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**VOICECRAFT**

**Cultivating Communication Through Șezătoare**

# **Conversation Guide for Erasmus Students**

**Ages 12–15**

**Levels A1+ to B1**



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## 1. Arrival and Hosting in the Family



**Context:** Students meet their hosts for the first time in person after a brief online introduction. They are welcomed into the home, introduced to family members and pets, and familiarized with the living space and routines. The family may also discuss food preferences and plans for the week, including fun local activities like amusement parks or cultural visits such as music museums.

### Introducing the Family

**Host Parent:** Hello, Luca! Welcome to our home. I'm Maria. You already met Emma online, right?

**Guest Student:** Yes! Hi again, Emma!

**Host student:** Hi! I'm so happy you're finally here! Let me take your bag.

**Host Parent:** This is my husband, Daniel. We're all glad to have you with us.

**Guest Student:** Nice to meet you! Thank you for having me.

**Host student:** By the way, I told you about our hamsters, right? They're super cute. Want to see them?

**Guest Student:** Yes, please! I love animals!

### A House Tour

**Host Parent:** Great. Now let me show you around the house. Here is your room.

**Guest Student:** It looks nice. Thank you!

**Host parent:** The bathroom is just next door. You can use it without any worries.

**Guest Student:** Great!

**Host parent:** Over here is the kitchen. You're welcome to help yourself to anything in the fridge. If there's anything in particular you'd like to eat, please let me know and we'll prepare it for you.

**Guest Student:** Sounds good.

**Host student:** If you play online games or board games, we can play together in the living room. There is plenty of space, as you can see.

**Guest Student:** I am really looking forward to having lots of fun together. Everything looks really nice. Thank you!

### **Checking Food Preferences**

**Host Parent:** Just to check—do you have any food allergies or special dietary needs?

**Guest Student:** I'm allergic to peanuts, and I don't eat pork.

**Host Parent:** Good to know. We'll make sure to avoid those. Are you okay with chicken or vegetarian meals?

**Guest Student:** Yes, both are fine.

**Host Parent:** Great. Some of our other guests preferred halal food, so we're used to cooking carefully.

**Guest Student:** It is all right.

### **Fun Activities in the Evenings**

**Host Parent:** Also, we've planned a few things this week for the afternoons!

**Guest Student:** Great! I was wondering whether we could explore some fun local activities in the evenings.

**Host Parent:** Of course. Perhaps you'd enjoy taking a walk in the park or visiting a bowling alley.

**Guest Student:** Yes, I would love that!

**Host Student:** Would you like to take a look at the horse stall? I'm taking horseback riding lessons, and you might enjoy it too.

**Guest Student:** Definitely! I think it would be fun.

**Host Student:** If you want, we can both try riding the ponies they have there.

**Guest Student:** I'd love that. But, first of all, I will have to ask my parents' permission for it.

**Host Student:** Yes. You can inform them that there are instructors, and everything is monitored and supervised. There is no reason to worry.

**Host Parent:** If you have their permission, we'd love to see you try.

**Guest Student:** That sounds amazing! I'm really excited!

**Host Parent:** And if you're interested in music, there's a Mozart Interactive Museum in the city. You can try playing instruments he liked and listen to live performances of his work.

**Guest Student:** Wow, that sounds really interesting. I love music!

**Host Parent:** Perfect. We'll plan an afternoon for that. Also, one evening we're thinking of going to the amusement park—there's go-karting if you like speed!

**Guest Student:** That would be awesome! I've never tried go-karts before.

**Host Student:** Then this week will be full of firsts!

## Offering a Gift

**Guest Student:** Thank you for having me. My parents and I thought about giving you some memorable things from Italy.

**Host Parent and Student:** Thank you, but you did not have to. We appreciate it a lot. It will remind us of your visit.



## Conversation Support Columns

### Useful Phrases

### Vocabulary & Explanations

"Thank you for having **host** – a person who receives and looks after a me."

guest at home

"Can I take a shower?"

**guest** – a person who visits or stays at someone's house

"Where is the bathroom?"

**dietary needs** – special food someone must eat or avoid for health or religion

"I am allergic to..."

**allergic** – when your body reacts badly to something (e.g. peanuts, dust)

"I don't eat..."

**halal** – food that is allowed by Islamic religious rules

"Do you have pets?"

**supervised** – when someone responsible is watching an activity to keep it safe

"That sounds fun!"

**go-karting** – driving small, fast cars for fun on a track

"Everything looks really nice."

**pony** – a small horse

"I love animals!"

**horse stall** – a place where horses are kept

"I'll have to ask my **Interactive Museum** – a museum where you parents first."

can touch and try things, not just look

"It looks amazing!"

**Mozart** – a famous classical music composer from Austria

"What do you have **gift** – something you give to someone to show planned this week?"

kindness or say thank you

"Is there anything I can **memorable** – something that helps you help with?"

remember a nice time or place

## 2. Introduction to the Mixed Group of Students

For 15-year-olds



**Context:** *The teacher from Portugal enters the classroom and gathers the students into a circle.*

**Cristiano (Teacher):** Hello, I'm Cristiano. Please introduce yourself and then ask the next person to do the same. Come on, why don't you start?

**David:** Hello, I'm David. I'm from Romania. I like watching soap operas. I love animals—I have a dog named Maximus. How about you?

**Lucas:** Hi! My name is Lucas. I'm from Hungary. I love watching sports, but I also play them. Football is my favorite one. My favorite team is FC Barcelona. Your turn!

**David** (but we can have another student do this part): Hi, I'm Alejandro. I was born in Spain. I love food—especially (our local—because He is from Spain!!) dishes from Spain like (churros), he croquetas and paella. I also love cats and rabbits. How about you?

**Nico:** Hello, I'm Nico. I'm from Belgium. I love computer games. I often play with my brother on the PS5.

**Cristiano (Teacher):** Thanks, everyone. Lovely to meet you all!

## ■ Conversation Support Columns

### Useful Phrases

"Hello, I'm [name]."

"Please introduce yourself."

"How about you?"

"Your turn!"

"I love animals."

"I'm from [country]."

"I love watching local dishes or sports."

"I often play with my [family member]."

"I was born in [country]."

"Thanks, everyone!"

"Nice to meet you!"

### Vocabulary & Explanations

**introduce yourself** – to say who you are to someone for the first time

**gather** – to bring people together in one place

**soap opera** – a dramatic TV show with long emotional stories

**PS5** – short for PlayStation 5, a popular video game console

**circle** – students sitting or standing in a round shape to see and talk to each other

**favorite** – the thing you like the most

**local dishes** – traditional food from a country or region

**croquetas** – a Spanish food: fried balls made with mashed potatoes or thick white sauce

**paella** – a famous Spanish rice dish with vegetables and seafood or meat

**FC Barcelona** – a popular football (soccer) team from Spain

**mixed group** – a group with people from different countries or cultures

## 3. Erasmus School Tour

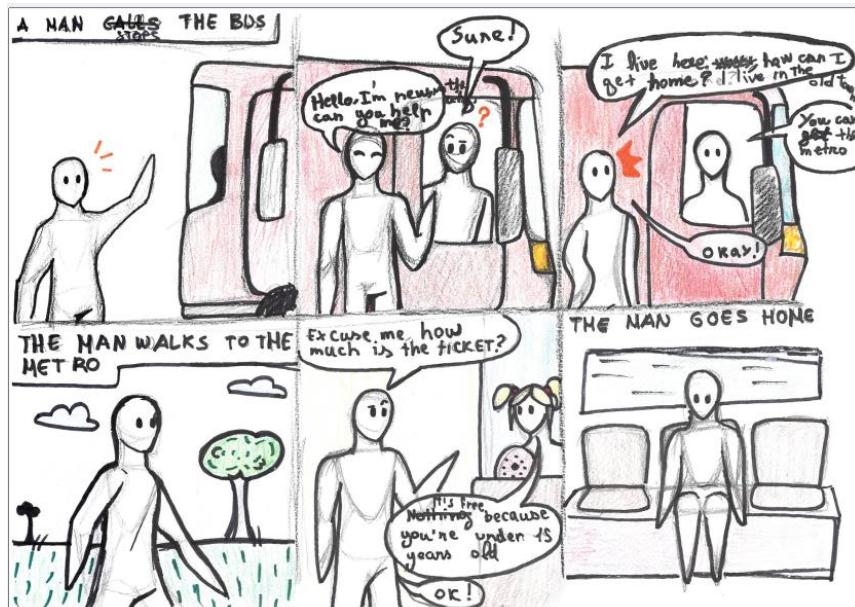
### Welcoming Message from the Principal

**Principal:** Hello, everybody! My name is Mrs. Sherry Barenz, and we are happy to welcome you to our school.

**All Guests:** Hello! We're happy to be here!

**Principal:** I would now like to offer you a tour of our school. If you see something that interests you, feel free to ask—I'll be glad to answer your questions.

**All Guests:** Let's go!



## Exploring the First Floor

**Principal:** Here on the first floor, there are twelve classrooms—six on each side of the hallway.

**Guest Teacher:** What school grades are taught on this level?

**Principal:** These are 5th and 6th graders. We group them like this, so they're within their closest age group. It helps them communicate and relate to each other more easily.

**Guest Teacher:** I really like this arrangement. It's thoughtful and educationally beneficial for students. Thank you!

**Principal:** As you can see, each classroom is equipped with advanced technology: interactive smartboards, audio systems, and charts to help the students stay focused on the topic they're studying.

**Guest Student:** Do students get to use the interactive board, or is it just for the teacher?

**Principal:** Yes, of course! In fact, our teachers encourage students to be active in class. They solve problems, join group competitions, and even learn by playing games.

**Guest Student:** Wow! It's so nice to see that learning can be fun.

## The Arts and Crafts Lab

**Principal:** In addition to the classrooms, we also have an arts and crafts lab on this floor. Our wonderful teachers designed this room to nurture students' creativity.

*(While the Principal continues explaining the lab, Jackie notices a puppet and begins talking quietly to Johny.)*

**Guest Student (Jackie):** Johny, what is this?

**Host Student (Johny):** Oh, this is a puppet we made in a class project. Our crafts teacher showed us how to make them.

**Guest Student:** It's amazing! How did you get the idea?

**Host Student:** It started as a need. Our puppet drama team needed specific puppets for their play—\*Little Red Riding Hood.\*

**Guest Student:** I love that story! I remember listening to it over and over again, both at school and at home.

**Host Student:** Me too! So, our teacher taught us how to make the puppets ourselves. We split into groups, and each group was assigned one character. We worked with scissors, foam, needles, and thread to give each fairytale character a face.

**Guest Student:** This is incredible!

**Host Student:** It really was. We didn't just learn how to create something that might've seemed too hard to do alone—we also helped the puppet drama team bring their story to life.

The show meant more to us because we helped make it happen.

## Visiting the Second Floor – Erasmus School Tour

### On the Stairs

**Context:** While walking up the stairs, the guest teachers notice pictures of groups of students engaged in different Erasmus projects.

**Guest Teacher:** How many Erasmus projects have you been involved in so far?

**Principal:** Our school has participated in five different projects. We've had the opportunity to host and visit students from ten different countries.

**Guest Teacher:** Your teachers and students must be very experienced!

**Principal:** They are, and we're proud to provide these opportunities to explore and learn from our partners' experiences and cultures.

At the same time, two guest students notice something unusual on the stairs.

**Guest Student (Karrie, from Germany):** Look at this, Julie!

**Guest Student (Julie, from Lithuania):** What is it?

**Karrie:** The stairs! They have irregular English verbs printed on them—with their present simple (infinitive), past simple, and past participle forms. Like: grow, grew, grown.

**Julie:** That's so clever! Look, Karrie—lay, laid, laid and lie, lay, lain. Do you remember what they mean?

**Karrie:** Honestly, I always mix them up.

**Julie:** Lay means to place something down. Lie means to rest your body on a surface, like a bed or the floor.

**Karrie:** Thanks! I could never figure out the difference between the two.

**Julie:** Yeah, it can be confusing. It took me a lot of time—and many marked-up tests—to get it right.

**Karrie:** I'm sorry!

**Julie:** Thanks. Honestly, if they'd been posted in places we use every day, like stairs, I think I would have learned them much more easily.

## **On the Second Floor**

**Principal:** Alright, everybody! Let's continue the tour on this floor.

**Guest Teacher:** Is this where the junior high students study?

**Principal:** Yes, indeed. In a moment, we'll enter an 8th-grade class where Mr. Kreister is teaching Biology. He's expecting us.

*The principal knocks on the door and opens it.*

**Principal:** Hello! Are you ready for some guests?

**Mr. Kreister:** Yes, of course! Come in.

**Principal (to the students):** Hello, everyone!

**Host Students:** Hello!

**Principal:** I'm happy to introduce our guests from our Erasmus partner schools.

**Students:** Hello!

**Principal:** Mr. Kreister, what's an interesting topic today?

**Mr. Kreister:** Right now, we're studying the internal organs in our biology class.

**Guest Student:** That model looks so real!

**Another Guest Student:** Yes, it's much easier to imagine where the organs are—without the blood!

**Mr. Kreister:** Exactly! Jessica, can you come up and show us which internal organs you can clearly identify?

**Jessica (8<sup>th</sup> grade student):** This is the heart. It's the easiest one to recognize!

**Mr. Kreister:** That's right. And can anyone tell us where the liver is located?

## Splitting the Group

**Principal:** Those guests who would like to stay and follow the rest of the Biology class are welcome to do so.

But if there are other students interested in visiting the Computer Science and Robotics Lab, please follow Mrs. Fleistich, who is waiting just outside the classroom.

## In the Computer Science & Robotics Lab

**Context:** *A sizable group of guests joins Mrs. Fleistich. Inside, a 7th-grade class is in session, actively engaged in a STEM activity. The students are playing an interactive game designing a futuristic housing system for a community on Mars.*

**Mrs. Fleistich:** Alright, everyone! Please invite a guest student to sit with you and join your group.

The goal is to assemble different essential buildings—energy stations, greenhouses, and medical hubs—from scattered parts on your screens.

It's a puzzle, but it's also a real-world challenge.

Narration: *Each group works together to sort through digital building pieces, deciding how to reconstruct a self-sustaining Martian community—one structure at a time.*

## ■ Conversation Support Columns

### Useful Phrases      Vocabulary Explanations

Welcome to our **Principal** – The head of a school (like a director). school!

Feel free to ask **Interactive smartboard** – A touchscreen board used to teach interactively in classrooms.

That looks amazing! **Arts and Crafts Lab** – A special room for painting, drawing, and creative activities.

How many projects **Puppet drama team** – A group of students who have you done? use handmade puppets to act out stories.

That's so clever! **Erasmus projects** – School exchange programs between students from different countries.

Can I join your **Irregular verbs** – Verbs that change forms group? unpredictably (e.g., go – went – gone).

It's easier to learn like this.

Let's continue the **Biology** – The study of living things (plants, tour. animals, human body, etc.).

**Internal organs** – Body parts inside us, like the heart, liver, or lungs.

**STEM activity** – A fun task related to Science, Technology, Engineering, or Math.

**Self-sustaining** – Something that works on its own without outside help.

## 4. Museum Visit

**Ms. Taylor:** Welcome, everyone! Today we'll explore the city and visit the **National History Museum**. Mr. Ionescu is here to guide us.

**Mr. Ionescu:** Thank you! Inside, you'll see exhibitions about **ancient, medieval, and modern history**. We'll start with the **Historical Treasure**.



### Historical Treasure

**Anna:** Wow! So much gold! Is it all real?

**Mr. Ionescu:** Yes! These are real **treasures**, over **2000 years old**. Some were worn by **kings or warriors**.

**Luca:** That helmet looks cool!

**Mr. Ionescu:** That's the **Getic helmet** from Coțofenești.

**Matei:** Is this a Dacian bracelet?

**Mr. Ionescu:** Yes, from the mountains. Very famous.

**Anna:** And that shiny cup?

**Mr. Ionescu:** It's called a **rhyton**. It was used in ceremonies.

**Luca:** This feels like a movie!

**Mr. Ionescu:** That's the magic of history – **real stories from the past**.



## Trajan's Column

**Mr. Ionescu:** This is a **full-size replica** of **Trajan's Column** from Rome. It tells the story of the **Dacian Wars**.

**Luca:** It's huge! What's it made of?

**Mr. Ionescu:** This one is **plaster**, the original is **marble**. There are **over 2,500 figures** carved on it!

**Matei:** Like a comic book in stone!

**Mr. Ionescu:** Exactly! It connects us to when **Dacia became part of the Roman Empire**.



## Lapidarium

**Mr. Ionescu:** Now we're in the **Lapidarium** — a room with real **stone monuments**.

**Luca:** Are these tombs?

**Mr. Ionescu:** Yes. Also **votive stones**, statues, and parts of old buildings.

**Anna:** The writing is in Latin?

**Mr. Ionescu:** Latin or Greek. They mention names, ages, or messages to the gods.

**Clara:** It's peaceful here.

**Mr. Ionescu:** These are sacred stones, meant to **last forever**.



## Outside the Museum

**Matei:** Look at the street! These buildings are from the 18th century.

**Anna:** So beautiful and calm!

**Ms. Taylor:** Let's take a photo, then we'll stop at a café.

**Mr. Ionescu:** I hope you're enjoying this.

**This is what Erasmus is all about — learning, sharing, and discovering together!**

## Conversation Support Columns

### Useful Phrases

Welcome, everyone!

Is it all real?

That looks cool!

This feels like a movie!

What's it made of?

Like a comic book in stone!

Are these tombs?

The writing is in Latin?

So beautiful and calm!

Let's take a photo.

I hope you're enjoying this.

### Vocabulary Explanations

**Historical Treasure** – A collection of valuable ancient objects, often made of gold.

**Rhyton** – A decorated ancient cup used in ceremonies, often shaped like an animal.

**Getic helmet** – A golden helmet worn by a Getic (ancient tribe) prince or warrior.

**Dacian bracelet** – Jewelry made by the Dacians, ancient people who lived in Romania.

**Replica** – A copy of an original item, often used in museums.

**Trajan's Column** – A tall monument with carved images showing the Roman-Dacian war.

**Lapidarium** – A museum section with ancient stone monuments, tombs, and inscriptions.

**Votive stone** – A stone offering dedicated to a god, usually with carved writing.

**Sacred** – Something holy, religious, or very important and respected.

**Plaster** – A material like soft white cement used to make statues or models.

**Greek/Latin inscriptions** – Ancient writings in Greek or Latin carved into stones.

## 5. Shopping for food and Souvenirs

**Eliza:** Hey, look—there's a shopping mall here!

**Csaki:** Let's go inside and see what's going on.

**Mati:** I'm hungry. Let's find something to eat.

**Eliza:** Let's ask someone where the food court is.

**Mati:** I'll ask. (to a passerby) Excuse me, where can we find the food court?

**Passerby:** It's just around the corner, next to the Douglas shop.

**Mati:** Great, thanks a lot!

**Csaki:** I see a sushi restaurant—let's eat there!

**Eliza:** Wow, there are so many types of sushi!

**Csaki:** These rolls are so good. I didn't expect this!

**Eliza:** After we finish eating, let's check out some souvenir shops.

**Mati:** Look, there's one across the hall!

**Csaki:** These little statues are really cool.

**Eliza:** I think I'll buy a few things for my family.

**Mati:** It's getting late. We should probably head back.

## ■ Conversation Support Columns

### Useful Phrases

Let's go inside and see what's going on.

I'm hungry.

Let's ask someone where the food court is.

Excuse me, where can we find the food court?

It's just around the corner, next to the Douglas shop.

Great, thanks a lot!

These rolls are so good!

After we finish eating, let's check out some souvenir shops.

I think I'll buy a few things for my family.

It's getting late. We should probably head back.

### Vocabulary Explanations

**Shopping mall** – a large building with many stores and restaurants inside.

**Food court** – a place in a mall where you find many small restaurants together.

**Sushi** – a Japanese dish usually made with rice, seaweed, vegetables, and raw fish.

**Souvenir** – a small item you buy to remember a place or to give to someone else.

**Passerby** – a person who is walking by, not someone you know.

**Hall** – a large open area inside a building like a mall.

**Statue** – a small or large figure made of stone, wood, or metal that looks like a person or animal.

**Cool** – (informal) something nice, fun, or interesting.

**Head back** – to return to where you came from.

## 6. Exploring the city - Visiting Charles Bridge and the Old Town Hall in Prague

### Field Trip Departure

**Lukas (host teacher guide):** Let's all gather to get organized. My name is Lukas and together with my colleague Eliska, we will be your guides. This afternoon, we will visit two iconic architectural and historical locations in Prague: Charles Bridge and the Old Town Hall in the Old City square.

**Eliska (host teacher guide):** We should leave now to catch the next bus to the city. Let's all line up and head for the bus station.

*At the open-air bus station, several people were already waiting. It was about 2:30 p.m. It was the station at the end of a bus route, and a few buses were parked just a few hundred yards away.*

**Claudia (guest teacher):** Which bus are we going to get on?

Eliska: It's bus 184. It will take us to the Nové Butovice station where we'll switch to the metro.

**Burcin (guest teacher):** How about tickets? Is there a ticketing booth or do we pay on the bus?

**Lukas:** The teachers will check the courtesy tickets you received upon arrival, and students travel for free. No worries!

**Martina (guest student):** Here comes the bus.

**Lilly (guest teacher):** What number is it?

**Guest Student:** It's 184.

**Guest Teacher:** OK. This is our bus. Get ready to board.

**Lukas:** Everyone get in. Make sure no one is left behind.

## **On the Metro – Guest Student Conversations**

**Karrie (Guest Student):** It's so clean in here... and so quiet!

**Jakub (Host Student):** Yeah, Prague people usually don't talk much on the metro. But tourists? That's another story!

**Guest Student (Guest Student):** We almost missed the stop earlier. I like how the screens show the next stations.

**Jakub:** Don't worry—we'll remind you before we get off. Malostranská is coming soon.

**Zeynep (Guest Student):** Does this metro always go underground?

**Pavel (Host Student):** Mostly, yes. But if you go outside the center, there are some open-air parts.

**Burak (Guest Student):** What's the name of the stop again?

**Pavel:** We'll change at Můstek, then take the green line to Malostranská.

**Zeynep:** I hope we'll see that Astronomical Clock soon!

**Julie (Guest Student):** Do people ride bikes here or mostly take public transport?

**Eva (Host Student):** Both. But in the city center, the metro is faster. It's also warm in winter!

**Mantas (Guest Student):** Back home, we use apps for tickets. Can we do that here too?

**Eva:** Yes. But today—free ride for Erasmus heroes!

**Lina (guest student):** Do you know what's the first thing you want to buy in Prague?

**Zeynep:** A magnet. And trdelník—someone said it's a sweet rolled cake?

**Julie:** I want to try Czech hot chocolate. My host said it's thick like pudding.

**Karrie:** And the view from the bridge... I saw a photo with swans in the water. I hope we see them!

### **Metro Transition & Instructions**

**Eliska:** Alright, everyone, next stop: Můstek. Stay close—this is where we switch to Line A.

After two more stops, we'll arrive at Malostranská, just a short walk from Charles Bridge.

**Burcin:** Take a quick headcount, everyone—let's keep the group together.

# Field Trip: Charles Bridge & Old Town Hall – Continuation

**Context:** *Inside the bus, students settle into their seats. Some look out the window, others chat quietly.*

**Eliska:** The ride will take about twenty minutes. Please stay seated, and don't forget to keep your backpacks with you.

**Maya (Guest Student):** I can't wait to see Charles Bridge! I've only seen pictures.

**Jakub:** It's even better in real life. The statues, the view of the river—everything feels like a movie scene.

**Ibrahim (Guest Student):** Will we have time to take photos?

**Lukas:** Yes, definitely. Just stay close to your group, and don't go too far ahead. We'll stop for photos before crossing the bridge.

## Arrival at Charles Bridge

**Context:** *The group gets off the metro and walks a short distance to the entrance of Charles Bridge. Tourists are everywhere. The Vltava River shimmers in the background.*

**Lukas:**

Here we are—Charles Bridge. Construction began in 1357, and it's named after King Charles IV. Notice the statues lining both

sides of the bridge—there are thirty in total, most of them representing saints.

**Claudia:** It's impressive. The architecture is incredible.

**Eliska:** Let's stop here for a few minutes. You can take pictures but please be respectful of others on the bridge. It's a pedestrian area, but still very crowded.

**Martina:** What's that tower over there?

**Jakub:** That's the Old Town Bridge Tower. It used to be part of the city's fortifications.

**Luca:** Can we go up?

**Lukas:** Not today, I'm afraid—we have a schedule to keep. But you'll get a full view of the city from the next stop: the Old Town Hall.

## Walking to the Old Town Hall

**Context:** *The group crosses the bridge slowly, admiring the view and snapping photos. After about 10 minutes, they arrive in Old Town Square, with street performers and food stalls all around.*

**Eliska:** Now we're approaching the Old Town Hall. Take a look at the clock—yes, *that's* the famous Astronomical Clock!

**Emilia:** It looks like something from a fairy tale.

**Burcin:** How does it work?

**Lukas:** It was installed in 1410 and shows not only the time, but the movement of the sun and moon, the zodiac, and more. It's one of the oldest working astronomical clocks in the world.

**Theo:** Are we going to see it strike the hour?

**Eliska:** Yes! That's why we rushed. The show begins in just a few minutes. Look up—small statues will move when the bells ring!

**Conclusion:** *The group gathers as the clock strikes the hour. The students watch in awe.*

## ■ Conversation Support Columns

### Useful Phrases

Let's all gather to get organized.

We will visit two iconic architectural and historical locations.

Let's all line up and head for the bus station.

No worries!

Make sure no one is left behind.

The ride will take about twenty minutes.

Stay seated.

Just stay close to your group.

Here we are—Charles Bridge.

It's a pedestrian area.

We have a schedule to keep.

Take a look at the clock.

It shows not only the time...

### Vocabulary Explanations

**Gather** – to come together in a group.

**Iconic** – very famous and well-known.

**Line up** – to form a line.

**No worries** – informal phrase meaning ‘don’t worry’ or ‘it’s okay’.

**Left behind** – not included or forgotten.

**Ride** – a journey in a vehicle.

**Stay seated** – remain sitting down.

**Stay close** – remain near your group.

**Charles Bridge** – a famous historical bridge in Prague.

**Pedestrian** – for people walking, not cars.

**Schedule** – a plan that tells when things will happen.

**Take a look** – to look at something.

**Astronomical Clock** – a special clock that shows the time, sun, moon, and zodiac signs.



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