

Servicios socioculturales y a la comunidad
CFGS Integración Social

English for Social Integration



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Servicios socioculturales y a la comunidad
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TEACHER'S BOOK

English for Social Integration



M^a Jesús Ortolá García

UNIT	VOCABULARY	GRAMMAR	READING	
1. PEOPLE IN NEED	<ul style="list-style-type: none"> Social intervention groups and services 	<ul style="list-style-type: none"> Articles (the, a/an) Some/any Saxon genitive Verb to be Subject and object pronoun Possessive adjectives 	Challenges faced by vulnerable people	
2. THE VALUE OF AUTONOMY	<ul style="list-style-type: none"> Functional diversity, personal autonomy promotion equipment and services 	<ul style="list-style-type: none"> Present simple and present continuous, verb 'have' Adverbs of frequency 	'Don't let disability stop your dreams'	
3. FAMILY INTERVENTION	<ul style="list-style-type: none"> Family life-cycle Family intervention Home support services 	<ul style="list-style-type: none"> Past Simple Past Continuous Past time expressions Past simple verb to be There was/there were 	'Family stories: embracing diversity'	
4. LEAVE NO ONE BEHIND	<ul style="list-style-type: none"> Educational intervention and strategies Types of education Alternative communication Stimulation techniques 	<ul style="list-style-type: none"> Future tenses: will, be going to, present simple and continuous Reflexive pronoun 	'Success stories: students with disability'	
5. UNITY IS STRENGTH	<ul style="list-style-type: none"> Human rights Crimes against humanity Inclusion and interculturality 	<ul style="list-style-type: none"> Present perfect Past perfect/Past simple Just, ever/never, still, yet, already, since, for Modal verbs 	'Testimonies'	
6. MAKE YOUR COMMUNITY BETTER	<ul style="list-style-type: none"> Socio-cultural animation resources Socio-labour insertion resources 	<ul style="list-style-type: none"> Defining and non-defining relative clauses Comparatives and superlatives 	'Breaking barriers'	
7. INTERPERSONAL SKILLS	<ul style="list-style-type: none"> Social skills Emotional intelligence Conflict resolution 	<ul style="list-style-type: none"> The passive voice Any/ no/ some compound 	'The impact of mental health problems'	
8. THE WORLD OF WORK	<ul style="list-style-type: none"> Jobs Job adverts Working conditions 	<ul style="list-style-type: none"> Conditionals: zero, first, second and third conditional 	Job adverts	
9. FIRST AID	<ul style="list-style-type: none"> Health problems and illnesses First-aid training 	<ul style="list-style-type: none"> Reported speech 	'First aid basics'	
10. BRUSH UP ON YOUR ENGLISH	<ul style="list-style-type: none"> Vocabulary review 	<ul style="list-style-type: none"> Grammar review 	'The latest news'	
LEARNING STATIONS	1. INTERVENTION PROJECT 2. UNITY IN DIVERSITY CAMPAIGN 3. ACTIVE METHODOLOGIES WORKSHOP			

SKILLS			LANGUAGE CORNER
LISTENING	SPEAKING	WRITING	
Interview 'Story of an immigrant'	Meeting people	A leaflet	Empathy and solidarity
Monologues: 'The day your life changed'	Asking for information	A blog entry: 'The challenge of my life'	Inclusive language and LGBTQIA+ terms
A podcast: 'Family therapy stories'	Role-play: Communication breakdown	A narrative: 'childhood memories'	Speak out against domestic violence
News report: surprising schools	Asking and answering questions	An e-mail	Gender roles and stereotypes
A radio report: 'Zero tolerance campaign'	Speculating about a picture	A survey	Terrible events in history
A school presentation: Cultural differences	Comparing experiences	A complaint letter	City life
An online lesson: 'Main theories in the field'	Dealing with complaints	A cover letter	Mental health
Summer job interview	A job interview	A CV	Applying for a job
Description of experiences	Emergency phone call	A report	Healthy habits
'Breaking news'	Debate topics	An opinion essay	Final research project

Vocabulary: Social intervention groups and services

Reading: Challenges faced by vulnerable people

Language corner: Empathy and solidarity

Grammar: The, a/an, some/any, there is/are, Saxon genitive, to be

Listening: Interview 'Story of an immigrant'

Writing: A leaflet

Speaking: Meeting people

Reading

Challenges faced by vulnerable people

In many societies, there are individuals facing challenging circumstances, including homelessness, immigration, and addiction. These issues can affect people from all walks of life, and it is important to understand them in order to offer support and empathy. In this text, we will explore the serious difficulties that these people encounter on a daily basis.



Homelessness is a complex issue that affects many people around the world. Homeless individuals don't have a stable place to live, and they often struggle to meet their basic needs. There are various reasons for homelessness, including **job loss**, **mental health issues**, and **family breakdown**.

Homeless individuals often face difficulties finding food, **shelter**, and employment. Local governments and non-profit organisations work to **provide assistance** through shelters, **food donations**, and **medical services**.



Refugees continue to face challenges in their pursuit of safety and a better life. Most likely, they cannot return home or are afraid to do so.

War and ethnic and religious violence are leading causes of refugees fleeing their countries. Fifty-two per cent of all refugees and other people in need of international protection come from just three countries: Syria, Ukraine, and Afghanistan. International organizations, such as the United Nations High Commission for Refugees (UNHCR), are working tirelessly to provide **humanitarian aid** and support to these displaced individuals. Meanwhile, countries in Europe are still struggling to find a unified approach to the refugee crisis. While some nations have opened their doors to refugees, others maintain strict **immigration policies**. These disparities highlight the need for collaborative efforts to address the refugee crisis effectively.



Addiction is a medical condition in which a person becomes dependent on a substance or behaviour, such as drugs, alcohol, or gambling. It can have severe consequences on a person's health, relationships, and overall quality of life. Support and understanding are crucial for individuals struggling with addiction. Treatment options, such as **counselling** and **rehabilitation programmes**, can help them to overcome their dependencies and lead healthier lives. It's important to recognise that addiction is a mental health disorder and not a moral failing.

As we can see, these issues are in the spotlight nowadays. The efforts of governments, organisations, and communities in addressing them are essential for creating a more compassionate and inclusive global society.

Reading comprehension

Activity 1

Answer the following questions according to the information in the text. Use your own words.

- What are some common factors that lead to homelessness? Can you think of another reason?
- Can you name an organisation mentioned in the text? What do they do?
- What is one common misconception people may have about addictions?
- Why is it important for society to show empathy and support for vulnerable individuals?
- What are some actions that ordinary individuals can take to help homeless individuals in their communities?

Activity 2

Are the following statements true (T) or false (F)? Justify your answers with information from the text.

- These challenges primarily affect people who are lazy or unwilling to work.
- The leading cause of refugees fleeing their countries are the strict immigration policies.
- Some addictions don't have a direct effect on people's lives.
- International organisations and national governments need to cooperate to address the refugee crisis.
- The text highlights the importance of collaborative efforts to address vulnerability effectively.

Vocabulary

Activity 3

Complete the following sentences with some of the words in bold from the text.

- As winter approaches, many cities are working to provide warm _____ to homeless individuals in need.
- The _____ conflict has displaced millions of people who rely on _____ for their basic needs.
- It's essential to seek professional help when dealing with _____.
- The success of a nation's _____ often depends on their ability to address humanitarian concerns while maintaining security and economic interests.
- The prison system should prioritise the implementation of effective _____ to reduce drug addiction rates and help inmates reintegrate into society.



Glossary

Activity 4

Complete the chart with information from the text. You can add extra information.

	REFUGEES	HOMELESS	ADDICTS
CAUSES			
CONSEQUENCES			
ASSISTANCE			



Activity 5

Reflect on these ideas with your classmates.

- How do you feel when you come across a homeless person in the street? Do you help them?
- Do you think addictions are becoming more common in this fast-paced society?

SOCIAL INTERVENTION GROUPS AND SERVICES

Activity 1

Complete the sentences with the words below.

abused women migrants disabled inmates illiterate elderly people
 drug addicts immigrants homeless people with HIV/AIDS ethnic minorities

- a) _____ deserve support and protection from their abusers to break free from the cycle of violence.
 b) Many young _____ come to new countries seeking new job opportunities to achieve economic stability.
 c) _____ contribute to the cultural diversity and economic growth of their adopted countries.
 d) It's important to offer rehabilitation and treatment to _____ to help them overcome their substance abuse issues.
 e) Providing care and companionship for _____ can improve their quality of life in their later years.
 f) Physically _____ people can present various challenges, from limited mobility to the need for specialised equipment.
 g) Support and education are crucial for _____ to manage their condition and prevent the disease from spreading.
 h) Each neighbourhood should provide food banks and shelters to help _____.
 i) Rehabilitation programmes can help _____ successfully transition back into society after serving their sentences.
 j) The specific cultures considered _____ differ depending on the social, cultural, and political context of each region.
 k) _____ often face significant barriers to accessing information and employment opportunities.

Activity 2

Match each social intervention group with their corresponding social services and intervention resources. More than one answer may be correct.



a) HOMELESS



b) ELDERLY PEOPLE



c) ALCOHOLICS



d) INMATES



e) YOUNG REFUGEES

day centre rehab centre nursing home home care assistance community centre asylum reception centre
 housing telehome care soup kitchen youth services foster care re-employment services charity workshop

Activity 3

Discrimination exists in multiple forms, and against many groups of people. Match the different forms of discrimination with their definition.

1. HOMOPHOBIA
2. CLASSISM
3. AGEISM
4. XENOPHOBIA
5. SEXISM
6. TRANSPHOBIA
7. ABLEISM
8. RACISM

- a) A set of beliefs or practices that devalue people with disabilities
 b) Discriminatory behavior towards the opposite gender.
 c) The fear or hatred of transgender people.
 d) The irrational aversion to, or discrimination against, homosexuality or gay people.
 e) The belief that people from some social classes are better than people from others.
 f) The belief that racial differences produce the inherent superiority of a particular race.
 g) The fear or dislike of anything which is perceived as being foreign or strange.
 h) The discrimination towards others or oneself based on age.

Vocabulary

SOCIAL INTERVENTION GROUPS AND SERVICES

Activity 4

Do you know the difference between these words? Read the examples and discuss their meaning with your classmates. Write their definition with your own words.

MIGRANT

IMMIGRANT

- a) The government is being urged to issue more visas to skilled migrants.
b) The immigrant family arrived in the new country with hopes of building a brighter future for themselves.

ASYLUM SEEKER

REFUGEE

- a) The asylum seeker waited anxiously at the border, hoping for a chance to start a new life in a safer country.
b) The humanitarian organisation provided support to the refugee families who had fled their war-torn homeland.

DISABILITY

IMPAIRMENT

HANDICAP

- a) The new laws aimed to ensure that public spaces were accessible to individuals with disabilities, reducing the handicap they face in daily life.
b) His hearing impairment required the use of hearing aids to communicate effectively in daily life.

FOSTER CARE

ADOPTION

- a) The young girl found stability and support in a loving foster care family after experiencing a difficult childhood.
b) After years of waiting, they finalised the adoption of their son, making him officially a part of their loving family.

Activity 5

Read these texts about people suffering from racial discrimination. What are the stigma, prejudices, and stereotypes that these ethnic minorities have to face every day? What problems do they face due to that discrimination?



Navajo Nation, Arizona

Tayen and Tulu live in Navajo Nation, the largest indigenous reservation in the USA. They can't go to school since they help their parents to make the traditional rugs that they sell to tourists. They never go to the city because their family don't own a car. Recently, their reservation has suffered a water shortage, so they don't have access to drinking water.

Bucharest, Romania

Deborah and Sinai were born in the gypsy slums on the outskirts of Bucharest, Romania. They dropped out of school at the age of 14.

Now, they can't find a job outside their shanty town, so they make a living from collecting and selling copper.



Break stereotypes!



a) People think they are...

b) Due to their place of residence/cultural identity, they ...

c) ... is part of their cultural identity.

Activity 6



Have a look at the current news online.

Is there any news related to a marginalised or discriminated groups? Summarise it and share it with your classmates.

ARTICLES: THERE IS/ARE, A/AN, SOME AND ANY

The + singular and plural nouns: "I saw the homeless in the backyard."

There is + A + singular noun beginning with consonant: "There is a stray dog in the street."

There is + AN + singular noun beginning with vowel: "There is an immigration centre in this city."

There are + SOME + plural noun: "There are some addictions that lead to death."

There isn't + A/AN + singular noun: "There isn't a cure for this illness."

There isn't + ANY + uncountable noun: "There isn't any water in some areas."

There aren't + ANY + plural noun: "There aren't any specialists in the day centre."

Activity 1

Fill in the gaps with the definite or indefinite articles: the, a/an.

Jack is (a)___ homeless man who lives on (b)___ streets of the city. He sleeps in (c)___ emergency shelter he built under (d)___ bridge to protect himself from (e)___ weather. Jack's life is (f) ___ daily struggle to find food and stay warm during (g) ___ cold nights. Despite his difficult circumstances, he maintains (h)___ sense of hope and dreams of finding (i)___ job and securing (j)___ stable place to live. He is just one of (k)___ many individuals facing homelessness in our community.

Activity 2

Complete the text with these words: There is/isn't, there are/aren't, some and any

Immigration is a complex process, and for many individuals, it involves (a)_____ obstacles. (b)_____ (c) _____ legal requirements that must be met, and often, (d)_____ enough information about the legal procedure. However, (e)_____ an altruistic institution in Spain, United We Dream, which helps immigrants who don't have (f)_____ documentation.

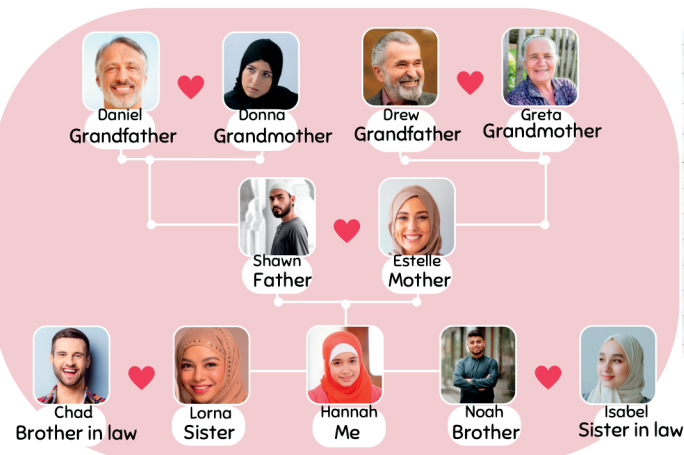
SAXON GENITIVE: 'S

The apostrophe + S + singular nouns: "Tulu's house is the Navajo reservation."

Just the apostrophe + plural nouns: "The refugees' belongings are not here."

Activity 3

Look at Hannah's family tree and complete the sentences using the Saxon Genitive. More than one option may be correct.



- a) Noah is ...
b) Drew is ...
c) Shawn and Estelle are ...
d) Lorna and Noah are ...
e) Chad is ...
f) Donna is ...
g) Drew and Greta are ...



Grammar Bank

VERB TO BE: AFFIRMATIVE

Activity 4

Fill in the gaps with the affirmative forms of the verb 'to be'.

- a) Many immigrants _____ in need of help in our community.
b) John _____ a humanitarian aid worker. He always assists others in times of crisis.
c) The organisation's mission _____ to provide support for vulnerable individuals.
d) We _____ committed to defending the rights of refugees.
e) Kids _____ often the most vulnerable in our society.
f) It _____ important to create a safe space for people in need.
g) The government _____ working on policies to protect elderly people.

VERB TO BE

I AM
YOU ARE
HE/SHE/IT IS
WE/YOU/THEY ARE

VERB TO BE: NEGATIVE AND INTERROGATIVE

Activity 5

Fill in the gaps with the negative and interrogative forms of the verb 'to be'.

- _____ she in a nursing home?
- We _____ aware enough of other people's problems.
- The organisation's mission _____ to help just immigrants but all kinds of people in need.
- _____ you a foster family?
- He _____ the director of the rehabilitation programme. He is one of the psychologists working there.
- _____ you interested in giving money to Red Cross? They are raising money for a new project.
- Child poverty _____ the government's concern.

Activity 6

Put the words in the correct order adding the appropriate forms of the verb 'to be'.

- Noah/ years old/ 12?
- at the community centre / Amin and Bilal / in the Spanish class?
- an NGO / Red Cross?
- happy to / asylum seekers / leave their country?
- he / the international organisation/ part of?



Grammar Bank

Grammar: Subject/Object pronouns and possessive adjectives

SUBJECT PRONOUNS

I
YOU
HE
SHE
IT
WE
YOU
THEY

"She needs help."

OBJECT PRONOUNS

ME
YOU
HIM
HER
IT
US
YOU
THEM

"Can you help her?"

POSSESSIVE ADJECTIVES

MY
YOUR
HIS
HER
ITS
OUR
YOUR
THEIR

"Their help is necessary"

Activity 7

Complete the following sentences with subject and object pronouns.

- The organisation helps _____ rebuild their lives. (they)
- _____ volunteered to teach English to refugees to assist _____ in adapting to their new environment. (she/they)
- _____ have faced unimaginable challenges. Thanks for helping _____. (we)
- _____ witnessed the struggles _____ endured during their journey and decided to help _____. (he/they)
- _____ think the prison system should reduce drug addiction rates. Tell _____ what you think about this. (I)
- The volunteers welcomed _____ warmly, and _____ shared stories of his experiences and aspirations. (he)

Activity 8

Complete the following sentences with the possessive adjectives.

- _____ (we) organisation focuses on helping refugees.
- _____ (they) team works to support people in need.
- It's important to address _____ (they) social challenges.
- _____ (it) mission is to improve _____ (they) lives.
- We believe in _____ (she) responsibility to help them.
- _____ (the president) goal is to provide aid to refugees.
- _____ (we) community is committed to raising money.
- Is that _____ (you) brother-in-law?
- What is _____ (she) name?
- _____ (I) supervised apartment is on the top floor.
- _____ (he) house is next to mine.

Listening

INTERVIEW: STORY OF AN IMMIGRANT



What problems do you think immigrants have to face?
 What cultural aspects are more difficult to adapt to?
 Do you know any people who have emigrated from your country?
 Would you ever think of emigrating?

Activity 1

Listen to a podcast episode about the story of Abdullah, a young immigrant from Morocco, and choose the correct answer.

- What is the objective of the podcast?
 - Talk about resilience and hope.
 - Raise awareness about immigrants' problems.
 - Explain immigration policies.
- How old was Abdullah when he arrived to Spain?
 - 23 years old.
 - 15 years old.
 - 17 years old.
- Abdullah came to Spain looking for...
 - A new house.
 - A better life.
 - Good weather.
- What made the immigration process challenging?
 - The amount of paperwork and linguistic difficulties.
 - The relationship with Spanish people.
 - The lack of information.
- How did Abdullah overcome the language difficulties?
 - He asked native speakers for help.
 - He joined a Spanish language course.
 - He learnt it by himself.
- What does the expression "to be in the same boat" mean?
 - To be in a very crowded space.
 - To feel the same as others.
 - To be in the same difficult circumstances as others.

Activity 2

Listen again. Complete these statements with vocabulary from the interview.

- Ellisa is an _____ at the _____.
- Abdullah came to Spain in search of _____ and more _____.
- During the immigration process, there were lots of _____.
- Learning Spanish was _____ for Abdullah.
- The association Morocco United helps immigrants to _____ and _____.
- All immigrants experience the same _____.
- Abdullah feels _____ for the _____ Spain is giving them.
- This story can inspire people who _____.

Activity 3

Rephrase these statements to form questions. Listen again to the audio to check your answers.

- You could start by telling us a bit about your background.
 _____?
- You can tell us about the challenges you faced during your immigration process.
 _____?
- There are positive aspects of your new life in Spain.
 _____?

INTERROGATIVE FORMS

Could + subject + verb + ...?
 Can + subject + verb + ...?
 Is there + singular/uncountable nouns + ...?
 Are there + plural nouns + ...?

Activity 4



Write a list of four more questions that you would like to ask Abdullah. In pairs, role-play the interview answering them with your own words.



A LEAFLET: INFORMATION ABOUT AN NGO

Activity 1

Read the leaflet and label the parts using the words in the box.

1

ABOUT US

One Book, One Life is a registered nonprofit, **dedicated to improving the lives of vulnerable illiterate kids whose family can't afford their education.**

4

www.onebookonlife.com

12 St. Johns, Liverpool. UK

+648 863 73524

2

One Book, One life

Improving the lives of illiterate youth

3

LITERACY IMPROVES LIVES

5

BLACK PENCIL PROJECT

We are currently looking for some wonderful humans to work on the ground teaching **kids from Ethiopia** to read and write, provide school supplies and help build new education facilities.

For volunteering opportunities and fundraising initiatives, visit our website.

6

OUR VISION

We bring together the financial resources of individuals, families, and businesses to support those children who need our help the most.

Our goal is to educate and reintegrate rural Ethiopian communities to improve their standards of living, with a focus on increasing children's access to qualified education and life skills in their own home communities.

7

A) NGO'S NAME
B) SLOGAN
C) INTRODUCTION
D) CONTACT INFORMATION
E) PICTURES
F) HUMANITARIAN PROJECT
G) NGO'S VALUES

Activity 2

Think about an NGO that you would like to found or for which you would like to volunteer. Complete the chart with the basic information about your project.

NAME:

CAUSE AND MISSION:

VISION AND GOALS:

FUNDRAISING STRATEGIES:

MAIN PROJECT:



Activity 3

Use the information from Activity 2 to create a leaflet about your own NGO.

REMEMBER

- Include all the parts of the leaflet: introduction, mission, goals, projects and contact information.
- Choose a creative name and slogan.
- Check punctuation and grammar (use mainly present tenses).

Speaking

MEETING PEOPLE

Activity 1

What questions would you ask to get to know another person? Can you think of other examples?

• NAME: What's your name?	• DATE OF BIRTH:
• AGE:	• FAVOURITE THINGS:
• PLACE OF LIVING:	• HOBBIES:
• JOB:	• SIBLINGS:

Activity 2

Read this dialogue about two social integration students meeting for the first time. Fill in the gaps with the words in the box.

Sarah: Hello! Are you here for the social integration vocational training course too?

John: Yes, I am! My name is John. (1) _____.

Sarah: Hi John, I'm Sarah. (2) _____. So, what made you decide to take this course?

John: Well, I've always been interested in helping people from different backgrounds come together and build stronger communities. How about you?

Sarah: That's really admirable. I'm here because I recently moved to this city, and I thought this course would be a great way to meet new people and learn more about social integration. Plus, it's always a good skill to have, right?

John: Absolutely! (3) _____.

Sarah: I relocated here for work. It's a great opportunity, but it's also a bit overwhelming. I want to make sure I become part of the community and not just an outsider.

John: That's very relatable. I've moved around a bit in the past, and it can take time to settle in.

Sarah: Really? (4) _____.

John: I am from Portugal, but I lived in France for two years and then my family moved here.

Sarah: What an exciting life!

John: Yeah, I think we both have an interesting lives. (5) _____.

Sarah: I work as a secretary in a special needs school, that's why I became interested in this topic. So I want to make the most of this opportunity and learn as much as I can.

John: Me too! (6) _____. It's nice to have someone who shares a similar goal in the class.

Sarah: (7) _____ today. It's a promising start to our social integration journey.

John: Definitely. (8) _____, Sarah!

- a) Nice to meet you
- b) Where are you from?
- c) To new beginnings!
- d) Let's stay in touch
- e) It's great you meet you as well
- f) What brought you to this city?
- g) I'm glad we crossed paths
- h) Where do you work?



Activity 3

Work in pairs. Choose one of following contexts and role-play a similar situation to the one in Activity 2. Use the expressions and questions previously mentioned.

- a) Meet someone on a bus or train
- b) Meet someone at a wedding party
- c) Meet someone at the office
- d) Meet someone at the school cafeteria



EMPATHY AND SOLIDARITY

Activity 1 

Look at these images. What do they make you feel? Choose the words that best represent your thoughts and share them with your classmates.



empathy inequality generosity
 hostility injustice violence
 cruelty revenge hate sympathy
 injustice altruism punishment
 kindness equality mercy compassion
 understanding pity solidarity
 lonely love affection



Glossary

Activity 2

Match these idioms and expressions about feelings and emotions to their meaning and complete the sentences.

1. Read someone like a book.
2. You can't judge a book by its cover.
3. Walk a mile in other people's shoes.
4. Cry over spilt milk
5. Do a world of good
6. To feel one's pain

- a) Being able to understand easily what they are thinking or feeling.
- b) Something that makes you feel much better.
- c) To understand and empathise with someone's feelings.
- d) To understand someone by imagining their situation.
- e) You can't judge something by its appearance.
- f) To be upset about something that has already happened.

1. I know you're dealing with a lot of stress, _____. That's why I recommend you visit a psychologist.
2. It's too late to _____. We have to accept what happened and move on. We should learn from our mistakes.
3. Don't judge my brother. He may not be the most outgoing person, but he's got a heart of gold. _____.
4. Volunteering at the local shelter can _____ for those in need and for your sense of fulfilment.
5. I think politicians should _____ to understand our complaints.
6. I can tell by your face that you are lying. I can _____.

Activity 3  

Work in pairs. Write a short dialogue that includes at least two of the expressions from Activity 2. Read it to your classmates.

