

English for

SOCIOCULTURAL ANIMATION & TOURISM

Marta Jiménez Manero



Primera edición, 2021

Autora: Marta Jiménez Manero

Maquetación: Marta Jiménez Manero

Edita: Educàlia Editorial

Imprime: Grupo Digital 82, S.L.

ISBN: 978-84-123031-8-6

Depósito legal: en curso

Printed in Spain/Impreso en España.

Todos los derechos reservados. No está permitida la reimpresión de ninguna parte de este libro, ni de imágenes ni de texto, ni tampoco su reproducción, ni utilización, en cualquier forma o por cualquier medio, bien sea electrónico, mecánico o de otro modo, tanto conocida como los que puedan inventarse, incluyendo el fotocopiado o grabación, ni está permitido almacenarlo en un sistema de información y recuperación, sin el permiso anticipado y por escrito del editor.

Alguna de las imágenes que incluye este libro son reproducciones que se han realizado acogiéndose al derecho de cita que aparece en el artículo 32 de la Ley 22/1987, del 11 de noviembre, de la Propiedad intelectual. Educàlia Editorial agradece a todas las instituciones, tanto públicas como privadas, citadas en estas páginas, su colaboración y pide disculpas por la posible omisión involuntaria de algunas de ellas.

Educàlia Editorial

Avda. de las Jacarandas 2 loft 327 46100 Burjassot-València

Tel. 960 624 309 - 963 768 542 - 610 900 111

Email: educaliaeditorial@e-ducalia.com

www.e-ducalia.com

TABLE OF CONTENTS

1 DON'T JUDGE A BOOK BY ITS COVER

Vocabulary p.

- Countries and nationalities
- False friends

Reading p.

- Breaking stereotypes

Grammar p.

- Verbs "to be"/"have got"
- Pronouns, demonstratives and possessive adjectives
- Prepositions of time and place

2 CHILD'S PLAY

Vocabulary p.

- Feelings
- The world of children

Reading p.

- Summer camps

Grammar p.

- Present simple/present continuous/present perfect
- Wh-questions

3 COMING OF AGE

Vocabulary p.

- Personality adjectives
- Leisure, hobbies and sports

Reading p.

- Problems with teenagers

Grammar p.

- Verbs of preference
- Adjectives ending in "ed"/"ing"

4 YOUNG AT HEART

Vocabulary p.

- The world of the elderly
- Health issues

Reading p.

- How to live to 101
- Short story: The Hospital Window

Grammar p.

- Past tenses
- Used to

5 IN DIRE STRAITS

Vocabulary p.

- Social issues and world problems
- Common phrasal verbs

Reading p.

- Refugees bring new life to a village

Grammar p.

- Conditionals and wishes

6 PARTY TIME!

Vocabulary p.

- Holidays, travel and tourism
- At the hotel

Reading p.

- Hotel reviews

Grammar p.

- Future tenses: will and going to

7 GETTING AWAY

Vocabulary p.

- Food
- Culture and traditions

Reading p.

- Article about Spanish food

Grammar p.

- Comparatives and superlatives

8 A MOUNTAIN TO CLIMB

Vocabulary p.

- Euphemisms

Reading p.

- The Bucket Challenge

Grammar p.

- Modal verbs

9 MOVE UP IN THE WORLD!

Vocabulary p.

- The world of work
- Phrasal verbs related to work

Reading p.

- Job adverts

Grammar p.

- Passive voice
- Reported speech

Listening p.
- Stereotypes and nationalities

Speaking p.
- Making deductions
with may/might

Writing/Project p.
- Instructional language:
giving directions

Listening p.
- Bringing up children

Speaking p.
- Agreeing on something
and making suggestions

Writing/Project p.
- How to introduce yourself in
an e-mail

Listening p.
- Who knows you better?

Speaking p.
- Expressing your opinion
- Dealing with conflicts

Writing/Project p.
- Writing a formal e-mail

Listening p.
- Regrets

Speaking p.
- Domestic assistance and
emergency phone calls

Writing/Project p.
- How to write an anecdote
in the past

Listening p.
- A story of human rights

Speaking p.
- Getting to know someone and
showing interest
- Conversation fillers

Writing/Project p.
- Organising a workshop
or planning small enterprise

Listening p.
- At the hotel's reception

Speaking p.
- Dealing with complaints

Writing/Project p.
- How to answer a letter of
complaint

Listening p.
- A guided tour

Speaking p.
- Oral strategies to give
and sequence information

Writing/Project p.
- Preparing a guided tour

Listening p.
- A girl who lost her arm

Speaking p.
- Correcting yourself
- Being sympathetic

Writing/Project p.
- How to write an informal letter

Listening p.
- A job interview that went wrong

Speaking p.
- Practising your job interview

Writing/Project p.
- How to write an application
letter and CV

1

DON'T JUDGE A BOOK BY ITS COVER

What does the phrase "Don't judge a book by its cover" mean?

- A. The real value is in the content of a book, not in its edition.
- B. Outward appearance cannot be an indicator of someone or something's value or worth.
- C. Not everything that looks precious or true turns out to be so.

VOCABULARY I: COUNTRIES & NATIONALITIES

1 First, write the names of the countries indicated in the map. Then, link the flags to the country and complete the chart with the countries' names, capital cities, nationality adjectives and language, following the example. You can work in pairs.



1 Spain (C)

- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12



A



B



C



D



E



F



G



H



I



J



K



L

READING: BREAKING STEREOTYPES



DO WE SEE OURSELVES AS WE REALLY ARE?

A worldwide survey casts doubt on national stereotypes.

The English are cold and reserved, Brazilians are lively and **fun-loving**, the Japanese are shy and hardworking - these are examples of national stereotypes which are widely believed, not only by other nationalities but also by many people among the nationality themselves. But how much truth is there in such stereotypes? Two psychologists, Robert McCrae and Antonio Terraciano, have investigated the subject and the results of their **research** are surprising. They found that people from particular country do share some general characteristics, but that these characteristics are often very different from the stereotype.

In the largest **survey** of its kind, a team of psychologists used personality tests to establish shared characteristics among 49 different nationalities around the world. They then interviewed thousands of people from these same groups and asked them to describe typical members of their own nationality. In most cases the stereotype (how nationalities saw themselves) was very different from the results of the personality tests (the reality).

For example, Italians and Russians thought of themselves as extrovert and sociable, but the personality tests showed them to be much more introvert than they imagined. The Spanish saw themselves as very extrovert, but also as rather lazy. In fact, the research showed them to be only **averagely** extrovert and much more **conscientious** than they thought. Brazilians were quite neurotic - the opposite of their own view of themselves. The Czechs and the Argentinians thought of themselves as **bad-tempered** and unfriendly, but they turned out to be among the friendliest of all nationalities. The English were the nationality whose own stereotype was the furthest from reality. While they saw themselves as reserved and closed,

Dr McCrae's research showed them to be among the most extrovert and **open-minded** of the groups studied. The only nationality group in the whole study where people saw themselves as they really are was the Poles - not especially extrovert, and slightly neurotic. Dr McCrae and Dr Terraciano hope that their research will show that national stereotypes are **inaccurate** and unhelpful and that this might improve international understanding - we're all much more alike, than we think we are.

BEFORE READING ...

You will find some words in **bold** in the text. Make sure you know what they mean.

1 Read the following sentences and complete the gap with the nationality group you think they best describe. In pairs, discuss if you agree or disagree with the statements.

- 1.people drink a lot of tea and only talk about the weather.
- 2. are loud and extrovert.
- 3. are passionate and good lovers.
- 4. people are always punctual
- 5. never smile.

Swiss
British
Italians
Russians
Americans

2 Answer the questions about the text.

1. What are Robert McCrae and Antonio Terracciano investigating about?

.....

2. What have they discovered?

.....

3. How did they carry out that survey?

.....
.....
.....

4. Can you find any of the examples the text gives us to prove the result of the survey?

.....
.....
.....

5. What is the only nationality group that saw themselves as they really are?

.....

6. What is this research trying to prove?

.....

3 Discuss the following questions

What is the stereotype of someone of your country? Does it describe you or your family?

Do you think stereotypes are necessarily negative? Can stereotypes be positive?
Why or why not?

Apart from stereotypes referring to nationalities, can you name other type of stereotypes?
Can you give any examples?

PRESENT SIMPLE VERB "TO BE"

LONG +	SHORT +	LONG -	SHORT +	QUESTION ?
I am	I'm	I am not	I'm not	am I?
you are	you're	you are not	you're not	are you?
he is	he's	he is not	he's not	is he?
she is	she's	she is not	she's not	is she?
it is	it's	it is not	it's not	is it?
we are	we're	we are not	we're not	are we?
you are	you're	you are not	you're not	are you?
they are	they're	they are not	they're not	are they?

WH-QUESTIONS

WHAT
WHEN
WHO
WHY
WHERE
HOW MUCH
HOW MANY



Wh-questions
request for information

HOW +

OFTEN
LONG
FAR
(OTHER ADJECTIVES)

PAST SIMPLE VERB "TO BE"

LONG +	LONG -	SHORT -	QUESTION
I was	I was not	I wasn't	was I?
you were	you were not	you weren't	were you?
he was	he was not	he wasn't	was he?
she was	she was not	she wasn't	was she?
it was	it was not	it wasn't	was it?
we were	we were not	we weren't	were we?
you were	you were not	you weren't	were you?
they were	they were not	they weren't	were they?

The verb "to be" is the most important verb in the English language. It is difficult to use because it is an irregular verb in almost all of its forms. The principal use of the simple present is to refer to an action or event that takes place habitually, or to a general state, whether temporary, permanent or habitual.

When used as a main verb, the meaning of the verb "to have" indicates possession and ownership. It is also an important auxiliary verb you need to know. The verb "have got" is more informal. It's used in its present form.

VERB "TO HAVE GOT"

LONG +	SHORT +	SHORT +	QUESTION ?
I have got	I've got	I haven't got	have I got?
you have got	you've got	you haven't got	have you got?
he has got	he's got	he hasn't got	has he got?
she has got	she's got	she hasn't got	has she got?
it has got	it's got	it hasn't got	has it got?
we have got	we've got	we haven't got	have we got?
you have got	you've got	you haven't got	have you got?
they have got	they've got	they haven't got	have they got?

SAXON GENITIVE

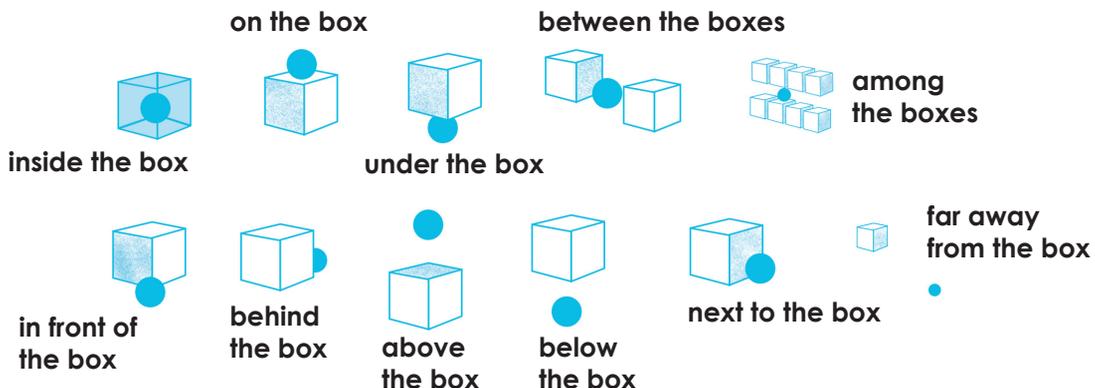
The apostrophe's is normally used to show possession, that there is a relationship between two things or that something belongs to another.

John's car (= The car of John. The car belongs to John).

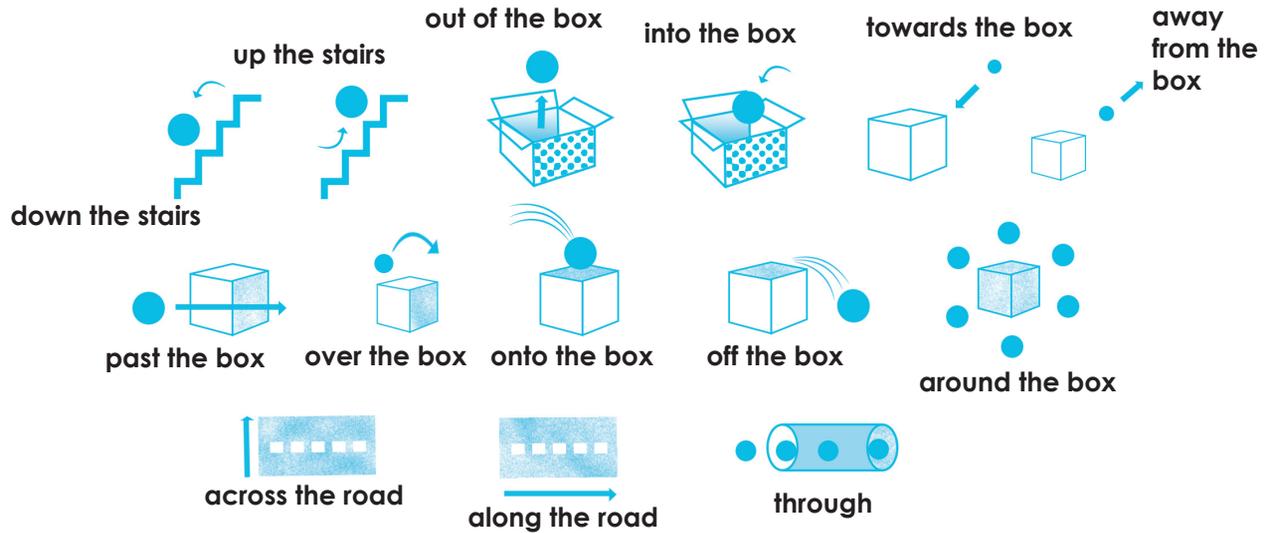
Only add the apostrophe when the noun ends in "s":

I went to my friends' party.

PREPOSITIONS OF PLACE



PREPOSITIONS OF MOVEMENT AND DIRECTION



PREPOSITIONS OF TIME

AT	IN	ON
TIMES OF THE DAY 4 o'clock noon 15:15 midnight	MONTHS March	DAYS Monday
MEALTIMES lunchtime dinnertime	SEASONS the summer	DATES 15th of June our anniversary
HOLIDAYS Christmas the weekend	YEARS 1986	PARTS OF A SPECIFIC DAY Friday evening Saturday night Monday morning
EXPRESSIONS present the moment night	LONG PERIODS the present the past	LAST / NEXT Call me at next weekend. Call me next weekend I met her on the last Tuesday I met her last Tuesday
	PARTS OF THE DAY the afternoon	
	DECADES AND CENTURIES the 80's the 20th century	

PRONOUNS AND ADJECTIVES

	SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
FIRST PERSON (SINGULAR)	I	ME	MY	MINE
SECOND PERSON (SINGULAR)	YOU	YOU	YOUR	YOURS
THIRD PERSON (MALE)	HE	HIM	HIS	HIS
THIRD PERSON (FEMALE)	SHE	HER	HER	HERS
THIRD PERSON (NEUTRAL)	IT	IT	ITS	NOT USED
FIRST PERSON (PLURAL)	WE	US	OUR	OURS
SECOND PERSON (SINGULAR)	YOU	YOU	YOUR	YOURS
THIRD PERSON (PLURAL)	THEY	THEM	THEIR	THEIRS

*For exercises to practice these grammar points, go to pg ...

LISTENING

1 You are going to four people talking about the typical characteristics of people from their country. Try to match the speakers 1-4 to their nationalities. The nationalities are the following:
ENGLISH - AMERICAN - SWEDISH - SPANISH

SPEAKER 1:

SPEAKER 2:

SPEAKER 3:

SPEAKER 4:



2 Listen again. Write down the positive and the negative characteristics about each nationality. Do they think they are typical or not?

SPEAKERS	POSITIVE	NEGATIVE
Nº 1		
Nº 2		
Nº3		
Nº 4		

3 Now listen to two extracts from each speaker. Try to write the missing words.

- One of our main weaknesses, though, is that we can be quite and arrogant towards Just think of our inability, or our , to learn foreign languages!
- On the negative side, I think we are extremely..... The measure of for most people here is money. We are extremely "things"- possessions and the bigger the better.
- We can't help judging others and talking behind their Everyone here has been guilty of sticking their in other people's business on more than one occasion.
- There is something I'm not particularlyof, though. We rarely argue about anything, we take our too far, I'm afraid.

4 Fill in the gaps with the some of the words or expressions from exercise 3. Clarify with your teacher all the terms in exercise 3.

- is how we call people that come from other countries.
- You are too much my private life. Don't into other people's business.
- She gained a lot after the publication of her second novel. She must be very of herself.
- If you are, you think that money and possessions are the most important things in life.

SPEAKING: SPECULATING

1 Match the following examples to their corresponding category.

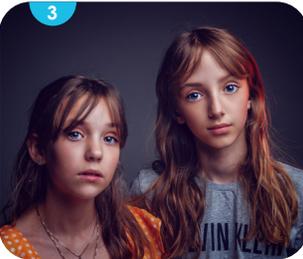
DEGREES OF CERTAINTY

- 1. You are **100% certain** that some thing is true.
- 2. **75-50% possibility** that something is true.
- 3. **100% certainty** that something is impossible.

LANGUAGE TO SPECULATE

- a. There is **no doubt** he's lying.
- b. **It is likely** they will pass their exams.
- c. **I bet** that they'll be late.
- d. It **may/might/could** rain tomorrow.
- e. You **can't** be serious!
- f. He **must** be a very good artist.
- g. It **seems that** he's having a good time.

2 Observe the following photographs of people. Try to guess their nationality (choose from: South African, French, Indian, Irish). Then choose a picture to describe out loud for the rest of the class and make more deductions based on the boxes below. Use the expressions in bold and discuss with your partner. Did you coincide in your speculations?



NATIONALITY	PERSONALITY TRAITS	
AGE	PROFESSION	HOBBIES
SOCIAL STATUS	MOOD	

Example:
 This person may be Spanish. I bet he is about 20 years old. He is likely to be a student and there is no doubt he likes sports. He also looks quite happy and relaxed.

* You can also use the expression "look" to describe what is apparent. Example:
 She looks pretty (look + adjective)
 She looks like a pretty girl (look + adjective + noun)

3 Practice the language for deduction and speculating by trying to describe one of these pictures to your partner. Don't limit yourself to what you see but ask yourself questions like: "Who might these people be?" "Where are they?" "What may they be doing"?

* When speculating about an action, you can do as follows:
 The person **must/may/might be sleeping** at home.
 It is likely the person will **be sleeping** at home.
 (to be + verb in -ing)

Example:
 In this picture I can see a big house. The house looks very old and it may be in France. There are two people next to the house and they might be planting someflowers. They must be tired.



WRITING: HOW TO INTRODUCE YOURSELF IN AN E-MAIL

1 Read the reply to the following advert and match the labels 0-6 to the corresponding parts in the e-mail.

Speaking&Travelling homestay program

Do you want to expose yourself to another culture and language? Would you like to learn a language as you live with a host family? Write us an e-mail telling us about yourself and your country, and we will match you up with the family that best suits you. Forward your e-mail to Eve Kensington: evekensington@speakingtravel.es

Dear Ms. Kensington: **0**

I'm writing this e-mail because I am very interested in taking part in the host family program Speaking&Travelling. **1**

My name is Francisco, I am 20 years old and I am Spanish. I come from a a big family; my parents, my grandmother, my two sisters and I live together in a flat in Madrid. Although I am still studying at university, I'd like to find a job as soon as I finish. That is why I would like to visit Dublin this summer to improve my spoken English. **2**

I am sending you some photos of myself. As you can see, I am quite tall. I have blond hair and big brown eyes. I am easy-going and quite funny. I also love meeting new people and telling jokes at parties. You could say I am the typical Spaniard! **3**

One the best cultural aspects in my country is its food. I'm actually an excellent cook and I enjoy preparing delicious dishes for my guests. Other hobbies I have are playing videogames and listening to music. Besides, I am into sports and I love watching football matches on TV. I can be a very good company and I am always ready to help around the house. **4**

I'm looking forward to your reply. **5**
Sincerely,

Pablo González. **6**

A. Culture and hobbies:

Write about some curious aspect of your culture and also about what you like doing in your free time.

B. Signature.

C. Physical and personality

description: you can use some of the adjectives learned in this lesson.

D. General introduction:

Write about where you're from, job and other generalities.

E. Reason why you're writing:

You need to clearly state the purpose of your e-mail.

G. Closing: Here are a few of the most common ways to end a professional email:

Yours faithfully, Best, Regards.

H. Salutation:

When writing to someone who is either in a position of authority or older than yourself start the email with "Dear Mr./Ms. Jones."

2 Write your own reply to the advert. Make sure that you include all the parts in the correct order. You can use the following rubric to check you have done a good job. Your teacher can use it to correct your writing.

Have I made a correct use of the verbs "to be" and "have got"? 1 2 3 4 5

Have I used specific vocabulary and checked for spelling mistakes? 1 2 3 4 5

Does my e-mail have all the parts in exercise 1, in the correct order? 1 2 3 4 5

Are my ideas appropriately linked by connectors? 1 2 3 4 5

MARK

EXTENSION TASK: Write another e-mail following the same requirements but pretending to be someone from a different country than yours.

PROGRESS CHECK

1 Complete the gaps with the present simple or past simple of the verb "to be".

- He home today.
- My dad in the kitchen two hours ago.
- Martind and I (not be) very busy yesterday.
- the boxes behind the table?
- When the concert tonight?
- She at class yesterday morning.

2 Complete with the right form of "have got", the possessive adjective or pronoun.

Example: I've got a kite - This is my kite - This kite is mine.

- The ladies blue dresses - These are blue dresses - These dresses are
- Mark's brother a sister called Anna - Anna is sister - Anna is the sister of
- We a big house - house is big - The big house is
- You two fast bikes - bikes are fast - The fast bikes are

3 Replace the underlined nouns for a suitable pronoun.

- Come with Paul and me. - Come with
- The keys are on the table. - are on the table.
- Ask Alicia about the money. - Ask about
- Have you told my sisters the truth? - Have you tell the truth?
- I'll call Pepe later - I'll call later.

4 Write the right preposition of time.

- Dinner will be ready ten o'clock.
- My friend Paul gets up very early the morning.
- the autumn, the trees lose their leaves.
- Tuesday evening we have our English class.
- You can come the weekend.
- I'm unemployed the moment.
- She visited us June.
- The Second World War finished in 1945.

5 Identify the prepositions of place and movement.

- | | | | |
|---|---------------------------------|---|--|
|  | 1. The ball is the box. |  | 4. I threw the ball the box. |
|  | 2. The ball is the box. |  | 5. You need to go the street. |
|  | 3. The ball is the boxes. |  | 6. The ball has fallen the stairs. |

6 Fill in the gaps with some of the "false friends" in your vocabulary section.

- "What would you like for?" I think I'll have the the chocolate cake, please.
- I normally go to the to borrow books. This way I can read them for free.
- Mark his football team a lot. He has never missed a match.
- He didn't do well at his performance and he felt very
- My parents were always very people. They knew when to stop driving if they were very tired.