

CICLO DE NIVELACIÓN

THE FOUNDATIONS OF ENGLISH LANGUAGE

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Preface

This material has been designed for the language lessons given at the Introductory Course of the English programs at *Facultad de Lenguas, UNC*. Its purpose is to provide students with the necessary knowledge for building up their written and oral skills in the English language.

The book offers a holistic approach to language learning, integrating listening, speaking, reading, and writing skills. Its content has been carefully selected and designed to align with the Language I syllabus, offering foundational knowledge that will be expanded on throughout the five-year degree program. It is organized into four thematic units—The Fashion Industry, Celebrities and World Leaders, Travel Destinations, and Personal Narratives—, which include different types of texts, activities, and interactive exercises.

We hope this material will be a valuable resource for your academic journey, foster a passion for the English language and promote continual learning and self-improvement.

The Authors

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Unit 1: The Fashion Industry

Warm up Discussion: The importance we ascribe to clothing.

I. Before listening to the TED Talk "Wearing nothing New" by Jessi Arrington, discuss the following questions.

- Are you fashion obsessed?
- Where do you buy your clothes?
- Do you spend a lot of money on clothes?
- Do you go second-hand shopping?
- What are the benefits of buying second-hand clothes?
- Do you carefully plan your everyday outfits?
- Do you think the colour of your clothes has an impact on your mood?



Video Session: TED Talk "Wearing nothing New" by Jessi Arrington.

II. Jessi Arrington is a graphic designer and outfit obsessed. Listen to her talking about thrifting and the importance we ascribe to clothing and complete the following sentences:

<https://youtu.be/SYwvyjIDk80>

1. Jessi loves photographing and _____ a different, colorful, crazy _____ for every single _____.
2. She gets all her clothes _____ from _____ markets and _____ stores.
3. Secondhand shopping _____ Jessi to reduce the impact her _____ has on the _____ and on her wallet.
4. Jessi asserts it is almost impossible to be in a bad _____ when you're wearing bright red _____.

NOUNS	ADJECTIVES	VERBS

Speaking Focus: Fashion Debate

IV. After watching the video discuss the following quotes:

- “You do not have to spend a lot of money to look great.”
- “Confidence is key. If you think you look good in something, you almost certainly do. And if you don't think you look good in something, you're also probably right.”
- “Gold sequins go with everything.”

V. Match the following words with the correct items.

- | | |
|---------------|----------------------|
| 1. thrift | a. something to wear |
| 2 to wear | b. people |
| 3. to look | c. outfit |
| 4. flea | d. stores |
| 5. shinny | e. phenomenal |
| 6. outfit | f. look |
| 7. secondhand | g. clothes |

8. to cost

h. sequins

9. overrated

i. an impact on sb/sth.

10. sparkled with

j. suitcase

11. attract

k. undies

12. to have

l. obsessed

13. to pack

m. market

14. to pick up

n. designer

15. casual

o. (you) a lot of money

VI. Write grammatically correct and meaningful sentences using the following items. Each sentence must have at least 8 words.

1. bargain

2. dressing gown

3. short sleeved

4. velvet

5. to suit

6. to zip

7. to fit in

8. to try on

9. to wear

10. to match



Reading Focus: The fast fashion industry

VII. Read the text below and do the activities that follow.

The fast fashion industry

Fast fashion refers to the production of inexpensive clothing collections that are quickly manufactured to keep up with the latest trends. This model emphasizes rapid turnover of designs and frequent updates to stores, enabling retailers to quickly respond to changing fashion trends and consumer demands. Fast fashion brands often prioritize low costs, quick production, and high-volume sales. However, this model has raised concerns about its environmental impact, labor practices, and the disposable nature of the clothing it produces.

The term was coined by the New York Times in 1990, when the retail store Zara first landed in the United States. The retail brand's goal was to take only 15 days for a garment to go from the design stage to being sold in stores.

Some of the factors that collectively contribute to the popularity of fast fashion are the following:

Affordability: Fast fashion brands offer trendy clothing at low prices, making fashion accessible to a broader audience. This affordability allows consumers to frequently update their wardrobes without breaking the bank.

Trend responsiveness: Fast fashion retailers are adept at quickly identifying and capitalizing on emerging fashion trends. They can rapidly produce and distribute clothing that aligns with the latest styles, allowing consumers to stay on-trend without waiting for traditional fashion cycles and providing them with instant gratification.

Social media influence: Social media platforms like Instagram and TikTok play a significant role in promoting fast fashion trends. Influencers and celebrities showcase these brands' clothing, driving demand among their followers and creating a sense of urgency to purchase.

Peer pressure: In some cases, social pressure or the desire to fit in with peers can drive consumers to embrace fast fashion. The fear of being perceived as outdated or unfashionable may motivate individuals to continuously update their wardrobes with the latest trends.

While fast fashion offers affordability and accessibility to consumers, its negative impacts on the environment, labor rights, and social well-being raise significant ethical concerns. To keep the price of production down, fast fashion pieces are often made with non-renewable, and non-biodegradable materials like polyester that take a long time to decompose. To make matters worse, fast fashion contributes to a waste generation of consumers who frequently discard clothing items after only a few wears due to their low quality or changing trends. Not only does the fast fashion industry rely on cheap materials, it heavily relies on cheap exploitative labor practices such as child employment and unsafe working conditions. Last but not least, the fast fashion industry perpetuates a culture of overconsumption and commodification as it encourages consumers to constantly buy new clothing and do away with old ones.

All in all, the consequences of fast fashion extend beyond the fashion industry itself and impact various aspects of society, the economy, and the environment. Addressing these issues requires conscious awareness of the need for greater sustainability and ethical responsibility from governments, the clothing industry and consumers.

VIII. Complete the following sentences with the correct vocabulary item:

garment - trends - turnover - purchase - wardrobe - align - outdated - break the bank- unfashionable - non-renewable - latest trends- overconsumption

1. Retailers need to keep up with the latest _____ to attract fashion-conscious customers.
2. The high _____ of garments ensures that stores always have new items on display.
3. Buying trendy clothing can result in a _____ that quickly becomes outdated.
4. It's important for brands to _____ with consumer preferences to stay relevant in the market.

5. _____ decisions should be made carefully to avoid cluttering your wardrobe with unnecessary items.
6. Dressing in _____ styles can make you feel disconnected from current fashion trends.
7. Wearing _____ clothes might make you feel less confident in social gatherings.
8. Choosing _____ materials over renewable ones can have long-term environmental consequences.
9. Affordability is a key factor for many people when purchasing _____ items.
10. Adapting to the _____ is essential for fashion retailers to stay competitive.
11. She _____ buying the latest designer handbag, but she couldn't resist its charm.
12. _____ in the fast fashion industry contributes to massive textile waste and environmental pollution.

IX. Decide whether the following statements are true or false. Correct the false ones:

1. Fast fashion refers to the rapid production of inexpensive clothing collections that quickly follow the latest trends. **T or F**

2. The term "fast fashion" was coined by Vogue in 1990. **T or F**

3. Fast fashion brands typically prioritize high costs and slow production. **T or F**

4. Zara aimed to have a garment go from design to store shelves in just 15 days. **T or F**

5. Affordability is one of the factors contributing to the popularity of fast fashion. **T or F**

6. Social media platforms like Instagram and TikTok do not influence fast fashion trends. **T or F**

7. The use of non-renewable and non-biodegradable materials is a significant environmental concern related to fast fashion. **T or F**

8. Fast fashion promotes sustainable and ethical labor practices. **T or F**

9. Circular fashion contributes to waste generation due to the frequent discarding of low-quality clothing. **T or F**

10. Addressing the negative impacts of fast fashion requires awareness and action from consumers, the clothing industry, and governments. **T or F**

X. Ask questions for the following answers connected to the text.

1. _____

Fast fashion refers to the production of inexpensive clothing collections that are quickly manufactured to keep up with the latest trends.

2. _____

This model emphasizes rapid turnover of designs and frequent updates to stores.

3. _____

Fast fashion has raised concerns about its environmental impact, labor practices, and the disposable nature of the clothing it produces.

4. _____

The term was coined by the New York Times in 1990.

5. _____

The retail brand's goal was to take only 15 days for a garment to go from the design stage to being sold in stores.

6. _____

Social media platforms like Instagram and TikTok play a significant role in promoting fast fashion trends.

7. _____

The fear of being perceived as outdated or unfashionable may motivate individuals to continuously update their wardrobes with the latest trends.

Consumers frequently discard clothing items after only a few wears due to their low quality or changing trends.

After Reading



Image 2. *Students in Common Room*. Rius, Srur, Ballesteros (2024).

XI. Discussion. After having dealt with fast fashion and secondhand shopping, talk about the following topics and say whether you agree or disagree with the statements:

- a) Advantages and disadvantages of fast fashion taking into account the information from the text (affordability, trend responsiveness, social media influence, peer pressure, environmental and social impact, etc).

- b) Second-hand clothing often includes unique, vintage, or discontinued items, allowing individuals to express their personal style.
- c) By choosing second-hand, consumers can avoid supporting fast fashion brands that may engage in unethical labor practices.
- d) Shopping second-hand can increase awareness about the environmental and social impacts of the fashion industry, encouraging more sustainable habits.
- e) Second-hand shops often carry high-quality, durable items that are no longer available in mainstream stores.
- f) Many thrift stores are operated by charitable organizations, so purchases often support good causes.



Writing Focus: Description of People

XII. Write a short paragraph using the following questions as a guide.

Think Box

Are you fashion-obsessed?

What type of clothes do you buy?

Do you buy secondhand clothes? Why? Why not?

XIII. Write a short paragraph about the advantages of buying second-hand clothes. Take into account the following ideas:

Think Box

- Economical choice
- Promotes sustainability
- Supports a circular economy where clothing items are reused

Title: _____

XIV. Clothing

Clothing Items and Footwear	
Dress	Anorak
Evening dress	Raincoat
Skirt	Swimming shorts
Shorts	Socks
Blouse	Stockings
Top	Tights
Cardigan	Bra
Bell-bottoms	Slip
Dressing Gown	Briefs
Vest	Underpants- Pants
Shirt	Pyjamas

T-shirt	Nightdress
Waistcoat	Sandals
Jumper	Trainers
Pullover	Boots
Cardigan	Shoes
Overalls	Laces
Tracksuit	Flat shoes
Sweatshirt	High-heeled shoes
Running vest	
Accessories	
Cap	Gloves
Handbag	Scarf
Purse	Earrings
Hat	Necklace
Tie	Broach
Belt	Bracelet
Design	Material
Plain	Silk
Patterned	Wool
Striped	Cotton
Spotted	Linen
Checked	Leather
Loose	Velvet
Tight	Lycra
V-necked	
short-sleeved	
Long-sleeved	
Sleeveless	
Kinds of Clothes	
Casual clothes	Smart clothes
Casual wear	Designer clothes
Fancy clothes	Formal clothes
Related Vocabulary and Verbs	
Stall	Guarantee
Stand	Shop
Shopping centre	Go shopping
Shopping mall	Go window-shopping
Boutique	Do the shopping
Brand franchise	Shop around
Department store	Buy on credit

In fashion Out of fashion Bargain Second-hand Sale Sales Complaint	Buy by mail order Wear Get dressed Take off Put on To button up/ To unbutton To zip/ To unzip Try on To follow the latest fashion
--	---

XV. Name each garment:



Image 3. Clothes Set 1. Rius, Srur, Ballesteros. (2024).



Image 4. Clothes Set 1. Rius, Srur, Ballesteros. (2024).

XVI. Complete the following sentences with suitable vocabulary from the list above:

1. Bell-bottom jeans used to be popular in the 70s, but now they are _____.
2. Before buying clothes, it's a good idea to _____ them
_____ to make sure they fit.
3. These pants are too _____; I need a smaller size.
4. She wore a _____ sweater for the party.
5. He looked very stylish in his suit and _____.
6. She completed her outfit with a beautiful _____ that she got for her birthday.

7. He prefers jackets made of _____ because they are durable and stylish.

8. She loves wearing _____ because they are comfortable and easy to move in.

XVII. Describe the following people's outfits.



Image 5. *Young Woman in Winter Clothes*. Rius, Srur, Ballesteros. (2024).

Image 6. *Young Man in Casual Clothes*. Rius, Srur, Ballesteros. (2024).

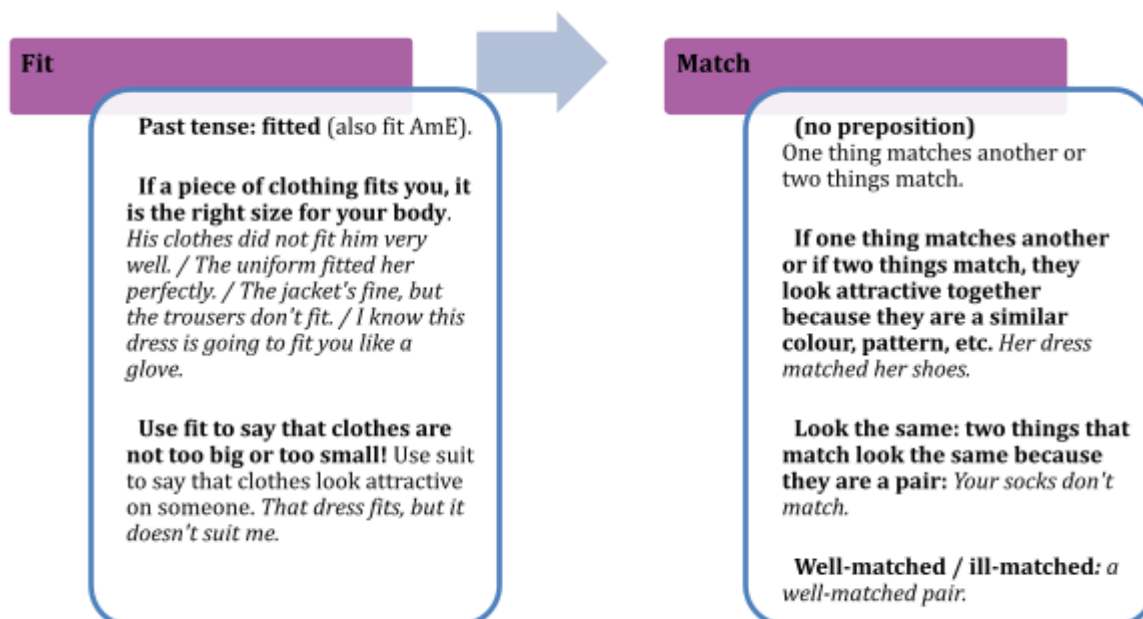
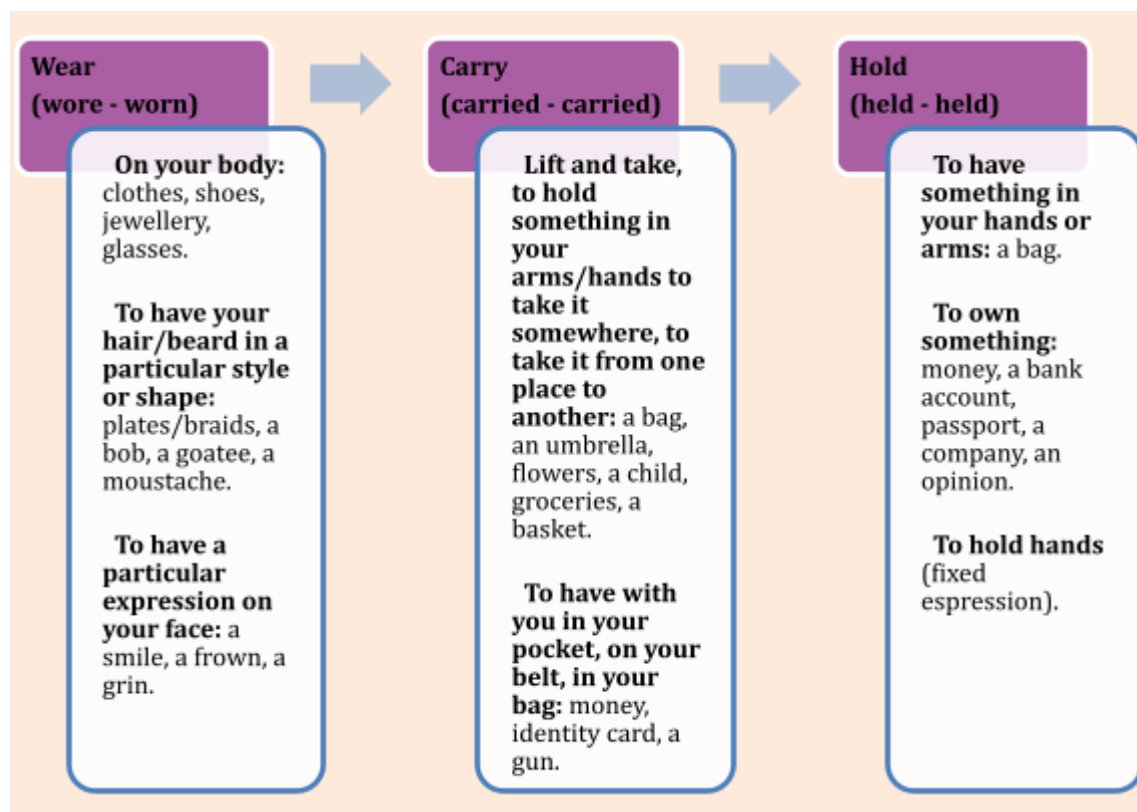
Image 7. *Young Woman in Dress*. Rius, Srur, Ballesteros. (2024).

Picture A

Picture B

Picture C

XVIII. Collocations Related to Fashion



Put on/off

Something (phrasal verb): to put a piece of clothing on your body (≠ take off). *He took off his uniform and put on a sweater and trousers. / I'll have to put my glasses on; I can't read the sign from here.*

On skin: to put make up, cream, etc. on your face. *I've got to put this cream on twice a day.*

Weight/ 12lbs / 4kg: to become fatter and heavier. *Rosie's put on five kilos since she quit smoking.*

Suit

Clothes / colours that suit you mak you look attractive. *That coat really suits Paul. / Red suits you. / Jill's new hairstyle doesn't really suit her.*

Description of People

When describing someone, we usually use the simple present tense. We use the simple past if we are describing someone who is dead. The order of the information goes as follows:

Description of people:

When describing someone we usually use the simple present tense. We use the simple past if we are describing someone who is dead. The order of the information goes as follows:

- Introduction** (purple arrow): **General information about the person:** mention the name, when and where you first met the person you are describing.
Eg: On my first day at school, I made one new friend, Tina. I loved her because she was very unconventional.
- Body** (yellow arrow): **Describe physical appearance, personal qualities and personality, hobbies and interests.**
Order:
 - 1) physical appearance**
 - general features (height, built, age)
 - specific features (eyes, nose, hair)
 - clothes he/she usually wears
 - 2) Personality: Opinion + justification**
Eg: Bob is a very patient person, he's always calm and never loses his temper.
 - 3) Hobbies and interests**
- Conclusion** (purple arrow): **Include your comments and feelings about the person you described.**

Image 8. *Description of People*. Rius, Srur, Ballesteros. (2024)

XIX. DESCRIPTION OF PEOPLE. Watch the video in the virtual classroom about description of people (appearance, personality and likes and dislikes). Then, order the following paragraphs.

A- Sandra is very outgoing. She is always friendly and loves to have fun. She's got a fantastic sense of humor, and she always makes me laugh.

B- Sandra has been my close friend for two years. I first met her on a school trip to Brighton, England. We've been friends ever since.

C- All in all, I'm glad to have her as my friend. It's a pleasure to be with her and I really enjoy her company. I'm sure we'll always be close friends.

D- She is very keen on all types of sports. She likes tennis and he spends a lot of time at the club. She enjoys scuba diving too and other water sports such as surfing.

E- Sandra is very beautiful. She's tall and slender with olive oil skin and curly brown hair. She has a great sense of style, so she always looks well-dressed.

XX. Fill in the gaps to complete this descriptive paragraph about yourself.

I am _____ years old, I _____ (your looks). I wear _____ because _____. I am a _____. I like / don't like my job because _____. I enjoy _____. I often _____ (describe how often you do your hobby). I also like _____ (write about another hobby) because _____. I live in _____. People in _____ are _____. I enjoy / don't enjoy living in _____ because _____.

XXI. Complete the following sentences with the correct linking word/phrase:

A) and- but- with

Bob is a tall man in his late twenties _____ dark hair and brown eyes. He has a beard _____ he hasn't got a moustache. He likes wearing jeans, T-shirts _____ trainers.

B) and - with - who

Jenny is a pretty child _____ will soon be eight years old. She is quite tall for her age, _____ long curly hair, big almond-shaped eyes _____ a wide smile.

C) as well as -also- both

Helen is _____ cheerful and friendly. She is _____ polite _____ kind-hearted. She never says a bad word about anyone.

D) however- and -also

Carl is very intelligent _____ always gets fantastic marks in all his tests. He is _____ creative and likes to write short stories. _____, Carl is rather shy and feels uncomfortable speaking in front of a lot of people.

XXII. Use the words given and the connectors to make meaningful sentences about the following celebrities.

1. Jennifer Aniston

- go/cinema
- hate/watch T.V
- love/read




Image 9. *Jennifer Aniston Personal Information.*

Image 10. *Jennifer Aniston Photo.*

Use: BOTH-HOWEVER

.....

.....

2. Adam Sandler

- play/ basketball
- athletic/sporty
- dislike/study
- quite short



Image 11. *Adam Sandler Personal Information.*

Image 12. *Adam Sandler Photo.*

Use: ALTHOUGH-MOREOVER- ON THE CONTRARY

.....

.....

3. George Clooney

- famous/actor
- known/great sense of style
- rather unfriendly with audience
- middle-aged/man
- good-looking




Image 14. *George Clooney Photo.*

Use: WHO-BESIDES-NEVERTHELESS

.....
.....



Image 15. *Angelina Jolie Personal Information.*

Image 16. *Angelina Jolie Photo.*

Use: WITH-AND- IN ADDITION

.....
.....

XXIII. Write supporting sentences using the structure given.

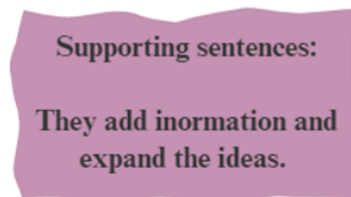


Image 17. *Supporting Sentences.*

1) John is a very attractive person. He has Moreover, he is..... Nevertheless,

2) Sandra is a very shy woman in her forties. She is always, but she sometimes..... Although she.....

3) My best friend is the most friendly person I've ever known. He has..... and never..... Besides, However,

4) My brother Adam is very tall and thin with black curly hair. Nevertheless, In addition, he is a boy who

XXIV. WRITING:

1. Think of a person you're going to describe: "A very important person to me"
2. Brainstorm ideas: complete the diagram.

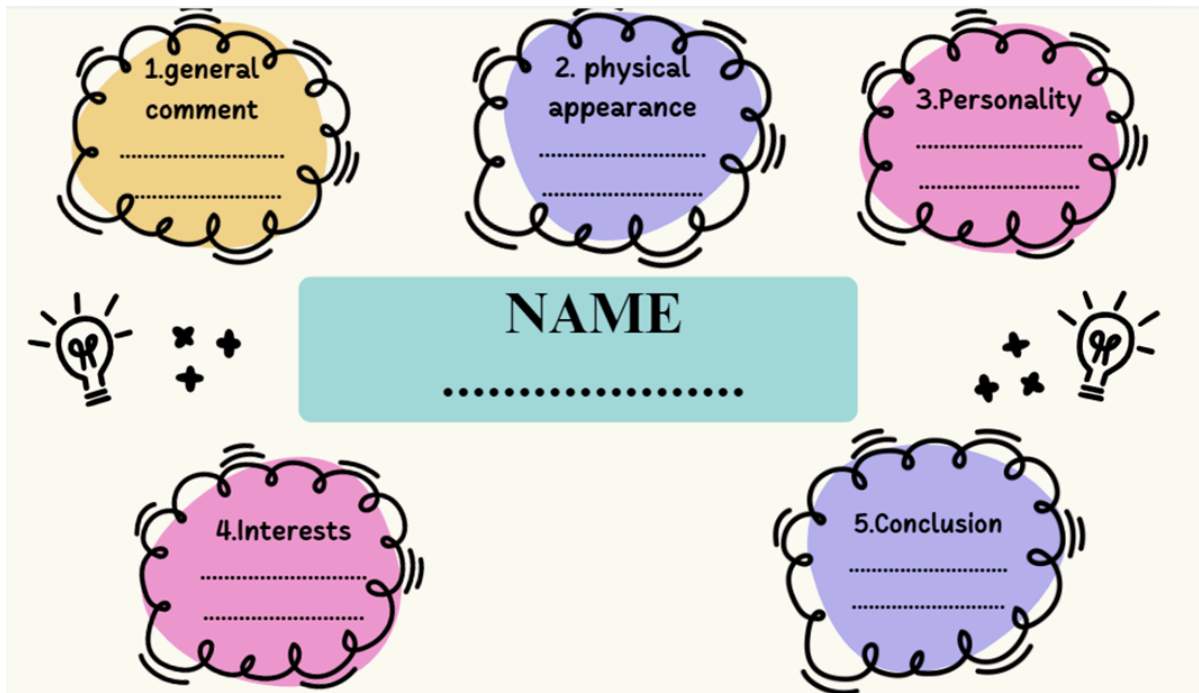
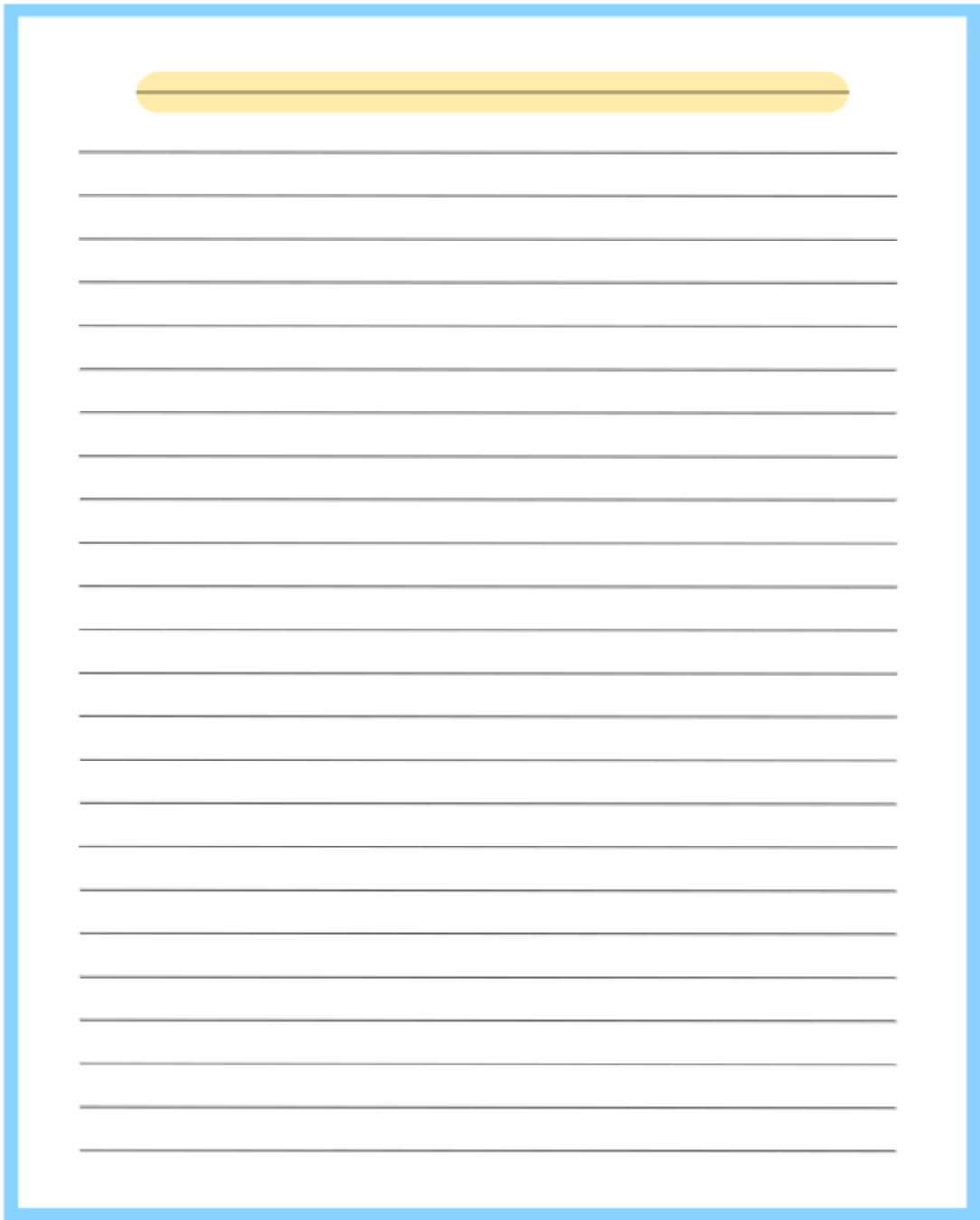


Image 18. *A Very Important Person to me: Brainstorming.*

XXV. Write the description



The image shows a rectangular writing area with a light blue border. At the top, there is a yellow horizontal bar with rounded ends. Below this bar, there are 20 horizontal grey lines spaced evenly down the page, providing a guide for writing.

Image 19. *Description.*

Unit 2: Celebrities and World Leaders

Warm-up: Taylor Swift and her success

I. Look at the picture of this famous person. How much do you know about her?



Image 20. Taylor Swift performs at the Monumental stadium during her Eras Tour concert in Buenos Aires, Argentina, Thursday, Nov. 9, 2023. (AP Photo/Natacha Pisarenko)

II. In pairs, discuss whether the following information is right (R) or wrong (W).

1. She was born on December 13, 1989, Harrisburg, Pennsylvania. **R/W**
2. When she finished highschool, her family moved to Tennessee. **R/W**
3. Her first single, “Tim McGraw,” wasn't that successful. **R/W**
4. When natural disasters struck Tennessee in 2023, she donated \$1 million to the Middle Tennessee Emergency Relief Fund to help aid in disaster relief. **R/W**
5. In 2024 she became the only person ever to win the Grammy Award for album of the year three times. **R/W**



Video Session: Taylor Swift's life story

III. Watch the video about Taylor Swift and choose the correct option.

<https://www.youtube.com/watch?v=mr6yWTfpcIg>

1. Taylor Swift was born on:

- a. 13th December 1999 b. 13th December 1989 c. 30th December 1989

2. Taylor Swift began performing at local events and fairs:

- a. at the age of 13 b. at the age of 15 c. at the age of 14

3. She moved to Nashville Tennessee because:

- a. Tennessee was the heart of the country music industry.
b. she wanted to study music at the University of Tennessee.
c. the most important recording industries are located in Tennessee.

4. Her first album showcased:

- a. her support for feminism and LGBTQ community.
b. her knack for storytelling as a songwriter.
c. different musical styles.

5. Her second album Fearless earned Swift:

- a. the indie folk pop music award.
b. the youngest artist award.
c. the album of the Year award.

6. Swift has made a significant social impact through:

- a. her activism.
b. charitable organizations.

c. education relief work during the pandemic.

7. Swift has become an influential figure in popular culture using her voice to:

a. contribute to educational programs at the University of New York.

b. address issues such as feminism, body positivity, mental health awareness and LGBTQ plus Community rights.

c. deliver speeches at the University of New York.

8. Taylor has received an honorary doctor of Fine Arts degree from New York University for:

a. her advocacy for social issues.

b. her achievements as songwriter and singer.

c. her work and achievements as one of the most prolific and celebrated artists of her generation.

Reading Focus: Taylor Swift's life

IV. Read the following Taylor Swift's biography and do the tasks below:

Taylor Alison Swift was born on December 13, 1989, in Reading, Pennsylvania. She grew up on a Christmas tree farm with her parents, Scott and Andrea Swift, and her younger brother, Austin. Her maternal grandmother, Marjorie Finlay, was a professional opera singer and television star. At the age of 11, Taylor won a local talent competition by singing a rendition of LeAnn Rimes' "Big Deal". A year later, she began writing her own songs and learnt to play the guitar. At the age of 14, she moved to Nashville, Tennessee to pursue a career in country music.

The singer-songwriter released her self-titled debut album in 2006, which showcased her talent as a songwriter and performer. The album included hits such as "Tim McGraw" and "Teardrops on My Guitar," which led her to fame in the country music scene. Her subsequent albums, "Fearless" (2008) and "Speak Now" (2010), earned her widespread acclaim and numerous awards.

In 2012, Swift transitioned towards pop music with her album "Red," which featured the album's lead single "We Are Never Ever Getting Back Together." This album marked a significant shift in her musical style as it incorporated elements of pop, rock and electronic music while still incorporating elements of her country roots. The album was followed by "1989", which was released in 2014 and consolidated her status as a pop superstar, with hits like "Shake It Off" and "Blank Space."

What makes her an outstanding artist is her ability to connect deeply with audiences through her

lyrics characterized by autobiographical storytelling, often drawing from her personal experiences and relationships. Additionally, Swift is known for using social media to advocate for artists' rights and causes such as gender equality and LGBTQ+ rights.

Swift's impact has gone beyond music as she has ventured into acting, with roles in films like "Valentine's Day" (2010) and "The Giver" (2014). She has also become involved in various philanthropic endeavors, including donating to disaster relief efforts and supporting education initiatives.

With numerous awards, record-breaking albums, and sold-out tours to her name, Taylor Swift remains one of the most influential figures in the music industry. All throughout her career, she has consistently reinvented herself while maintaining her authenticity as an artist all of which has gained her a huge audience of loyal fans who follow her blindly everywhere.

Vocabulary about Celebrities

V. Reread the text and match the concepts with their corresponding definition.

Vocabulary	Definition	Answer
1. blindly	a. without thinking about what you are doing or considering the consequences	
2. record-breaking	b. happening or existing in many places or among many people	
3. widespread	c. the first song released from an album to promote it	
4. to reinvent oneself	d. to praise or approve of someone or something publicly	
5. release	e. to make something available for the public to see, hear, or buy	
6. to acclaim	f. when all tickets or items for sale have been bought or reserved	
7. released	g. to change your appearance, behavior, or interests significantly to create a new identity	
8. rendition	h. a person who publicly supports or recommends a particular cause or policy	

9. to venture into	h. a person who publicly supports or recommends a particular cause or policy	
10. philanthropic endeavors	j. achieving a result that is better than any previous one	
11. advocate	k. excellent or extremely good	
12. to pursue	l. to follow or try to achieve a goal, like a career or education	
13. lead single	m. the idea that men and women should have equal rights and opportunities	
14. sold-out	n. to take ideas, inspiration, or information from a source	
15. to draw from	o. a performance or interpretation of a song, piece of music, or text	
16. gender equality	p. activities done to help others, especially by giving money or support to charities	
17. outstanding	q. to start to do something new or different that involves risk	

VI. Ask questions for the following answers connected to the text.

1. _____
Taylor Alison Swift was born on December 13, 1989.
2. _____
She was born in Reading, Pennsylvania.
3. _____
She grew up on a Christmas tree farm.
4. _____
She grew up with her parents, Scott and Andrea Swift, and her younger brother, Austin.
5. _____
At the age of 11, Taylor won a local talent competition.
6. _____
At the age of 14, she moved to Nashville, Tennessee, to pursue a career in country music.
7. _____
The singer-songwriter released her self-titled debut album in 2006.

8. _____
 Her album "We Are Never Ever Getting Back Together" marked a significant shift in her musical style as it incorporated elements of pop, rock and electronic music.
9. _____
 Her lyrics are characterized by autobiographical storytelling, often drawing from her personal experiences and relationships.
10. _____
 She has become involved in various philanthropic endeavors.



VII. Research Work: Taylor Swift

Complete the following chart with specific details from the text. Then, in pairs, research one aspect of Taylor Swift's life or career in more depth (e.g. early years in Pennsylvania, transition to pop music, etc). Present your findings to the class to share your research.

Early years in Pennsylvania	
Transition to pop music	
Themes of her songs	
Major performances	
Significant events	
Awards won	
Social impact and influence	

VIII. Group work: Create a timeline of Taylor Swift's life and career milestones. Remember to arrange the events in chronological order. You can use Canva and choose a template to create your timeline. The following example is in the link below.

https://www.canva.com/design/DAGIG3ZtibA/8hBe6vtRNKURaPiQOEILMA/view?utm_content=DAGIG3ZtibA&utm_campaign=designshare&utm_medium=link&utm_source=editor

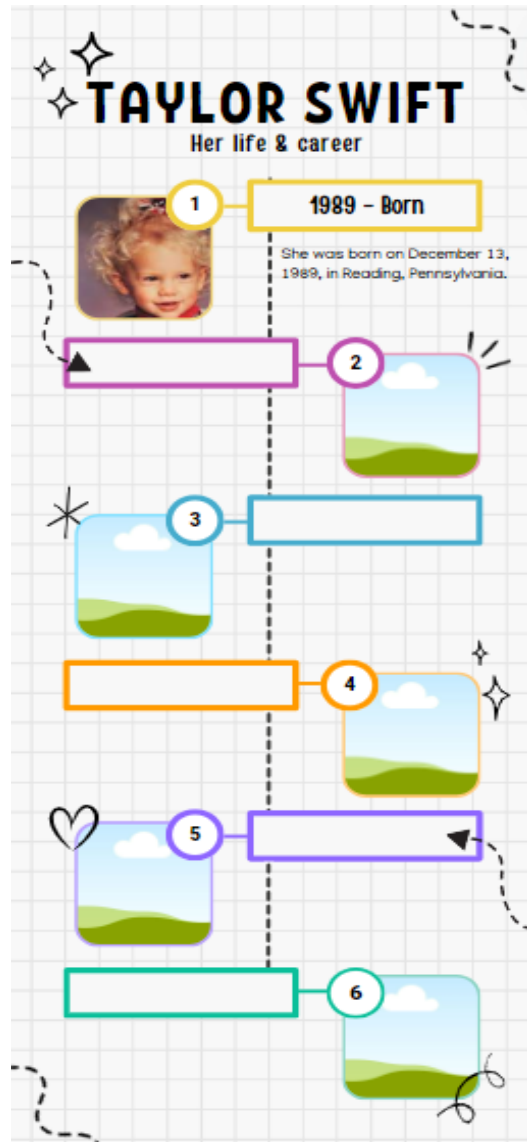


Image 21. Taylor Swift Timeline.



Speaking Focus: Being a Celebrity

IX. In groups, discuss these people's points of view. Whose point of view do you align with? Why? Add two arguments *for* or *against*.

Rebecca: "I think it's incredible how Taylor Swift's tour was able to bring in so much money into the economy. I mean, just look at how she made \$320 million for LA in just six nights! That's pretty impressive and shows how powerful her influence is."



Image 22. *Rebecca.*

Michael: "I'm not really a fan of Taylor Swift, so I don't see why everyone is making such a big deal about her becoming a billionaire. There are other artists out there who deserve more recognition for their work. I just don't get the hype."



Image 23. *Michael.*

Sophia: "I'm torn on this whole situation. On one hand, I appreciate how Taylor's music has brought joy to so many people and stimulated the economy. But on the other hand, I wonder if all this wealth could be better utilized elsewhere. It's a tough call for me."



Image 24. *Sophia.*

Tyler: "Man, I gotta say, seeing Taylor Swift reach billionaire status just hits me right in the feels. It's so inspiring to see a young woman achieve such success in the music industry. She's breaking barriers and paving the way for others, and that's just amazing."



Image 25. *Tyler.*

World leaders



Warm up Discussion

- I. Read the following quote and explain its meaning.



Image 26. *Quote.*

- II. What makes a person a good leader? In groups, think about the qualities of a good leader and complete the following mind map.



Image 27. *Mind map: A Good Leader.*



Focus on Listening: Malala Yousafzai

III. Before watching and listening to Malala Yousafzai's interview, discuss the following questions orally.



1. Who is Malala Yousafzai?
2. Where is she from?
3. Why is Malala Yousafzai world famous?
4. Which award has she received?

https://www.youtube.com/watch?v=bEi8ADfYVEI&ab_channel=UNStory

IV. After watching the video, choose the correct statement:

1. What is Malala fighting for?

- a. Getting more funding for schools.
- b. Providing free and safe education for all children.
- c. Improving the quality of education in developing countries.
- d. Reducing the burden on developing countries.

2. According to Malala, what is the biggest problem with education around the world?

- a. Natural disasters destroying schools.
- b. Lack of schools in many communities.
- c. Poor quality of education.
- d. 130 million girls do not have access to schools.

3. What is Malala's role?

- a. Leader of the United Nations.
- b. Principal of a school.
- c. U.N. Messenger of Peace.
- d. President of an educational organization.

4. What education challenges does she mention?

- a. Flooding in Pakistan and conflict in Afghanistan.
- b. War in Syria and Taliban rule in Afghanistan.
- c. Natural disasters and conflicts in different countries.
- d. Both the flooding in Pakistan and the conflict in Afghanistan.

5. What is Malala's main frustration about the progress on educational goals?

- a. The leaders are making small promises.
- b. The leaders are not taking action quickly enough.
- c. The leaders are not focusing on improving educational quality
- d. The leaders are not providing enough funding for education.

V. Answer the following questions based on the video:

1. How did Malala Yousafzai become an international symbol for girls' education?

2. Why did the Taliban attack Malala in 2012?

3. What happened after Malala's attack?

4. Why did Malala and her father co-found the Malala Fund in 2013?

5. Which significant recognition did Malala receive in December 2014?

Vocabulary about World Leaders

VI. Complete the following text with the words from the box:

ensuring- improving- worldwide- bold- sustainable- take- lack- commitment- pragmatic- free

Image 29. Prompts.

Malala Yousafzai advocates for (1) _____ education for all children, especially girls (2) _____. She emphasizes the urgency to address the issue of girls' (3) _____ of access to education and urges leaders of high-income countries to (4) _____ actions such as (5) _____ the quality of education and (6) _____ education for all children by 2030.

Malala vows to continue fighting until every girl has the right to education, expressing frustration with the slow progress.

Leaders have to be serious about their (7) _____ for education if they want to have a safe and (8) _____ future for the children. They need to be (9) _____ in their actions and to take (10) _____ decisions.

Speaking Focus: World Leaders

VII. Look at the following pictures and answer the questions below:

- Can you identify the people in the pictures?
- What do you know about them?
- Would you consider them world leaders? Why? Why not?



Image 30. World Leaders 1.

Image 31. World Leaders 2.

Reading Focus: Famous Quotes

VIII. Read the following quotes carefully. Match each of them with one of the people in the pictures.

In life you can fall down 1000 times, but the point is to have the willingness to stand up and to start again.

There exists no single formula recipe that works for everyone equally. But I do believe that there is one ingredient that all recipes should include, or at least should have the right to include. That ingredient is courage. It is necessary to have the attitude, bravery, the determination to do what must be done, even when others question, even when others question you, even when others criticize you.

Make the light big, make it simple, keep saying it, and eventually, they will believe it.

If you judge people, you have no time to love them.

Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you.

You are never too small to make a difference.



Listening Focus: Leadership

IX. First Listening: Listen to Simon Sinek talking about business leadership and jot down all the ideas you can. <https://www.youtube.com/watch?v=NON4mtTagL0>. Then, decide which is the best summary.

1. Simon focuses on the concept of ethical leadership and its impact on organizational success. He explores how leaders who prioritize integrity and courage can inspire their teams to achieve greatness. He also discusses the idea that true leaders are constantly learning and evolving their leadership skills. Sinek concludes by highlighting the significance of courage and charisma as fundamental yet often overlooked characteristics of effective leadership.

2. Simon highlights that true leadership is not about rank or authority, but about the impact we have on those around us. He encourages individuals to take on the responsibility of being a leader by helping others rise and achieve their goals through servant leadership. He also emphasizes the continuous learning and development required to be a successful leader.

3. Simon says that leadership is solely based on rank within an organization, with those at the top automatically being considered leaders. He suggests that authority is the key factor in determining leadership, rather than trust and influence. Sinek states that financial goals and

metrics are the only important aspects of leadership, overlooking the importance of servant leadership and personal growth.

X. Second Listening: Listen again and decide whether the following statements are true or false. Correct the false ones.

1. True leadership is solely based on one's position within an organization.

2. It is totally fine to have financial goals.

3. Leadership is solely about personal success and advancement.

4. We can lead both our teams and clients by empowering them to succeed.

5. The most effective leaders are constantly learning about leadership.

6. Expert leaders are common in the business world.

7. Courage is often overlooked as a key trait in leadership.

Writing Focus: Are all leaders beneficial for society?

XI. Good leaders possess a series of personal attributes and skills that enable them to effectively guide, inspire, and influence others. Are all leaders beneficial for society? Why? Why not?

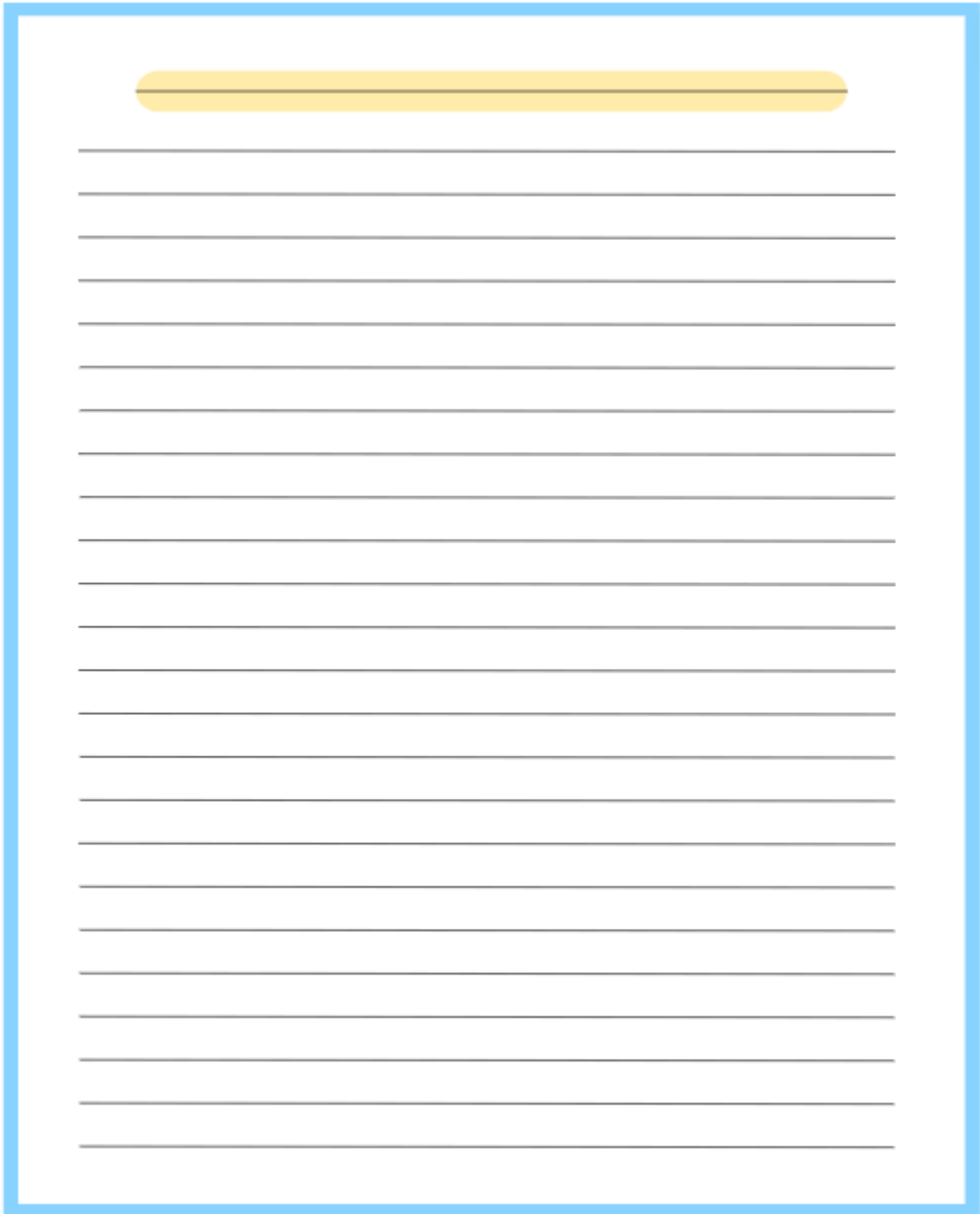


Image 32. *Writing focus.*

Unit 3: Travel Destinations



Warm-up

I. Play the following Kahoot online to learn about Hawaii.

<https://kahoot.it/solo/?quizId=cc85a2c4-e5c5-4fec-9846-b3ebf2334d90>

Video Session: Hawaii

II. Watch the video about Hawai'i up to minute 3.50' and choose the correct answer:

Retrieved from https://www.youtube.com/watch?v=XhHwGolzOmg&ab_channel=Expedia

1. What is the main purpose of the text?
 - a. To describe the geography of the North Pacific Ocean.
 - b. To explain the unique Polynesian culture of Hawaiians.
 - c. To introduce the island of Hawaii and its natural wonders.
 - d. To provide a historical overview of the Hawaiian Islands.

2. Where does the island of Hawaii lie?
 - a. In the Indian Ocean.
 - b. In the Arctic Ocean
 - c. In the North Pacific Ocean.
 - d. In the Atlantic Ocean.

3. Which of the following is NOT mentioned as a natural wonder on the Big Island?
 - a. Red hot lava flow.
 - b. Lush green jungle.
 - c. Steaming craters of the Kilauea Volcano.
 - d. Black lava beaches.

4. What can visitors do in Kaloko Honokahau National Historical Park?
 - a. Swim with Pacific green sea turtles.
 - b. Explore ancient Hawaiian temples.
 - c. Learn about the history of Captain Cook Village.

- d. Enjoy the sunshine and try stand-up paddle boarding.
5. Where was Captain Cook killed?
 - a. In Mauna Kea Beach.
 - b. In Kealakekua Bay.
 - c. In Pu'uuhonua'o Honau'onau National Historical Park.
 - d. In Hawai'i Volcano's National Park.
 6. Which city on the Big Island is known for being one of the wettest cities in the U.S.?
 - a. Kailua Kona.
 - b. Hilo.
 - c. Kapa'ao.
 - d. Hawi.
 7. What is the main attraction of the Hawaii Volcano's National Park?
 - a. The birthplace of Kamehameha I.
 - b. The historic and rustic towns of Kapa'ao and Hawi.
 - c. The steaming craters of the Kilauea Volcano.
 - d. The sprawling forest reserves of Hawaii's lush northern region.

III. Watch the video again and answer the following questions fully:

1. Which is the largest and youngest island in Hawaii?

2. Which is the significance of Pele on the island?

3. What can you do in Kaloko-Honokohau National Historical Park?

4. Which historical event took place in Kealakekua Bay?

5. What can you see at Pu'uuhonua o Honaunau National Historical Park?

6. Which is the main attraction of Hawaii Volcanoes National Park?

7. What can you do in Hilo when it's raining?

Reading Focus: Dubai and Amazing Cities



IV. Look at the map and try to answer the following questions:



Image 33. Map.

Do you know ...

what the acronym U.A.E. stands for? _____

where this country is located? _____

which is its capital city? _____

how many emirates does it consist of? _____

what the difference between a country and an emirate is? _____

V. Read the description of Dubai. Then, match these headings with their corresponding paragraphs.

- a. Business Hub
- b. Luxury Lifestyle
- c. Vision for the Future
- d. Cultural Diversity
- e. Skyline and Architecture
- f. Tourist Attractions
- g. Religion
- h. Year-Round Sunshine



Image 34. *Dubai.*

Dubai is one of the seven emirates that make up the United Arab Emirates (UAE). It is located on the southeast coast of the Persian Gulf. This amazing city is known for its modern architecture, luxury shopping, vibrant nightlife, and dynamic cultural scene.

Dubai is an expensive city to live in and visit. The cost of living, especially in terms of accommodation, dining out, leisure activities and entertainment, is quite high compared to many other cities around the world. However, this city also offers a wide range of experiences and opportunities that cater to different budgets and preferences. Finding the right balance between cost and quality often depends on individual choices and priorities.

Here's a detailed description of Dubai:

1 _____ The city is famous for its futuristic skyline dominated by iconic skyscrapers such as the Burj Khalifa, the tallest building in the world, and the sail-shaped Burj Al Arab hotel, one of the top attractions to visit in Dubai. The cityscape is a blend of traditional Arabian architecture and cutting-edge modern design.

2 _____ Dubai offers luxurious experiences including high-end shopping malls like the Dubai Mall and Mall of the Emirates, which feature designer boutiques and indoor ski slopes. The

city is home to lavish hotels, fine dining restaurants, and extravagant entertainment venues.

3 _____ Despite its reputation for luxury, Dubai is a melting pot of cultures. Expats and immigrants make up a significant portion of the population, bringing a diverse range of languages, cuisines, and traditions and religions to the city. While Islam is the predominant religion, Dubai prides itself on being a tolerant and diverse city, welcoming people from different cultural and religious backgrounds.

4 _____ The city has positioned itself as a global business and financial center, attracting multinational corporations and entrepreneurs from around the world. It hosts major international conferences, exhibitions, and events, bolstered by state-of-the-art infrastructure and a business-friendly environment.

5 _____ Beyond its modernity, Dubai offers a variety of attractions for visitors. These include desert safaris, where tourists can experience dune bashing and traditional Bedouin culture, as well as theme parks like Dubai Parks and Resorts. The Palm Jumeirah, an artificial archipelago, and the Dubai Fountain, with its mesmerizing water and light shows, are also popular landmarks.

6 _____ Dubai's climate is characterized by scorching summers and mild winters. The city experiences sunshine throughout the year, making it an ideal destination for sun-seekers and outdoor enthusiasts. Rainfall in Dubai is sporadic and often unpredictable but when it rains, it usually comes in short bursts produced by cloud seeding operations. Aircraft disperse substances into the air to create cloud condensation and potentially induce the formation of rain or snow.

7. _____ Dubai aims to become one of the world's leading smart cities. It is constantly developing ambitious projects characterized by a blend of technological innovation, sustainable development, economic diversification, cultural vibrancy, and a focus on enhancing the well-being of its residents. It continues to evolve and adapt to global trends while maintaining its unique identity as a city of the future.

Overall, Dubai is a city of contrasts where tradition meets modernity, offering visitors and residents alike a unique blend of luxury, culture, and opportunity in the heart of the Arabian desert.

VI. Ask questions for the following answers connected to the text.

1. _____

It is located on the southeast coast of the Persian Gulf.

2. _____

The city is famous for its futuristic skyline dominated by iconic skyscrapers.

3. _____

Expats and immigrants make up a significant portion of the population.

4. _____

The city has positioned itself as a global business and financial center.

5. _____

It hosts major international conferences, exhibitions, and events.

6. _____

Dubai offers a variety of attractions for visitors.

7. _____

Rainfall in Dubai is sporadic and often unpredictable.

8. _____

Aircraft disperse substances into the air to create cloud condensation and potentially induce the formation of rain or snow.

VII. Which are the best attractions in Dubai?

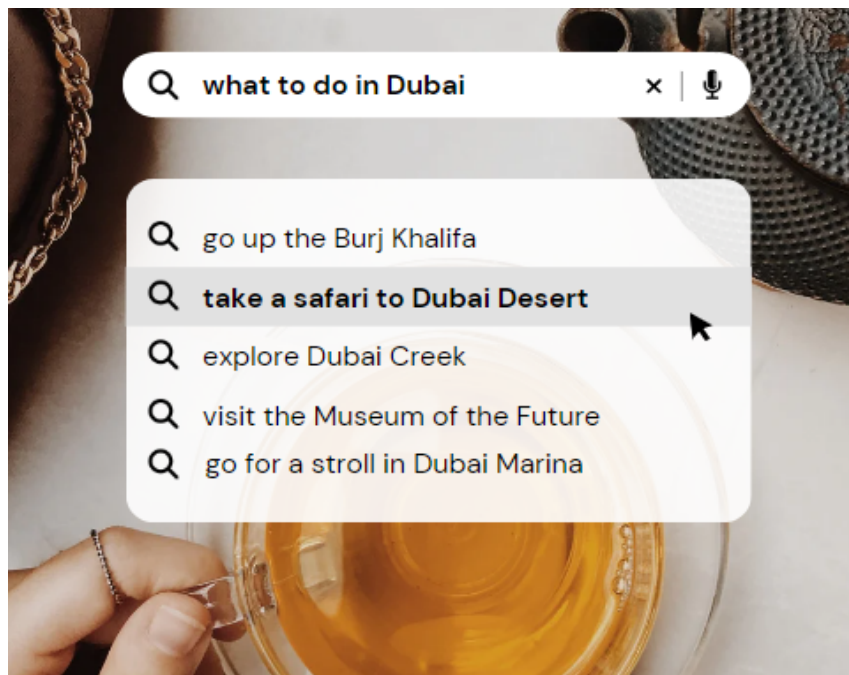


Image 35. *What to Do in Dubai.*

VIII. Match the following pictures of Dubai's main attractions with their corresponding descriptions.

Visit Dubai



Image 36. Visit Dubai.

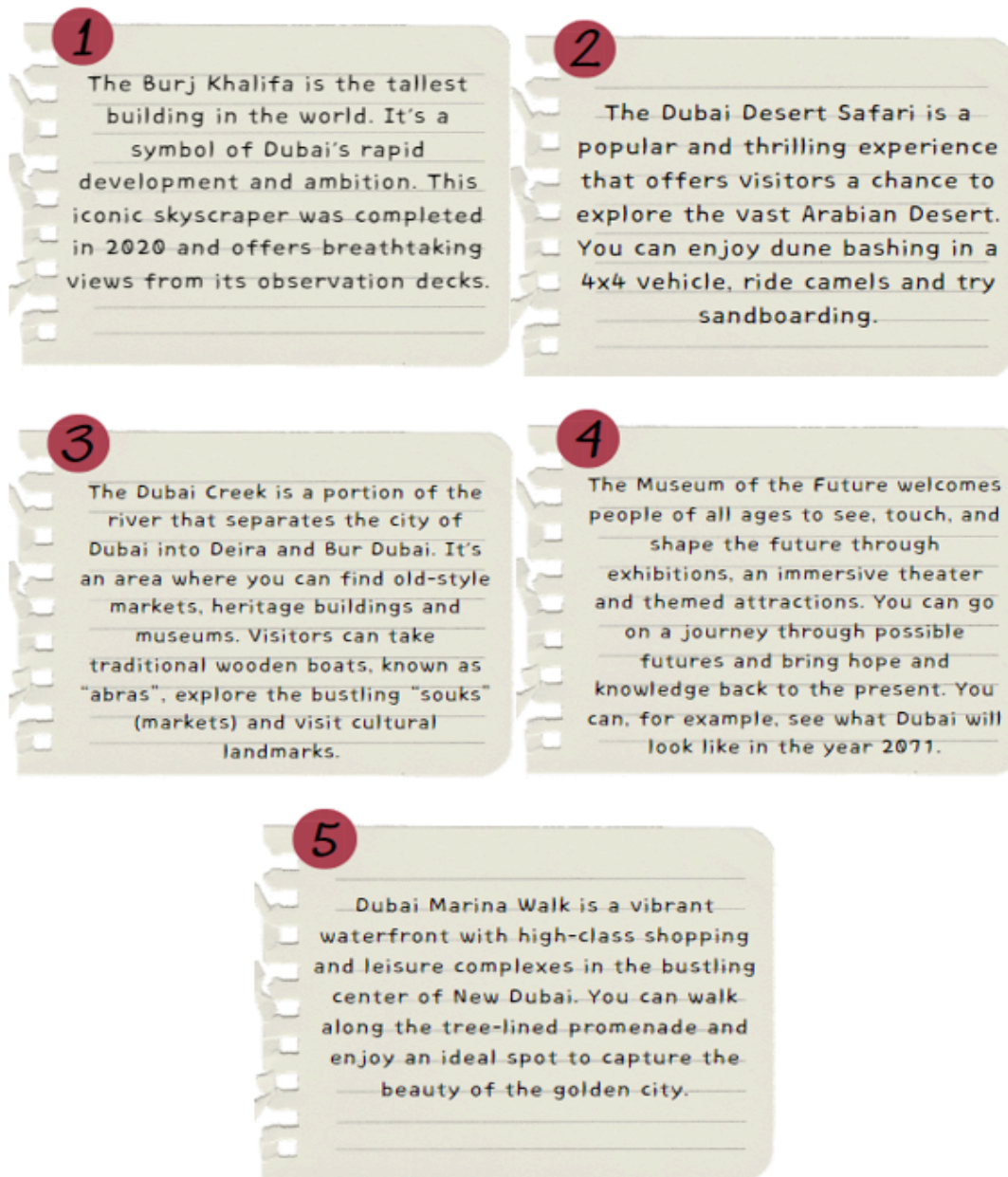


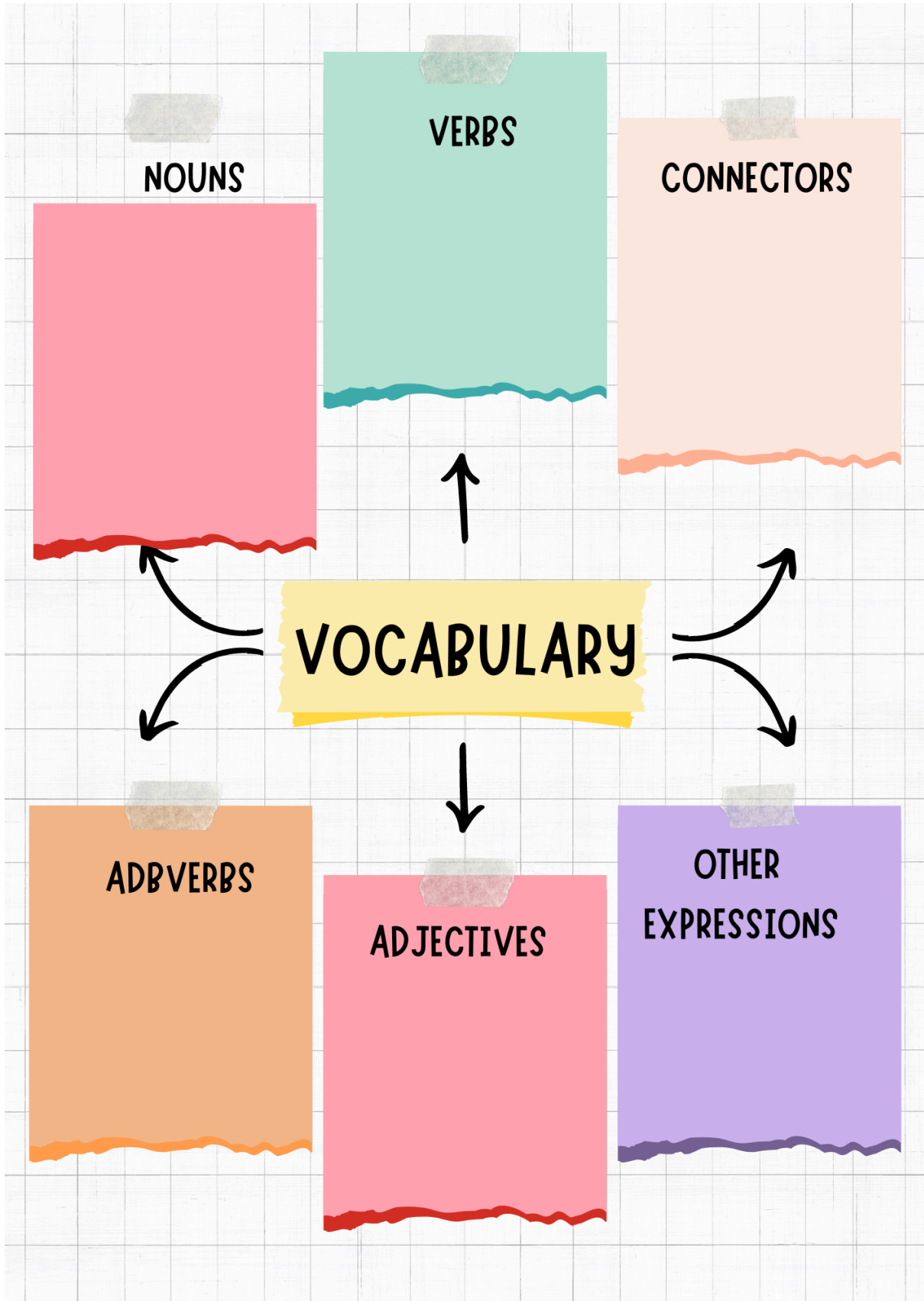
Image 37. Visit Dubai.

Vocabulary about Travel Destinations

IX. Place the words in the correct category.

city of contrasts - known for - leisure - to cater to - high-end - to be home to - despite
 - a melting pot - while - to pride oneself on - to host - characterized - however -
 scorching - mild - throughout - ideal destination - unpredictable - sustainable - overall - in

the heart of - especially - enthusiasts - beyond - to aim to



X. Write meaningful and contextualized sentences of at least eight words with the following words:

1) to aim to

2) to be home to

3) diverse city

4) known for

5) unpredictable

6) a melting pot

7) skyscraper

8) bustling

9) landmark

10) journey






Image 39. *Accommodation.*

Types of Accommodation

XI. Look for information about these types of accommodations and then complete the following table with the advantages and disadvantages of each of them.

<https://www.pica-ai.com/es/ai-image-generator-from-text/>
<https://magicstudio.com/es/ai-art-generator/>

Types of Accommodation	Advantages	Disadvantages
<p>Package tour</p>  <p>Image 40. <i>Hotel room.</i></p>		
<p>Resorts</p>  <p>Image 41. <i>Fiesta Resort.</i></p>		
<p>Self-catering accommodation</p>  <p>Image 42. <i>Self.catering holiday</i></p>		

<p>Guest house</p>  <p>Image 43. <i>Guest house</i></p>		
<p>B & B</p>  <p>Image 44. <i>B&B</i></p>		
<p>Campsite</p>  <p>Image 45. <i>Campsite</i></p>		

Research Work: Couchsurfing

XII. Have you heard about couchsurfing? Explore its official website carefully and complete the following sentences.

<https://about.couchsurfing.com/about/how-it-works/>

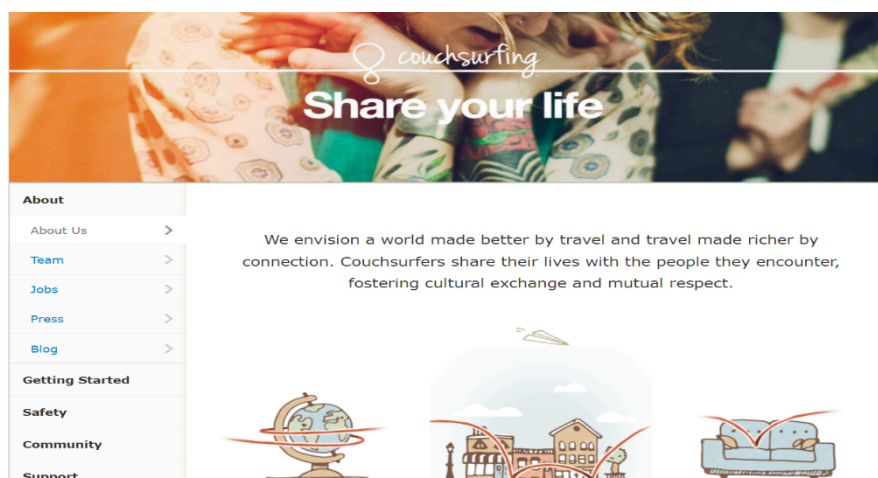


Image 46. *Couchsurfing*

1. Couchsurfing is
.....
.....
2. People use couchsurfing to
.....
.....
3. To join the couch surfing community you need to
.....
.....
4. Once you have searched for the city you like, you have to get in touch with
.....
.....
5. When you find a potential host,
.....
.....
6. Make sure toand tell your host
.....
7. If you are unable to host, you can still
.....
.....
8. If someone in a Hangout makes you uncomfortable,
.....
.....
9. If something doesn't work out with your host,
.....
.....
10. If you're heading to an event or joining a Hangout,
.....
.....
11. Whenever you are traveling, you need to be informed about
.....
.....
12. If your experience is negative,
.....
.....
13. When you communicate with you host or other couchsurfers, never

.....
.....

XIII. Why do people go couchsurfing? Go to the *getting started* tab of the website and watch the introductory video series. Then, write down the reasons why people consider couchsurfing when traveling.

<https://youtu.be/CYHz-t7eqog?si=vZ3xHLDWHcMr1a0T>

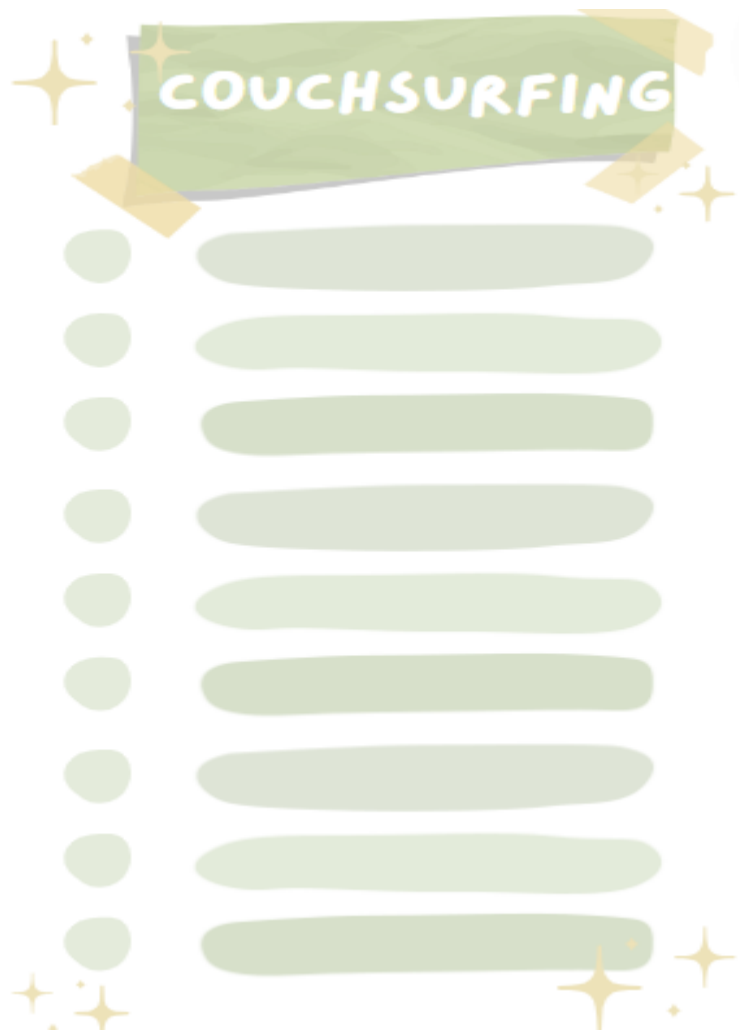


Image 47. Reasons why people consider couchsurfing

Speaking Focus: Description of Places

XIV. Imagine your partner is a tourist who is visiting the city where you live, and he/she wants to know about it. Look at the pictures and use the vocabulary below to talk about

Córdoba city. Your partner may ask you questions in order to get some more information.



pedestrian area
walkable **Kempes Stadium** famous for
beautiful landscapes flea market
Patio Olmos Shopping mall **cultural hub**
Mediterranean City
hectic nightlife **oldest university** Suquía river
historic Town Hall riverside
wide avenues

Image 48. Prompts



Image 49. Cordoba

XV. Choose one of the following cities, find information about it and describe it.

Tokyo in Japan	Siena in Italy
 <p data-bbox="363 757 624 786">Image 50. Tokyo, Japan</p>	



Focus on Vocabulary

XVI. Look up the meaning of these adjectives in a monolingual dictionary and describe orally the city where you live.

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

<https://www.ldoceonline.com/>



Image 52. Word cloud: Adjectives

Writing Focus: Description of Places

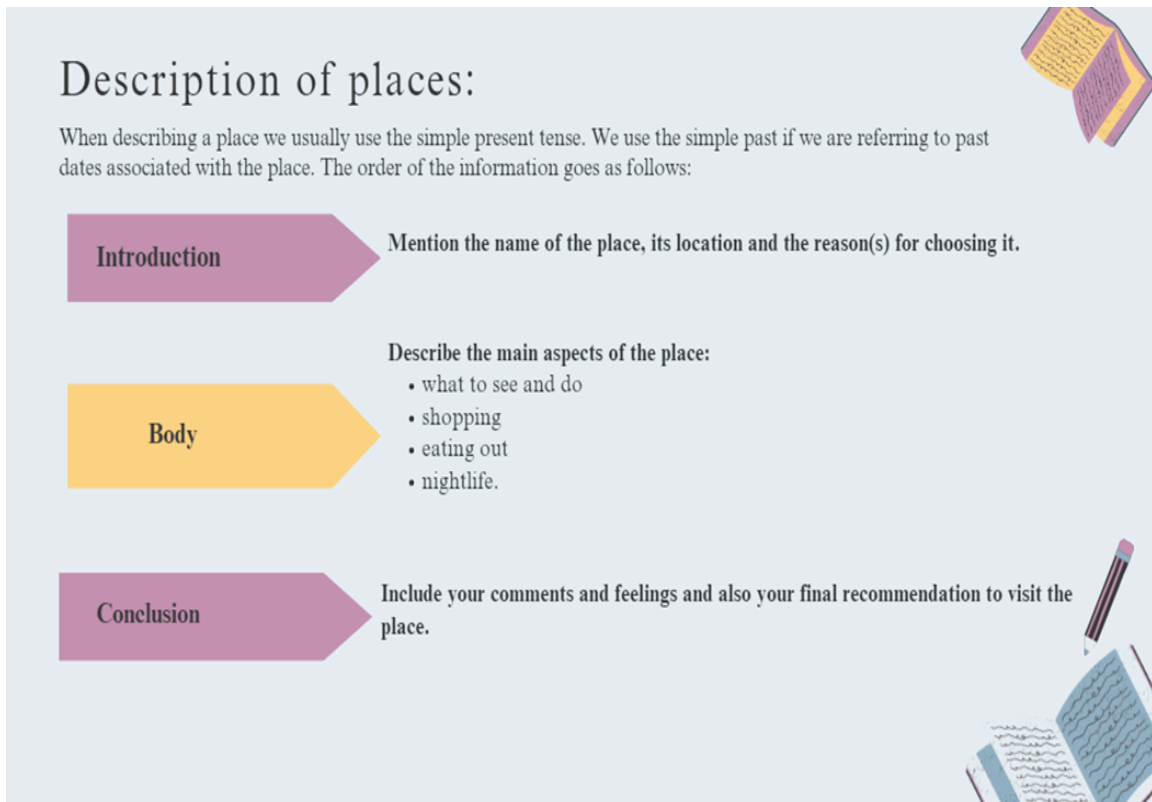


Image 53. *Description of places*

XVII. Order the descriptive paragraph. Put numbers from 1-6 in each paragraph according to the correct structure of information.

A. Mar del Plata is a large town on the coast of Argentina. Located only four hours from Buenos Aires, it is a charming seaside resort and the perfect destination for a peaceful weekend.

B. Mar del Plata has several tourist attractions which are worth visiting. Among these is the harbor, a beautiful place for a walk and admire sea wolves.

C. There are plenty of places to go shopping in Mar del Plata. The town center has a large modern shopping center. There are also narrow lanes full of lovely antique shops that are always bustling with tourists.

D. The nightlife in Mar del Plata is exciting. There are a lot of music and dance clubs which are extremely popular with younger people. The area is also well-known for its fashionable restaurants, which offer a variety of international cuisines.

E. Mar del Plata is a town that has something to offer everyone. Whether you want to spend your time shopping and seeing the sights, or simply relaxing and enjoying the fresh sea air, it is the ideal choice for a few days away from the city.

XVIII. Make sentences using the prompts given.

1- London: popular-remarkable thing-weather-destination-worth

Linkers: with (initial position)

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

2- Mexico: stunning-relaxing-sandy-strolls

Linkers: where

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

3- Las Vegas: well-known-luxurious-impressive-centre-hectic-nightlife-variety-can't miss

Linkers: which-where

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

4- Poland: different-mysterious-exotic-recognizable-distant-hard weather

Linkers: Even though-situated

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

XIX. Think about your dream destination. Brainstorm ideas and then complete the following diagram.

Name of place:

MAIN INFORMATION WHAT TO SEE/DO SHOPPING NIGHTLIFE

General information about the place

Shopping

What to see & do

Nightlife

Final recommendation

My ideal destination

Image 54. Description of places: diagram

XX. Paragraph Writing

PARAGRAPH WRITING

Write your paragraph using the structure below:

Topic sentence	
Supporting sentence	
Supporting sentence	
Supporting sentence	
Concluding sentence	

Image 55. Paragraph writing

The image shows a template for a page. It consists of a large blue rectangular border. At the top, there is a yellow horizontal bar with rounded ends. Below this bar, there are 25 horizontal grey lines spaced evenly down the page, providing a space for writing.

Image 56. *Description of places*

Unit 4: Personal Narratives

Part 1: Biographies

Warm-up

- I. Do you know the man in this picture? What is he famous for? What do you know about him?



Imagen 57. Stephen Hawking.

Reading Focus: Stephen Hawking

II. Read Stephen Hawking's biography and order the text from 1 to 10 in chronological order. Use the information from the following link to help you. <https://timepath.org/stephen-hawking>

At the age of 17, he began his university education at University College, Oxford, where he was awarded a first-class honors degree in natural science in 1962. After Oxford, he began his graduate work at Trinity Hall, Cambridge, where he got his PhD degree in physics in 1966.

He attended Byron House School in Highgate, London, and later St. Albans School in Hertfordshire after the family moved there when he was eight years old. From a young age, Hawking showed a keen interest in how things worked. He loved to take apart clocks and radios to see how they functioned.

Stephen William Hawking was born on January 8, in 1942, in Oxford, England. He is one of the most famous scientists of the 21st century as he made significant contributions to the understanding of

gravity, black holes, and cosmology. His father, Frank Hawking, was a respected medical researcher and his mother, Eileen Isobel Walker Hawking, was a political activist. He had two younger sisters, Philippa and Mary, and an adopted brother, Edward.

Despite the terrible diagnosis, Hawking continued his research and went on to make significant contributions to the field of theoretical physics and cosmology. In 1968, he became a member of the Institute of Astronomy at Cambridge. The subsequent years proved to be highly productive for his research. He was obsessed with the study of time and space and wrote his famous book *A Brief History of Time: From the Big Bang to Black Holes*, where he explored the origin, development and eventual fate of the universe.

At the age of 21, Hawking received a diagnosis of amyotrophic lateral sclerosis (ALS), a neurodegenerative disease that affects motor neurons. Doctors gave him a life expectancy of two years, but he lived more than fifty years. He began to notice early symptoms of his disease when he was at the end of his studies at Oxford. He was getting more clumsy, found it difficult to control his movements and fell over several times.

He was awarded numerous distinctions, including twelve honoris causa doctorates, the Order of the British Empire (CBE degree) in 1982, the Prince of Asturias Award for Concord in 1989, the Copley Medal in 2006, the Freedom Medal in 2009, and the BBVA Foundation Frontiers of Knowledge Award in 2015.

In 1979, Hawking returned to the University of Cambridge, where he was appointed to one of the most prestigious teaching positions until his retirement in 2009.

In spite of his physical struggle with his health disability, he was able to set up a family. He was married for the first time in 1965 to Jane Wilde and they had three children. By 1990, their marriage was over and Hawking began a relationship with his nurse, Elaine Mason, whom he married and later divorced.

On March 14, 2018, at the age of 76, he died at his home in Cambridge, England.

Sadly, his disease worsened over the years, leaving him almost completely paralyzed and forcing him to communicate through a voice generator. However, his strong determination led him to overcome

life adversity and make groundbreaking contributions in the field of modern physics, being comparable to the greatest scientists such as Newton and Einstein.

III. Correct the following information about Stephen Hawking.

1. Stephen William Hawking was born on January 8, in 1942, in Hertfordshire, England.

.....
.....

2. From a young age, Hawking showed a keen interest in cosmology.

.....
.....

3. He began his graduate work at Trinity Hall and got his PhD degree in physics in Oxford in 1966.

.....
.....

4. Hawking was diagnosed with amyotrophic lateral sclerosis (ALS), a neurodegenerative disease and died after doctors told him two years.

.....
.....

5. Hawking's disease prevented him from continuing his research and contributions to the field of theoretical physics and cosmology.

.....
.....

6. Hawking kept working at the University of Cambridge until he died.

.....
.....

7. Stephen Hawking's disease hindered him from forming a family.

.....
.....

8. He died on March 14, 2018, at the age of 67.

.....
.....

Speaking Focus: Stephen Hawking

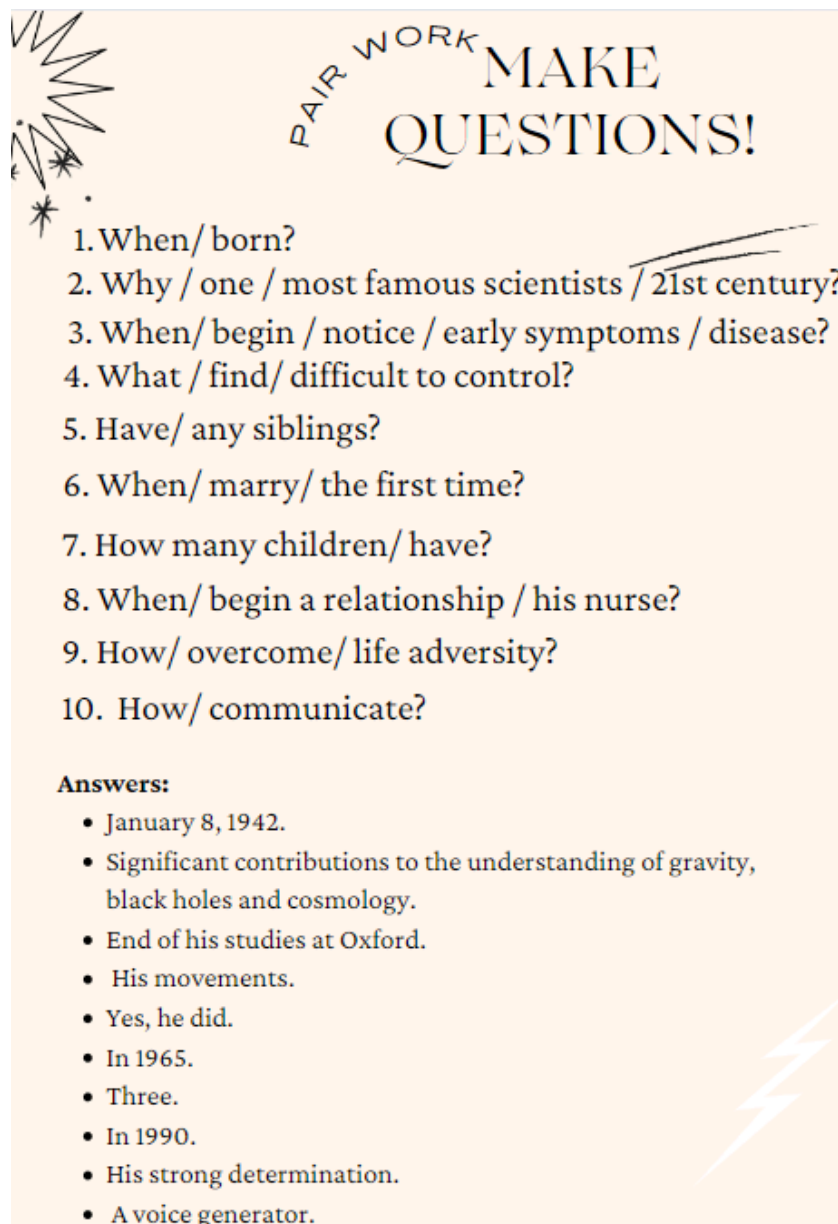
IV. Pair work. Ask and answer questions with your classmate about Stephen Hawking using the prompts below.

e.g. *A: Where/ born?*

B: in Oxford, England.

A: Where was he born?

B: He was born in Oxford, England.



PAIR WORK MAKE QUESTIONS!

1. When/ born?
2. Why / one / most famous scientists / 21st century?
3. When/ begin / notice / early symptoms / disease?
4. What / find/ difficult to control?
5. Have/ any siblings?
6. When/ marry/ the first time?
7. How many children/ have?
8. When/ begin a relationship / his nurse?
9. How/ overcome/ life adversity?
10. How/ communicate?

Answers:

- January 8, 1942.
- Significant contributions to the understanding of gravity, black holes and cosmology.
- End of his studies at Oxford.
- His movements.
- Yes, he did.
- In 1965.
- Three.
- In 1990.
- His strong determination.
- A voice generator.

V. Follow up. Read the following Stephen Hawking's famous quotes and answer the questions below.

What do you think Stephen Hawking meant by these quotes?
How do these quotes relate to his life and work?
Can you relate these quotes to your own life or experiences?

Image 59. *Questions*

A)

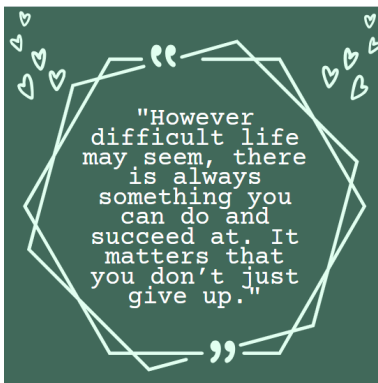


Image 60. *Quote 1*

Image 61. *Writing space*

.....

.....

.....

.....

.....

.....

B)

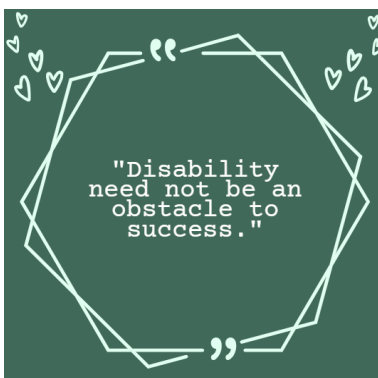


Image 62. *Quote 2*

Image 63. *Writing space*

.....

.....

.....

.....

.....

.....

C)

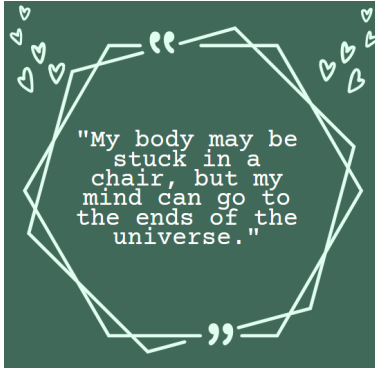


Image 64. Quote 3

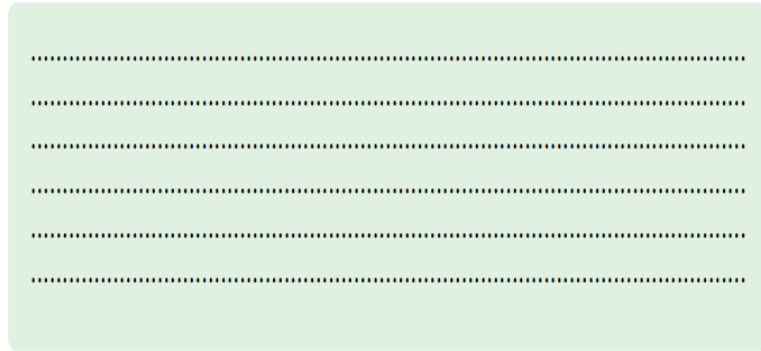


Image 65. Writing space

VI. Look at the following pictures and say who these people are. Then, use the prompts to talk about them.

Images: <https://lexica.art/>

Emmanuel Macron

Personal Information

- December 21, 1977
- Amiens, France

Family

Married to Brigitte Macron - 24 years older than him..

Professional Career

- A high-ranking government official
- Served as Minister of the Economy, Industry, and Digital Affairs.

Becoming a president

- Founded his own political party, La République En Marche (2016).
- Elected president of France in 2017.
- Reelected in 2022.

Image 66. Emmanuel Macron

Gigi Hadid

Family

- Comes from a family of models.
- Her mother, Yolanda Hadid: a former model
- her sister: a well-known model

Personal Information

- April 23, 1995.
- Los Angeles, California.

Professional Career

- A successful fashion model.
- Walked the runway for major brands like Chanel, Marc Jacobs, and Versace.
- Appeared in music videos for artists like Taylor Swift.

Image 67. Gigi Hadid

Listening Focus: Queen Elizabeth II

VII. Listen to Queen Elizabeth II's biography and complete the timeline with the main events about her life.

<https://www.linguahouse.com/es/esl-lesson-plans/general-english/queen-elizabeth-ii/audiopla>



Image 68. *Queen Elizabeth: timeline*

VIII. Listen to her biography again and complete the sentences below.

1. Queen Elizabeth II in London with her sister and they were educated
2. She was not to become queen when she was born.
3. Her uncle King Edward VIII the throne and her father King George VI.

4. She was at Westminster Abbey and for the first time the ceremony was shown on TV and by of people.
5. Her as Queen was mostly; she Parliament; new laws and Great Britain abroad.
6. Elizabeth was always instantly recognisable in her classic of dress,, and
7. Many people continue to find the family interesting as shown by the of TV programmes about the queen and her family.
8. When she died, many people they had lost their

Vocabulary work: Biographies

IX. Use the following words/ expressions from the listening in meaningful sentences of at least eight words.

to get engaged to

.....

to raise horses

.....

to reduce spending

.....

longest serving Queen

.....

Speaking Focus: Queen Elizabeth II

X. Speaking. Go to the following link, look at Queen Elizabeth's photos and choose one to describe.

<https://www.nytimes.com/2022/09/08/world/europe/queen-elizabeth-ii-photos-young.html>
 !



What made you choose the photo?
What does it tell you about her life and ruling?

Image 69. Questions

XI. Discussion. Would you consider Queen Elizabeth a world leader? Why? Why not?

Monarch Queen Elizabeth II was known for her humility and decorum, which earned her respect both domestically and internationally. Besides, she faced numerous personal and public challenges, including family scandals and national crises, with grace and resilience.

However, many people criticized and questioned her for being detached from the public during certain periods. For example, after Princess Diana's tragic death in a car accident in 1997, the Queen remained at Balmoral Castle with her grandsons, Prince William and Prince Harry, for several days. Eventually, the Queen returned to London, addressed the nation in a televised speech, and participated in public mourning, which helped to mitigate some of the criticism. In addition, King Charles described his mother late as 'cold and aloof' during his 'lonely' childhood.

Writing Focus: Biographies

XII. Write Queen Elizabeth's biography using the information from the timeline.



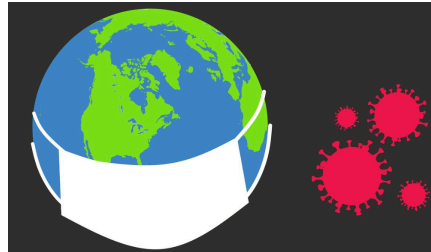
Image 70. Queen Elizabeth

A blank page designed for writing a biography. At the top, there is a yellow horizontal bar with rounded ends. Below this bar, the page is filled with horizontal grey lines for writing. The entire page is enclosed within a light blue rectangular border.

Image 71. *Biography*

Part 2: Personal Narratives

Reading Focus: Stories from the COVID-19 pandemic



During the COVID-19 pandemic, people around the world faced various challenges and impacts. There were significant changes in daily life due to lockdowns, travel restrictions, and social distancing measures. Many people experienced health issues due to the virus, while others faced economic hardships from job losses and business closures. Mental health also became a major concern as people dealt with isolation, anxiety, and uncertainty. On a positive note, communities came together to support one another, healthcare workers showed incredible resilience, and scientists worked tirelessly to develop vaccines to combat the virus.

Image 72. *The Covid-19 pandemic*

Image 73. *The Covid-19 pandemic introduction*

I. Read the following stories about how people spent their time during the COVID 19 pandemics and do the tasks below.

MAGDA

I am Magda and I am from Croatia. My father is a construction foreman and my mother a housewife. I am a senior university student, and I study Geology. After the first COVID-19 case in Zagreb in March 2020, we switched to online education. I went back home to stay with my parents and two sisters. It was a very difficult time as we had to live together during the lockdown. Having online classes while staying with my family affected me badly in every sense. I had to help my mother to do house chores as my sisters were just 5 and 10 years old. All the burden fell on my shoulders since my parents were also working from home. Usually, my father does not do domestic chores unless the rest of the household is all sick. So I had to do almost all the housework, not only preparing meals, washing dishes, cleaning the house, doing laundry, and looking after my younger sisters, but also studying online. It was difficult and exhausting to follow online classes, submit papers, and take exams. I remember times when I was cooking while also trying to respond to exam questions. Due to all that stress, I ended up having physical and psychological health issues. I lost a lot of weight, my stomach got worse, my eyesight diminished, and I had panic attacks. As I was trying to catch up with everything, I had to go to bed late at night and get up early in the morning and I started to have sleep disorders. Consequently, I had to consult a psychiatrist as the pandemic exacerbated my psychological problems. Although I used to get on well with my family, I started to have quarrels with my parents. Besides, online education was another problem. I did not have a computer and our house did not have a stable internet network, so I had to use my phone and its data to download the documents professors shared with us and write my papers and exams. Before the pandemic, I had never failed a course but under those circumstances, my grades dropped considerably. Nevertheless, I motivated myself to continue, thinking that I should complete my education and have my economic independence. It was a hard time for all the students who had to return home and study online.

Image 74. Magda's story

JOY

I am Joy. I am a nurse and I have been working at a hospital in Chicago for fifteen years. During the pandemic, I spent almost the whole day in hospital. I remember it was a really tough time and we had to follow a strict protocol. As part of our preventive measures we had to wear disposable gowns, gloves and a cap. It was rather uncomfortable because after only half an hour you were drenched in sweat and we had to perform our usual tasks in that outfit. If we discovered we were infected with Covid, we stayed in quarantine for fourteen days. We worked, slept, and lived in the red zone for fourteen days with other colleagues, and then we spent fifteen days at home isolated so that we could return to work. We slept in the offices, in the dining room, and in the common rooms and we had prolonged shifts during the day and night. As we could not see our family or friends too often or socialize, it was difficult to cope with work and reduce our anxiety levels and distress. Despite all the challenges we faced during the COVID-19, a strong sense of community and solidarity emerged among hospital workers and the general public. People of all ages expressed their gratitude by writing thank-you notes, sending flowers, delicious desserts and even offering free services such as car repairs, laundry, and more.

Image 75. Joy's story

II. Decide which of the following statements are about Magda's story and which ones about Joy's.

1. We switched to online education after the first COVID-19 case in Zagreb in March 2020. M/J
2. I remember it was a really tough time. M/J

3. It was really difficult to live together with my family during the lockdown. M/J
4. We had to wear disposable gowns, gloves and a cap. M/J
5. Having online classes while staying with my family affected me badly in every sense.
M/J
6. We had prolonged shifts during the day and night. M/J
7. All the burden fell on my shoulders since my parents were also working from home.
M/J
8. Only half an hour you were drenched in sweat. M/J
9. I ended up having physical and psychological health issues. M/J
10. People of all ages expressed their gratitude. M/J
11. I had to use my phone and its data to download the documents professors shared with
us. M/J
12. My grades dropped considerably. M/J

Vocabulary about Covid-19

III. Complete the following sentences with the correct vocabulary word taken from the texts on Magda and Joy:

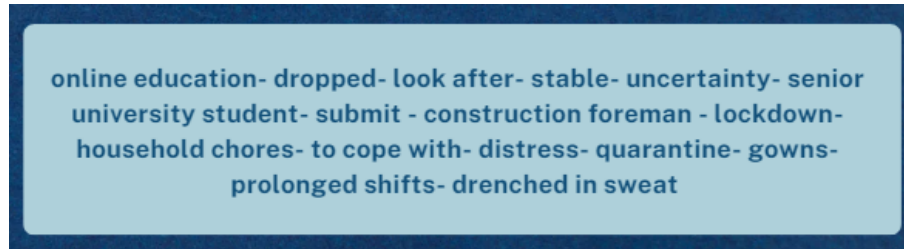


Image 76. Vocabulary

1. During the _____, many people had to adapt to new routines.
2. He decided to _____ his assignment early to avoid any last-minute stress.
3. _____ can offer flexibility and access to resources from anywhere in the world.
4. After losing his job as a _____, he started looking for new employment opportunities.
5. It was difficult to _____ both his younger siblings and his studies.
6. Many families had to take on additional _____ during the pandemic.
7. There is still a lot of _____ about when things will return to normal.
8. She _____ out of the course because she couldn't keep up with the workload.
9. Finding a _____ job in today's economy can be challenging.
10. As a _____, he is looking forward to graduating and starting his career.
11. The doctors and nurses wore protective _____ during their shifts.
12. After working _____, the healthcare workers were completely _____.
13. She found it hard _____ the constant stress of the pandemic.
14. The _____ of dealing with critically ill patients took a toll on their mental health.
15. Those who have been tested for the virus should self- _____ as they await their results.

Writing Focus: Stories

IV. Write about how you spent your time during the pandemic and the way your life changed. Mention the negative/positive impact it had for you.

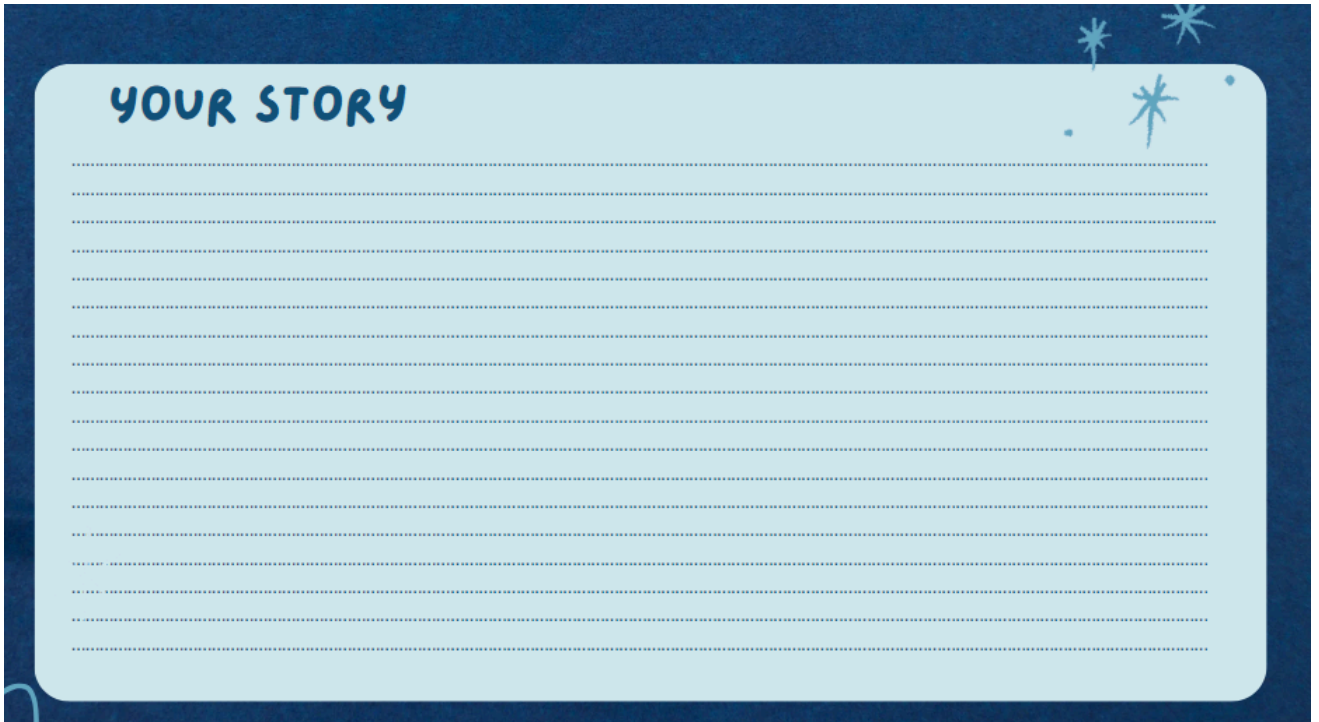


Image 77. *Your Story*

Listening Focus: An entrepreneur's story

V. The following words have been taken from the story you are about to listen to. Have a look at them and try to anticipate what the story will be about. Share your ideas with your classmates.



Image 78. *Word cloud*

VI. Watch the following video in which a business owner shares her testimony about the creation of her brand and how it made a difference for the rural community.

<https://youtu.be/0BuBzQ3sw2A?si=m6ha9gi8h6qcOv-J>

VII. Order the events of the story in chronological order.

1. She started making other types of earrings and some bracelets, and then handbags.
2. They open their doors to the public once a month.
3. Jill started her homestead as she had some time off work and wanted to tap into her creative side.
4. Some people drive long hours to be at the open house.
5. She began on a whim, pairing up a few pairs at a random price she came up with on social media.
6. She had a backlog of orders.

VIII. Complete the following chart with the main parts of the story:

You may consult this webpage for detailed information on story writing:

<https://www.wikihow.com/Write-a-Good-Story>

Parts of the story:

Setting:
Characters:
Main events:
Conclusion:

Speaking Focus: An entrepreneur's story

IX. Retell the story using some of the following reporting verbs:



V + THAT-CLAUSE	V + TO-INFINITIVE	V + GERUND
Admit* Agree* Announce Argue Claim* Complain Demand*	Explain Mention* Point out Promise* Say State Suggest*	Admit (to)* Deny Mention* Suggest*
V + O + THAT-CLAUSE	V + O + TO-INFINITIVE	V + PREP + GERUND
Assure Inform Notify Tell Reassure Remind* Warn*	Beg Encourage Invite Order Remind* Tell* Warn*	Apologise for Insist on Object to Argue about
V + O + PREP + GERUND		
Accuse of Congratulate on Praise for Thank for		

Image 80. *Reporting verbs*

X. Watch the video again and answer the following questions fully.

1. What is the mission of Jill's Homestead?

2. How did Jill's Homestead start?

3. What inspired the creation of Jill's Homestead?

4. Why does the speaker appreciate having an all-women environment at Jill's Homestead?

5. How did the speaker learn to sew and do cross stitch?

6. What special memory does the speaker have related to learning cross stitch?

7. What is the significance of the open house events at Jill's Homestead?

Vocabulary related to entrepreneurship

XI. Match each word with its definition. Write your answer in the space provided.

	Concept		Definition	Answer
1	homestead	A	someone who learns a skill or subject without formal education or a teacher.	
2	gals	B	a break from work or responsibilities to relax or do something different.	
3	time off	C	a sudden and impulsive idea or desire that may change quickly.	
4	to head out	D	a type of embroidery that uses X-shaped stitches to create patterns on fabric.	
5	revitalize	E	informal term for girls or women, often used in a friendly way.	
6	cross stitch	F	a piece of land where a family lives and farms, often including a house and buildings.	
7	self-taught	G	to bring new life or energy to something, making it active or fresh again.	
8	whim	H	to leave a place to go somewhere else, usually for an activity or purpose.	

XII. Complete the following sentences with suitable words/ expressions from the list below.

head out- backlog- women shelter- come up with- time off- sew- -open up- line up-

whim- entrepreneur- tailgaters- self taught- open house- random- homestead-revitalize

1. The city council is planning to _____ the downtown area by investing in new infrastructure and businesses.
2. The family decided to move out of the city and start a _____ in the countryside, where they could grow their own food.
3. As an _____, he launched several successful tech startups before she was thirty.
4. On a sudden _____, they decided to take a midnight walk.
5. The winner of the raffle was chosen at _____ from a list of participants.
6. Due to the holiday season, the company has a significant _____ of orders to fulfill.
7. He is a _____ programmer, having learned coding from online tutorials.
8. She loves to _____ her own clothes and create personalized outfits.
9. The local _____ provides a safe haven for those escaping domestic violence.
10. The fans started to _____ hours before Taylor Swift's concert began.
11. The _____ set up their grills and chairs in the parking lot before the big game.
12. She took some _____ work to travel and recharge.
13. We're _____ soon, so grab your coat and let's go.
14. She managed _____ a brilliant solution to the problem.
15. The school held an _____ for parents to meet the teachers and tour the facilities.

XIII. Use these words/ phrases from the text in appropriate sentences of at least 8 words.

workshop

a dot on the map

passionate about

to stay overnight

to lend talent

to support

Writing focus: Narrating stories

Narrating stories:

When narrating a story we usually use past tenses: simple past and past continuous.

- **Simple past:** finished actions in the past.
Eg: I went to Rome last year.
- **Past continuous:**
 - scene description: It was raining that morning.
 - two events and actions in progress (while): Maria was working in the garden while her father was watching the news.
 - an event interrupted by another event(when): He was waiting for the bus when the accident happened.

The order of the information goes as follows:

Introduction	Describe the setting = time and place where the story takes place. Introduce the main event . Mention the main characters .
Body	Describe the events in chronological order. There is one event that is the most important one around which the story centers.
Conclusion	Include the resolution and describe your feelings and reaction to the story.

Image 81. *Narrating stories*

XIV. Read the story and complete the following chart.

Failure is universal. It's never fun, but it reminds us that the world doesn't end when something goes wrong, and that we can learn as much from life's disasters as its successes. Here is my failure story: the day I first took the driving test. It was a cold cloudy day in January, a week after my 18th birthday, just the legal driving age in Switzerland. I had taken private lessons for two months before the final big day. I felt confident enough but I had a strange feeling that morning. My heart was pounding very fast and I couldn't help my hands from sweating. I made myself a light breakfast and then headed to the transit agency. When I got to the front desk, the secretary told me the instructor was waiting for me. At that moment, I felt my heart was going to jump out of my chest so I tried to take a deep breath and calm down. Some minutes later, a middle-aged bald man appeared and shook hands in a friendly way. He guided me outside where the assigned car was parked. He gave me a set of basic

instructions and explained the procedure and we both got into the car, me driving, of course. First, he told me to start the engine and drive straight along the block and then take the first turn on the right. He instructed me to stop and park the car between two parked cars. I aligned the car and started going backwards when he suddenly shouted “stop!” I got so scared that I pressed the brake abruptly and crashed the car behind. The man was furious and told me to get out of the car. He looked at me angrily and said: “You will never get your driving license!” I felt so frustrated that I could not even say a word. I went back home and told my parents what had happened. They told me not to worry and keep practicing. I waited until I was 20 to try again.

XV. Identify the following elements in the story:

The image shows a worksheet titled "Elements of the story" on a wooden background. At the top, a dark blue banner contains the title in white. Below the banner are six rectangular boxes, each with a blue border and a yellow spiral binding on the left side. Each box contains a story element name in bold black text, followed by three horizontal dotted lines for writing. The elements are: plot, setting, characters, main event, secondary events, and resolution / feelings.

Image 82. *Elements of the story*

XVI. Write down the linkers and expressions which show chronological order in the story.

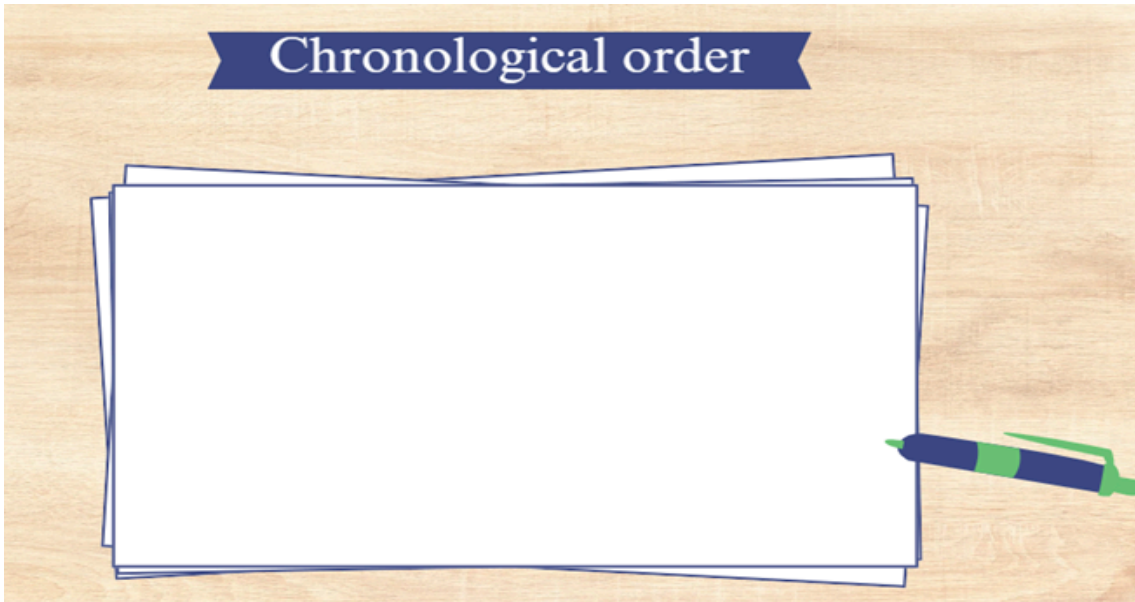


Image 83. *Chronological order*

XVII. WRITING:

- 1. Write a story in 150 words approximately about a helicopter ride over a city. Your story must begin with this sentence:**

Mary and Ben climbed into the helicopter for their exciting trip.

- 2. Your story must also include:**
 - At least two places they visited
 - Something amazing they experienced
 - An unusual souvenir they acquired
 - Key vocabulary from this unit
- 2. Think of a title for your story.**
- 3. Brainstorm ideas: complete the chart.**

Parts of the story:

Setting:

Characters:

Main events:

Conclusion:



Image 84. *Parts of the story*

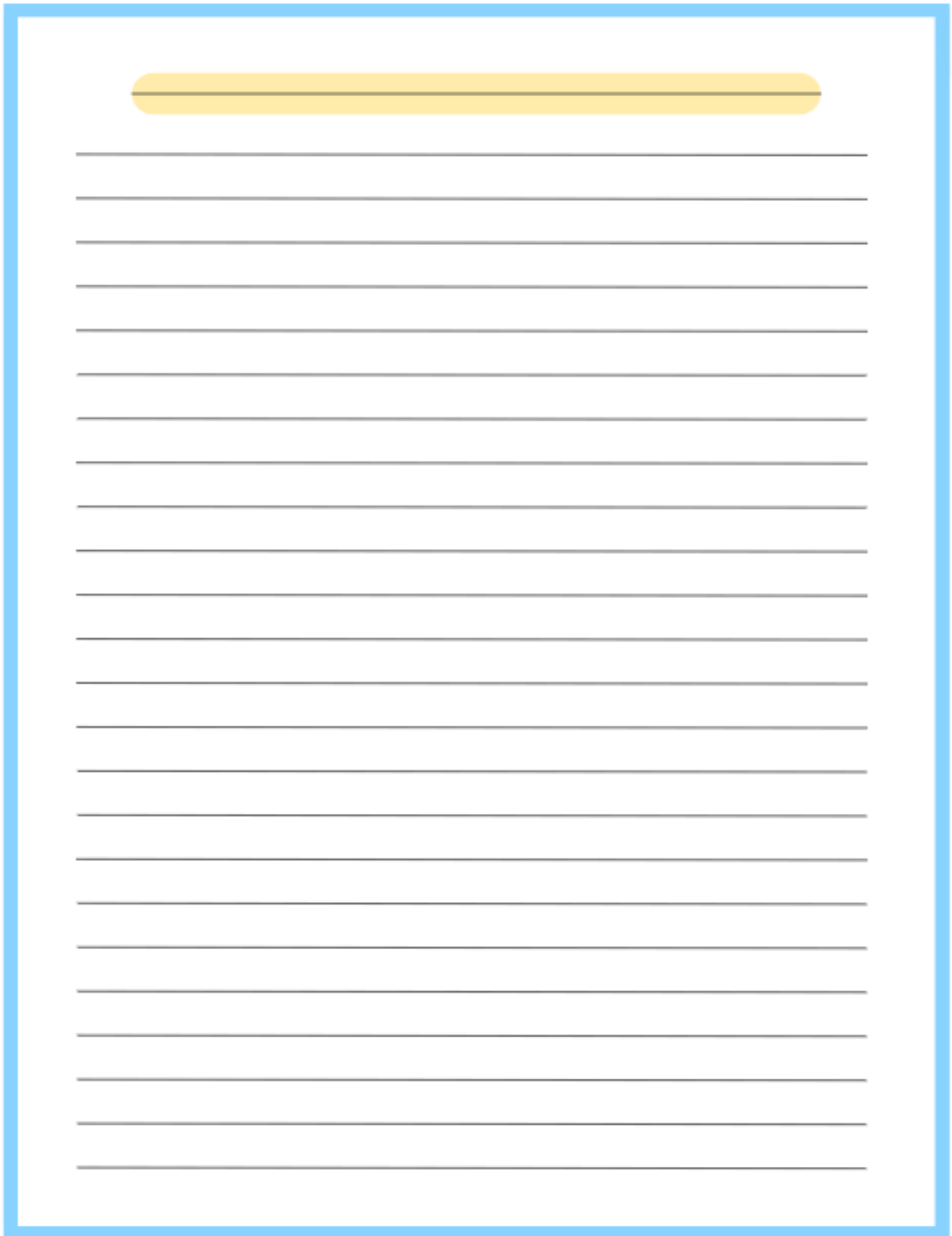


Image 85. *Story writing*

MOCK TEST

1) Reading Comprehension

Read the text and then do the activities below.

Food for a community

Every year for many years the people of Milpa Alta, Mexico, have prepared a feast in the week before Christmas. Sixty thousand tamales and 15,000 litres of hot chocolate are made in less than a week, not too much and not too little for the thousands of people who show up for the feast. The feast is called *La Rejunta* and is made for pilgrims preparing for the long walk to the holy cave of *El Señor de Chalma* on January 3rd. The people responsible for organising *La Rejunta* are called the *majordomos*. It's an honour to be chosen and so many people want to do it that the waiting list is full until 2046.

The stages in the organisation of *La Rejunta* are the same every year. Tradition is important to the Milpa Alta people. Corn has been grown here for hundreds of years and the name of the region means 'high cornfield'. Local farmers grow most of the corn, meat, and vegetables needed as ingredients for the meal. And a year before the event, the men go to the forest and collect wood that they pile up high near the home of the *majordomo* so that it will be properly dried before it's used for open-air cooking. This year's *majordomos* are Virginia Meza Torres and her husband Fermín Lara Jiménez. 'There is an infinity of things to do,' Virginia Meza Torres says firmly, as if to indicate there is no time to talk. Virginia is heading to the local offices to get the necessary permits and Fermín sets off into the countryside in search of more ingredients. They leave their daughter Montserrat Lara Meza in charge. She is a 24-year-old graduate student who's come home to help her parents for the week. Volunteers are starting to arrive and Montserrat wanders down the hill to a shed to see how the toasting of the corn is going. Everything is made from the basics – no instant mixes or other culinary shortcuts are allowed.

When the day of *La Rejunta* arrives, the volunteers have been up all night, though no one admits to feeling tired. Fermín has made sure there are enough tamales for everyone, and the head cook has been stirring the atole (chocolate drink) all night. After a 14-year wait, and a full year of preparation, it's almost time for Fermín and Virginia to hand over responsibility to the next *majordomos*. But first, there are thousands of cups of atole to serve.



Image 86. *Tamales*

a) **Decide whether the following statements are true or false. Correct the false statements. (7x2=14 pts)**

1) La Rejunta feast is held once a year.

- 2) Pilgrims to the holy cave are called majordomos.
- 3) It's hard to find people who want to organise the feast.
- 4) Preparations for the feast start a year in advance.
- 5) Virginia and Fermin are too busy to spend much time with the author.
- 6) In Milpa Alta, people pay attention to traditions only at certain times of the year.
- 7) Fermin and Virginia have to choose the next majordomos.

b) **Read the story again and make questions for the following answers. (5x3=15 pts)**

1) _____?
Yes, it is.

2) _____?
It means high cornfield.

3) _____?
Because she is helping her parents for the week.

4) _____?
Instant mixes or other culinary shortcuts.

5) _____?
They have waited for 14 years.

2) Use of English and Vocabulary: Write meaningful sentences using the words given. Each sentence should be at least 8 words. (6x4=24 pts)

a) to suit

b) prone to

c) unassuming

d) hot spring

e) downpour

f) to hit it off

3) Writing: imagine you are travelling around your favourite country in the world. Write an email to your friends telling them how your trip is going. Include what you

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Consulted Web Pages for Reading and Listening Activities

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