\_\_.*

*Love Ashley XXX*



*Romy and Malaika Schmit*

*10a, Baachhiel*

*L-5682 Dalheim*

*Luxembourg*



### 6.6.2. Sample essay

*The readers of a travel blog are supposed to write about a town or city that they particularly like.*

| PARTS OF THE ESSAY                                                                                                                                                                                                                                                             | ESSAY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | COMMENTS                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b><br>Say <ul style="list-style-type: none"> <li>▪ <i>which place is being described</i></li> <li>▪ <i>what your relation to this place is</i></li> <li>▪ <i>why you have chosen to describe this place.</i></li> </ul>                                       | <p>I have visited many fascinating cities in my life – London, Singapore, Sydney. However, my favourite city is Dublin in Ireland. I have been there a couple of times and I could imagine moving there for good after retiring.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><i>Keep this part as concise as possible.</i></p>                                                                                                                                                                                                                                                                                                                                                                |
| <b>Body</b><br><br>Describe <ul style="list-style-type: none"> <li>▪ <i>the location of place</i></li> <li>▪ <i>the general appearance of the place</i></li> <li>▪ <i>its special attractions</i></li> <li>▪ <i>the atmosphere</i></li> <li>▪ <i>the facilities</i></li> </ul> | <p>Dublin is the capital of Ireland. It is situated at the mouth of the river Liffey on the east coast of the island. Apart from the sea, you can enjoy the countryside and the mountains in Dublin. The city is surrounded by flat farmland to the north and west and bordered by a low mountain range to the south.</p> <p>I love Dublin because the centre of the city is fairly compact, so the best way to get around Dublin is to walk. Most major sites can be reached with fifteen minutes on foot. The city centre has something to suit every taste. It is small but lively and full of characteristic pubs and restaurants, shopping districts, theatres, parks, government buildings, and museums. During the day, I often go to Trinity College, the university in the heart of the city and its library. I go to lectures and conferences and meet students. What is more, Dublin has some great museums most of which are completely free. In the evenings, I enjoy going to the pubs to listen to alive Irish music.</p> | <p><i>Organise the information by forming <b>paragraphs</b>.</i></p> <p><i>Use <b>linking words</b> (and, or, but, because, as, ... moreover, ...) to connect the sentences and the paragraphs.</i></p> <p><i>Show that you have a <b>good range of lexical and grammatical structures</b> to handle the task.</i></p> <p><i>i.e. Write simple and complex sentences</i></p> <p><i>Use different tenses ...</i></p> |
| <b>Conclusion</b><br><br>Describe your feelings and relationship with the place.                                                                                                                                                                                               | <p>Dublin is a warm and welcoming city, known for the friendliness of its people. It has attracted artists, intellectuals and visitors from all over the world. I would like to live there one day.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                     |

*Write an essay on a place you like which you could post to the blog.*

# TOPIC VII

## DESCRIBING ACTIONS AND ACTIVITIES

### 7.1. WHAT IS GOING ON AT THE MEOMENT?

- 7.1.1. Actions in progress – Tom's Diner
- 7.1.2. Actions in progress – Sailing
- 7.1.3. Present continuous

### 7.2. EXTREME SPORTS

- 7.2.1. The most dangerous extreme sports

### 7.3. MODAL AUXILIARIES

- 7.3.1. Modal auxiliaries (revision)
- 7.3.2. Modal auxiliaries for polite interactions

### 7.4. CATCHING A GLIMPSE OF THE FUTURE

- 7.4.1. 'Going to' and 'will' - modal auxiliaries for the future
- 7.4.2. Will-future
- 7.4.3. Telling the time
- 7.4.4. Saving the date
- 7.4.5. Booking a table

## 7.1. ACTIVITIES - THRILLING AND BORING

### 7.1.1. Actions in progress – Tom's Diner

## Tom's Diner

By Suzanne Vega

*Listen to the following versions of the song 'Tom's Diner'*

[www.youtube.com/watch?v=hxRuZ67vliY](http://www.youtube.com/watch?v=hxRuZ67vliY)

[www.youtube.com/watch?v=j4jtIDaeaWI](http://www.youtube.com/watch?v=j4jtIDaeaWI)



**Try to answer the questions below whilst you are listening.**

1. Where is the narrator of the story?  
\_\_\_\_\_
2. What is she drinking?  
\_\_\_\_\_
3. Why does the waiter only fill her cup halfway?  
\_\_\_\_\_
4. Does the waiter know the woman who has just come in?  
\_\_\_\_\_
5. How does the narrator feel about this?  
\_\_\_\_\_
6. What is the weather like?  
\_\_\_\_\_
7. What is the narrator reading?  
\_\_\_\_\_
8. Does she know the actor who has died?  
\_\_\_\_\_
9. Why does she stop reading?  
\_\_\_\_\_
10. Can the woman outside see her?  
\_\_\_\_\_
11. What is this woman doing outside?  
\_\_\_\_\_
12. Why is the woman's hair wet?  
\_\_\_\_\_
13. What does the narrator do at the end of the story?  
\_\_\_\_\_
14. Who is 'your voice'?  
\_\_\_\_\_
15. Why is the narrator hearing cathedral bells?  
\_\_\_\_\_

**Compare your answers to the lyrics below. Correct them.**

**Highlight the verbs in the present continuous.**

I am sitting  
In the morning  
At the diner  
On the corner

I'm pretending  
Not to see them  
And instead  
I pour the milk

And I'm trying  
Not to notice  
That she's hitching  
Up her skirt

I am waiting  
At the counter  
For the man  
To pour the coffee

I open  
Up the paper  
There's a story  
Of an actor

And while she's  
Straightening her stockings  
Her hair  
Is getting wet

And he fills it  
Only halfway  
And before  
I even argue

Who had died  
While he was drinking  
He was no one  
I had heard of

Oh, this rain  
It will continue  
Through the morning

He is looking  
Out the window  
At somebody  
Coming in

And I'm turning  
To the horoscope  
And looking  
For the funnies

As I'm listening  
To the bells  
Of the cathedral

'It is always  
Nice to see you'  
Says the man  
Behind the counter

When I'm feeling  
Someone watching me  
And so  
I raise my head

I am thinking  
Of your voice

And of the midnight picnic  
Once upon a time before the  
rain began

To the woman  
Who has come in  
She is shaking  
Her umbrella

There's a woman  
On the outside  
Looking inside  
Does she see me?

I finish up my coffee  
It's time to catch the train

And I look  
The other way  
As they are kissing  
Their hellos

No she does not  
Really see me  
Cause she sees  
Her own reflection

Songwriter VEGA, SUZANNE

Published by Lyrics © Warner/Chappell Music, Inc.

### 7.1.2. Actions on progress

## SAILING

By Rod Stewart

[https://www.youtube.com/watch?v=F0t3oQ\\_k008](https://www.youtube.com/watch?v=F0t3oQ_k008)



**Enjoy listening to this song. The lyrics are so easy that you should be able to understand them without a transcript (= a written version of them).**



Verse 1

I am sailing, I am sailing  
Home again 'cross the sea  
I am sailing stormy waters  
To be near you, to be free



Verse 2

I am flying, I am flying  
Like a bird 'cross the sky  
I am flying passing high clouds  
To be with you, to be free



Chorus 2X

Can you hear me, can you hear me  
Thro' the dark night, far away  
I am dying, forever trying  
To be with you, who can say



Verse 3

We are sailing, we are sailing  
Home again 'cross the sea  
We are sailing stormy waters  
To be near you, to be free



Outro

Oh Lord, to be near you, to be free  
Oh (my) Lord, to be near you, to be free  
Oh Lord  
Oh Lord, to be near you, to be free  
Oh (my) Lord, to be near you, to be free  
Oh Lord

**Where does the singer want to go? Why?**

---

**Where is he? What is he doing?**

---

### 7.1.3. Present continuous

#### FORM

#### AFFIRMATIVE, NEGATIVE AND INTERROGATIVE

BE in the present + VERB-ING

#### USE

#### RULES

- for actions going on at the moment of speaking
- for unique actions going on around the moment of speaking
- for firm intentions in the immediate future

#### EXAMPLES

- Right now, we are finding out about the present continuous.
- I am reading a book by Isaac Azimov these days.
- I am going shopping after the lesson.



#### KEY WORDS

- this... + part of the day (morning, afternoon, evening)
- at this moment, at the moment
- now
- currently



## Practice

### Put the verbs into the ing-form

1. to swim
2. to do
3. to catch
4. to say
5. to write
6. to dance
7. to cry
8. to stop
9. to plan
10. to sing
11. to help
12. to cook
13. to travel
14. to wash
15. to lie
16. to write

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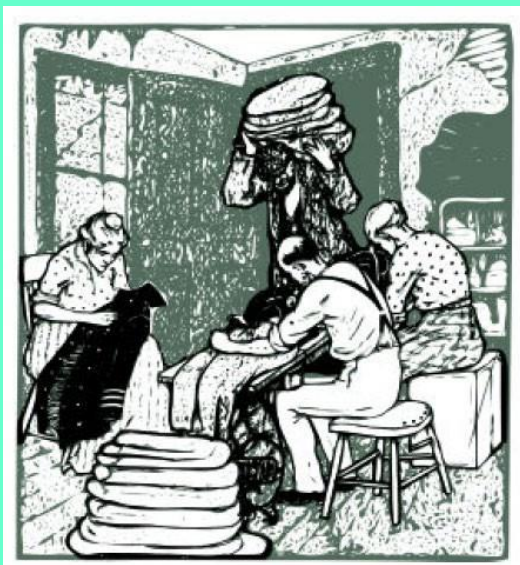
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## WORKING FROM HOME

### Put the verbs in brackets into the correct form of the present continuous



Janet is in her house.

She 1. \_\_\_\_\_ (to sit) on a wooden chair. She 2. \_\_\_\_\_ (to hold) a coat. She 3. \_\_\_\_\_ (to fix) it.

James is Janet's husband.

He 4. \_\_\_\_\_ (to sit) in front of her. He 5. \_\_\_\_\_ (to mend) clothes too.

Next to James, there is Elizabeth. She is Janet's sister.

Right now, she 6. \_\_\_\_\_ (to help) Janet and James.

At this moment a man 7. ( \_\_\_\_\_ to come) in.

He 8. \_\_\_\_\_ (to carry) a pile of clothes. They 9. \_\_\_\_\_ (all / to work) very hard.

***Look at the picture below and imagine that at this moment you are part of it. Describe what is going on around you. Write ten sentences.***



*Describe what James is doing in the pictures below. He is a househusband, i.e. he lives with his partner and he does all the housework and duties that are traditionally associated with a housewife. Use an online dictionary to look up words and expressions you don't know.*

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## A PHONE CALL FROM ITALY

*Put the verbs in brackets in the present continuous tense.*



**Daughter** Mum? It's Gail here. What (1) \_\_\_\_\_ (you /

to do)? I hope I (2) \_\_\_\_\_ (not to disturb) you.

**Mother** No, don't worry. I (3) \_\_\_\_\_ (just / to check) my emails at the moment. I can continue later. What about you? How are you?

**Daughter** I (4) \_\_\_\_\_ (to have) a walk along the beach. The sun (5) \_\_\_\_\_ (to shine), and the sea is wonderful. I wish I could stay here forever.

**Mother** So, you don't miss dad and me!

**Daughter** Muuum... of course, I miss the two of you. So, how's dad anyway? What (6) \_\_\_\_\_ (he / to do), anyway? Can I talk to him?

**Mother** Well, he is not in at the moment. He (7) \_\_\_\_\_ (to walk) the dog.

**Daughter** Dad? Walking the dog? He usually reads the newspaper in the morning and you walk the dog. What's the matter?

**Mother** Well, I did some gardening yesterday and I hurt my back, so I (8) \_\_\_\_\_ (to relax) on the sofa whilst your dad (9) \_\_\_\_\_ (to take out) the dog.

**Daughter** Mum, you know you should not do any hard physical work anymore. You (10) \_\_\_\_\_ (to suffer) now because you do not look after yourself properly.

**Mother** Don't worry, it is not so bad! I will take it easy today, and tomorrow I will be all right again.

**Daughter** I hope so. I am sorry, but I have to go to the waterygym now. Anyway, I will talk to you tomorrow again.

**Mother** Talk to you tomorrow! Bye!



*For online exercises on the present continuous, go to*

<https://www.agendaweb.org/verbs/present-continuous-worksheets-lessons-exercises>

<https://www.thoughtco.com/present-continuous-worksheets-1209901>

[https://www.perfect-english-grammar.com/support-files/present\\_continuous\\_all\\_forms\\_exercise\\_1.pdf](https://www.perfect-english-grammar.com/support-files/present_continuous_all_forms_exercise_1.pdf)

[https://learnenglishteens.britishcouncil.org/sites/teens/files/gs\\_pres\\_cont\\_-\\_exercises.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/gs_pres_cont_-_exercises.pdf)



## 7.2. EXTREME SPORTS

### 7.2.1. The most dangerous extreme sports

Watch some videos on the most dangerous extreme sports:

<https://www.youtube.com/watch?v=5SD-7jlovtk>

<https://www.youtube.com/watch?v=3tO6sMRF2-w>

Some of the photos below represent sports mentioned in the videos. Label the respective photos.



What sports are represented by the remaining photos? Label the photos. The words in the box below are meant to help you, however, some of the sports mentioned are not represented in the pictures.

|                          |                    |                    |                      |
|--------------------------|--------------------|--------------------|----------------------|
| barefooting              | free solo climbing | ice cross downhill | running of the bulls |
| base jumping             | hang gliding       | kiting             | sky diving           |
| cave diving              | high wave surfing  | parkour running    | waterfall kayaking   |
| cliff diving             | highlining         | powerbocking       | wing suit flying     |
| crocodile bungee jumping | ice climbing       | rafting            | zorbing              |

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## 7.3. MODAL AUXILIARIES

### 7.3.1. Modal auxiliaries (revision)

Modal auxiliaries are verbs that indicate a modality such as ability, permission, possibility, etc. They are generally accompanied by the bare infinitive of another verb. They are invariable.

| USE AND ALTERNATIVE                 | MODAL AUXILIARY                   | EXAMPLE                                                                                                                                                              |
|-------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ABILITY<br>Be able to               | Can<br>could                      | He can speak French very well.<br>She could read at the age of four.                                                                                                 |
| PERMISSION<br>Be allowed to         | can<br>could<br>may               | Can I stay here?<br>Could I borrow your dictionary?<br>May I come in?                                                                                                |
| POSSIBILITY<br>It is possible that  | can<br>could<br>may<br>might      | Can it be true?<br>You could arrive this afternoon if you take a flight.<br>It may rain tomorrow.<br>They might give us a 10 % discount.                             |
| IMPOSSIBILITY                       | can't / cannot                    | You cannot have a swim near here, there is no swim centre.                                                                                                           |
| PROHIBITION<br>Not to be allowed to | can't<br>must not<br>may not      | You can't smoke in this room.<br>You must not drive without a licence.<br>You may not open the window.                                                               |
| POLITE REQUESTS                     | can<br>could may<br>will<br>would | Can you call me later, please?<br>Could you give me a hand, please?<br>May I sit down, please?<br>Will you open the door, please? Would you look after them, please? |
| DEDUCTIONS                          | can't / couldn't<br>must should   | She can't be as arrogant as they say. He must be about forty.<br>They should be at home at this time.                                                                |
| OBLIGATION                          | must<br>ought to<br>should        | You must be back by 10 pm.<br>You ought to thank them for their help. You should use more polite language.                                                           |
| ORDERS                              | will<br>be to                     | You will do as you are told.<br>You are to hand in your essay by Monday.                                                                                             |

|                            |                  |                                                          |
|----------------------------|------------------|----------------------------------------------------------|
| NECESSITY<br>Be obliged to | must             | You must revise the whole chapter.                       |
|                            | have to          | You have to be at the airport an hour before take off.   |
| LACK OF<br>OBLIGATION      | need not / don't | You need not come to the meeting if you don't have time. |
|                            | need to          | You don't have leave to if you don't want to.            |
|                            | don't have to    |                                                          |
| SUGGESTION                 | can              | You can go by bus, for example.                          |
|                            | could            | We could try to fix it ourselves.                        |
|                            | shall            | Shall I open the window ?                                |
| INVITATIONS                | would            | Would you like a glass of water or a cup of tea ?        |
| HABITS                     | used to          | She used to take piano lessons when she was young.       |
|                            | would            | When I was young, we would go to church every Sunday.    |
| ADVICE                     | must             | You must try Lebanese mezzes, they are delicious.        |
|                            | ought to         | You ought to study harder next time.                     |
|                            | should           | You should see the dentist once a year.                  |

### Practice

**Fill in the blanks with *can / can't or must / mustn't*.**

1. She is ill, so she \_\_\_\_\_ see the doctor.
2. It's raining heavily. You \_\_\_\_\_ take your umbrella.
3. We \_\_\_\_\_ (not / pick) the flowers in the park. It is forbidden.
4. Mike is nine months old. He \_\_\_\_\_ (not / eat) nuts, he has no teeth, he could suffocate.
5. I am very tall. So, I \_\_\_\_\_ play basketball.
6. I'm sorry but we \_\_\_\_\_ (not / come) to your party tomorrow.
7. You are speaking very quietly. I \_\_\_\_\_ (not / understand) you.
8. \_\_\_\_\_ I use your phone, please?
9. We \_\_\_\_\_ go to the bank today. We haven't got any money.
10. My hands are dirty. I \_\_\_\_\_ wash them.
11. It's late. I \_\_\_\_\_ go now.
12. You \_\_\_\_\_ stop at a red traffic light.
13. You \_\_\_\_\_ (not / speed) in the city.
14. Tourists \_\_\_\_\_ take their passports when they go abroad.
15. Footballers \_\_\_\_\_ (not / touch) the ball with their hands.
16. \_\_\_\_\_ you play the guitar?
17. I \_\_\_\_\_ (not / come) with you now because I'm revising my lessons.

**Fill in the blanks with *must* / *mustn't* / *have to* or *(not) have to*:**

1. I can stay in bed tomorrow morning because I \_\_\_\_\_.
2. Whatever you do, you \_\_\_\_\_ touch that switch. It's very dangerous.
3. You \_\_\_\_\_ forget what I told you. It's very important.
4. We \_\_\_\_\_ leave yet. We've got plenty of time.
5. Ann was feeling ill last night. She \_\_\_\_\_ leave the party early.
6. I \_\_\_\_\_ go to the bank yesterday to get some money.
7. The windows are very dirty. I \_\_\_\_\_ clean them.
8. The windows aren't dirty. You \_\_\_\_\_ clean them.
9. We arrived home very late last night. We \_\_\_\_\_ wait half an hour for a taxi.
10. These cakes are very nice. You \_\_\_\_\_ have one.
11. We \_\_\_\_\_ take an umbrella. It's not going to rain.
12. This is a secret. You \_\_\_\_\_ tell anybody.
13. You \_\_\_\_\_ buy a newspaper. You can have mine.
14. This train doesn't go to London. You \_\_\_\_\_ change at Bristol.
15. In many countries men \_\_\_\_\_ do military service.
16. Sarah is a nurse. Sometimes she \_\_\_\_\_ work at weekends.

***For more exercises on modal auxiliaries, go to***

<https://agendaweb.org/verbs/modals-exercises.html>

<https://agendaweb.org/verbs/modals-worksheets-lessons>

[https://www.english-4u.de/grammar\\_exercises.htm](https://www.english-4u.de/grammar_exercises.htm)

<https://www.grammar-quizzes.com/modalquiz.html>

<https://www.perfect-english-grammar.com/modal-verbs-exercises.html>



### 7.3.2. Modal auxiliaries for polite interactions

| MODAL AUXILIARY | MEANING: THE AUXILIARY IS USED TO                                                                                                                                                                                                                                               | EXAMPLES                                                                                                                                                                                                                                                     |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Can<br>Could    | <ul style="list-style-type: none"> <li>make offers;</li> <li>make requests;</li> <li>ask for permission.</li> </ul> <p>Could is more polite than can.</p> <p><b>Note:</b><br/>The auxiliary verbs 'can' and 'could' are invariable.<br/>The negative form of can is cannot.</p> | <p>Good afternoon. How can I help you?<br/>What can I do for you?<br/>Can I take your credit card number, please?</p> <p>I could send you a taxi to the airport.</p>                                                                                         |
| May             | <ul style="list-style-type: none"> <li>ask for permission.</li> </ul>                                                                                                                                                                                                           | <p>May I open the window?<br/>May I take your credit card number?</p>                                                                                                                                                                                        |
| Shall           | <ul style="list-style-type: none"> <li>make offers and suggestions</li> </ul> <p><b>Note:</b><br/>The modal auxiliary shall is considered to be rather formal. I</p>                                                                                                            | <p>Shall I make you a cup of tea?<br/>Shall I open the window?</p>                                                                                                                                                                                           |
| Will            | <ul style="list-style-type: none"> <li>talk about the future</li> <li>make offers</li> <li>to make requests</li> </ul>                                                                                                                                                          | <p>I will do this for you if you like.<br/>I will give you a lift to the airport.<br/>Will you help me with this work?</p>                                                                                                                                   |
| Would           | <ul style="list-style-type: none"> <li>express desires (would like, would enjoy, would prefer);</li> <li>make offers</li> <li>requests</li> </ul> <p><b>Note</b><br/>Would is invariable, i.e. there is only one form of the verb, namely would.</p>                            | <p>I would like another drink.<br/>Would you like some coffee?<br/>Would you prefer a table inside or on the terrace?<br/>Would you abstain from smoking in here please?<br/>Would you open the door, please? (more polite than: Open the door, please.)</p> |

#### Responding to offers

You should accept or reject offers politely. You should be particularly sensitive when rejecting an offer.

*Can I help you?*

*Yes please. I'd like to know what time the train leaves.*

*No thanks, I'm just looking.' (In a shop.)*

*Would you like another coffee?*

*No thanks.*

*Yes please, that would be lovely.*

*Yes please, I'd love one.*

*Would you like me to answer the phone?*

*If you wouldn't mind. (not Yes I would.)*

*If you could.*

*I'll do the photocopying, if you like.*

*'It's OK, I can do it.' Or, 'Don't worry, I'll do it.*

*Shall I open the window for you?*

*Thank you, that would be great.'*

*Yes please. That would be very kind of you.*

**Watch the following video to see how auxiliaries are used for invitations, offers, requests and permission.**

<https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/can-could-would-invitations-offers-requests-permission>

**For exercises on modal auxiliaries for polite offers, invitations, requests, desires and inclinations, go to**

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/requests-offers-invitations>

<https://english-at-home.com/would-like-polite-phrases/>

[https://oneminuteenglish.org/en/would-like/?expand\\_article=1#google\\_vignette](https://oneminuteenglish.org/en/would-like/?expand_article=1#google_vignette)



## 7.4. CATCHING A GLIMPSE OF THE FUTURE

### 7.4.1. Going to future

#### FORM

#### AFFIRMATIVE, NEGATIVE AND INTERROGATIVE

TO BE in the present + GOING TO + VERB

Why are you running around with a pot of paint and a brush? - I am going to paint my room.

#### USE

#### RULES

- for deductions<sup>15</sup> about the future
- for planned actions (actions which have been prepared)

#### EXAMPLES



He is going to be in pain.



They are going to fly away.

#### KEY WORDS

The keywords tell you that you need one of the two future tenses because the action is situated in the future. However, there are no keywords that tell you which of the two future tenses you need.

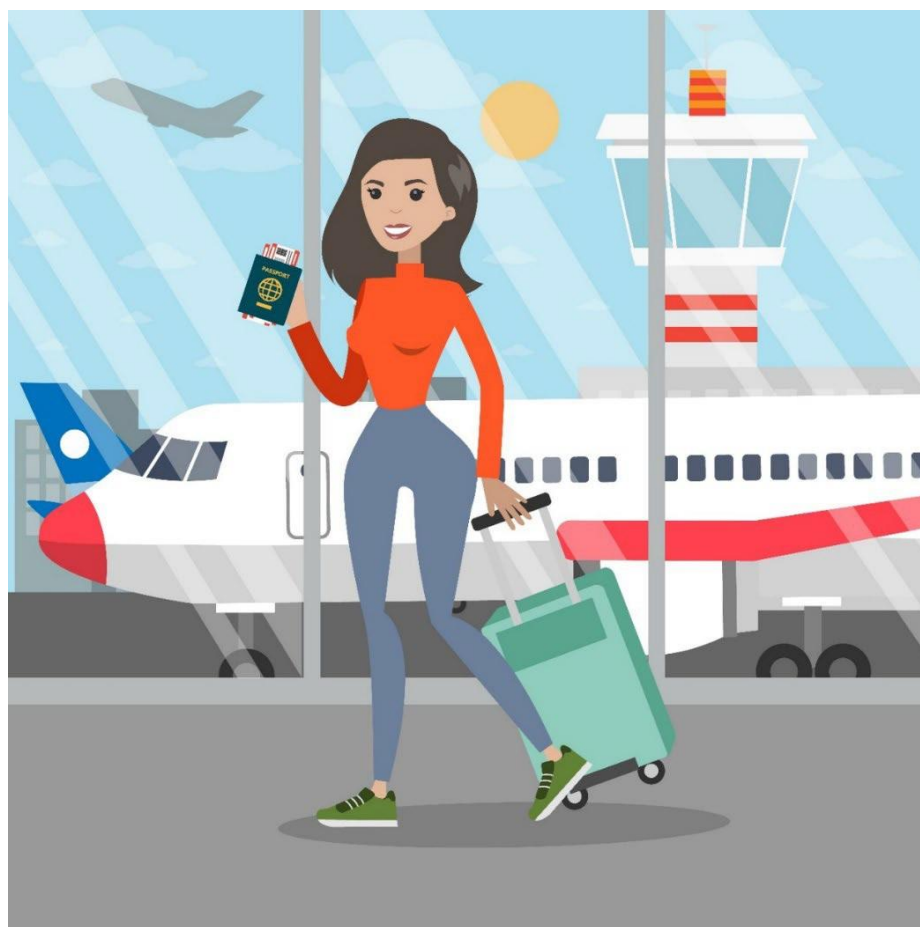
- tomorrow
- next ... (+ Monday, week, year...)
- in ... (+ future date)

---

<sup>15</sup> The word deduction refers to conclusions based on observable facts.



## Practice



**Fiona is at the airport. Write sentences about what is going to happen. Use the 'going to' future.**

1. She \_\_\_\_\_ (to fly) from Luxembourg to Canada.
2. First, she \_\_\_\_\_ (to check in) her luggage.
3. Then she \_\_\_\_\_ (to go) through the customs.
4. She \_\_\_\_\_ (to get) some perfume at the tax-free shop.
5. After that, she \_\_\_\_\_ (sit) in the lounge near the gate.
6. She \_\_\_\_\_ (to board) the plane at 3:30 pm.
7. Her plane \_\_\_\_\_ (to take off) at 4:00 pm.
8. She \_\_\_\_\_ (to land) at Montreal airport ten hours later.

*It is the end of the day. The people on the tram are commuting home from work. They all have plans for the evening. Complete the sentences about the plans of the different people (from left to right). Use 'going to.'*



- |           |       |            |                             |
|-----------|-------|------------|-----------------------------|
| 1. Doreen | _____ | (to take)  | a relaxing bath.            |
| 2. Peter  | _____ | (to go)    | jogging.                    |
| 3. Daniel | _____ | (to study) | for her exams.              |
| 4. Jimmy  | _____ | (to have)  | dinner with his girlfriend. |
| 5. Emily  | _____ | (to watch) | TV.                         |
| 6. Li     | _____ | (to cook)  | dinner for her family.      |
| 7. Joe    | _____ | (to call)  | his friend.                 |
| 8. Paula  | _____ | (to do)    | Yoga.                       |
| 9. Ella   | _____ | (to clean) | the house.                  |

**For online exercises on the going-to future, go to**

[https://first-english.org/english\\_learning/english\\_tenses/going\\_to\\_future/a\\_english\\_going\\_to\\_future.htm](https://first-english.org/english_learning/english_tenses/going_to_future/a_english_going_to_future.htm)

<https://www.ego4u.com/en/cram-up/grammar/future-1-going-to>

[https://www.english-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](https://www.english-hilfen.de/en/exercises_list/alle_grammar.htm)

### 7.4.2. Will future

#### FORM

#### AFFIRMATIVE, NEGATIVE AND INTERROGATIVE

WILL + VERB

I will enjoy my holidays.

She will not become an it-girl.

Will you have children later in your life?

#### USE

#### RULES

- for predictions<sup>16</sup> about the future
- for spontaneous decisions
- for offers

#### EXAMPLES



In 2020 tigers will be extinct.



Coffee or tea? -I'll have some tea, please.



Wait! I'll help you with those bags!

#### KEY WORDS

The keywords tell you that you need one of the two future tenses because the action is situated in the future. However, there are no keywords that tell you which of the two future tenses you need.

- tomorrow
- next ... (+ Monday, week, year...)
- in ... (+ future date)

---

<sup>16</sup> The words prediction refers to conclusions based on less tangible facts.

## Practice

*The fortune teller makes predictions about your future. What does she see in her crystal ball? Use the 'will' future. Refer to different subjects such as health, money, family, friends, free time, love, luck, travel...*



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**For online exercises on the will future, go to**

[https://first-english.org/english\\_learning/english\\_tenses/future\\_1/a\\_english\\_future\\_1.htm](https://first-english.org/english_learning/english_tenses/future_1/a_english_future_1.htm)  
<https://english.lingolia.com/en/grammar/tenses/future-simple-will/exercises>

**Find out when your classmates were born. What sign of the zodiac do they have?  
Write a horoscope for two of them.**

**21 January – 18 February**




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**19 February – 20 March**




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**21 March – 20 April**




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**21 April – 21 May**




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**22 May – 21 June**




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**22 June – 22 July**




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**23 July – 23 August**




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**24 August – 23 September**




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**24 September - 23 October**




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**24 October – 22 November**




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**23 November – 21 December**




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**22 December – 20 January**




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**For online exercises on the future tenses, go to**

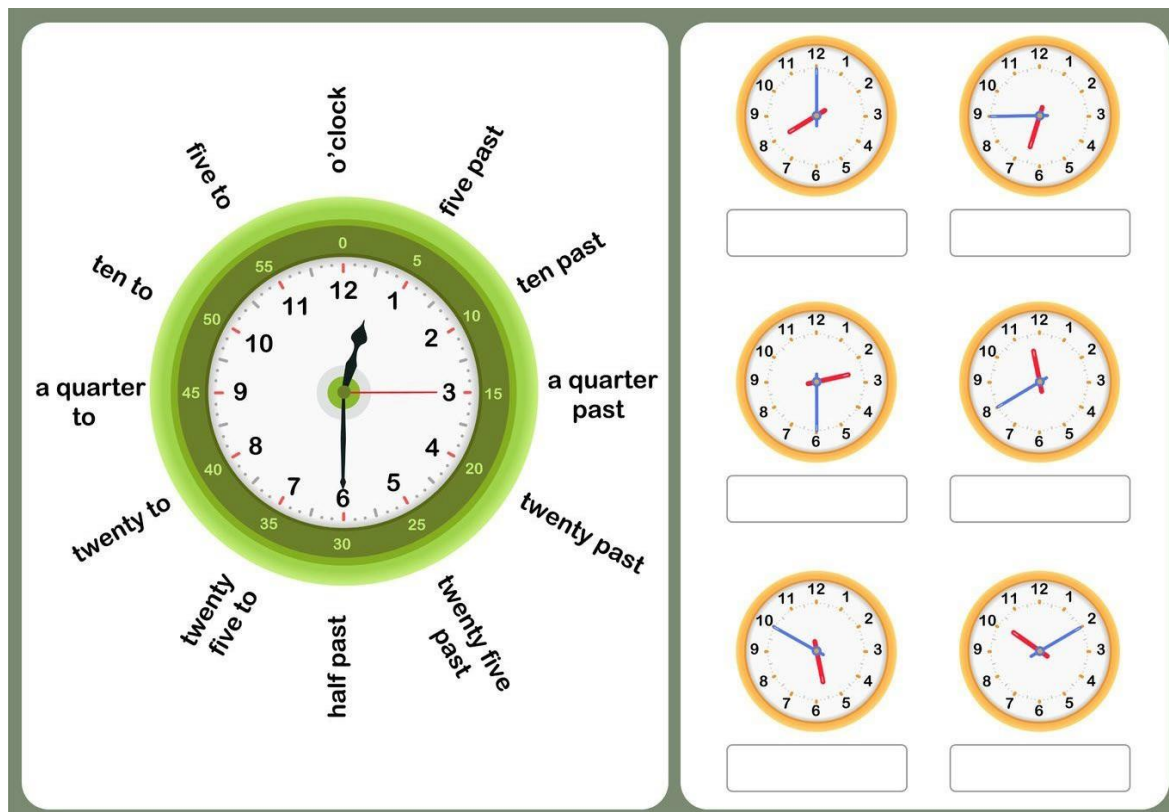
<https://www.agendaweb.org/verbs/future-worksheets-lessons-exercises>

<https://currikicdn.s3-us-west-2.amazonaws.com/resourcefiles/55c321a055f9b.pdf>



### 7.4.3. Fixing an appointment – telling the time

What is the time? or What time is it?



There are a number of ways to tell time in English. For example, 12:30 can be expressed as:

half past twelve

twelve thirty

**Look at the rules for telling time in English.**

Use 'past' to say times after the hour until half past, or 30 minutes past the hour.

Use 'to' to say times before the hour from 31 minutes until the full hour.

Use 'o'clock' only at the full hour e.g. It's eight o'clock

To avoid using 'past' and 'to', say the time by hour and then minutes, e.g. It's seven twenty-five.

When speaking about the different times of the day use in the morning, in the afternoon, in the evening. Write AM/am and PM/pm

Be careful! Use at night NOT in the night.

Example: My Day

I get up at a quarter past seven - that's seven fifteen in the morning. I have breakfast at eight o'clock and then take the bus to work at half past eight. I usually arrive at work at a quarter to nine. Sometimes, the bus is late and I arrive at about nine. My mornings are pretty busy and I like taking a coffee break at twenty to eleven if possible. I then work until lunchtime. In the afternoon, I usually have another break at three fifteen. I usually finish work at a quarter to five and arrive home around six in the evening. At night, I usually go to bed at eleven o'clock.



Practice

What time is it? or What's the time? Match the digital clocks (1-7) with the analogue clocks (a-g).

1.

15:55

•

2.

22:05

•

3.

17:50

•

4.

20:45

•

5.

13:30

•

6.

21:20

•

7.

18:40

•

•

a.

•

b.

•

c.

•

d.

•

e.

•

f.

•

g.

Write your answers here

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d |   |   |   |   |   |   |



What dog keeps time best?

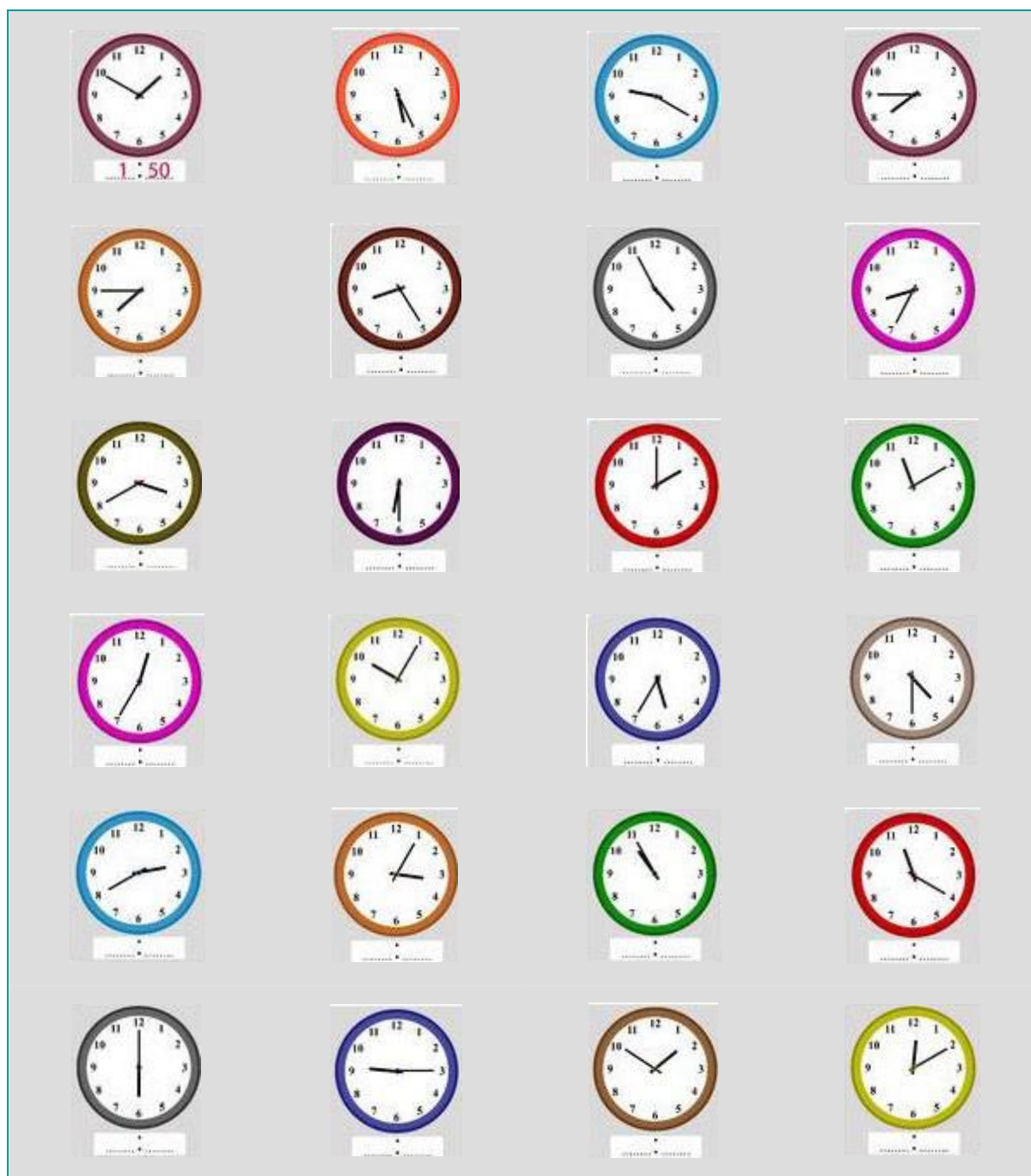
A watchdog.



Why did the student throw his watch out of the school window?

He wanted to see time fly

What time is it? or What's the time?



*For online practice, go to the*

<https://www.visnos.com/demos/clock>

**Match the time expressions (1-20) with the alternatives or explanations (a-u). There is an example (0).**

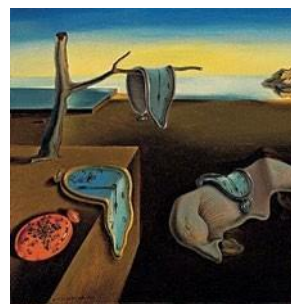


| TIME EXPRESSION |               | ALTERNATIVE OR EXPLANATION                                                         |
|-----------------|---------------|------------------------------------------------------------------------------------|
| 0.              | afternoon     | a. a period of 24 hours                                                            |
| 1.              | autumn / fall | b. a period of seven days, either from Monday to Sunday or from Sunday to Saturday |
| 2.              | century       | c. a period of 10 years                                                            |
| 3.              | day           | d. a period of 100 years                                                           |
| 4.              | decade        | e. a period of 1000 years                                                          |
| 5.              | evening       | f. any day except Saturday and Sunday                                              |
| 6.              | millennium    | g. any of the four main periods of the year                                        |
| 7.              | month         | h. any of the twelve periods of time into which the year is divided                |
| 8.              | morning       | i. any of the three periods that for example the school year is divided into       |
| 9.              | night         | j. any of the two periods that for example the school year is divided into         |
| 10.             | season        | k. Saturday and Sunday                                                             |
| 11.             | semester      | l. season of the year when the leaves change colour and the weather becomes colder |
| 12.             | spring        | m. the coldest season of the year                                                  |
| 13.             | summer        | n. the part of the day when there is no light                                      |
| 14.             | term          | <b>o. the part of the day from noon to evening</b>                                 |
| 15.             | week          | p. the part of the day when most people have time to relax and socialise           |
| 16.             | weekday       | q. the part of the day when most people start being active                         |
| 17.             | weekend       | r. the period from 1 January to 31 December, that is 365 / 366 days                |
| 18.             | winter        | s. twenty-four hours a day, seven days a week (used to mean 'all the time')        |
| 19.             | year          | t. the season when the plants begin to grow                                        |
| 20.             | 24/7          | u. the warmest season of the year                                                  |

**Write your answers here**

|   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| o |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |

**Match the time expressions (1-18) with the alternatives or explanations (a-s). There is an example (0).**



| TIME EXPRESSION |                    | ALTERNATIVE OR EXPLANATION |                                                                                                          |
|-----------------|--------------------|----------------------------|----------------------------------------------------------------------------------------------------------|
| 0.              | alarm clock        | a.                         | 12 o'clock at night                                                                                      |
| 1.              | am/a.m./AM/A.M.    | b.                         | 12 o'clock in the middle of the day                                                                      |
| 2.              | analogue           | c.                         | a strip of material (e.g. leather) that is used to keep something in place (e.g. the watch on the wrist) |
| 3.              | clock              | d.                         | a type of small clock that you wear on your wrist or carry in your pocket                                |
| 4.              | digital            | e.                         | a clock that you can set to ring a bell at a particular time and wake you up                             |
| 5.              | day                | f.                         | a period of 24 hours                                                                                     |
| 6.              | face               | g.                         | a watch that you can stop and start by pressing buttons, in order to time a race accurately              |
| 7.              | hands of the clock | h.                         | after 12 o'clock noon                                                                                    |
| 8.              | hour               | i.                         | an instrument for measuring and showing time in a room, on the wall or on a computer screen              |
| 9.              | midday / noon      | j.                         | between midnight and midday                                                                              |
| 10.             | midnight           | k.                         | each of the 60 parts of an hour that are equal to 60 seconds                                             |
| 11.             | minute             | l.                         | one of the 24 parts that a day is divided into                                                           |
| 12.             | pm/p.m./PM/P.M.    | m.                         | part of the clock or watch that points to the numbers (hour hand, minute hand, second hand)              |
| 13.             | second             | n.                         | showing the time by using figures                                                                        |
| 14.             | stopwatch          | o.                         | showing the time using hands that point to numbers                                                       |
| 15.             | strap or band      | p.                         | the front of a clock or watch that has the numbers or marks that show what time it is                    |
| 16.             | watch              | q.                         | unit for measuring time, there are sixty seconds in one minute                                           |
| 17.             | water-resistant    | r.                         | which does not let water through easily                                                                  |
| 18.             | waterproof         | s.                         | which does not let water through                                                                         |

**Write your answers here**

|   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| e |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |

Read the following article and decide if the sentences (1-8) are true or false. If there is not enough information in the text, tick '?' for doesn't say. There is an example at the beginning (0).<sup>17</sup>



Clock switch to summer time

# HOUR ADVANCE ON SUNDAY MORNING - SPRING HAS SPRUNG NOW CLOCKS GO

FORWARD Published on Saturday, 25 March 2017

at 08:46

Spring officially began last Monday with the days becoming longer and the nights shorter. This means an annual time change is due and on Sunday, March 26, clocks go forward one hour.

The 60-minute time change across Europe officially happens at 2am when the clock hands should be advanced to 3am.

It won't be until October this year that the return to winter time will occur, a preferred time change for many, as we gain an extra hour in bed.

There are actually three time zones across the continent with Ireland, the United Kingdom and Portugal sharing Greenwich Mean Time (GMT) while most of Europe is on Central European Time (CET), also known as 'Berlin Meridian' or GMT+1. Finland and eastern European countries are an hour ahead of CET and enjoy Eastern European Time (EET).

The time changes are in fact a European directive which states that all countries across the continent must begin summer time on the last Sunday of March and winter time on the last Sunday of October regardless of which time zone they are in.

|                                                                            | True                     | False                               | ?                        |
|----------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
| 0. The clocks are changed when spring begins.                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1. Spring always begins on Monday.                                         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. The change is a 60-minute time change.                                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. In Europe people get up at 2 am to change their clocks.                 | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. According to the article, this year winter begins in October.           | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. In Europe there are three time zones.                                   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. In autumn people are allowed to sleep longer thanks to the time change. | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. GMT stands for General Mean Time.                                       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. All the European countries change time every year.                      | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

<sup>17</sup> Article adapted from: <http://www.wort.lu/en/lifestyle/hour-advance-on-sunday-morning-spring-has-sprung-now-clocks-go-forward-58d620e1a5e74263e13ac897>





If you want to ask what the date is, say:

*What's the date today? or What's today's date?*  
*What's the date tomorrow? or What's tomorrow's date?*

To answer these questions you can say,

*It's 1<sup>st</sup> January. / Today is 1<sup>st</sup> January.*  
*Tomorrow is 2<sup>nd</sup> January.*

In English ordinal numbers are used to refer to the days in dates, even if they are not written. Moreover the words 'the' and 'of' are added.

e.g. *The New Year begins on 1 January.* Is said */The New Year begins on **the first of** January./*

The way you say the year depends on the year:

| Year                                                                                                                                                          | You say                                           | Example                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------|
| up to 1000                                                                                                                                                    | the number you see                                |                                                                   |
| from 1000 to 2000                                                                                                                                             | the year as two numbers                           | 1066 – ten sixty six<br>1985 – nineteen eighty-five               |
| from 2000 to 2010                                                                                                                                             | the word 'thousand'                               | 2000 – two thousand<br>2002 – two thousand two                    |
| from 2010                                                                                                                                                     | the year as two numbers or<br>the word 'thousand' | 2023 – twenty twenty-three or<br>2023 – two thousand twenty-three |
| <b>Note</b><br>1400 – fourteen hundred, 1800 – eighteen hundred<br>For the first years of previous centuries, we add '0' is added, e.g. 1801 – eighteen o one |                                                   |                                                                   |

### Centuries and decades

Ordinal numbers are used to refer to centuries whereas cardinal numbers are used to refer to decades.

Centuries are periods of one hundred years.

e.g. 0-99 = the first century, 1800-1899 = the nineteenth century, 1900-1999 = the twentieth century

Decades are periods of ten years.

1920-1929 = the twenties / the 20s, 1960-1969 = the sixties / the 60s

### Historical dates

When you talk about a year in the distant past, you can use

- B.C. for 'before Christ', e.g. *The first Olympic Games were in 776 B.C.*
- A.D. for 'Anno Domini' – the year of the Lord, marking the birth of Christ

However, it's only necessary to add A.D. when it is unclear which time period is being referred to, e.g.

*Romulus Augustulus was the last Roman Emperor from 475-476 A.D.*

## 7.4.5. Booking a table at a restaurant

### Useful phrases

#### Customer



#### Reason

*I would like to make a reservation for this evening.*

*I'd like to make a reservation for this evening.*

*I would like to book a table for this evening.*

*I'd like to book a table for this evening.*

*Do you have any tables available this evening?*

#### Number of people

*I need a table for five people for 6 pm.*

#### Position of the table

*Can I have a table by the window?*

*Can I have a table on the terrace?*

*We would like to be seated inside?*

#### Occasion

*It is my daughter's birthday. Can we have a birthday cake?*

#### Employee of the restaurant



#### Greeting

*Good evening. ELT restaurant how can I help you?*

#### Date / time

*When would you like to come?*

#### Number of people

*How many people will be coming?*

#### Location

*Would you like a table inside or outside?*

#### Offer

*I have a table on the terrace for five available at 6.15 pm.*

*Would that suit you?*

#### Refusal

*I am sorry. We don't have anything available at 6 o'clock. Would 7.30 be OK?*

*I am afraid we have no more tables available tonight.*

*I am afraid we are booked out tonight.*

#### Booking

*Could I have your name, please?*

*How do you spell that?*

### Role play 'Booking a table at a restaurant'

**Work with different partners. Play alternately the role of the customer who phones to book a table and the role the restaurant employee who makes a reservation. Sit back to back to simulate a telephone conversation.**

**Remember!**

The restaurant needs the following pieces of information:

- the name;
- the number of people;
- the date and the time.

# TABLE RESERVATION

*Template*

Table Reservations

Date: \_\_\_\_\_

| Time | Party Size | Name | Phone Number | Table No | Notes |
|------|------------|------|--------------|----------|-------|
|      |            |      |              |          |       |
|      |            |      |              |          |       |
|      |            |      |              |          |       |
|      |            |      |              |          |       |
|      |            |      |              |          |       |



Watch the video I'd like to make a reservation - A family lunch (3:48)

<https://www.youtube.com/watch?v=ZodU-8P36vo>

# TOPIC VIII

## LUXEMBOURG, A COUNTRY THAT HAS A LOT TO OFFER

### 8.1. FREE PUBLIC TRANSPORT

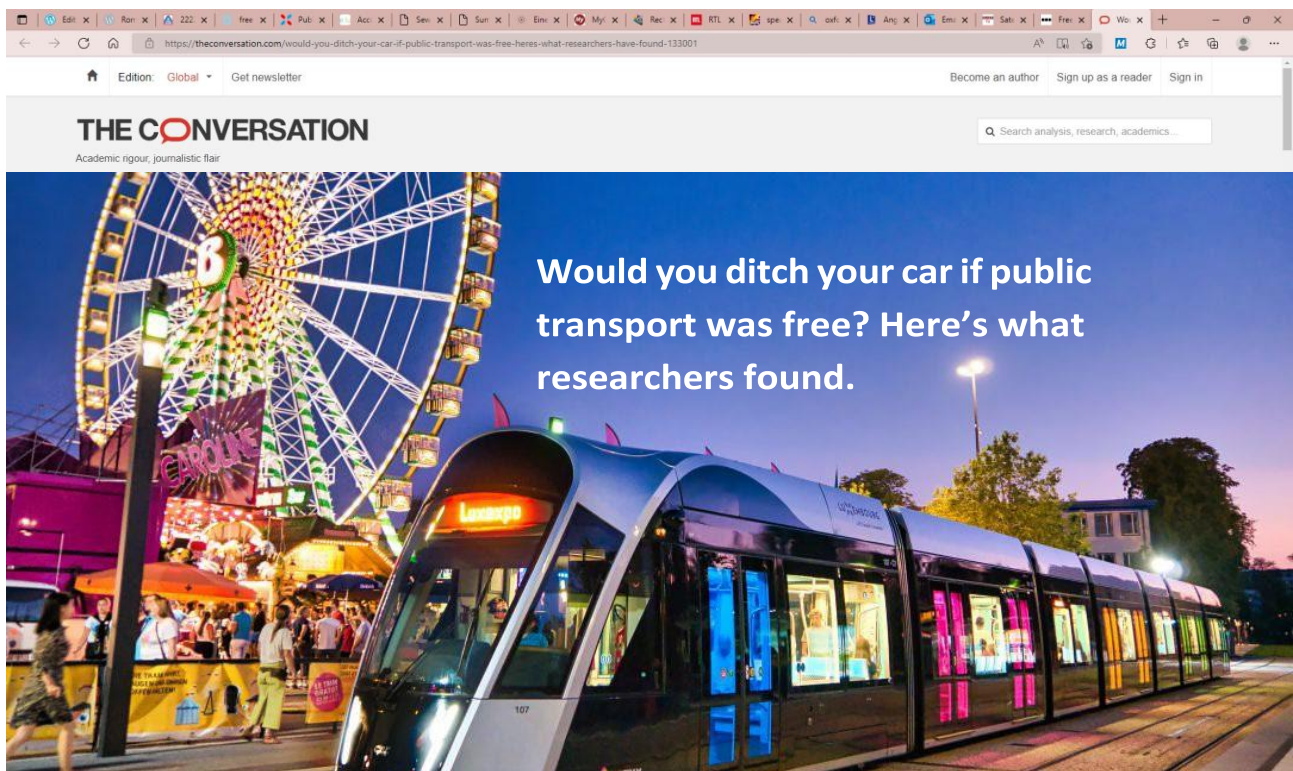
### 8.2. FREE MUSIC SCHOOLS

### 8.3. HARIKO AND ARTS

### 8.4. TRADITIONAL EVENTS ALL YEAR ROUND

- 8.4.1. Traditions across the year
- 8.4.2. 'Allerhellegen' and 'Trauliicht'
- 8.4.3. 'Bazar international'
- 8.4.4. 'Neklosdag'
- 8.4.5. It's 'Lichtmëssdag' in Luxembourg
- 8.4.6. 'Buergsonndeg'
- 8.4.7. 'Bretzelsonndeg'
- 8.4.8. 'Klibberen'
- 8.4.9. 'Éimaischen' – Eastermarkets and pottery
- 8.4.10. The 'Meekranz' and 1<sup>st</sup> May
- 8.4.11. 'Oktav'
- 8.4.12. 'Sprangprëssessioun'
- 8.4.13. 'Nationalfeierdag'
- 8.4.14. Summer in the City
- 8.4.15. 'Schueberfouer'
- 8.4.16. 'Kirmes'

## 8.1 FREE PUBLIC TRANSPORT<sup>18</sup>



Luxembourg recently became the first country in the world to make all public transport free. As of March 1, 2020, all buses, trains and trams throughout the country can be boarded without paying a fare – the largest area to institute free public transport for both residents and tourists so far.

Free public transport, however, isn't a new idea. Cities and towns have been experimenting with it since 1960 – Luxembourg merely clinches the title of the first country to roll it out nationwide. Today, at least 98 cities and towns around the world have some form of free public transport. In some areas, only residents can use it, or certain groups, such as senior citizens.

It's often introduced to encourage people to use their cars less – reducing congestion in cities and lowering air pollution and carbon emissions.

But does it work?

### No ticket to ride

Economists tend to argue that free public transport is irrational and uneconomical because it generates 'useless mobility'. This means that people will choose to move more simply because it's free, increasing the costs of transport operators and subsidies for local authorities, while ultimately increasing emissions from public transport.

Perhaps it's no surprise that introducing free public transport increases the number of people using it. Strong passenger growth has been reported everywhere free public transport has been introduced, and the effects are more evident after several years.

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<sup>18</sup> [Would you ditch your car if public transport was free? Here's what researchers have found \(theconversation.com\)](https://theconversation.com/would-you-ditch-your-car-if-public-transport-was-free-heres-what-researchers-have-found-133001)  
<https://theconversation.com/would-you-ditch-your-car-if-public-transport-was-free-heres-what-researchers-have-found-133001>



Research has also found that when fares are removed, only a small number of people who previously travelled by car make the switch. New passengers attracted by it tend to be pedestrians and cyclists rather than car drivers. The picture from most cities where free public transport has been introduced is that the increased passenger numbers overwhelmingly come from people who might have walked, cycled or not travelled otherwise.

Three years after fares were abolished in Estonia's capital, Tallinn, the number of bus passengers increased from 55% to 63%, while car journeys decreased only slightly (from 31% to 28%), together with walking (from 12% to 7%), cycling (1%) and others (1%) remained the same.

Experts from the Cosmopolis Centre in Brussels agree that the effects of free public transport on car traffic levels are marginal, arguing that by itself free public transport cannot significantly reduce car use and traffic, or improve air quality.

What can? Well, the researchers found that the behaviour of motorists and the transport mode they choose depends very little on public transport fares. Rather than relying on free public transport to engineer the shift, a more effective way to reduce the number of people choosing to drive could be regulating car use.

Increasing the cost of parking, congestion charging, or increasing fuel taxes could all be combined with free fares to lower car demand.

How successful fare abolition is at tempting people to use buses and trams depends on the quality of the service. Cleaner and more reliable public transport must be a prerequisite for these schemes if buses and trams are to compete with the car and making it part of a wider investment plan could have a big impact on the sustainability of transport.

Fare abolition can help to make public transport visible as a valid alternative to the car in cities where many residents might have forgotten about it over time, due to chronic underinvestment.

Free public transport may not be effective for making transport sustainable on its own, but it can have plenty of other benefits that make it worthwhile. It can be a progressive social policy, guaranteeing and improving access to public transport for diverse groups that might otherwise struggle to get around.





## Lexis

### ***Find words and expressions in the text which refer to the following kinds of people***

1. people who live in a particular place and who have their home there \_\_\_\_\_
2. people who are travelling in a car, bus, train, plane or ship and who are not driving it or working on it \_\_\_\_\_
3. people walking in the street and not travelling in a vehicle \_\_\_\_\_
4. people driving a car \_\_\_\_\_

### ***Find words and expressions in the text which mean***

1. all over, in every part of a place \_\_\_\_\_
2. to get on a bus, boat, aircraft, etc. \_\_\_\_\_
3. the money that you pay to travel by bus, plane, taxi, etc. \_\_\_\_\_
4. to start a plan, law, system, etc. \_\_\_\_\_
5. to finally get or win something \_\_\_\_\_
6. to officially make a new product, service or system available for the first time \_\_\_\_\_
7. happening or existing in all parts of a particular country \_\_\_\_\_
8. the state of being crowded and full of traffic so that movement is difficult \_\_\_\_\_
9. to reduce \_\_\_\_\_
10. an increase in size, amount or degree of something \_\_\_\_\_
11. in a way that is very great or very strong; in a way that is so powerful that you cannot resist it or decide how to react \_\_\_\_\_
12. very small in amount or effect \_\_\_\_\_
13. change in position or direction \_\_\_\_\_
14. to control something by means of rules \_\_\_\_\_
15. any substance that produces heat or power, usually by being burnt \_\_\_\_\_
16. the act of ending of a law, a system or an institution officially \_\_\_\_\_
17. who or which can be trusted or believed because he, she, or it behaves well in the way one expects \_\_\_\_\_
18. something that must exist or happen before something else can exist or happen \_\_\_\_\_
19. involving the use of natural products and energy in a way that causes little or no damage to the environment and therefore able to continue for a long time \_\_\_\_\_
20. varied, including many different types of people or things \_\_\_\_\_

## Comprehension

**Decide if the sentences below are true or false. Tick the respective box. If there is not enough information in the text, tick '?'.**

|                                                                                                                                                           | True                     | False                    | ?                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Luxembourg is the only city with free public transport.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People move more when public transport is free                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. From an economic point of view, free public transport does not make sense.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Car drivers tend to give up driving when public transport is free.                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To lower the use of cars effectively, authorities should combine a number of measures.                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Public transport should be a high-quality service with clean carriages and trains arriving on time.                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There are places where people do not even think about the possibility to use public transport because the service has not been kept in good condition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. There are social groups who find it difficult to travel around if there is no public transport.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Free public transport does not have any positive effects.                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Free public transport

In Luxembourg, public transport (trams, trains and buses) is free for everybody (residents, cross-border commuters, tourists). Take advantage of this opportunity to discover the country.

**For more information on how to get around in Luxembourg, go to <https://www.mobiliteit.lu/en/>**

### Online information about places to visit in Luxembourg

The official **portal of the Grand Duchy of Luxembourg** is

<https://luxembourg.public.lu/en.html>

Moreover, there are a lot of tourist offices and 'syndicats d'initiatives' that give you information on what you can discover and experience in different places Luxembourg.

**Go to the following online travel guide for information on the whole country.**

- <https://www.visitluxembourg.com/>

**Go to the following online travel guides for information on the respective regions.**

- <https://www.visit-eislek.lu/en> on the Ösling in the north of the country.
- <https://www.visitmoselle.lu/en> on the Moselle region in the southeast of the country.
- <https://www.mullerthal.lu/en> on the Müllerthal in the northeast of the country.
- <https://www.visitminett.lu/en> on the Redrock region in the south of the country.

**Go to the following online travel guides for information on the respective cities.**

- <https://www.luxembourg-city.com/en>
- <https://www.visit-diekirch.lu/en>
- <https://www.visit-vianden.lu/en>

**For information on shopping, go to**

- <https://www.cityshopping.lu/en>

**Finally, there is a lot of information on**

- <https://expat-luxembourg.lu/en>

## 8.2. FREE MUSIC SCHOOLS

### Luxembourg makes music education for children free<sup>19</sup>



Written by Teodor Georgiew

Published on 27.04.2022



Photo Shutterstock

**Luxembourg will introduce free public music education applying to about two thirds of pupils, with partial or complete reimbursement for the rest, strengthening funding for municipalities that offer music lessons.**

The country's musical education reform was approved in parliament on Tuesday, with 56 votes for and four abstentions. The changes will come into effect from the start of the 2022-2023 school year and will ensure free music lessons but also theatre, dance, choir and diction classes. The initiative will be spearheaded by Luxembourg's communes and will apply to children from the age of three and older.

'Quality music education that is free and accessible to all children and young people contributes to their individual development and supports the development of their skills,' said education minister Claude Meisch in a statement.

Courses that are not covered by the free education bill will be fully reimbursed to families with low income and partially reimbursed to those above that threshold.

The annual financial allocation from the state to municipalities will be increased by more than 50% and will no longer be capped but instead it will be adjusted each year according to the number of pupils and the amount of teaching time in music schools. The reform also envisions providing more support for music teachers from 1 January 2023.

Higher music education in Luxembourg expanded its offer in 2021 when the University of Luxembourg added a music education bachelor to its list of programmes, enabling graduates to work in the grand duchy and the greater region.

***The verbs which mean the following have been used in the passive (to be + past participle) in the text. Find the verbs and complete the table with the corresponding infinitives.***

1. to have a positive opinion of, to consider as good, acceptable, or suitable, to agree to a plan, request, etc. officially
2. to begin or launch an activity
3. to be enough money to pay for something
4. to pay money back to somebody which they have spent or lost
5. to become greater in amount, number, value, etc.; to make something greater in amount, number, value, etc.
6. to limit the amount of money that can be charged for something or spent on something
7. to change something slightly to make it more suitable for a new set of conditions or to make it work better

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<sup>19</sup> <https://delano.lu/article/free-music-education-introduce>

**Why do you think the author chose to use the passive?**

**Find words and expressions in the text which mean the following**

1. the act of choosing not to use a vote either in favour of or against something, abstention (from something)
2. to come into use; to begin to apply
3. which can be reached, used, entered, seen, etc.
4. declaration, formal or official account of facts or opinions
5. the level at which something starts to happen or have an effect
6. an amount of money, space, etc. that is given to somebody for a particular purpose
7. to imagine what a situation will be like in the future, especially a situation you intend to work towards (formal)
8. to become greater in size, number or importance; to make something greater in size, number or importance
9. a university or college qualification that usually takes 3 or 4 years of study, or a person who has this qualification, usually the first university degree
10. a person who has a university degree

**Decide if the sentences below are true or false. Tick the respective box. If there is not enough information in the text, tick '?'.**

|                                                                                                                           | True                     | False                    | ?                        |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. The music classes are organised by the communes.                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The communes will receive more money.                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. About 12,000 pupils will benefit from the offer.                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Several parliamentarians voted against the musical reform.                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The new law applies immediately.                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Only music classes will be offered for free.                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. People of all ages can take advantage of the new offer.                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Pupils who are not so well off will get the money for courses that are not free.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The money the communes obtain depends on the number of pupils they have and the number of lessons these pupils attend. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The music teachers will get a pay rise.                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Music teachers in grand duchy and the greater region must get their qualifications from the University of Luxembourg. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Note**

You can find another article on free music education in Luxembourg on the following website. It contains information that is not comprised in the above article.

<https://today.rtl.lu/news/luxembourg/a/1904518.html>

### 8.3. HARIKO<sup>20</sup> AND ARTS

Read about Hariko on

<https://www.croix-rouge.lu/en/service/hariko-an-artistic-project-dedicated-to-young-people/>

Decide if the statements below the texts are true or false by ticking the corresponding box. If there is not enough information in the texts, tick ? for 'doesn't say'.



#### Hariko

An artistic project dedicated to young people.

Hariko is a place for interaction, sharing and creation between artists and young people aged 12 to 26. The project is about getting young people to **come and meet multitalented artists and musicians**. Members can attend workshops in painting, graffiti, guitar, piano, singing, jewel creation and dance. Workshops on offer will change every 3 months in order to insure a diversity and variety of workshops, artists and art. The workshops, studios and common areas of the project are open **from Tuesday to Saturday from 14:00 to 20:00**. Hariko is a part of the Youth programme of the Luxembourg Red Cross.

**A PLAYFUL AND STIMULATING SPACE**  
**HELPING YOUNG PEOPLE GROW**  
**PROMOTING HUMANIST VALUES**



A playful and stimulating space for young people

Hariko offers young people from all walks of life **access to art and creativity**, in a relaxed atmosphere and a hip setting suitable for young people and promotes their social inclusion. It is an attractive alternative to discover visual arts, music and dance. It allows talented and sensitive young people who might tend to exclude themselves or not dare to attend classical institutions to still experience the world of art and music. In addition, Hariko regularly opens its doors to high school classes, including art sections, which allows its target audience to come into **direct contact with established artists** and to experience the day-to-day of creative work.

The name Hariko is a mix of Haribo ('Kids and grown-ups love it so!') and bean ('Boun', from Bouneweg / Bonnevoie, where Hariko was initially housed. And 'haricot' is French for 'bean'! The name is the outcome of intense and hilarious team brainstorming sessions, and reflects the playfulness of the project.

Helping young people grow through

Helping young people grow through creativity and exchange

The Gramsci Monument, created by Swiss artist Thomas Hirschhorn in the Bronx in 2013, is the main source of inspiration for the project. Hariko contributes to the development of all young people by

<sup>20</sup> [Hariko - Luxembourg Red Cross, Menschen helfen \(croix-rouge.lu\)](https://www.croix-rouge.lu/en/service/hariko-an-artistic-project-dedicated-to-young-people/)

croix-rouge luxembourg *Prædica helleg*

OUR COMMITMENTS WE HELP HUMANITARIAN AID THEY NEED YOU

MAKE A DONATION DONATE BLOOD

The Gravel Monument, created by Swiss artist Thomas Hirschhorn in the Bronx in 2013, is the main source of inspiration for the project. Hariko contributes to the development of all young people by activating their creative potential, discovering alternative means of expression, exchange and reflection. The project aims to broaden the minds of youths from all walks of life, particularly those who have not yet had access to art. It aims to stimulate their intellectual capacities and their artistic sensibility in order to provide them with new perspectives in life.

**Hariko**  
**H**  
**Esch**  
THE YOUNG AND THE URBAN

Promoting humanist values through art  
Hariko promotes the values of equality and justice. The truth and authenticity of the artists and of participants' creations generate experiences and encounters that will remain engraved in their intellectual and emotional memory. Hariko aims at strengthening the ability of youths to integrate, and at promoting tolerance by bringing together diverse groups of youths and artists with different origins and backgrounds to meet and exchange as equals.

**Contact us**

5, rue de l'Église  
L-4106 Esch/Alzette  
27567292  
hello@hariko.lu

Fields marked with an asterisk (\*) are required to process your enquiry. The other fields may enable us to provide you with a more accurate response to your enquiry.

Your e-mail\*

Message\*

|     |                                                                                                                 | True                     | False                    | ?                        |
|-----|-----------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1.  | Hariko aims at supporting artists.                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Hariko organises different classes for various age groups.                                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Hariko revises and renews its offer every three months.                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Members can do these courses for free.                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | There are no Hariko courses on Mondays.                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Hariko is a project run by the Red Cross.                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Hariko is meant to be an alternative to traditional art, dance and music schools.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | The name 'Hariko' is an allusion to a popular sweet as well as to the name of a part of the city of Luxembourg. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | The Hariko project was launched in the Bronx.                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Hariko is above all about discovering and promoting talented young artists.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Hariko would like to develop the social skills and ethical values of young people.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The main branch of Hariko is located in Esch.                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Are you 12-26 years old?

**Hariko**  
ESCH-SUR-ALZETTE

Join our workshops from Tuesday to Saturday from 13:00 to 19:00

| TUESDAY                                | WEDNESDAY                                | THURSDAY                                   | FRIDAY                          | SATURDAY                              |
|----------------------------------------|------------------------------------------|--------------------------------------------|---------------------------------|---------------------------------------|
| 14:00 - 18:00<br>Guitar<br>(on demand) | 13:30-15:00<br>Textile Art               | 15:00 - 17:00<br>Graffiti                  | 14:00 - 16:00<br>Upcycling      | 14:00 - 16:00<br>Academic<br>Painting |
| 15:30 - 17:00<br>Yoga Maya             | 15:00 - 16:30<br>Marble Mania            | 17:00 - 18:00<br>Yoga YAM                  | 15:00 - 16:30<br>Leather Matter | 16:00 - 17:30<br>Flamenco             |
| 17:00 - 18:30<br>Hip Hop dance         | 16:00 - 18:00<br>Creative<br>Photography | 17:00 - 19:00<br>Collaborative<br>Painting | 16:00 - 18:00<br>African Dance  | 16:00 - 17:00<br>3D Figures           |
|                                        | 16:30-18:30<br>Funky Letters             |                                            | 17:00 - 19:00<br>Color Painting |                                       |

to become a member  
and have access  
to all workshops!

5 €

Or come to our FREE CREATIVE SPACE and use  
all the art materials and music instruments for your own projects

Find Hariko at Bâtiment 4  
66, Route de Luxembourg,  
Schlassgoart, Esch-sur-Alzette

BÂTIMENT 4  
ESCH

croix-rouge  
luxembourgeoise  
Hariko

Hariko

hellohariko

hariko

hello@hariko.lu

**Complete the sentences by ticking the correct modal auxiliary.**

1. Young people who want to join the workshop by Hariko \_\_\_\_\_ be younger than twelve.  
☐ a. can                                      ☐ b. have to                                      ☐ c. must not
2. In Esch they \_\_\_\_\_ do classes on Mondays.  
☐ a. can                                      ☐ b. cannot                                      ☐ c. must not
3. They \_\_\_\_\_ become members of Hariko to be given access to the workshop.  
☐ a. can                                      ☐ b. have to                                      ☐ c. need not
4. They \_\_\_\_\_ pay 5€ for the membership  
☐ a. can                                      ☐ b. must                                      ☐ c. need not
5. They \_\_\_\_\_ pay anything extra for the workshops.  
☐ a. can                                      ☐ b. must not                                      ☐ c. need not
6. In the Creative Space they \_\_\_\_\_ realise their own projects.  
☐ a. can                                      ☐ b. must not                                      ☐ c. need not

**Read about young people who are looking for a meaningful activity in their free time. Find a workshop which corresponds to their likes and talents, and, which fits into their timetable. In some cases more than one workshop is possible.**

- |                                                                                                                                                                                                                          | Workshop(s) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. Aisha has been given all kinds of things by an elderly lady she knows. There are materials she loves but would like to use for a new purpose and there are useful things that she does not like the look of.          | _____       |
| 2. Adama is an excellent singer. He would like to accompany himself on an instrument.                                                                                                                                    | _____       |
| 3. Aryana has three younger siblings. She has to be at home by 6 pm at the latest when her mother leaves to do her cleaning job. Aryana would like to do some sport.                                                     | _____       |
| 4. Binta loves visual arts and would like to record what she experiences on a daily basis. Unfortunately, her hand eye coordination is not very good, and she does not want to spend a lot of time on learning to paint. | _____       |
| 5. Chang works for Burger King at weekends. He would like to learn to dance.                                                                                                                                             | _____       |
| 6. Jamal would like to produce works of art like Banksy, i.e. outside.                                                                                                                                                   | _____       |
| 7. Noura loves fancy handbags and belts. She would like to be able to make them herself.                                                                                                                                 | _____       |
| 8. Samuel works after school on weekdays. He feels stressed and would like to do yoga.                                                                                                                                   | _____       |

## 8.4. TRADITIONAL EVENTS ALL YEAR ROUND

### 8.4.1. Traditions across the year



Read the descriptions of different Luxembourgish traditions.

Match the pictures (1 – 12) with the descriptions (a – N). There is an example (O,o)



a.

A few days before 6 December, the Kleeschen (Saint Nicholas) visits children in schools and communities accompanied by the Houseker (Père Fouettard) to hand out sweets or a whipping with his twigs! Then, on the night of 5 – 6 December, the children receive gifts and sweets.



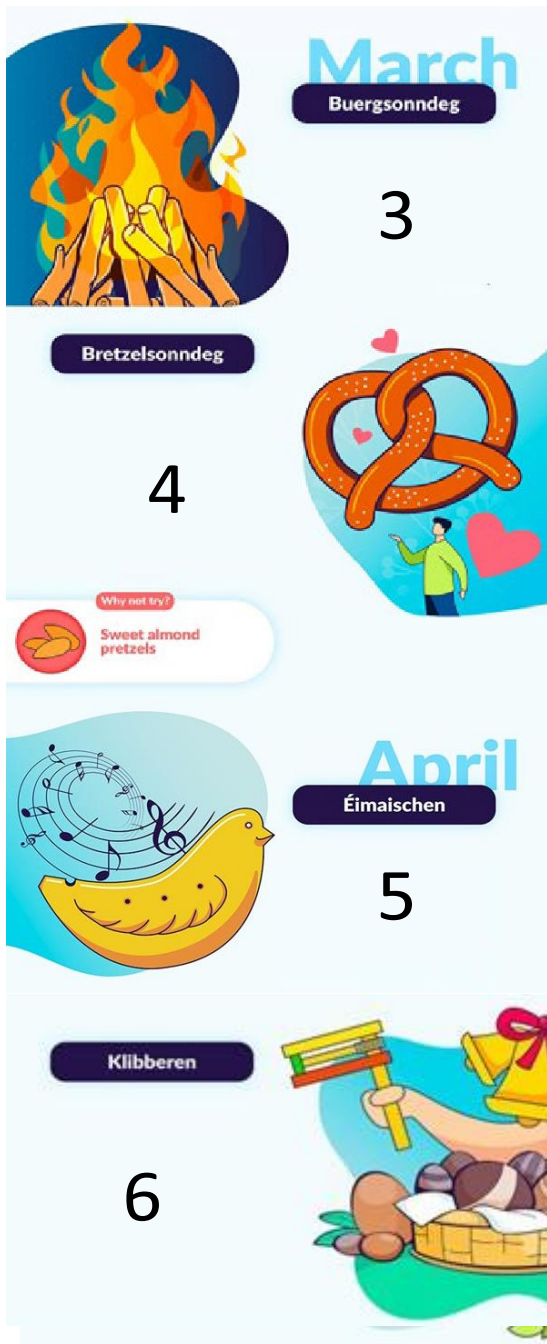
b.

A grand harvest festival that takes place every year on Assumption Day, hosted by the village of Greiveldange. This occasion brings together an array of local artisans who showcase their products. First, the 'Wësch' – a bouquet of herbs, grains and vegetables – is blessed, followed by a feast of traditional Luxembourgish dishes.



O.

An old tradition in the Luxembourg Ardennes, when cattle are brought back to the stables; people carve scary faces out of beetroots to protect themselves and the animals from evil spirits and illness throughout the winter months - a Luxembourgish version of 'Halloween'.



c.

Between Maundy Thursday and Easter Sunday, children walk around the streets three times a day playing wooden ratchets known as 'Klibberen', taking the place of the church bells that lay silent during these four days. They go from door to door collecting chocolate eggs and sweets.

d.

Children celebrate Liichtmëssdag (Candlemas), the Christian 'festival of lights', going from door to door bearing handmade lanterns and singing in exchange for sweets.

e.

Founded in 1340 by John the Blind, Count of Luxembourg and King of Bohemia, Glacis Square plays host to the largest funfair in Luxembourg and the Greater Region over a period of three weeks - a mixture of tradition, attraction and gastronomical delights.

f.

Known as 'Geenzefest', this festival is held on Whit Monday in Wiltz, and honours the broom – a shrub with yellow flowers – with parade floats, floral decorations and music groups.

g.

Pretzel Sunday, or 'Bretzelsonndeg' as it is known, marks the day men give a pretzel to their sweethearts to declare their love. If the feeling is mutual, the men receive an Easter egg from them three weeks later on Easter Sunday. The custom is reversed during leap years, where it's the turn of the women to offer a prezel to the men.





h.

The Buergbrennen bonfire festival is held on 'Buergsonndeg', the first Sunday after Lent, and involves the lighting of a huge bonfire in villages and neighbourhoods across the Grand Duchy, to figuratively burn winter way.

i.

The Éimaichen 'Potters' Festival' is celebrated every Easter Monday, with traditional pottery markets in the City of Luxembourg and the village of Nospelt. Here you can buy the famous 'Peckvillercher': little bird-shaped clay whistles.

j.

The Octav (Octave) is celebrated over a fortnight, during which people embark on a pilgrimage to the Notre-Dame Cathedral in Luxembourg City to honour the Virgin Mary. The Octav Market on Place Guillaume II was established so that the pilgrims could eat and relax after church.

k.

To celebrate Luxembourg's National Day on 23 June, several events are organised in and around the capital, including the Changing of the Guard, the Te Deum cathedral service, a military parade, a 101-cannon salute, and a torchlit procession the night before, followed by a spectacular firework display.

l.

Whit Tuesday sees lots of people come to Echternach to watch the pilgrims parade through the streets of the town. This 'Dancing Procession' features on UNESCO's World Heritage List.

Write your answers here

|   |   |   |   |   |   |   |   |   |   |    |    |    |
|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| o |   |   |   |   |   |   |   |   |   |    |    |    |

#### 8.4.2. <sup>1</sup> 'Allerhellegen' and 'Trauliicht'

Nights have become significantly longer, leaves are falling, and the last sunny days of autumn are giving way to wind and rain. Nowadays, this is the time when in Luxembourg the dead are remembered and when an old tradition from the North of the country - the '*Trauliicht*' is being revived and reinstated.



#### All Saints

In Christian countries, 'Allerhellegen' – 'All Saints' Day' - is celebrated on 1 November. It is the feast of all the Christian saints, including those that were not canonised (declared as saints by the church) or whose sanctity is only known to God.

On this occasion, families gather in cemeteries to commemorate their deceased close ones and lay down candles, flowers and wreaths for their sake and memory. This is common practice throughout the country and is accompanied by a mass and the blessing of the graves.

'Allerséilen' on 2 November is 'the day of the souls'. It is dedicated to all the dead who, according to Catholic doctrine, are in purgatory and have not yet been fully united with God.



An activity for young and old: hollowed-out turnips are decorated with grimaces and placed in front of the house to keep evil spirits away.

© SIP / Sven Knepper

#### The 'Trauliicht', a way of driving evil spirits away

In the north of Luxembourg, a particular tradition is currently experiencing a revival: the 'Trauliicht'. In October and November, people hollow out turnips and 'decorate' them with horrible faces. Lit by a candle, these 'Trauliichter' are then placed on village walls and close to the windows of homes to protect the respective households against the souls of the dead and evil spirits, which are said to be particularly active on those days.

Until the 1970s the 'Trauliicht' was a widespread tradition in the Ardennes in northern Luxembourg. There has been a revival of the practice in the entire country since the 1990s when Halloween, the 'Americanised' version, became popular.

While the two variants share the same roots, the 'Trauliicht' is a more traditional, less commercial festival than its transatlantic equivalent.



**Are the sentences below (1-10) true (a) or false (b)? If there is not enough information to answer 'true' or 'false', choose doesn't say (c).**

- |     |                                                                            |                                 |                                  |                                        |
|-----|----------------------------------------------------------------------------|---------------------------------|----------------------------------|----------------------------------------|
| 1.  | The weather is bad in Luxembourg in autumn.                                | <input type="checkbox"/> a True | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 2.  | The 'Trauliicht' has always been a popular tradition.                      | <input type="checkbox"/> a True | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 3.  | The 'Trauliicht' is a festival that is only celebrated in Luxembourg.      | <input type="checkbox"/> a True | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 4.  | There are saints that people don't know.                                   | <input type="checkbox"/> a True | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 5.  | 'Allerhellegen' is celebrated all over Luxembourg.                         | <input type="checkbox"/> a True | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 6.  | The dead in Purgatory suffer a lot.                                        | <input type="checkbox"/> a true | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 7.  | 'Trauliichter' are lamps that are above all used to illuminate houses.     | <input type="checkbox"/> a true | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 8.  | The 'Trauliicht' tradition is replacing Halloween tradition in Luxembourg. | <input type="checkbox"/> a true | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 9.  | Businesses more money with Halloween than the 'Trauliicht' tradition.      | <input type="checkbox"/> a true | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |
| 10. | The 'Trauliicht' and Halloween are related.                                | <input type="checkbox"/> a true | <input type="checkbox"/> b false | <input type="checkbox"/> c doesn't say |



#### 8.4.3. 'Bazar international'<sup>21</sup>

### Cool surprises after summer



Summer is around the corner and the holiday break is upon us. We can't wait. Not only because we love breaks, but also because this will be the last break we get until the Bazar weekend 2023. From September onwards, we will be in a more than full-time race against the clock to prepare what can only be described as 'the best Bazar so far'. We have many changes, cool surprises and new features for our visitors.

All our news will be shared as soon as we can via our website and our social media, so please follow us on Instagram and Facebook if you want to be on top of it all.

For now, just block your calendars for the Bazar International 2023.

### Bazar Weekend 2023

**Friday 24 November**  
**Saturday 25 November**  
**Sunday 26 November**

We wish you all a wonderful summer holiday!

#### The Bazar weekend – our main event

Our main event is what we are most famous for. During this fun-packed three-day event our visitors get to travel the world in a couple of hours (or a few days for our hard-core fans!). Our almost 60 beloved stands sell the most delicious foods, tongue-tingling drinks, and a myriad of non-food items, like arts, jewellery, clothing, bags, Christmas decorations, etc. that are either made in their country or typical for their country.

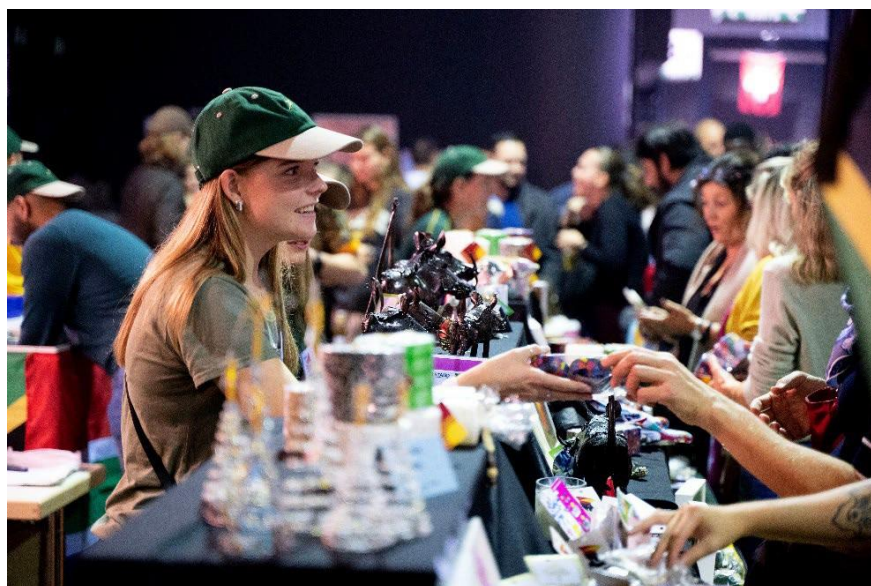
The great thing about the Bazar is that our visitors make the world a better place while enjoying a delicious drink or snack with friends. Why? Because all our profits are donated to wonderful and life-changing humanitarian projects around the world.

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<sup>21</sup> Adapted from:

[Home \(bazar-international.lu\)](https://www.bazar-international.lu/)  
<https://www.bazar-international.lu/>

## What is the Bazar?



The Bazar International de Luxembourg is the largest international and annual fundraising event in Luxembourg of which the profits are donated to humanitarian projects in all corners of the world.

The three-day event is a super fun, multicultural feast for the senses and attracts thousands of visitors to the halls of LuxExpo The Box each year.

The Bazar is essentially 'Shopping for a cause', because all our profits are donated to wonderful and life-changing humanitarian projects around the world.

### Visiting 60 countries in one day

The Bazar is made up of around 60 stands, each representing a country, or, in some cases, a group of countries. These countries, each with their own beautifully decorated stand, sell foods, drinks and a myriad of non-food items, like arts, jewellery, clothing, bags, Christmas decorations, etc. that are typical for their country.

Our visitors come to experience cultural highlights by tasting new flavours that tickle their taste buds, having exotic drinks with friends, buying great gifts and enjoying music- and dance performances from all over the world.

### Individual stands' events

Many of our stands organise events during the year to raise more money for charity and more awareness for the Bazar. Some stands have pre-sales, focusing on seasonal fashion, other stands organise concerts, one stand organises an annual pub quiz, another a yearly flower bulb sale and yet another a karting competition.

While all these smaller events are very diverse in nature, what they have in common is that they are organised for the Bazar and that their profits are donated to the charities that are handpicked by the Bazar.

To keep track of these events, please follow our socials for the latest information.

### What is a stand?

The Bazar is made up of around 60 stands, most of them representing a country. During our three-day event, these stands sell products that are typical for their country. From food and drinks to a wide variety of non-food products, like jewellery, arts, clothes, accessories, toys, books and much more.



**Decide if the following statements are true or false.**

**Tick the respective boxes. If there is not enough information in the text, tick?**

|                                                                                                                                                                  | True                     | False                    | ?                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. After the summer holiday, the people who organize the Bazar International have plenty of time to organize the event which takes place at the end of November. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. They let the public know what they are doing via social media.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Bazar International takes place at a weekend, that is on a Saturday and a Sunday.                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Visitors of the Bazar International can win trips round the world.                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The goal of the Bazar is to raise money for Luxembourg charities.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. More or less 60 nationalities are represented at the Bazar International.                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The Bazar weekend is an opportunity for people to eat, drink and shop as well as to attend concerts and dance performances.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The Bazar weekend is the only occasion when money is raised for the various charities that are supported.                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Every stand must sell food and non-food products.                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Every stand at the Bazar weekend represents one specific country.                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**There are a lot of photos from the Bazar International on the following pages. Talk about them with a partner.**

**Remember:**

You use the present continuous tense in English to refer to images.

What is more, you say 'in the picture / in the photo'



***Describe the pictures to your partner and answer the questions.***

What does the following picture reveal about the event?



Who are the people in the pictures below?

What does their presence reveal about the event?



Who are the characters in the pictures below?

What does their presence reveal about the event?





There are a lot of stands which are related to specific countries.

Can you identify any of these countries? What are the typical handicrafts or foods?

What do you know about these countries?

What goods are on offer on the stands representing these countries?

What do the people on the stands look like? What are they wearing?









Not all stands are related to specific countries. Describe the following pictures.

What kind of stands can you see?

What are the people in the pictures doing?



#### 8.4.4. 'Neklosdag'

### WHEN CHILDREN BEHAVE AT THEIR BEST<sup>22</sup>

On 6 December, all the children throughout the Grand Duchy of Luxembourg eagerly await the arrival of the Kleeschen (St Nicholas) and the gifts he brings. Unfortunately, his companion the Houseker is always by his side, carrying a big bag from which he may pull a present or a twig (= kind of stick).



#### The Kleeschen and the Houseker

In Luxembourg, the Kleeschen takes the form of an old man with white hair and a white beard, dressed in red. Unlike Father Christmas, St Nicholas wears a red bishop's mitre on his head and carries a bishop's crozier, a sort of staff.

He is usually accompanied by the Houseker (similar to the concept of Black Peter), his fear-inspiring dark companion, who gives twigs to children who have misbehaved.

In the Grand Duchy, this day is so important that the Ministry of National Education has decided to declare it a holiday for children in fundamental education. During the run-up to 6 December, the Kleeschen visits classes and entire schools, bringing great joy to children.

From the end of November, children leave their slippers outside their bedroom doors every night for the Kleeschen to first bring them sweets and then, during the night between 5 and 6 December, proper presents (toys and treats). In general, he does not allow himself to be seen by small children, who discover all their gifts early in the morning.

#### *Find words or expressions in the text which mean*

- |                              |                      |
|------------------------------|----------------------|
| 1. all over                  |                      |
| 2. enthusiastically          |                      |
| 3. scary                     |                      |
| 4. to be naughty             |                      |
| 5. time just before an event |                      |
| 6. real                      |                      |
| 7. <b>Look at the</b>        | What is a 'mitre'?   |
| 8. <b>picture.</b>           | What is a 'crozier'? |

<sup>22</sup> <https://luxembourg.public.lu/en/society-and-culture/festivals-and-traditions/kleeschen.html>



## EVENTS & TRADITIONS - DECEMBER - KLEESCHEN!<sup>23</sup>

### A BIT LIKE SANTA, BUT EARLIER

RTL|Update: 28.04.2021 15:19



*Léiwe Kleeschen, gudde Kleeschen*

*Bréng eis Saachen, allerhand*

*Fir ze kucken, fir ze schmaachen*

*Aus dem schéinen Himmelsland.*

If you want to listen to the song, go to

[https://www.youtube.com/watch?v=iVatyKK\\_dSA](https://www.youtube.com/watch?v=iVatyKK_dSA)

If you've lived in Luxembourg for a while, you'll know the song. If you're new, you might be a bit confused. Is this an early Christmas celebration?

#### Let's get the obvious question out of the way: Is Kleeschen Santa Claus?

Not exactly! Kleeschen refers to the figure Saint Nicholas of Myra. 6 December is St Nicholas' Day and is celebrated in several countries - including all Benelux countries, parts of France, and parts of Germany. In the Netherlands, the figure is referred to as Sinterklaas (the Luxembourgish equivalent for this is Zinniklos, but most people call him Kleeschen).

Sinterklaas is actually a primary source of inspiration for the North American Santa Claus figure that we know around the globe today, but Luxembourgers predominantly focus on their own Kleeschen.

#### So how do Luxembourgers celebrate Kleeschen?

Tradition dictates that Kleeschen would go through villages and ask if the kids had behaved themselves during the year. If yes, he would put presents in their shoes/plates/whatever they put out by the door, but if not...his companion Houseker would give them a stick!

There is a build up to Kleeschen. In the week/two weeks before Kleeschen (at your discretion as a parent), kids lay their shoes out in a row. If they behaved themselves, they'll wake up the next morning to find chocolate or some other treat in their shoes. If they didn't behave themselves, they may find a stick courtesy of Kleeschen's companion, Houseker. The amount of sticks depends on the severity of the child's misbehaviour. On the one hand, it's a fun and exciting build-up to the festive season, but on the other hand a great way for parents to urge their kids to behave.

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<sup>23</sup> <https://today.rtl.lu/luxembourg-insider/events-and-traditions/a/1628349.html>

[Fun anecdote: My parents moved to Luxembourg when my sister was very young. Unaware of Kleeschen and its traditions, my parents did not set out any chocolates or the like in my sister's shoes. One day, she came home from school and tearfully asked whether Kleeschen disliked her, as she hadn't received anything in her shoes. My parents were understandably confused and asked the neighbours what she was referring to. And then of course made up an excuse, saying that Kleeschen got lost!]

Kleeschen comes either the evening of the 5<sup>th</sup> or day of the 6<sup>th</sup>. As a child in public primary school, Kleeschen is an extra exciting day: You get the day off school! Sadly, the same doesn't apply for secondary schools, although those in their final year tend to celebrate the day regardless. Some secondary schools have had to implement strict measures for Kleeschen due to final years getting a bit ... raucous. Let's just say, there have been many occasions where Samu (emergency services) have had to make a trip to various Luxembourgish secondary schools.

### **Okay, I guess it's time to stock up on sticks. Are there any official celebrations as well?**

Indeed. Many municipalities organise their own Kleeschen processions near the date of 6 December. Usually, Kleeschen goes to the local school and kids queue up for a treat. Luxembourgish supermarkets (i.e. Cactus, Cora, Delhaize,...) also organise their own Kleeschen events ahead of the holiday, in which kids can queue up to get a 'Tiitchen', which is a bag filled with treats. Of course, there's no such thing as a free lunch (or bag of sweets), and kids usually have to sing the Kleeschen song, which you can listen to above.

If you don't speak Luxembourgish, you can find a nifty translation of the song at <http://www.learnluxembourgish.com/blog/2013/12/5/my-favourite-kleeschen-song>.

Always good to know what you're singing.

### **Do shops sell any specific seasonal goodies for Kleeschen?**

Yes indeed! Shops sell the chocolate figurines of St Nicholas wrapped in foil.

### **Tell me more about this Houseker guy. Is he like Zwarte Piet?**

Houseker fulfils the same function as Zwarte Piet, but does not exactly look the same. Houseker is meant to be the same intimidating companion who gives children sticks if they misbehave. Usually dressed in black robes, Houseker has a large bushy beard and, often, his face is painted black.

AFP describes Zwarte Piet as 'usually performed by an adult with a blacked-up face, wearing an afro wig, earrings, gaudy costume and red lips -- a costume that has increasingly come under fire for being a racist stereotype.'

The two figures are not identical, particularly as in legend, Zwarte Piet is an African slave freed by Kleeschen. According to the Luxembourgish historian Alain Atten, Houseker's name originates from the Peasants' War of 1798 (Klëppelkrich), when the peasants had their headquarters in Housen. This means Houseker was a man from Housen who supported the peasants in the war. Indeed, Houseker's apparel is reminiscent of that of a peasant at the time.



There isn't much more specific information as to the origins of Houseker, but the black face is still problematic. Is the character blacking up to mimic the skin colour of someone black? Or, is it, as others suggest, soot? The Luxembourgish case is a bit more ambiguous than the Dutch one, but the idea of having a 'bogeyman' dressed up as a black person is one that causes some discomfort. However, it isn't the purpose of this article to debate the topic - it's just a part of the Kleeschen tradition that is worth being aware of. If the figure isn't rooted in racial dynamics, I think it would be easier to just forego the black face paint and allow the beard and cloak to depict the character.

### Compare

|  | Santa Claus | Kleeschen |
|-----------------------------------------------------------------------------------|-------------|-----------|
| Origins                                                                           |             |           |
| Function                                                                          |             |           |
| Outfit                                                                            |             |           |
| Date when he is being celebrated                                                  |             |           |

What is often associated with a chubby, old, white-haired man? \_\_\_\_\_

|  | Zwarte Piet | Houseker |
|-------------------------------------------------------------------------------------|-------------|----------|
| Origins                                                                             |             |          |
| Function                                                                            |             |          |
| Outfit                                                                              |             |          |

What is 'blackfacing'? \_\_\_\_\_

What problem is with the 'Zwarte Piet'? \_\_\_\_\_

How would the author solve this problem with regards to the 'Houseker'? \_\_\_\_\_

\_\_\_\_\_

#### 7.4.6. It's 'Liichtmëssdag' in Luxembourg<sup>24</sup>

### Children across Grand Duchy carry lanterns and sing in return for treats

02/02/2019

Don't forget to stock up on sweets this Saturday, as it is the traditional Luxembourg 'Liichtmëssdag'.



Traditionally, children across the Grand Duchy will set out with lanterns on 2 February, singing the 'Léiwer Herrgottsblieschen' song, wishing people in their neighbourhood good luck for the coming year. In the song, children ask for ham and peas in return for good health for the upcoming year. Ham and peas, however, have long been replaced with chocolate and sweets.

The tradition is for children to make lanterns, usually at school, and then accompanied by a few parents or teachers. However, supermarkets also sell sticks with battery-operated lights to which you can attach your paper lantern.

The tradition has Celtic roots, when farmers would carry torches across their fields, asking the goddess of fertility for a plentiful harvest. Moreover, the tradition coincided with Candlemas, the day when according to Jewish traditions, the Virgin Mary presented Jesus at the temple. Jesus is referred to as



the light of the world. Also, according to some sources, monks carrying candles went out to meet them.

Whatever its origin, Liichtmëssdag remains an important date in the Luxembourg calendar.

If you plan on taking part in the tradition, police advise parents to accompany their children to ensure their safety. Children going 'liichten' should wear reflectors for better visibility, use the pavement and watch out for traffic. Motorists, too, are urged to pay attention and keep their eyes open for groups of children out on the day.

#### ***Listen to 'Léiwer Härgottsbleischen'***

[https://www.youtube.com/results?search\\_query=Leiwer+herrgottsblieschen](https://www.youtube.com/results?search_query=Leiwer+herrgottsblieschen)

***Read the text and answer the questions. Use your own words.***

1. What is going on 2<sup>nd</sup> February?  
\_\_\_\_\_
2. Where do the children get their lanterns from?  
\_\_\_\_\_
3. What roots does 'Liichtmëssdag' have?  
\_\_\_\_\_
4. What advice does the police give to parents whose children want to take part in the tradition?  
\_\_\_\_\_  
\_\_\_\_\_

<sup>24</sup> <https://www.luxtimes.lu/expathub/whats happening/it-s-liichtmessdag-in-luxembourg/1307106.html> and <https://www.luxtimes.lu/expathub/luxembourgguide/eventsandtraditions/liichtmessdag-brings-light-to-luxembourg/1356947.htm>

#### 8.4.5. 'Buergsonndeg'

Read the texts about 'Buergbrennen'. Then answer the questions.



'Buergbrennen' is an age-old pagan tradition. On the first Sunday in Lent (= the 40-day period of fasting observed by many Christians in preparation for Easter), that is exactly one week after carnival Sunday, huge crosses and wooden castles are set alight all across Luxembourg. Thousands of people flock to witness the traditional lent celebration each year and preparations often already start soon after New Year's.

Local youth organisations are usually in charge of building the pyres. They obtain the materials they need from local residents and businesses.

By the way, the word 'Buerg' in 'Buergbrennen' has nothing to do with the Luxembourgish word for castle but can be traced back to the Latin word 'burere', which means burn. The fires, which represent rebirth, mark the end of winter, and are meant to melt away the snow of the old year and announce the coming of a new season.

In some towns, the main event is preceded by a torchlight procession from the centre of the village to the location of the pyre. The celebrations usually start in the afternoon or early in the evening. Usually, the pyre is lit at nightfall under the watchful eyes of the local fire department. There is no occasion like *Buergbrennen* to get to know people in the community and experience Luxembourgish cuisine as *Ierzebuli* (pea soup), *Bouneschlupp* (bean soup) and grilled sausages, are typically served on this occasion.







The men in the pictures are getting ready for 'Buergbrennen'. They are erecting a huge wooden castle, which will be set alight to drive away the winter and ring in spring.

They are bringing tons of building materials to the site with tractors and trailers. The building materials basically consist of anything that can catch fire such as pallets, branches, tree trunks, straw and old Christmas trees.

To start off with, they are setting up fifteen-metre-tall tree trunks with a digger.

Then they are cutting up the pallets with power saws so as to obtain wooden planks. They are assembling the tree trunks and the planks. Then they are filling the hollow parts of the castle with straw, branches and dried-up Christmas trees.

They are climbing up and down the structure and they are using ropes and climbing equipment to make sure they are safe.

They are also using ropes together with pulleys to lift the building materials to where they need them. Building a *Buerg* is hard work, but they are having fun.



**Compare and explain the use of tenses in the two texts.**

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### 7.4.7. 'Bretzelsonndeg'

## THE WAY TO A HEART IS THROUGH THE STOMACH

### A delightful pastry

Pretzels are a Luxembourg specialty, made of puff pastry with fondant icing and almonds, representing two lovers arm in arm. Although pretzels were originally savoury (= salted), the sweet version is more common nowadays.



The capital has actually reintroduced a big parade for the event. Featuring a Pretzel Queen, the parade goes through the city centre, distributing huge amounts of delicious pastries. Of course, as opposed to being a proof of love, this event is first and foremost an efficient advertising stunt of which bakers take advantage.

### 'Bretzelsonndeg' (Pretzel Sunday)

Pretzel Sunday, or 'Bretzelsonndeg' as locals call it, is a celebration of love taking place on the 4th Sunday of Lent (= fasting period). Traditionally, a man should offer a pretzel (a sweet puff pastry with fondant icing and almonds) to his sweetheart as a token of his love. If the woman reciprocates the feelings, she will in return offer him an egg on Easter day. In the unfortunate event that she is not interested, the man will be given an empty basket, hence the Luxembourgish expression '*De Kuerf kréien*' (= to be given the basket)'. In leap years, the roles are reversed: women have to offer their sweetheart a pretzel while men have to pick between an egg or a basket.

### What do Luxembourg's residents think about 'Bretzelsonndeg'? Are people still aware of the story behind the pastry?

The general consensus among the younger generation seems to be that, while nearly everybody loves to eat the sweet delight, only very few know the original custom and even fewer would consider following it. According to 17-year-old Mara, 'it would be kind of weird to buy someone my age a pretzel. It's not like Valentine's Day when it's normal to buy someone a rose. At my school for example, final year students always sell roses on that occasion but I've never seen them sell pretzels.'

### Lexis

**Find words and expressions in the text which mean**

1. not sweet
2. very large, enormous
3. sign, proof
4. strange, bizarre

**Find more adjectives to refer to taste as well as to the quality of food.**

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#### 7.4.8. 'Klibberen'<sup>25</sup>

### RATTLES INSTEAD OF BELLS

Why is Maundy Thursday called Gréngen Donneschdeg, i.e. 'Green Thursday'? This is due to the fact that this day falls within the fasting period and that, during times in which transgressions of the abstinence commandment still met with harsh secular punishments, on this day, the day of the Last Supper according to the Bible, nothing but herb soups and green vegetables were consumed.



These days, the custom that has survived is that of children – on this day and the three subsequent ones – going 'klibberen' (roughly: going rattling, i.e. making their way through the streets bearing simple, wooden musical instruments that make a lot of noise). Legend has it that, after mass on Maundy Thursday, the church bells fly to Rome to make their Easter confession to the pope at the Vatican. To replace the bells, the children are encouraged to make lots of noise with rotary ratchets, tower rattles and wooden drums, three times a day to announce the church services.

As a reward for their deafening dedication as bell replacements, on their last round the boys called Klibberjongen – who in recent years also include an increasing number of girls – receive Easter eggs in many and various forms, confectionery and, preferably, some loose change. To express their thanks, they then all break into: 'Dick dick daack, haut ass Ouschterdag...' (dik-dik-dak, today is Easter....).

#### Tradition comes from social distancing

The tradition apparently gives a nod to an earlier era of social distancing. In the Middle Ages, lepers dressed in black with wide-brimmed hats would walk through the streets carrying a long wooden stick in one outstretched arm, to make sure citizens kept a healthy distance from them. In the other hand they held a 'Siechenklappen' or 'Klibberen' (rattle) to announce their arrival.



<sup>25</sup> Adapted from <https://luxembourg.public.lu/dam-assets/publications/a-propos-des-fetes-et-traditions-au-luxembourg/a-propos-des-fetes-et-traditions-au-luxembourg-en.pdf> and <https://www.luxtimes.lu/en/luxembourg-guide/klibberen-and-emaichen-explained-602d6f29de135b9236b98d36>

**Match the words from the text (1-14) with the definitions on the right (a-n).**

- |                            |                                                                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. abstinence              | a. the bottom part of a hat                                                                                                                                                   |
| 2. confectionery           | b. eating no food for a period of time                                                                                                                                        |
| 3. confession              | c. the fact or act of making someone suffer because they have done something wrong                                                                                            |
| 4. Deafening               | d. having a part that moves around in a circle                                                                                                                                |
| 5. Era                     | e. not having any connection with religion                                                                                                                                    |
| 6. Fasting                 | f. an occasion when a Christian tells a priest formally and privately, what they have done wrong so that they can be forgiven                                                 |
| 7. punishment              | g. a period of time of which particular events or stages of development are typical                                                                                           |
| 8. Rotary                  | h. the practice of keeping away from other people as much as possible, or of keeping a certain distance from other people to stop a disease from spreading to a lot of people |
| 9. Secular                 | i. the practice of not allowing yourself something, especially food, alcoholic drinks or sex, for moral, religious or health reasons                                          |
| 10. social distancing      | j. happening or coming after something else                                                                                                                                   |
| 11. subsequent             | k. the act or process of breaking a law or moral rule                                                                                                                         |
| 12. transgression          | l. sweets, chocolate, etc.                                                                                                                                                    |
| 13. brim<br>⇒ wide-brimmed | m. very loud, so loud it could damage one's hearing                                                                                                                           |

| Write your answers here | 1. | 2. | 3 | 4 | 5 | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. |
|-------------------------|----|----|---|---|---|----|----|----|----|-----|-----|-----|-----|
|                         |    |    |   |   |   |    |    |    |    |     |     |     |     |

**Read the text and repeat the information from the text in your own words. Find below some pictures to help you.**

1.



2.



3.



4.



5.





#### 7.4.9. 'Éimaichen' – Eastermarkets and pottery<sup>26</sup>



*Péckvillcher*

This tradition began in the 19th century, with the oldest written source that refers to it dating back to 1827. Émaichen is thought to be named after the biblical town of Emmaus, where Christ met two apostles after his resurrection.

A mass for the potter's brotherhood was celebrated in St Micheal's Church every Easter Monday, and at the church exit the potters sold little bird whistles known as *Péckvillchen* (singular/ *Péckvillcher plural*). The modern terracotta versions are specifically made in the village of Nospelt where you'll find the red clay often synonymous with the whistles.

Often ornately decorated, a *Péckvillche* was traditionally made by a potter at the end of the day, to make use of any left-over clay. However, the tradition was said to have died out before the First World War. It was resurrected in 1937 by Jean Peters, a ceramic artist from Reckenthal, who made the whistles from Nospelt clay.

Normally, you'll find an Easter Sunday Péckvillchen market in Nospelt and one in Luxembourg City at rue Marché-aux-Poissons (where the St Michel's market was moved to in the 19th century). The market is often accompanied by folk dance displays.

Originally exchanged between lovers, today the little clay wonders are considered collectors' items.

The traditional Éimaichen market will return this year and, you can purchase your Péckvillchen at Nospelt on 18 April. There'll be concerts from Nojemer Musék and Los Figaros, plus music from DJ Relo. The Aulebäckermusée (old pottery now a museum displaying Péckvillchen will be open, and there will be a clown and face painting for children on Easter Monday 18 April. There'll be music from The Daredevils on 17 April.

You can also buy Péckvillchen in the city on Easter Monday at Marché-aux-poissons.

**Watch a short video of the festival in Nospelt**

<https://www.youtube.com/watch?v=ri93zDGcCUU>

#### What are the three different types of pottery or ceramics?

##### 1. Earthenware



Earthenware is often glazed with bright glossy primary colours. Red terracotta is one of the most distinctive earthenware clays. It is more porous and less strong than stoneware.

##### 2. Stoneware



Often rustic-looking ceramics with glazes which tend to look more natural. It is generally strong, durable and non-porous which makes it a great choice for dinnerware.

##### 3. Porcelain



Strong, non-porous and refined, porcelain can be shaped into delicate shapes to the point of being translucent. Porcelain is usually made with a white clay. Porcelain is great for dinnerware.

<sup>26</sup> <https://www.luxtimes.lu/en/luxembourg-guide/klibberen-and-emaichen-explained-602d6f29de135b9236b98d36>

## Pottery<sup>27</sup>

### Introduction

Pottery is the art of making containers, sculptures and other objects of clay. The clay is shaped and then fired, or baked at a high temperature, to harden it. The items created in this way are also called pottery. Ancient peoples all around the world made pottery. Pottery was a useful invention because it could carry water or store food. Yet it also became a form of art and a way to tell stories through its paintings. Archaeologists study ancient pottery because it provides clues as to how people lived.

### Types of pottery

There are three basic types of pottery – earthenware, stoneware and porcelain. Earthenware is also called clayware. It is the simplest and oldest form of pottery. Stoneware is a denser type of pottery. Porcelain is a smooth, white type of pottery.

Earthenware is porous, which means that water can soak through it, even after it is fired. But when earthenware is coated with a substance called a glaze, liquid cannot soak through.

Liquid cannot soak through stoneware and porcelain even when they are left unglazed. If a glaze is applied, it is only for decoration. Stoneware is very hard. Porcelain is usually light, thin and translucent. Both stoneware and porcelain originated in China more than 1,000 years ago. Many people still call porcelain 'china'.



*Porcelain vase from the reign of the Jiajing Emperor (1521–1567)*

### How pottery is made

Before pottery is made, the clay must be cleaned. Any dirt or small rocks must be removed. Then, if the clay has dried, the potter mixes it with water until it can be easily shaped.

The simplest way to make pottery is to start by making long ropes of clay. The potter then coils the strands on top of each other to make a bowl or vase shape. Finally, the potter smooths the coils to make an even surface.

Another method of making pottery is called slip casting. The potter pours liquid clay into molds where it hardens. Slip casting is useful for making pottery in flat or unusual shapes.

One of the most popular ways to make pottery is with a potter's wheel. The potter first puts a chunk of clay on the wheel, which is a round, flat surface that spins around. The potter then shapes the spinning mass of clay into a pot. Because the wheel spins, it is easy for the potter to keep the sides of the pot even. The wheel is most useful for making rounded shapes.

Once the pottery is shaped, it is prepared for firing. The pottery must be completely dried. It will dry slowly in the air, but today many potters use automatic dryers to speed up the process. Sometimes the potter carves the pottery before it is fired. Using a blade, the potter can thin a pot's walls or create decorations. When the pottery is ready to be fired, the potter places it in a kiln, or high-temperature oven. The temperature needed depends on the type of pottery and its decoration. Earthenware may need a temperature of 760° C (1,400° F). Stoneware or porcelain may need a much higher temperature of 1,480° C (2,700° F).

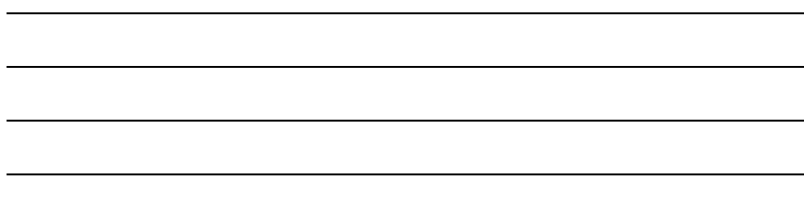
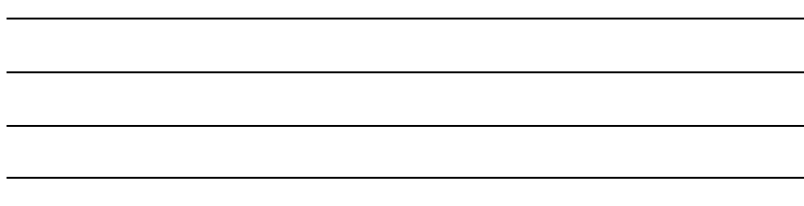
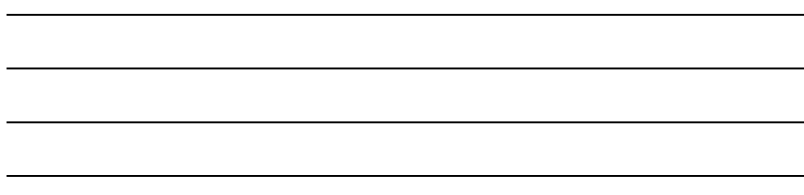
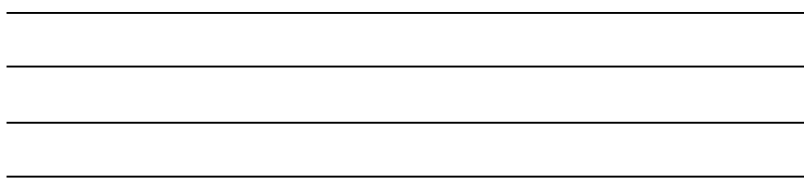
After firing, the hardened pottery can be glazed and painted. Glazes are made of ground minerals that produce different colours. Iron oxide (green), ferric oxide (yellow), copper (red) and cobalt (blue) are some common glaze ingredients. Other materials used in glazes include feldspar, quartz, silica and boric acid. Depending on the type of pottery, paint may be applied either under or over the glaze. After glazing and painting, the pottery is often fired again so that the glaze hardens and becomes shiny.

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<sup>27</sup> <https://kids.britannica.com/kids/article/pottery/399569>

**Describe how pottery is made (passive!) with the help of the words from the box and the pictures below.**

potter's wheel





#### 7.4.10. The 'Meekranz' and the 1<sup>st</sup> May<sup>28</sup>

Most people know that 1 May is Labour Day, and since 1889 it's been a day off for workers in Luxembourg, and a time for them to reiterate their demands on pay and rights, as well as to celebrate. The trade unions normally organise a festival at Neimenster Abbey cultural centre which brings live jazz, rock and blues to the place. There are kids theatre performances, workshops, and a magic illusion show, as well as a gastronomy village.



*Buxus or box tree bush*

However, there have been numerous May customs in and around Luxembourg long before Labour Day. These customs are often based on heathen sacrificial feasts, which have been incorporated into the Christian calendar subsequently.

The Meekranz is designed to ward off evil spirits and welcome in the warmer weather. Its associations date back to pagan times, but like many pagan traditions it was incorporated into the Christian calendar.

People would scatter

blessed herbs and consecrated palm leaves in their houses, and sprinkle each room with holy water. They would also mark their front door and those of barns and stables with a chalk cross.

Another local May tradition is the erection of a 'Meebam' or May tree. Although it is no longer observed, in the past, young men would plant a tree in the garden of a sweetheart, or townsfolk would plant a tree in front of the mayor's house to show they thought that he was doing a good job.



*'Meekranz'*



*Lily of the Valley*

Nowadays some people merely head into the forest on 1 May to collect branches with fresh leaves and weave them into 'Meekränz' (May wreaths). Very often the trip to collect the branches is a communal event organised by the scouts or a local sporting or music club. The branches are then woven together into a circular wreath to be hung on the premises of a club or the front door of a café.

**In France** it's a tradition to give **Lily of the Valley** on 1 May, and you'll find them in the shops in Luxembourg too. This dates back to the Renaissance when Charles IX is thought to have offered

these lilies to the ladies of the court on 1 May. **Germany** celebrates 30 April and 1 May with **Walpurgisnacht** – in honour of Saint Walpurga who was hailed by German Christians for battling pestilence, rabies, whooping cough and witchcraft. In western **Luxembourg and Arlon**, after making your wreath, you return home to take a sip of '**Maitrank**' – a concoction of white wine and sweet woodruff (also known as baby's breath or Waldmeister).

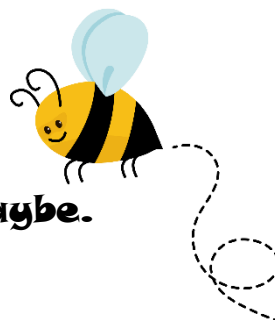
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<sup>28</sup> Adapted from [Meekranz and Oktav | Luxembourg Times \(luxtimes.lu\)](https://luxtimes.lu)

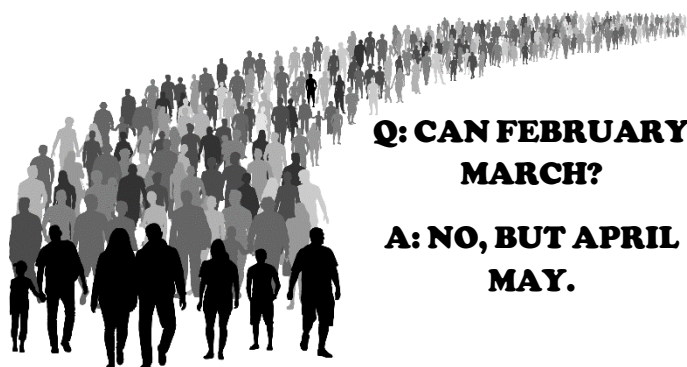
**Read the text and decide if the sentences below are true or false and tick the respective box.  
If there is not enough information in the recording, tick '?'.**

|                                                                                                                        | True                     | False                    | ?                        |
|------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Labour Day is the most recent of the different May traditions.                                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A lot of May traditions have their origins in pre-Christian times.                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 'Meebeem' are not actual trees that are being planted somewhere, but poles that are being put up in certain places. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Meekränz are wreaths made of fresh branches and beautiful flowers.                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. King Charles IX offered Lilies of the Valley to all the single ladies he wanted to date.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Saint Walpurga is a famous witch.                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 'Maitrank' is a mixed drink.                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q: What type of bee  
can't make up its  
mind?**



**A: A maybe.**



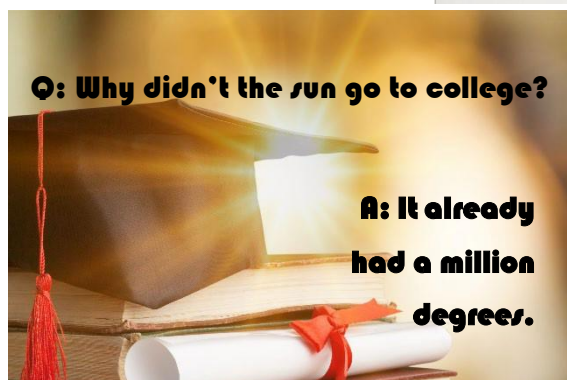
**Q: CAN FEBRUARY  
MARCH?**

**A: NO, BUT APRIL  
MAY.**



**Q: When is the best time  
to buy a trampoline?**

**A: Spring time**



**Q: Why didn't the sun go to college?**

**A: It already  
had a million  
degrees.**

#### 7.4.11. 'Oktav'<sup>29</sup>



*Our Lady, Mary, Comforter of the Afflicted Photo: Anouk Antony*

The Oktav is Luxembourg's most significant religious celebration. The Oktav is a pilgrimage in honour of Our Lady of Luxembourg, the Virgin Mary. It begins every year on the 3rd Sunday after Easter and finishes with a procession on the 5th Sunday after Easter. The name Oktav originates from a time when the worship of the Virgin Mary lasted only eight days. Nowadays it is two weeks, but the name has remained unchanged.

The origins of the Oktav lie in the war and pestilence that raged in the region in the 17th century, in other words the 30 Years War (1618-1648), and a 10-year plague (1626-1636), which led to a famine and the death of two-thirds of the population. Initially Jesuit students carried a wooden statue of the Virgin Mary to a chapel in Glacis. She was given the title '**Our Lady, Mary, Comforter of the Afflicted**'. She became the patron saint of the city in 1666 and the patron saint for the whole of the country in 1678. Pilgrims would travel from all over Luxembourg and the greater region (the Eifel region of Germany, Lorraine in France and Belgium) to the city to

attend an Oktav mass and ask for the afflictions to come to an end. Following this, they'd have a slap-up (= particularly large and good) meal and get a bit of shopping done at the 'Oktavmäertchen'.

The 'Oktavmäertchen', literally small market, which was initially organised to ensure pilgrims had somewhere to eat and drink after church as well as purchase one or the other souvenir, has developed into a highlight of the celebrations. It is a kind of fair on Place Guillaume II with a handful of restaurants



selling fried fish, stalls selling other kinds of food and crafts and even a few fairground rides. It is a great opportunity for believers, as well as non-believers to come together.

During the Oktav, the statue of Our Lady is decorated and dressed, and displayed on a special altar inside the cathedral for pilgrims to give thanks and prayer to. The end of the Oktav is marked by a ceremonial final procession, in which a statue of Mary is carried through the streets of the capital. The Grand

Ducal family also participates in this tradition along with members of the government and other dignitaries.

**Watch a short video on the Oktav**

[https://www.youtube.com/watch?v=qgat\\_gimHI0](https://www.youtube.com/watch?v=qgat_gimHI0)

#### Grammar

**Find the two sentences which contain the auxiliary 'would' in the text.**

What is this verb form called (= what verbal mood is it)?

What does this verb form express?

<sup>29</sup> Adapted from [Luxembourg's 'Oktav', what is it and how is it celebrated? \(luxtimes.lu\)](https://www.luxtimes.lu/expathub/luxembourgguide/eventsandtraditions/meekranz-and-oktav/1323371.html)  
<https://www.luxtimes.lu/expathub/luxembourgguide/eventsandtraditions/meekranz-and-oktav/1323371.html> g

## Lexis

Match the verbs from the text (1-6) with their definitions (a-f). There is an example (0,o).

- |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>0. Altar</p> <p>1. Chapel</p> <p>2. Mass</p> <p>3. patron saint</p> <p>4. Pilgrim</p> <p>5. Prayer</p> <p>6. Procession</p> <p>7. Worship</p> |  <p>a. a Christian saint who is believed to protect a particular place or group of people</p> <p><b>o. holy table in a church or temple</b></p> <p>b. to have or show a strong feeling of respect and admiration for God or a god</p> <p>c. a line of people or vehicles that move along slowly, especially as part of a religious or public ceremony</p> <p>d. a person who makes a journey, often a long and difficult one, to a special place for religious reasons</p> <p>e. a religious ceremony in some Christian churches based on Jesus' last meal with his disciples</p> <p>g. a small church or an enclosed place in a large church for worship by a small group, or a room in a building set apart for worship</p> <p>g. words that you say to God giving thanks or asking for help</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Write your answers here

| 0. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|---|---|---|---|---|---|
| o  |   |   |   |   |   |   |   |

Find words and expressions in the text which match the following definitions (0-5). There is an example (0)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p>0. an amount of something that can be held in one hand</p> <p>1. the best, most interesting or most exciting part of something</p> <p>2. a disease spread by rats that causes a high temperature, swellings on the body and usually death in humans</p> <p>3. any disease that spreads quickly and kills a lot of people</p> <p>4. to go officially and usually regularly to a place</p> <p>5. a situation in which there is not enough food for a great number of people, causing illness and death</p> | <p><i>handful</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|

## Comprehension

Read the text and decide if the sentences below are true or false and tick the respective box..

- | If there is not enough information in the recording, tick '?'                                                                       | True                     | False                    | ?                        |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. The Oktav is a pilgrimage.                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Oktav goes on for eight days.                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In the 17 <sup>th</sup> century people ask the Virgin Mary to protect them against the war, the plague and the resulting famine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Virgin Mary is the patron saint of Luxembourg, Belgium, the Eifel and the Lorraine.                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The pilgrims travel to Luxembourg city first and foremost to go shopping.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Only catholic Christians are allowed to enjoy the 'Oktavmäertchen'.                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The Grand Ducal family and members of the government carry a statue of the Virgin Mary through the streets of the capital city.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



#### 7.4.12. 'Sprangprëssessioun'<sup>30</sup>

### ECHTERNACH HOPPING PROCESSION - RECOGNISED BY UNESCO, ATTRACTING THOUSANDS OF VISITORS EACH YEAR.



On Whit Tuesday each year, the ancient abbey town of Echternach hosts the hopping procession, which is called the 'Sprangprëssessioun' in Luxembourgish. This local tradition attracts thousands of pilgrims every year from across the Grand Duchy and neighbouring countries to celebrate the cult of Saint Willibrord.

#### A pilgrimage with its own special tune

Early in the morning, the first pilgrims gather in the shadow of the main courtyard of the former abbey of Echternach. They meet to take part in a truly unique event. Both, participants and spectators, come to pay homage to Saint Willibrord, an Anglo-Saxon Benedictine monk, revered as the founder of Echternach Abbey and honoured for his gift of curing illness.

Those who take part in the hopping procession skip through the streets of the city and use the whole body to enter into prayer. The pilgrims celebrate the cult of St. Willibrord by walking but mainly by hopping to the rhythm of musical bands.

Before the start of the 'Sprangprëssessioun', a mass is celebrated in the basilica. At the end of mass, the Archbishop of Luxembourg issues a greeting to those in attendance and then the dancers, lined up in rows of five to six people, take their positions. Dressed in white and black or blue, they all hold a white handkerchief in their hand. They advance through the town, while making small hopping movements to the rhythm of a 'Sprangprëssessioun' melody: one step to the left, one step to the right.

With these simple steps, the pilgrims, accompanied by municipal ensembles and brass bands which play the same melody, hop through the streets of the abbey town. At the end of the procession, which in general lasts about an hour, the dancers and spectators gather together at the basilica. According to the tradition, they parade one by one past the tomb of Saint Willibrord. A thanksgiving service brings the event to a close.

For the people of Echternach in particular, proper dress is required: blue trousers or skirt with a white top.

#### An event with international appeal

Each year, this famous procession attracts about 10,000 pilgrims and spectators from Luxembourg and neighbouring countries such as France, Belgium, Germany and even the Netherlands to celebrate this religious festival which has become a cultural phenomenon over the years. Since the end of the 15th century, this completely unique event has made Echternach world-famous and since 2010 the 'Sprangprëssessioun' has been included in UNESCO's Intangible Heritage of Humanity.

#### ***Watch a short video on the Hopping Procession***

<https://www.youtube.com/watch?v=4nehqiAWFGY>

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<sup>30</sup> [Echternach Hopping Procession - Luxembourg \(public.lu\)](https://public.lu)



## Lexis

Match the words from the text (1-6) with their definitions (a-f). There is an example (0,o).

0. Abbey

1. Archbishop

2. Basilica

3. Courtyard

4. Monk

5. Service

6. Tomb

- a. an area of flat ground outside that is partly or completely surrounded by walls of a building
- b. a bishop of the highest rank who is in charge of churches and other bishops in a particular large area
- o. a building where monks and nuns live or used to live**
- c. a formal religious ceremony
- d. a large stone structure or underground room where someone, especially an important person, is buried
- e. a member of a group of religious men who live apart from other people in a monastery and who do not marry or have personal possessions
- f. a large church or hall with a curved end and two rows of columns supporting the roof inside

Write your answers here

| 0. | 1 | 2 | 3 | 4 | 5 | 6 |
|----|---|---|---|---|---|---|
| o  |   |   |   |   |   |   |

Find words and expressions in the text which match the following definitions (0-18). There is an example (0)

0. deep respect and often praise shown for a person or god

*homage*

1. to make someone with an illness healthy again

2. to make something finish

3. of or in an earlier time, before the present time or in the past

4. to move by doing small jumps on one foot or two feet

5. to move forwards lightly and quickly making a little jump with each step

6. to provide the space and other things necessary for a special event

7. a small piece of material or paper used for cleaning the nose, or drying the eyes, etc.

## Comprehension

Read the text and decide if the sentences below are true or false and tick the respective box.

If there is not enough information in the recording, tick '?'

1. Saint Willibrord came from the British Isles.

True False ?

☐ ☐ ☐

2. The participants of the procession skip to the rhythm of different tunes.

☐ ☐ ☐

3. The Archbishop of Luxembourg heads the procession.

☐ ☐ ☐

4. The different events in Echternach go on for about an hour.

☐ ☐ ☐

5. Participants in the procession are supposed to observe a specific dress code.

☐ ☐ ☐

6. On Whit Tuesday there are about 10,000 pilgrims hopping through the streets of Echternach.

☐ ☐ ☐

### 7.4.13. 'Nationalfeierdag'<sup>31</sup>

## NATIONAL DAY - WHEN THE WHOLE OF LUXEMBOURG CELEBRATES THE GRAND DUKE'S BIRTHDAY

It's National Day in Luxembourg! It's a great opportunity for everyone to gather for the festivities organised across the entire country on 22nd and 23rd June. This day of celebration is firmly anchored in Luxembourgers' minds and it provides a perfect opportunity to enjoy two days of concerts, fireworks, games for children and commemorative ceremonies.

### Popular festivals all over the place

The ceremonies usually get under way at 4 p.m. on 22nd June with the traditional changing of the guard in front of the Grand Ducal Palace, with the participation of an honorary detachment from the Luxembourg Army. Musical accompaniment will be provided by the Luxembourg Military Band. The show will really be worth your while! It is also an opportunity to meet members of the Grand Ducal families: while the Grand Ducal couple visit a different town in Luxembourg each year, the Grand Duke's heir, accompanied by his wife, always visits the country's second largest city, Esch-sur-Alzette.



### Torchlight procession and fireworks

The eve of Luxembourg's National Day is above all a time for festivities. A large number of popular events are organised across the entire country. The programme is so loaded that wherever you are, you can be sure that you will be among the festivities, whether you are a resident or a tourist. A highlight of the evening is certainly the Fakelzuch, the torchlight procession. It is made up of national and local associations, walking bands and folk groups parading through Luxembourg City. To the rhythm of Luxembourg walking bands and music bands of foreign communities in Luxembourg, the groups parade before the Grand Duke Henri and the Grand Duchess Maria Teresa. But the evening's stunning finale takes place at dusk, at 11 p.m., as the sky bursts into flame with a spectacular firework display. A long-awaited moment by thousands of people each year!

### Ceremonies, parade and events

The programme for National Day starts on 23 June at 10 a.m. with an official ceremony at the Luxembourg Philharmonie. The Grand Ducal family attends it, just as deputies, as do government officials and the general public. It is first and foremost an occasion for the Grand Duke, the Prime Minister and the President of the Chamber of Deputies to address the country as a whole, but it also features high points such as when honours are awarded to deserving Luxembourgers. It goes without saying that the Philharmonie goes hand in hand with concert halls. In fact, the official ceremony ends with music played by the Luxembourg Philharmonic Orchestra. Each year, the honour of creating this musical work goes to a different composer. The ceremony in the Philharmonie is followed by the traditional 21-gun salute fired in the Grand Duke's honour. The ceremonial drill and the military parade are always a magnet for crowds along the boulevard where troops will march. The parade brings together representatives of the army, police, customs, Grand Ducal Fire and Rescue Corps, prison administration, Red Cross and music bands of the Grand Duke Adolphe Union. Luxembourg military planes fly over the parade at low altitude. The official programme ends with the traditional Te Deum in the late afternoon at Notre-Dame de Luxembourg Cathedral, in the presence of members of the Grand Ducal family.

### Animation for everybody

On top of the official ceremonies, there is the traditional Spillfest (games event) in the park in Luxembourg City on the Kinnekswiss, a large green area amidst the Municipal Park in Luxembourg City,

<sup>31</sup> <https://luxembourg.public.lu/en/society-and-culture/festivals-and-traditions/national-day.html>

which is a raging success. This event - which takes place from 10 a.m. to 6 p.m. - provides an opportunity to discover some unusual educational games offered by a number of associations and national and international performers. Attendance is free of charge and there will of course be stands with snacks and drinks. For fans of military vehicles and uniforms, the army organises its Arméifest (army festival) on Place des martyrs square, better known under its Luxembourgish name: Rousegäertchen (rose garden). There, the army displays military vehicles and systems and you can enjoy a friendly drink. This marks the end of the two days when Luxembourg's society and all its communities participate in order to show the country's unity.

© SIP / Charles Caratini

Last update 22.06.2022

## Comprehension

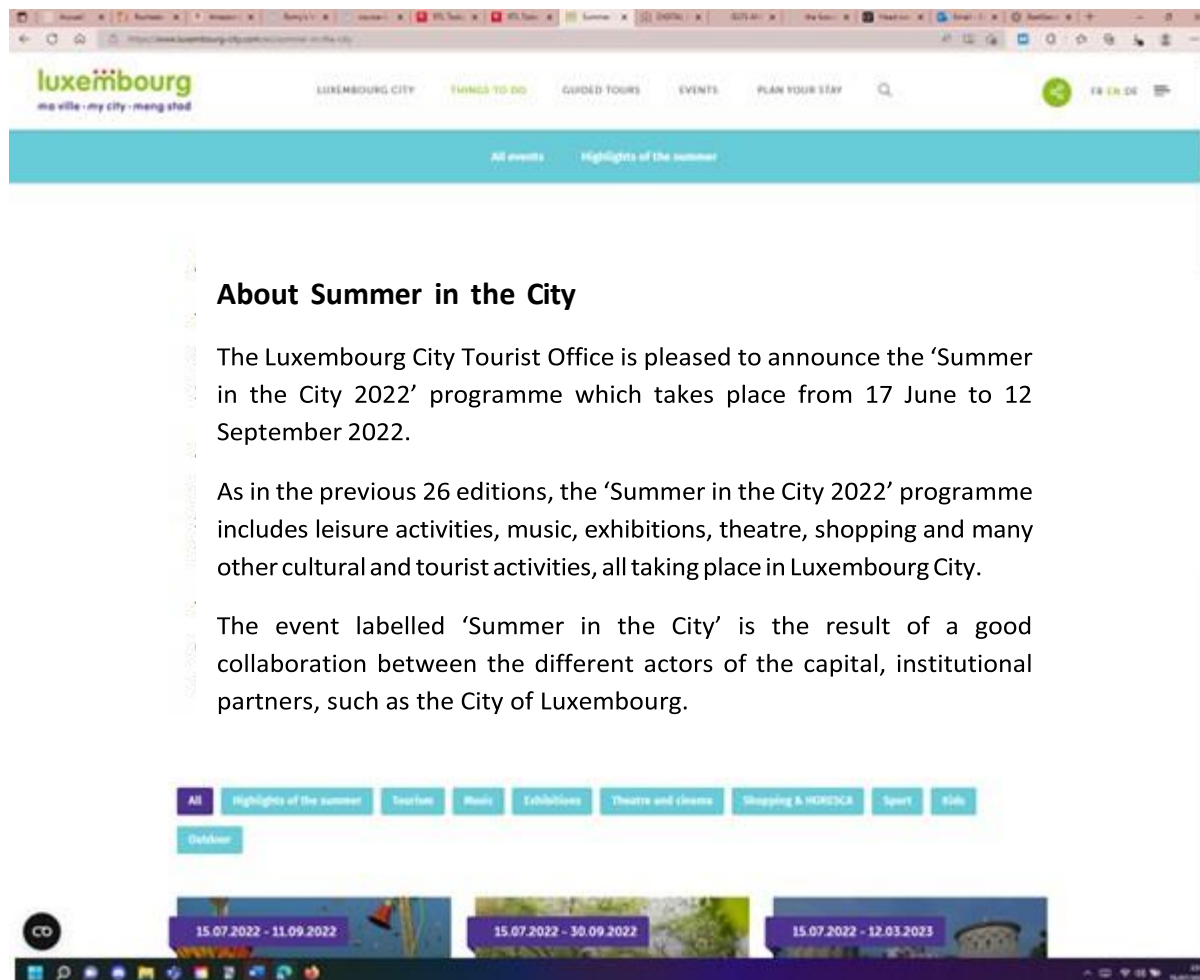
**Complete the table and say when the following events in the box take place**

- |                                                    |                                                                                               |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------|
| ▪ Arméifest                                        | ▪ Music by Luxembourg walking bands and music bands of foreign communities in Luxembourg      |
| ▪ <del>Changing of the guard</del>                 | ▪ Speeches by the Grand Duke, the Prime Minister and the President of the Chamber of Deputies |
| ▪ Fireworks                                        | ▪ Service at Notre-Dame de Luxembourg Cathedral                                               |
| ▪ Honours awarded to deserving Luxembourgers       | ▪ 'Spillfest'                                                                                 |
| ▪ Military parade                                  | ▪ Torchlight procession                                                                       |
| ▪ <del>Music by the Luxembourg Military band</del> | ▪ Twenty-one gun salute                                                                       |
| ▪ Music by the Luxembourg Philharmonic Orchestra   |                                                                                               |

| DATE  | TIME | MAIN EVENT            | PROGRAMME POINTS WHICH ARE PART OF THE EVENT                   |
|-------|------|-----------------------|----------------------------------------------------------------|
| 22/06 | 4pm  | Changing of the Guard | Changing of the Guard<br>Music by the Luxembourg Military band |
|       |      |                       |                                                                |
|       |      |                       |                                                                |
| 23/06 |      |                       |                                                                |
|       |      |                       |                                                                |
|       |      |                       |                                                                |

#### 7.4.14. 'Summer in the City'<sup>32</sup>

Read the following article announcing a series of events in Luxembourg City. It referred to the future at the time of its publication and study the use of tenses.



#### Comprehension

What is the name of the event? \_\_\_\_\_

When does the event take place? \_\_\_\_\_

Which tense is used for the verb used to publish the date of the event? Why? \_\_\_\_\_

Is the event a one-off occasion? \_\_\_\_\_

What does the event consist of? \_\_\_\_\_

Who organises the event? \_\_\_\_\_

Which tenses are used in the text? \_\_\_\_\_

<sup>32</sup> <https://www.luxembourg-city.com/en/summer-in-the-city>

#### 7.4.15. Schueberfouer<sup>33</sup>

From Wikipedia, the free encyclopedia



*Schueberfouer funfair in Luxembourg, 2013*

The Schueberfouer is the annual Luxembourg City funfair held on the Glacis square in the city district of Limpertsberg. The 680<sup>th</sup> edition of the largest amusement park in the wider region beyond national borders will start on 20 August 2021 and ends on 8 September 2021.

Traditionally, the Schueberfouer starts on Wednesday, Thursday or Friday before Saint Bartholomew's day (24 August) and closes on Monday, Tuesday or

Wednesday before 12 September in order to last 20 days every year. In 2010, the fair comprised 184 attractions including 27 major rides, 13 children's rides and 54 restaurants and snacks bars. In 2018, the fair was expected to attract over 2 million visitors.

#### History

John I of Luxembourg, better known as John the Blind, King of Bohemia and Count of Luxembourg, founded the Schueberfouer on 20 October 1340. The founding document stated: It will begin on the eve of the feast of St Bartholomew and will last for a full eight days.

Even today, it remains linked to St Bartholomew's day, 24 August, the traditional opening date.

The name Schueberfouer is thought to originate probably from the name of the marketplace where it was first held: the Schuedbuerg, today's 'Plateau du St Esprit' (in English: Holy Spirit Plateau; in Luxembourgish: Helleggeescht-Plateau), which serves nowadays as residential location for the highest courts of justice of Luxembourg. ('Fouer' is the Luxembourgish word for 'fair'.)

Another unconfirmed theory links the term 'Schueber' to the old German word 'Schober' (in English: barn), which would refer to the initial agricultural role of the fair. Indeed, for almost 450 years, the fair was mainly a large and regionally very important market for everything from agricultural products and livestock to cloth, pottery and other household items.

After the Limpertsberg wood had been removed to improve the defensive capabilities of the city, the fair moved in 1610 to the Glacis, a huge open space beyond the westward fortifications of Luxembourg City which were destroyed after 1867 and replaced by the City Park.

During the 18th century, shows and games became part of the fair but it was not until the early 20th century that a Ferris wheel and a rollercoaster first appeared.



*The Ferris Wheel*

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<sup>33</sup> <https://en.wikipedia.org/wiki/Schueberfo>



Attractions at the 'Schueberfouer'

Use the words in the box to identify the rides and the food in the pictures. Then find the words in the word search.

|                 |              |                      |               |
|-----------------|--------------|----------------------|---------------|
| Belgian waffles | drop tower   | 'Gromperekichelcher' | swing ride    |
| bumper cars     | ferris wheel | merry-go-round       | toffee apples |
| candy floss     | fried fish   | rollercoaster        |               |
| catch the duck  | ghost train  | shooting gallery     |               |



#### 7.4.16. 'Kirmes'<sup>34</sup>

### THE ORIGINS OF THE LUXEMBOURGISH KIRMES

Author: Dani Lodhi-Dunne | Update: 26.07.2021 10:00

While the Schueberfouer is the country's largest 'Kirmes', it's not the only one.

#### What are the origins of the Kirmes?

A traditional kirmes, or kermesse, is a parish festival. The word comes from the Dutch 'kerk' (church) and 'mis' (mass), and originally celebrated the anniversary of the church. Such celebrations were popular across the Benelux countries, northern France and Central Europe.

Originally, the fairs involved good food, company, dancing and music, as well as competitions, with livestock as the prize. While they were almost exclusively religious fairs in Belgium, for example, a Kirmes in Germany was more likely to be aimed at adults, with a strong alcoholic presence. Nowadays, they are more likely to feature fairground rides, sweet treats and games, as focus has shifted from religious meaning to fun and enjoyment. Children now frequently return home from the Kirmes with a cuddly toy won in a game, rather than a sheep or a goose won in a competition. In France, a Kirmes is usually held at the end of the academic year at a school, with tombolas and other stalls to raise funds.

#### Where can I find them?

Anywhere, really! Some towns hold a Kirmes at Easter, such as Esch-sur-Alzette. Others hold them throughout the year, usually to coincide with religious festivals. If you're a resident of Luxembourg City, you can find a list [here](#); otherwise, check with your local municipality as chances are your local area will have one at some point!

#### What is there to do at a Kirmes?

Eat, drink and be merry! Nowadays many Kirmes' have games and rides, such as bumper cars, tombola style games and the ever-popular duck fishing game. You can find many of the Grand Duchy's stalwart foods, such as sausages, 'Gromperekichelchen' and the classic churros, although some may have more localised treats.



*La Kermesse by Peter Paul Rubens*

#### What's the Schueberfouer then? Is it a Kirmes?

Some large funfairs, such as the Schueberfouer, Brussels' Foire du Midi or Antwerps' Sinksenfoor, first began life as a Kirmes and later evolved into the visitor attractions in their current form. But don't take my word for it, read the history of the Schueberfouer [here](#).

#### Why is there a brass band playing outside my house?

A traditional Luxembourgish folk tune- the so-called Hämmelesmarsch - is associated with a Kirmes and is usually played by local brass bands as they walk through the streets.

Ostensibly this was meant to invite people to the village fair. Once upon a time the musicians were accompanied by sheep, but this particular tradition appears to have died out, although it lives on in the

---

<sup>34</sup> [RTL Today - Year round - Kirmes: The origins of the Luxembourgish Kirmes](https://today.rtl.lu/luxembourg-insider/events-and-traditions/a/1628338.html)  
<https://today.rtl.lu/luxembourg-insider/events-and-traditions/a/1628338.html>



name (Hämmel is the Luxembourgish word for a wether, or a castrated ram). Chances are if you've lived in Luxembourg long enough, you've been roused by the familiar thumping (= here: loud) melody on a weekend morning more than once...

Above all, the Kirmes is designed to spread good humour across a local community.

The Kirmes tradition has spread across the world, with some communities of Dutch, Belgian and Luxembourgish descent in the US, Canada and Latin America holding Kirmes events in order to raise funds for charities. In Luxembourg, they are a demonstration of how a cultural tradition has evolved to suit modern society's tastes, retaining their appeal across centuries.

### Lexis

**Match the verbs from the text (1-6) with their definitions (a-f). There is an example (0,o).**

|                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>0. to coincide</p> <p>1. to evolve</p> <p>2. to involve</p> <p>3. to rouse</p> <p>4. to spread</p> <p>5. to suit</p> <p>6. to retain</p> |  | <p>a. to happen at or near the same time</p> <p>b. to develop gradually, especially from a simple to a more complicated form</p> <p>c. if a situation, an event or an activity involves something, that thing is an important and necessary part or result of it</p> <p>d. to wake someone up or make someone more active or excited</p> <p>e. to cause something to reach a wider area</p> <p>f. to be convenient or useful for somebody</p> <p>o. to happen at or near the same time</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Write your answers here**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| o |   |   |   |   |   |   |



**Find words and expressions in the text which match the following definitions (0-12). There is an example (0)**

0. a band (= group of musicians) in which most of the instruments, are made of brass, i.e. a bright yellow metal made by mixing copper and zinc

*brass band*

1. a location with its own local government, or the local government itself
2. a male sheep
3. a quality that makes somebody or something attractive or interesting
4. a toy animal that is covered in fur and that is soft
5. a series of musical notes that are sung or played in a particular order to form a piece of music, especially one that is pleasant and easy to remember
6. a short journey in a vehicle, on a bicycle, etc.
7. a table or small shop with an open front that people sell things from, especially at a market
8. a type of entertainment in a field or park at which people can ride on large machines and play games to win prizes
9. an area that has its own church and that a priest is responsible for
10. the animals kept on a farm, for example cows or sheep
11. help, especially in the form of money, given freely to people who are in need
12. something very pleasant that somebody can enjoy, especially something that you give somebody or do for them
13. according to what seems or is stated to be real or true, when it is perhaps not the case
14. of the present time

**Listen to 'Den Hämmelsmarsch' and 'Et ass Kirmes am Duerf', two traditional pieces of music, played at a Kirmes.**

[Hämmelsmarsch 2020 - YouTube](https://www.youtube.com/watch?v=0J2vtzJlriA)

<https://www.youtube.com/watch?v=0J2vtzJlriA>

# APPENDIX I

## SAMPLE TESTS

Homework check

Reading comprehension A1-A2

Listening comprehension A1-A2

Writing A1-A2



## HOMEWORK CHECK

### focussing on

- school utensils
- to be
- plurals
- possessive adjectives

FULL NAME \_\_\_\_\_

CLASS \_\_\_\_\_

DATE \_\_\_\_\_

NUMBER OF CORRECT ANSWERS \_\_\_\_\_

*The pictures show things you need for school. Complete the shopping list.*



4.



*Complete the text with the correct forms of the verb 'to be' (affirmative, negative, interrogative)*

What (1) \_\_\_\_\_ there to know about  
restaurants in Luxembourg?

Luxembourg's multicultural character means that there (2) \_\_\_\_\_ a wide range of  
restaurants, both typical of the country and more exotic.

Luxembourg (3) \_\_\_\_\_ (logic!) famous internationally for its cuisine, but the range  
and the quality of the food you find in Luxembourg (4) \_\_\_\_\_ exceptional.

There (5) \_\_\_\_\_, for instance, numerous Chinese, Indian, Italian, Japanese and  
Portuguese restaurants. This reflects the population's origins in the 4 corners of the world.

Newcomers to Luxembourg often enjoy discovering this mix of tastes and cultures. There (6)  
\_\_\_\_\_ ten Michelin-starred restaurants in Luxembourg, including one 2-star  
restaurant. There are also several top gourmet restaurants.

**Plurals: complete the following table**

|    | SINGULAR | PLURAL    |
|----|----------|-----------|
| 1. | cherry   |           |
| 2. |          | addresses |
| 3. | tomato   |           |
| 4. |          | knives    |

**Complete the text with possessive adjectives (my, your, his, ...) and possessive 's'**



The man in the photo on the left is Xavier Bettel. He was the Prime Minister of Luxembourg from 2013 to 2023. Now, he is the deputy prime minister of Luxembourg and the minister of Foreign Affairs.



The man on the right is 1. **(Xavier Bettel)**

\_\_\_\_\_ husband. 2. \_\_\_\_\_ name is Gauthier Destenay. In the third photo, you can see Gauthier Destenay and Xavier Bettel on 3. \_\_\_\_\_



wedding (= celebration when you get married) day. They got married in 2015. Xavier Bettel and 4. \_\_\_\_\_ partner are openly gay. Consequently, they have often made it into the news. For example, on 25 May 2017, when Gauthier Destenay was photographed with the wives of the NATO leaders. And, on

5. \_\_\_\_\_ Facebook page, the White house named all the ladies in the caption (= text under a picture), but omitted (= to leave away) 10. **(Gauthier Destenay)** 6. \_\_\_\_\_

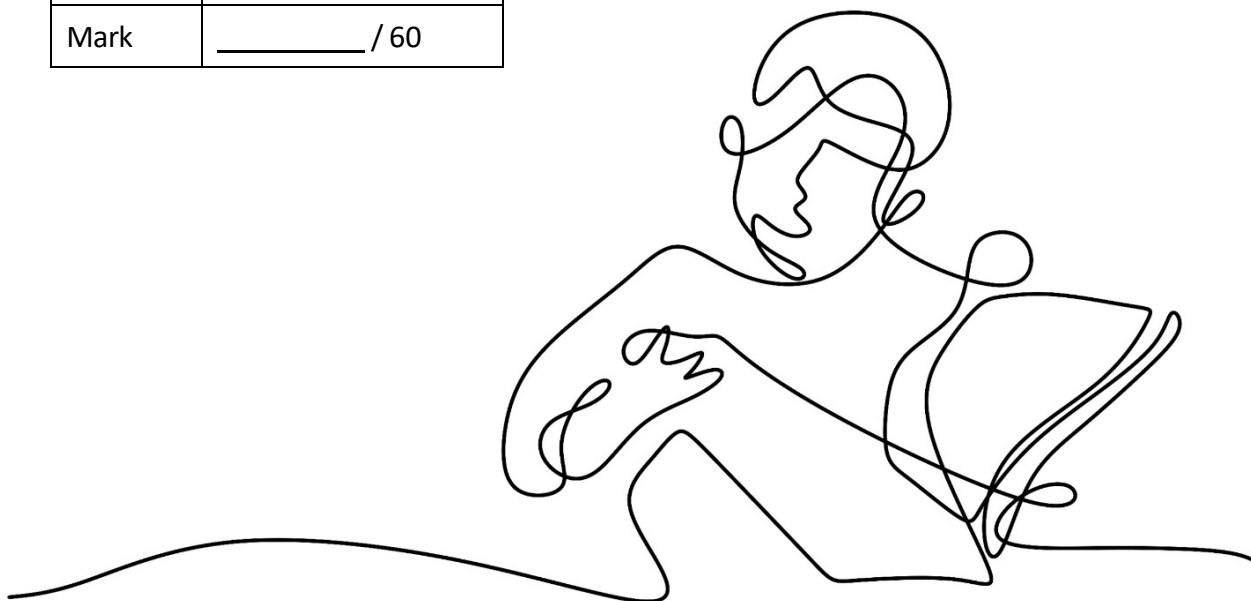


name. The international press accused the White House of homophobia. Or, on 28 February 2019,



when Xavier Bettel told Arab leaders at a two-day summit in Sharm el-Sheikh that 'he was married to a man' and would face capital punishment in many of their countries. Xavier Bettel was admired for his courage and his honesty.

|       |            |
|-------|------------|
| Score | _____ / 30 |
| Mark  | _____ / 60 |



# ENGLISH TEST

A2 / B1 READING

FOOD AND RESTAURANTS

*The test consists of three tasks.*

- *It takes about 50 minutes.*
- *You are not allowed to write in pencil!*

Full name

---

Class

---

Date

---

**Read the following text and decide if the statements (1-5) are true or false.**

**If there is not information in the text tick '?' for does not say.**

### The History Of Pizza

The modern pizza was originally invented in Naples, Italy but the word pizza is Greek in origin, derived from the Greek word pēktos meaning solid or clotted. The ancient Greeks covered their bread with oils, herbs and cheese. The first major innovation that led to flat bread pizza was the use of tomato as a topping. It was common for the poor of the area around Naples to add tomato to their yeast-based flat bread, and so the pizza began.

While it is difficult to say for sure who invented the pizza, it is however believed that modern pizza was first made by baker Raffaele Esposito of Naples. In fact, a popular urban legend holds that the archetypal pizza, Pizza Margherita, was invented in 1889, when the Royal Palace of Capodimonte commissioned the Neapolitan pizzaiolo Raffaele Esposito to create a pizza in honour of the visiting Queen Margherita. Of the three different pizzas he created, the Queen strongly preferred a pie swathed in the colours of the Italian flag: red (tomato), green (basil), and white (mozzarella). Supposedly, this kind of pizza was then named after the Queen as Pizza Margherita.

Later, the dish has become popular in many parts of the world:

The first pizzeria, Antica Pizzeria Port'Alba, was opened in 1830 in Naples.

In North America, The first pizzeria was opened in 1905 by Gennaro Lombardi at 53 1/3 Spring Street in New York City.

The first Pizza Hut, the chain of pizza restaurants appeared in the United States during the 1930s.

Nowadays, many varieties of pizza exist worldwide, along with several dish variants based upon pizza.

Source: [Wikipedia](#)

|                                                                                                   | True                     | False                    | ?                        |
|---------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. The word pizza originally comes from Greek.                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The use of cheese has played a major role in turning a spiced bread into a modern pizza.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Queen Margherita asked for the pizza in the colours of the Italian flag to be named after her. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The first pizzeria was opened in New York.                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Pizza Hut has existed for almost a hundred years (+/- 10%).                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read the following text and decide if the statements (1-5) are true or false.  
If there is not information in the text tick

### Antica Pizzeria Port'Alba

First established in 1738 as a stand for peddlers (merchants, salespeople), *Antica Pizzeria Port'Alba* was opened in 1830 in the town centre at Via Port'Alba 18, Naples, Italy. It is widely believed to be the world's first pizzeria.

The restaurant replaced street vendors who would make pizza in wood-fired ovens and bring it onto the street, keeping it warm in small tin stoves they balanced on their head. It soon became a prominent meeting place for men in the street. Most patrons were artists, students, or others with very little money, so the pizzas made were generally simple, with toppings such as oil and garlic. A payment system, called *pizza a otto*, was developed that allowed customers to pay up to eight days after their meal. A resulting local joke was that a meal from Port'Alba might be someone's last free meal, if they died before they paid. Additionally, patrons created poetry to honour the pizzas.

*Antica Pizzeria Port'Alba* is still in business today, located between a number of bookstores.

Source: [Wikipedia](#)

|                                                                                | True                     | False                    | ?                        |
|--------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. In the beginning pizza was food sold in the streets.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pizzas sold in the restaurant had sophisticated toppings.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There was a time when you could pay your pizza long after you had eaten it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A lot of customers died from eating pizza.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Antica Pizzeria Port'Alba still exists nowadays.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





### Task 3

Read the document below. Then answer the questions (1-10)

Score \_\_\_\_ / 10

# ARABESQ

*Exclusive Middle Eastern restaurant*



## Come and enjoy

- *delicious Lebanese cuisine (mezze, barbecued meat, fresh fish)*
- *the finest wines from Lebanon*
- *homemade pastries made from honey, almonds, pistachios, cream, butter ... with Arabic coffee or tea*

## Opening hours

|           | Lunch         | Dinner        |
|-----------|---------------|---------------|
| Mon       |               | closed        |
| Tue – Sat | 12:00 – 15:00 | 18:00 – 23:00 |
| Sun       | 12:30 – 22:00 |               |

## At the weekends and on holidays

*traditional music  
& belly dancing*



## 10% discount

*for groups of more  
than 8 people*

## Free delivery

*if the bill totals more than €100.*

For our menu, go to [www.arabesq.com](http://www.arabesq.com)

Book a table or ask for home delivery

- *by phone: 621 12 34 56*
- *by mail: [arabesq@yumyum.lu](mailto:arabesq@yumyum.lu)*

*Situated in a huge park with ancient trees –  
a true dream come true for fresh air aficionados  
In the summer outdoor dining tables with  
romantic lighting scattered over the parkland  
Large indoor playground for the little ones  
Onsite parking*

*Location:  
right in the heart  
of the City*

*1, avenue des Émirats  
L-1234 Luxembourg*

**Choose the option a, b or c which best completes the sentence.**

1. The document is ...
  - ☐ a. a restaurant menu.
  - ☐ b. a flyer with publicity for a restaurant.
  - ☐ c. a magazine article on a restaurant.
2. The restaurant is located in...
  - ☐ a. the United Arab Emirates.
  - ☐ b. Lebanon.
  - ☐ c. Luxembourg.
3. The restaurant opens late and closes early on...
  - ☐ b. weekdays.
  - ☐ b. Sundays.
  - ☐ c. Mondays.
4. Arabesq is...
  - ☐ a. an inexpensive kebab restaurant.
  - ☐ b. a food truck serving take-away food.
  - ☐ c. a high-class restaurant with delicacies from Lebanon.
5. Customers **CANNOT**...
  - ☐ a. get a takeaway from Arabesq.
  - ☐ b. have food delivered from Arabesq.
  - ☐ c. reserve a table and eat at Arabesq.
6. At Arabesq customers can ....
  - ☐ a. take lessons in belly dancing.
  - ☐ b. learn to play traditional Lebanese musical instruments.
  - ☐ c. enjoy Lebanese dance performances.
7. Customers get 10% off if they...
  - ☐ a. come with at least seven other people.
  - ☐ b. come with their families.
  - ☐ c. have their food delivered at home.
8. Customers have to pay for the delivery, if the bill...
  - ☐ a. equals at least €100.
  - ☐ b. exceeds €100.
  - ☐ c. fails to reach €100.
9. Children...
  - ☐ a. are not welcome at Arabesq.
  - ☐ b. can play in a room which has been arranged for them.
  - ☐ c. must sit at the table with their parents all the time.
10. Customers can experience romantic dinners outside...
  - ☐ a. all year round.
  - ☐ b. at weekends and on holidays.
  - ☐ c. on summer evenings

## EATING GREENS

Everyone knows that many young children don't like eating their greens. Parents have a hard time getting their children to eat vegetables like broccoli and Brussels sprouts. A new study may have an answer about why this is. The study looked at the eating habits of two- to four-year-olds. It found that not liking greens is because of a child's genes. This means parents do not have to stress out over their children not eating enough vegetables. Many parents worry because they cannot get their children to eat healthily. The study found that changes in two genes can make children dislike greens. The changes put some youngsters off trying new food and can turn them into fussy eaters. The study found that changes in DNA can affect how some small children taste things differently. These children think many green vegetables taste very bitter. Children without the DNA changes do not think **these** vegetables are bitter. Natasha Cole, a member of an obesity prevention program at Illinois University, said it was not surprising some children have very a sensitive taste. She said this makes them think things like broccoli are bitter. She said the new research could help to find new ways of reducing childhood obesity. Ms Cole says there needs to be more research. She said: 'There is a huge gap in the research when children move from a milk-based diet to foods that the rest of the family eats.'

**Read the text. Decide if the following statements are true or false. If there is not enough information in the text, tick '?' for 'does not say'.**

|                                                                                 | True                     | False                    | ?                        |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. The article says it is easy for parents to get children to eat their greens. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Researchers looked at the eating habits of ten-year-olds.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A study said children dislike vegetables because of their jeans.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The study said that DNA can turn children into fussy eaters.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The article says most children think vegetables are too bitter.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The researcher said the study could help fight obesity.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The researcher said it was necessary to do more research.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Find a word or expression in the text which means**

8. vegetables

9. children and teenagers

**Explain**

10. What does 'these' refer to?

|       |           |
|-------|-----------|
| Score | ____ / 30 |
| Mark  | ____ / 60 |



# ENGLISH TEST

## B1 LISTENING

### FOOD<sup>37</sup>

- *The test takes about 30 minutes. There are different recordings. You can hear every recording twice (2x).*
  - *You must do the tasks while listening.*
  - *You must be absolutely quiet during the test.*
- Do not talk or ask questions. Do not get up and run around.*

Full name

---

Class

---

Date

---

<sup>37</sup> [Listening Exercises B1 - Food and Nutrition - ESL Tasks \(english4real.com\)](https://english-practice.net/listening-exercises-b1-food-and-nutrition/)  
<https://english-practice.net/listening-exercises-b1-food-and-nutrition/>

# Task 1

Score \_\_\_\_ / 4

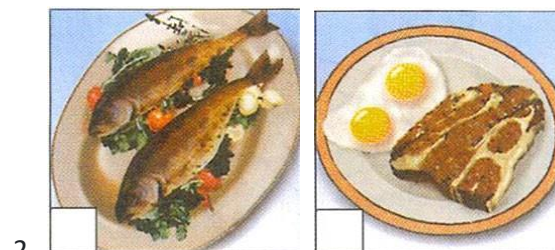
*You will hear four people talk about their eating habits.*

*What does each person eat? Listen and tick the correct picture.*



a

b



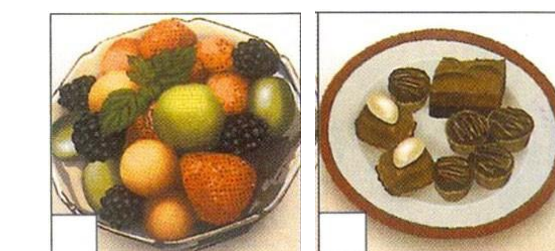
a

b



a

b



a

b

# Task 2

Score \_\_\_\_ / 6

*You will hear a doctor is talk to her patients about nutrition.*

*What advice does she give each person? Listen and tick the correct answer.*

1. a. ☐ eat fewer vegetables  
b. ☐ eat less cheese  
c. ☐ eat a lot of fat

4. a. ☐ eat less bread  
b. ☐ eat more meat  
c. ☐ eat less fruit

2. a. ☐ don't eat fish  
b. ☐ eat more vegetables  
c. ☐ eat more fruit

5. a. ☐ eat more eggs and cheese  
b. ☐ don't eat cheese  
c. ☐ eat more vegetables

3. a. ☐ eat less meat  
b. ☐ eat less fruit  
c. ☐ eat more meat

6. a. ☐ eat less meat  
b. ☐ don't eat chocolate  
c. ☐ eat more vegetables



### Task 3

Score \_\_\_\_ / 5

**You will hear 5 people talk about their eating habits. What does each person eat?**

**Listen and tick the correct answer (a, b or c)**

- |    |    |                          |                          |    |    |                          |                             |
|----|----|--------------------------|--------------------------|----|----|--------------------------|-----------------------------|
| 1. | a. | <input type="checkbox"/> | warm pizza and cold milk | 4. | a. | <input type="checkbox"/> | hamburgers and French fries |
|    | b. | <input type="checkbox"/> | cold pizza and warm milk |    | b. | <input type="checkbox"/> | rice and tofu               |
|    | c. | <input type="checkbox"/> | cereal with milk         |    | c. | <input type="checkbox"/> | cake and cookies            |
| 2. | a. | <input type="checkbox"/> | milk shakes              | 5. | a. | <input type="checkbox"/> | bread and cake              |
|    | b. | <input type="checkbox"/> | grilled fish             |    | b. | <input type="checkbox"/> | rice and vegetables         |
|    | c. | <input type="checkbox"/> | steaks                   |    | c. | <input type="checkbox"/> | baked goods                 |
| 3. | a. | <input type="checkbox"/> | dairy products           |    |    |                          |                             |
|    | b. | <input type="checkbox"/> | fruit and vegetables     |    |    |                          |                             |
|    | c. | <input type="checkbox"/> | meat and eggs            |    |    |                          |                             |

### Task 4

Score \_\_\_\_ / 5

**You will hear five people talk about a dish they like. What exactly do they say about the food? Underline or circle the correct information in the sentences below.**

1. The dish is made with *raw* / *steamed* vegetables.
2. The man tried the dish in *Turkey* / *India*.
3. To make this dish, you use *baked* / *fried* potatoes.
4. The dish uses *all kinds of seafood* / *only fish and shrimp*.
5. The dish always has *carrots and broccoli* / *beans and pasta*.

Task 5

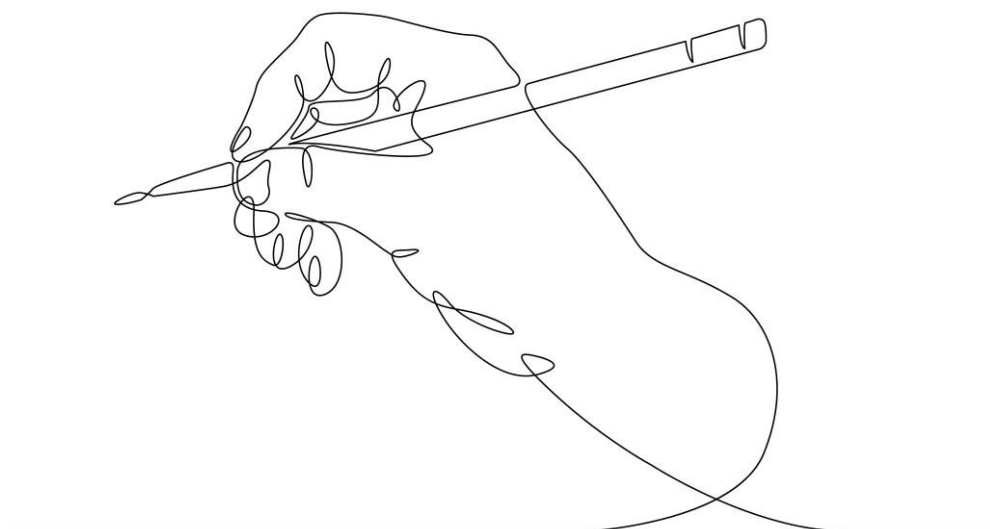
Score \_\_\_\_ / 10

*You will hear a person give a talk about cheese.*

*Are these statements true or false? Listen and check the correct answer.*

|                                                                                                       | True                     | False                    | ?                        |
|-------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Cheese was first made over 3,000 years ago.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cheese contains vitamins.                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There is cheese that is <b>NOT</b> made from milk.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Most cheese in the United States is made from goat's milk.                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Cheese does <b>NOT</b> contain water.                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The process of making cheese was probably discovered by chance.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Pasteurization is a process which kills the bacteria in milk.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. 'Cultures' are bacteria which are added to pasteurized milk.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The carbon dioxide released by the bacteria cultures is responsible for the holes in Swiss cheese. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Curd is a liquid.                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|       |            |
|-------|------------|
| Score | _____ / 20 |
| Mark  | _____ / 60 |



# ENGLISH TEST

## WRITING A1

- *The test consists of three tasks.*
- *It takes about 50 minutes.*
- *You are not allowed to write in pencil!*

Full name

\_\_\_\_\_

Class

\_\_\_\_\_

Date

\_\_\_\_\_

## TASK 1

Score \_\_\_\_ / 10

You would like to spend a night at the 'Maritime hotel. Fill in a registration card for the hotel.



# MARITIME HOTEL

## GUEST REGISTRATION CARD

SURNAME

---

FIRST NAME

---

ADDRESS

HOUSE NUMBER

---

STREET

---

POSTCODE

---

LOCATION

---

TELEPHONE NUMBER

---

MOBILE NUMBER

---

PLACE OF BIRTH

---

DATE OF BIRTH

---

COUNTRY OF ORIGIN

---

DATE OF ARRIVAL

---

LENGTH OF STAY

---

KIND OF STAY

☐ B&B

WAKE-UP CALL

☐ YES☐ HALF BOARD☐ NO☐ FULL BOARD

DATE (dd/mm/yyyy)

---

SIGNATURE

---

---

## HOW TO MAKE AN OMELETTE

---

### Ingredients

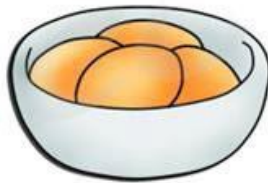
Name the ingredients

Quantity

Ingredient

1.

3



\_\_\_\_\_ (1)

2.



\_\_\_\_\_ (2)



\_\_\_\_\_ (3)

3. optional



*cheese*



*ham*



*tomatoes*



*herbs*

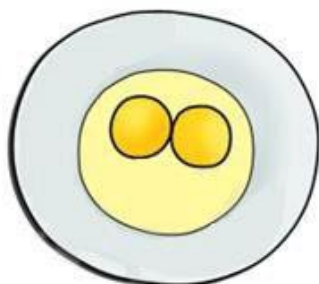


## Method

Write at least one sentence per picture. Use the imperative to describe what needs to be done.



1.



---

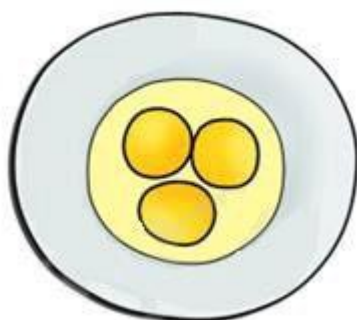
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(4)



2.

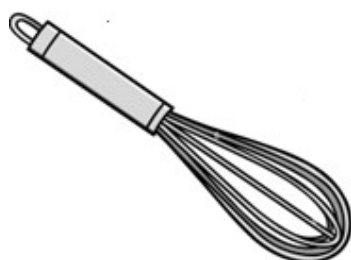


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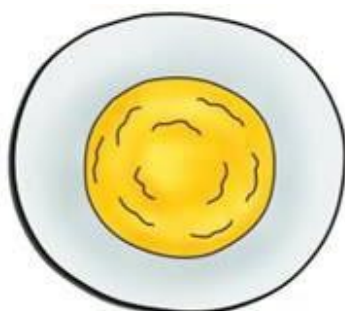
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---

(5)



3.



---

---

---

(6)

4.



---

---

---

(7)

5.



---

---

---

(8)

6.



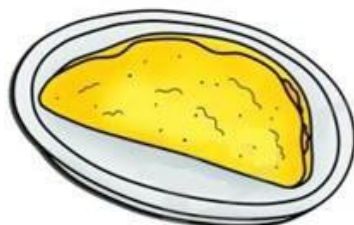
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(9)

7.



---

---

---

(10)

*You have been asked by a Scottish pen pal, who is visiting Luxembourg at the weekend, to recommend a restaurant to him. Describe your favourite restaurant.*

- *Introduce the restaurant briefly (name, location, kind of cuisine)*
- *Describe the restaurant in detail (location and interior design, kind of cuisine, quality of food, opening hours, service, etc.).*
- *Describe your experiences with the restaurant (reasons why you like the place, your favourite meal, when and why you go there, special occurrences, etc.).*
- *Do not forget to conclude the text.*

[illegible]

Number of words

## APPENDIX II

### IRREGULAR VERBS

## LIST OF IRREGULAR VERBS – 80 frequent verbs

**Translate the following verbs into your language. Look up the any new verbs in the dictionary. You can listen to the verbs on <https://www.youtube.com/> under the title The 80 Irregular Verbs Rap – Speak along! Tick ✓ the verbs which you have memorized.**

| ✓ | YOUR LANGUAGE | INFINITIVE | SIMPLE PAST | PAST PARTICIPLE |
|---|---------------|------------|-------------|-----------------|
|   |               | be         | was, were   | been            |
|   |               | have       | had         | had             |
|   |               | do         | did         | done            |
|   |               | say        | said        | said            |
|   |               | go         | went        | gone            |
|   |               | get        | got         | got / gotten    |
|   |               | make       | made        | made            |
|   |               | know       | knew        | known           |
|   |               | think      | thought     | thought         |
|   |               | take       | took        | taken           |
|   |               | see        | saw         | seen            |
|   |               | come       | came        | come            |
|   |               | find       | found       | found           |
|   |               | give       | gave        | given           |
|   |               | tell       | told        | told            |
|   |               | feel       | felt        | felt            |
|   |               | become     | became      | become          |



|       |            |            |            |
|-------|------------|------------|------------|
| _____ | leave      | left       | left       |
| _____ | put        | put        | put        |
| _____ | mean       | meant      | meant      |
| _____ | keep       | kept       | kept       |
| _____ | let        | let        | let        |
| _____ | begin      | began      | begun      |
| _____ | show       | showed     | shown      |
| _____ | hear       | heard      | heard      |
| _____ | run        | ran        | run        |
| _____ | bring      | brought    | brought    |
| _____ | write      | wrote      | written    |
| _____ | sit        | sat        | sat        |
| _____ | stand      | stood      | stood      |
| _____ | lose       | lost       | lost       |
| _____ | pay        | paid       | paid       |
| _____ | meet       | met        | met        |
| _____ | set        | set        | set        |
| _____ | lead       | led        | led        |
| _____ | understand | understood | understood |
| _____ | speak      | spoke      | spoken     |
| _____ | read       | read       | read       |

|       |        |        |           |
|-------|--------|--------|-----------|
| _____ | spend  | spent  | spent     |
| _____ | grow   | grew   | grown     |
| _____ | win    | won    | won       |
| _____ | teach  | taught | taught    |
| _____ | buy    | bought | bought    |
| _____ | send   | sent   | sent      |
| _____ | build  | built  | built     |
| _____ | fall   | fell   | fallen    |
| _____ | cut    | cut    | cut       |
| _____ | sell   | sold   | sold      |
| _____ | break  | broke  | broken    |
| _____ | hit    | hit    | hit       |
| _____ | eat    | ate    | eaten     |
| _____ | catch  | caught | caught    |
| _____ | draw   | drew   | drawn     |
| _____ | choose | chose  | chosen    |
| _____ | fight  | fought | fought    |
| _____ | throw  | threw  | thrown    |
| _____ | shoot  | shot   | shot      |
| _____ | forget | forgot | forgotten |
| _____ | shake  | shook  | shaken    |

|       |       |       |        |
|-------|-------|-------|--------|
| _____ | sing  | sang  | sung   |
| _____ | beat  | beat  | beaten |
| _____ | cost  | cost  | cost   |
| _____ | hurt  | hurt  | hurt   |
| _____ | wake  | woke  | woken  |
| _____ | sleep | slept | slept  |
| _____ | drink | drank | drunk  |
| _____ | hide  | hid   | hidden |
| _____ | ride  | rode  | ridden |
| _____ | drive | drove | driven |
| _____ | shut  | shut  | shut   |
| _____ | steal | stole | stolen |
| _____ | ring  | rang  | rung   |
| _____ | fly   | flew  | flown  |
| _____ | blow  | blew  | blown  |
| _____ | swim  | swam  | swum   |
| _____ | hold  | held  | held   |
| _____ | lie   | lay   | lain   |
| _____ | feed  | fed   | fed    |
| _____ | wear  | wore  | worn   |
| _____ | rise  | rose  | risen  |

[illegible]

## 200 irregular verbs and audio-English

<https://www.youtube.com/watch?v=gZzKe1BC2XU>

<http://www.englishpage.com/irregularverbs/irregularverbs.html#x> (with flashcards)

## 200 irregular verbs and audio-English

[https://www.quia.com/cz/9399.html?AP\\_rand=924111157](https://www.quia.com/cz/9399.html?AP_rand=924111157)

## APPENDIX III

### SPELLING RULES



## APPENDIX 4: Spelling rules

| VERB + s                                  |          |                                                    |          |
|-------------------------------------------|----------|----------------------------------------------------|----------|
| <b>Verbs ending in – ch, - sh, -s, -x</b> |          | <b>Verbs ending in – y</b>                         |          |
| To catch                                  | catches  | To study                                           | studies  |
| To wash                                   | washes   | To play                                            | plays    |
| To kiss                                   | kisses   | <b>Verbs ending in – o</b>                         |          |
| To fix                                    | fixes    | To do                                              | does     |
|                                           |          | To go                                              | goes     |
| VERB + ed                                 |          |                                                    |          |
| <b>Verbs ending in - e</b>                |          | <b>Verbs ending in – y</b>                         |          |
| To live                                   | lived    | To study                                           | studied  |
| To plan                                   | planned  | To stay                                            | stayed   |
|                                           |          | <b>Verbs ending in 1 short vowel + 1 consonant</b> |          |
|                                           |          | To shop                                            | shopped  |
| VERB + ing                                |          |                                                    |          |
| <b>Verbs ending in - e</b>                |          | <b>Verbs ending in 1 short vowel + 1 consonant</b> |          |
| To give                                   | giving   | To plan                                            | planning |
| To write                                  | writing  | To stop                                            | stopping |
| <b>BUT</b>                                |          | To sit                                             | sitting  |
| To lie                                    | lying    | <b>BUT</b>                                         |          |
| <b>Verbs ending ing- y</b>                |          | To land                                            | landing  |
| To study                                  | studying | To lead                                            | leading  |

### Note

The explanations and the spelling rules are intended as a revision, i.e. for students who have already been taught a number of tenses and forms. Other students will have to take time to study the different tenses and forms.

# APPENDIX IV

## MARKING GRIDS FOR WRITING AND SPEAKING

| C2                                                          | Writing |  |                                                              |                                                                                                                                                |                 |                                                                                                                             |                                                                                                                                                                                                                          |                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                |  |                                                                                                                                                                                                                                                                                          |                |                                                                                                                                                                                                                                  |
|-------------------------------------------------------------|---------|--|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1                                                          |         |  |                                                              |                                                                                                                                                |                 |                                                                                                                             |                                                                                                                                                                                                                          |                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                |  |                                                                                                                                                                                                                                                                                          |                |                                                                                                                                                                                                                                  |
| B2                                                          |         |  |                                                              |                                                                                                                                                |                 |                                                                                                                             |                                                                                                                                                                                                                          |                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                |  |                                                                                                                                                                                                                                                                                          |                |                                                                                                                                                                                                                                  |
| B1                                                          |         |  |                                                              |                                                                                                                                                |                 |                                                                                                                             |                                                                                                                                                                                                                          |                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                |  |                                                                                                                                                                                                                                                                                          |                |                                                                                                                                                                                                                                  |
| A2                                                          |         |  |                                                              |                                                                                                                                                |                 |                                                                                                                             |                                                                                                                                                                                                                          |                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                |  |                                                                                                                                                                                                                                                                                          |                |                                                                                                                                                                                                                                  |
| CONTENT                                                     |         |  |                                                              | Irrelevances and misinterpretation may be present.<br><br>Target reader is minimally informed.                                                 | A bit of both ↕ |                                                                                                                             | Irrelevances and misinterpretation may be present.<br><br>Target reader is minimally informed                                                                                                                            | A bit of both ↕ |                                                                                                                                                                                                                      | Minor irrelevances and/or omissions may be present.<br><br>Target reader is on the whole informed.                                                                                                                                        | A bit of both↕ |  | All content is relevant to the task.<br><br>Target reader is fully informed.                                                                                                                                                                                                             |                | All content is relevant to the task.<br><br>Target reader is fully informed.                                                                                                                                                     |
|                                                             |         |  | Produces text that communicates simple ideas in simple ways. | Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.                             |                 | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.                                                      |                 | Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes. | Demonstrates complete command of the conventions of the communicative task.<br><br>Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes. |                |  |                                                                                                                                                                                                                                                                                          |                |                                                                                                                                                                                                                                  |
| COMMUNICATIVE ACHIEVEMENT                                   |         |  |                                                              | Text is connected using basic, high-frequency linking words.                                                                                   | A bit of both ↕ |                                                                                                                             | Text is generally well organised and coherent, using a variety of linking words and cohesive devices                                                                                                                     | A bit of both ↕ |                                                                                                                                                                                                                      | Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.                                                                                                            | A bit of both↕ |  | Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.                                                                                                                                                              | A bit of both↕ | Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.                                                                                      |
| ORGANISATION<br><i>Punctuation / Paragraphing / Linking</i> |         |  |                                                              | Text is connected and coherent, using basic linking words and a limited number of cohesive devices.                                            |                 |                                                                                                                             | Text is generally well organised and coherent, using a variety of cohesive devices                                                                                                                                       |                 |                                                                                                                                                                                                                      | Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.                                                                                                            |                |  | Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.                                                                                                                                                              |                |                                                                                                                                                                                                                                  |
| LANGUAGE RESOURCES<br><i>Control / Range</i>                |         |  |                                                              | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. | A bit of both ↕ |                                                                                                                             | Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. | A bit of both ↕ |                                                                                                                                                                                                                      | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.              | A bit of both↕ |  | Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips. | A bit of both↕ | Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips. |
|                                                             |         |  |                                                              |                                                                                                                                                |                 |                                                                                                                             |                                                                                                                                                                                                                          |                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                |  |                                                                                                                                                                                                                                                                                          |                |                                                                                                                                                                                                                                  |

| Q1                                                                 | Speaking                                                                                             |  |                                                                                                                                       |  |                                                                                                                                                                          |  |                                                                                                                                                                     |  |                                                                                                                                                                                                     |  |                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                   |  |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| B2                                                                 |                                                                                                      |  |                                                                                                                                       |  |                                                                                                                                                                          |  |                                                                                                                                                                     |  |                                                                                                                                                                                                     |  |                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                   |  |
| B1                                                                 |                                                                                                      |  |                                                                                                                                       |  |                                                                                                                                                                          |  |                                                                                                                                                                     |  |                                                                                                                                                                                                     |  |                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                   |  |
| A2                                                                 |                                                                                                      |  |                                                                                                                                       |  |                                                                                                                                                                          |  |                                                                                                                                                                     |  |                                                                                                                                                                                                     |  |                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                   |  |
| GRAMMATICAL RESOURCE                                               | Shows only limited control of a few grammatical forms.                                               |  | Shows sufficient control of simple grammatical forms.                                                                                 |  | Shows a good degree of control of simple grammatical forms.                                                                                                              |  | Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.                                                            |  | Shows a good degree of control of a range of simple and some complex grammatical forms.                                                                                                             |  | Maintains control of a wide range of grammatical forms.                                                                                                                                          |  | Maintains control of a wide range of grammatical forms and uses them with flexibility.                                                                                                                                                            |  |
| LEXICAL RESOURCE<br>Control / Range                                | Uses a vocabulary of isolated words and phrases.                                                     |  | Uses a limited range of vocabulary to talk about familiar topics.                                                                     |  | Uses a range of appropriate vocabulary when talking about familiar topics.                                                                                               |  | Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.                                                                |  | Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.                                                                                        |  | Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.                                                                            |  | Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.                                                                                                                        |  |
| DISCOURSE MANAGEMENT<br>Extent / Relevance / Coherence / Cohesion  | N/A                                                                                                  |  | Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. |  | Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. |  | Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.  |  | Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. |  | Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. |  | Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied, and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. |  |
| PRONUNCIATION<br>Intonation / Stress / Individual sounds           | Has a very limited control of phonological features and is often unintelligible.                     |  | Is mostly intelligible, despite limited control of phonological features.                                                             |  | Is mostly intelligible, and has some control of phonological features at both utterance and word levels.                                                                 |  | Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. |  | Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.                                 |  | Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.                                                            |  | Is intelligible. Phonological features are used effectively to convey and enhance meaning.                                                                                                                                                        |  |
| INTERACTIVE COMMUNICATION<br>Initiating / Responding / Development | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |  | Maintains simple exchanges, despite some difficulty. Requires prompting and support.                                                  |  | Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.                                                                |  | Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome.                                                     |  | Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.                                   |  | Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.                                                    |  | Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards an outcome.                                                          |  |