

THIRD  AGE
FÁILTE ISTEACH

ADVANCED



2nd Edition

Third Age Fáilte Isteach

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MODULE 1 'Food'

This module covers:

- . *Vocabulary relating to food*
- . *Healthy eating*
- . *The conditional tense*
- . *Myths about food*

Lesson One: Good food, bad food



Getting Started

Working with your partner or tutor, begin a discussion about food. Tell us about your favourite food. Can you find it in Ireland? What is your favourite food from your home country? Do you like any food or drinks that are bad for you – chips, sweets, alcohol? What is your favourite food that was new to you in Ireland?



Language Builder

It is now time to read a newspaper article. The subject of the article is chocolate... yum! Before you read the article, look at the statements below and discuss them with your partner or tutor. Do you think they are true or false? Why?

1. Those who eat more chocolate are less likely to suffer heart disease or stroke.
2. Chocolate helps you to relax.
3. Chocolate is considered to be low in calories.
4. Eating chocolate is the best way to reduce your risk of heart disease.
5. The cocoa content of products sold in the UK is much lower than in continental chocolate.



Now read the article below from *The Guardian* newspaper.

Be it white, dark or milk, it's better to eat chocolate than to avoid it, concludes large-scale health study. Just don't overdo it!

Chocolate may be good for the heart, say scientists cautiously, following a large study which found that those who eat more of it are less likely to suffer heart disease and strokes. Why chocolate-lovers should be better off than those who shun it is not altogether clear, however. While it contains antioxidant flavonoids, known to be protective, it also contains sugar and – especially in the forms popular in the UK – milk powder, which are implicated in weight gain. Obesity is a well-established cause of serious heart problems.

Dieticians suggested that eating chocolate might be helpful because people find it relaxing. The study was presented at the European Society of Cardiology meeting in Paris and is published online by the British Medical Journal. It was undertaken by Dr. Oscar Franco and colleagues from Cambridge University, who wanted to try to establish whether a long-suspected association between chocolate-eating and lower heart disease was real.

The scientists carried out a review of all the relevant and most convincing evidence they could find – seven studies involving more than 100,000 people. They compared the rates of heart disease in those who ate most chocolate with those who ate least.

Five of the seven studies found chocolate – eaten in a variety of forms, from sweet bars to chocolate biscuits and drinking cocoa – to be protective. They concluded that the "highest levels of chocolate consumption were associated with a 37% reduction in stroke compared with lowest levels". The studies did not differentiate between dark, milk and white chocolate. They also found no effect on actual heart failure.

The authors are cautious about the results, warning that chocolate contains high calories – around 500 for every 100 grams – which can cause people to put on weight and end in heart disease itself. But they think the possible benefits should be further explored, including ways to reduce the fat and sugar content of chocolate.

"This paper doesn't really say eat chocolate to improve heart health – nor do the authors conclude this either. What they seem to say is, those who don't deny themselves a sweet treat of chocolate – white or brown – have better cardiovascular outcomes," said Catherine Collins, a dietician at St George's Healthcare NHS Trust.

"I do feel that the perceived relaxing effect of chocolate . . . is a contributor – a relaxing treat, perceived as a 'de-stressor' and a food whose cost base is so low it's affordable by virtually all." In the UK, she said, any benefit must be almost entirely due to this relaxation effect, because the cocoa content in products sold here is much lower than in continental chocolate and many people eat it in the shape of chocolate-covered sweet bars, which have very little flavonoid content.

Other scientists were also cautious. Tom Sanders, Professor of Nutrition and Dietetics and Head of the Diabetes and Nutritional Sciences Division at the School of Medicine at King's College London, warned that many chocolate-lovers deceive themselves. "The problem with chocolate consumption is under-reporting by overweight individuals; they under report food intake, especially forbidden foods such as chocolate. There is a chocolate gap – more chocolate is sold than people own up to consuming," he said.

"Cocoa butter, although a rich source of saturated fatty acids, does not raise cholesterol much because the major saturated fatty acid in it is stearic acid, which neither raises nor lowers cholesterol. The evidence regarding chocolate and blood pressure is mixed, with a recent study showing that cocoa flavonoids increase blood pressure.

"The main problem with chocolate is overindulgence and calories. A little bit of chocolate is OK but the mega-slabs offered cheaply are fuelling obesity in the overweight." Victoria Taylor, Senior Heart Health Dietitian at the British Heart Foundation, said: "We can't start advising people to eat lots of chocolate based on this research. It didn't explore what it is about chocolate that could help and if one particular type of chocolate is better than another.

"If you want to reduce your heart disease risk, there are much better places to start than at the bottom of a box of chocolates. You can still eat chocolate as part of a balanced diet but moderation is key because this sweet treat is usually packed with saturated fat and calories."



Two Minute Talk

Work with a partner or your tutor, and for two minutes, summarise this article in a discussion. Do you understand the "gist" of it (the general meaning)? Are there any difficult words? Allow your teacher to help you with the meanings of new words or phrases.



Now You're Talking

Work with a partner or in a bigger group. Did you choose the correct answers to the questions earlier? Which statements were true and which ones were false?



5 Minute Game

Divide the class into two teams and have a debate about food. Use the topics below to get started:

1. With regard to food, do you agree with the statement 'everything in moderation'?
2. Do you think you will eat more chocolate having read this article? Why?
3. What foods do you regard as being particularly healthy?
4. Can you think of any foods which are advertised as 'health foods' but in fact are not as healthy as we think?
5. Many experts say that there is no such thing as 'bad food'. Do you agree?

Have you learned any useful vocabulary from this module about food? Write down any new words and phrases in the box:

Vocabulary



Extra

Here are some more questions about food. Use the questions to start a conversation, to have a debate in class or to write a letter to your favourite radio or TV program explaining your thoughts on food.



1. Is the government responsible for our eating habits or should we take personal responsibility for what we eat?
2. In your opinion, should the government be allowed to place a tax on fatty, sugary and salty foods?
3. Can you think of a clever initiative which would encourage people to eat healthily?
4. Do you think that many people have become over-reliant on food supplements rather than simply trying to maintain a healthy, balanced diet?
5. Do you think that there is too much emphasis placed on being 'slim' but not enough emphasis placed on being healthy?
6. Do you agree with the saying 'food is the best medicine'?
7. What kind of food do you like to eat when you are feeling sick?
8. Farmers' markets have become more popular in Ireland over the last number of years. Why do you think that is the case?
9. Would you consider growing your own vegetables?
10. Do you think that organic food is overpriced?



5 Minute Game

Work with a partner and read the statements below. Do you think they are true or false? Do you and your partner agree on all the answers? Which ones do you disagree about? The answers are on the next page – don't look until you have finished!

1. The first soup was made out of hippopotamus.
2. During the middle ages, a slice of lemon was served with fish because it was thought the juice would dissolve any bones which were accidentally swallowed.
3. Corn always has an even number of rows.
4. Cabbage is 50% water.
5. Celery requires more calories to eat and digest than it contains.
6. Strawberries contain more sugar than lemons.
7. French fries came from Belgium.
8. The croissant was invented in France.
9. Reindeer like bananas.
10. A bunch of bananas is called a 'hand'.



Answers:

1. True! The first evidence of hippo-flavoured soup dates back to 6000BC
2. True.
3. True
4. False. It is actually 51% water.
5. True.
6. False.
7. True
8. False. It was invented in Austria
9. True.
10. True.

Lesson Two: The conditional

Getting Started



In English a lot of sentences contain the little word "if" – can you put this word into a few sentences? How many can you make? Can you make different kinds of sentences? What are the differences? Discuss in pairs or with your tutor before you move on to the explanation below.



Key Language

The Conditional helps you to talk about past, present and future situations that depend on other events happening

Zero Conditional:



The zero conditional is used in situations that are always true if something happens.

For example: If he is working late, I cook our dinner.

Conditional 1 (Real Conditional):



These situations take place if a certain condition is met.

For example: If the sun shines, we will go swimming.

Conditional 2 (Unreal Conditional):



This conditional provides an imaginary result for a given situation.

For example: If I won the lotto I would buy a new car.

Conditional 3: Past Conditional



This conditional is used to express a hypothetical result to a past given situation.

For example: If I had left the house earlier, I would have arrived on time.



Language Builder

Using the language you have learned above, complete each sentence on the left with a phrase from the right.

1. If I find her address, _____.

- a) I would send her an invitation.
- b) I will send her an invitation.
- c) I will have sent her an invitation.

2. If you eat your dinner, _____.

- a) You could have had dessert.
- b) You could have dessert.
- c) You can have dessert.

3. If I'm running late, _____.

- a) I take the bus.
- b) I would take the bus.
- c) I will have taken the bus.

4. If she is too tired to cook, _____.

- a) She would order a take-away.
- b) She would have ordered.
- c) She orders a take-away.

5. If it had rained yesterday, _____.

- a) He would not have to water the flowers today.
- b) He would not water the flowers today.
- c) He will have to water the flowers today.

6. If I had known it was her birthday,

_____.

- a) I will buy her a gift.
- b) I would have bought her a gift.
- c) I would buy her a gift.

7. If he had been at home, _____.

- a) He would have answered the telephone.
- b) He will answer the telephone.
- c) He answered the telephone.

8. If it rains, _____.

- a) We will have gone inside.
- b) We will go inside.
- c) We would go inside.

9. If you had eaten your dinner, _____.

- a) You will not be hungry.
- b) You are hungry.
- c) You would not be hungry.

10. If I'm feeling better, _____.

- a) I will come to the cinema.
- b) I would come to the cinema.
- c) I came to the cinema.



Two Minute Talk

Now, work in pairs. Can you make up some sentences that use each form of the conditional? Write each sentence down. Then read the sentence aloud to your partner or tutor. Is the sentence correct?

Lesson Three: Food myths



Getting Started

Work in pairs or in a small group with your tutor.

These days society is flooded with information about food: on the internet, television, newspapers, advertising ... Sometimes it is difficult to know what is true and what is untrue. Can you think of some common mistakes people make about food – for example what is healthy and what is not healthy? Discuss these mistakes with your tutor / classmates.



Language Builder

Here is an article from *The Irish Times* newspaper. It exposes six food myths, and discusses how people misunderstand food. Does any of the information surprise you? If you have any problems with the vocabulary ask your tutor.

They can spread like wildfire, travel twice the speed of light and grow faster than any weed in your garden; we call them 'myths.' And there are many when it comes to food. You might be surprised to find how many of us still rely on age-old wives' tales and food folklore to guide us in our eating decisions.

If you're watching what you eat, it makes sense to get the raw deal on food. Are carrots really good for your eyes? Will chocolate break out your skin? Get the lowdown and separate fact from fiction with these popular food myths.

Fiction: Eat three meals a day

Fact: No doubt your jaws are dropping on this one. Despite what your mother told you, and even what her mother may have told her, the number of meals that your body needs is not arbitrary. Nutrition experts say you should eat only when you are hungry. Because we all have different body types and different calorie requirements, one person may need to eat more meals to satisfy their hunger, while another person may need less. It just depends on your metabolism. So how many times a day should you eat? Doctors now say you should eat only when you're hungry.

Fiction: Nuts are very fattening and are not good for you

Fact: Eating too much of a good thing isn't good for anybody, but eating a modest amount of nuts is a win-win situation. They're packed with nutrients, including protein, unsaturated fat, fibre, vitamin E, folic acid and other B vitamins, along with a host of other good-for-you ingredients. This is especially true for walnuts and almonds, which also lower cholesterol. When it's time to snack, skip the junk food and go nuts.

Fiction: Eating carrots will help you see better at night

Fact: Carrots are loaded with beta-carotene, which our body converts to vitamin A. While the vitamin A in carrots does promote good overall eye health, to say that it can help you see better in the dark is pushing it. Experts say that the antioxidants in carrots protect the eyes against UV light damage.

Because carrots are good for the eyes and protect vision, you could say they may indirectly help you see better in the dark, but again, experts say that even that 'indirect link' is a long shot. If you need glasses to see at night and eat lots of carrots, you'll probably still need them, but you will have a good set of chompers.

Fiction: You can eat natural food in unlimited quantities

Fact: I've fallen prey to this myth myself. The logic here is that because fruits and vegetables come straight from Mother Nature, you can eat them in any quantity and it will be good for you — there's no way to overdose on natural foods, right? Wrong. Eat too many oranges and it will give you a sugar high.

Believe it or not, oranges are very high in fructose.

When juiced or eaten whole, oranges can give you a high-dose sugar injection, and without the fibre you'd get from eating the un-juiced orange, you could still crash and burn and be left feeling hungry once the sugar high wears off.

Honey is another culprit. You might think you could eat this in endless quantities because it's all natural. Wrong again. Honey is usually cooked before it's packaged and that cooking process destroys most of the nutritional value. In fact, most cooked honey is roughly 75 percent sugar. When it comes to natural, unprocessed foods, eat many different kinds, but don't eat too many.



Fiction: An apple a day...

Fact: If it were only that simple! Yes, experts concur that eating an apple daily is a healthy habit to incorporate into your diet. After all, apples are good for you. They're loaded with lots of dietary fibre and are a good source of Vitamin C which can greatly boost the immune system. But is it a cure-all, one-fruit miracle panacea that if consumed daily, can keep you out of the doctor's office? Don't we all wish!

Eating an apple can contribute to keeping you healthy, in other words, it will do its part in the whole scheme of eating a balanced meal. But it's only one part of the dietary picture. Nutritionists say the rest of the diet needs to be good as well.

Fiction: Frozen vegetables are less nutritious than fresh ones

Fact: Freshly picked vegetables do have more vitamins and minerals, but unless you're right there on the farm waiting to eat them immediately, you're unlikely to get all those nutrients. Nutrient levels drop during shipping and storage. They lose even more vitamins as they sit in the fridge.

Meanwhile, frozen vegetables are picked ripe and are immediately frozen with no downtime to allow any loss of nutrients, so they keep most of their nutritional value.



**KEEP
CALM
AND
REVISE**

Revision

Remembering the language you learned in this lesson, answer the following questions which use the conditional. They all relate to the "food myths" reading above.

1. Would you be able to see in the dark, if you consumed a plate of carrots every day?
2. If you had an apple a day, would you keep the doctor away?
3. Would you get more vitamins and minerals if you had fresh vegetables rather than frozen ones?
4. If you eat walnuts and almonds will they help to lower your cholesterol?
5. Will you be unhealthy if you don't eat three meals a day?



Two Minute Talk

1. Can you recall any interesting fun facts you learned about food during this module?
2. Were there any points presented in the module or during your discussions with which you disagreed?
3. From reading the articles in this module and engaging in discussions with your group, have any of your opinions about food changed?
4. If you were sent to a desert island and told you could only take one food with you to eat, what would you choose?

MODULE 2 'Talking about movies'

Following this Module you will know:

- Lots of new movie related vocabulary
- How to express your opinions about film
- Suggestions on new ways to put your learned language to use

Lesson One: New movie vocabulary



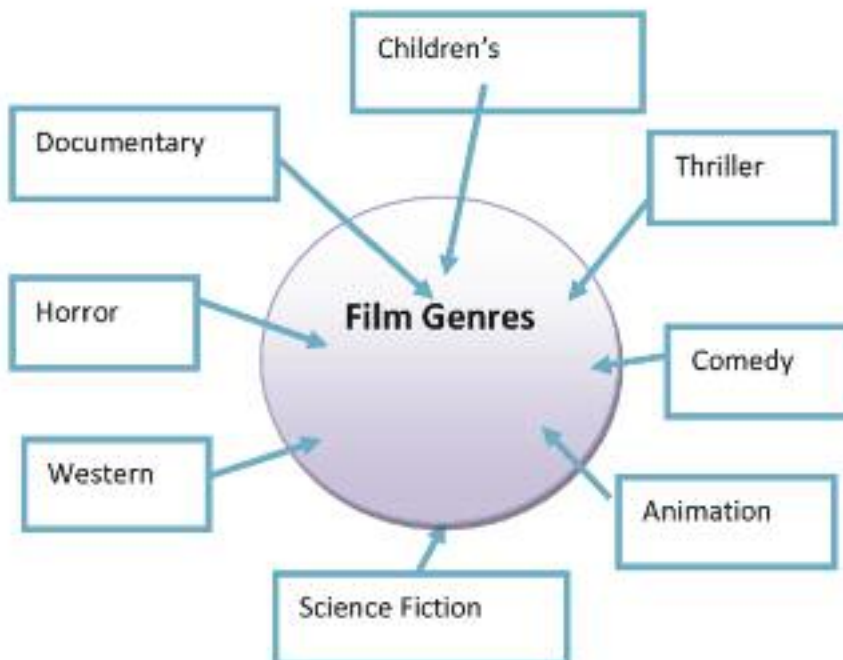
Getting Started

Work in pairs or small groups. Think of your favourite movie. Do you know what *kind* of movie it is (a comedy, horror or drama for example)? How about movies you *don't* like – what kind of movie are they? And your husband / wife / girlfriend / father / mother – do they have a favourite film? If you need help, look at the vocabulary below for different kinds of movies.



Language Builder

Read through the following movie genres below. Can you name one or two movies that each type describes? Write the film names in the space provided below.



Language Builder

Now look at the words and sentences below. Read the words first – how many do you understand? Explain them to your tutor or partner, then complete the sentences with the words provided. Finally, can you put the words into a sentence of your own?

sequel
plot
lead role
cameo
released
hero
scene
soundtrack

Complete the following sentences using the correct word from the list on the left.

1. *Drive* is a very violent movie, but I really enjoyed listening to the _____.
2. The ____ was very unoriginal, he felt like he had seen the movie before.
3. Ben Affleck's latest movie was _____ last week, but I haven't seen it yet.
4. Liam Neeson plays the _____ in the film *Taken*.
5. The opening _____ in *Saving Private Ryan* is very dramatic.
6. When Meryl Streep played the _____ in the *Iron Lady*, she won an Oscar for Best Actress.
7. She told me that the _____ to *The Hangover* is very disappointing. It is far more predictable than the first movie.
8. David Bowie performs a _____ in the film *Zoolander*.



Now You're Talking

Use the vocabulary you have just learned. Read through the questions in the box below. In small groups, have a discussion on the subject of movies and cinema.



QUESTIONS:

1. Can you think of a recent movie that fits into each of the categories on the previous page?
2. What is your all-time favourite movie? Why?
3. Is there a particular movie which you could watch over and over again?
4. Do you prefer to watch movies at the cinema or at home?
5. Has a movie ever made you cry?
6. What is the worst movie you've ever seen? Why was it so bad? How could it have been improved?
7. Do you think movie stars are paid too much?



Lesson Two: Expressing opinions



Getting Started

You have been expressing opinions in the last lesson about movies. What kind of language were you using? Did you use phrases such as "I don't like" or "I really love"? How many other ways of expressing positive and negative opinions can you think of? Work in a small group and make a list before continuing on.



Language Builder

In the boxes below are lots of phrases useful for expressing opinions. Read through them with your tutor. Try to put each one in a sentence. Your tutor might give you a few examples then put the words into sentences of your own.

Expressing your Opinion



Personally, I think
As far as I'm concerned
To my mind
It seems to me that
In my opinion
From my point of view
I am of the opinion that
In my experience

Agreeing with an opinion



I agree with this opinion
That's just what I was thinking
That's true
I agree with you entirely
I completely agree with this view
That is absolutely right
I couldn't/can't agree more

Disagreeing with an opinion



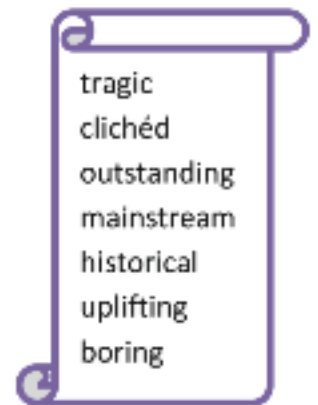
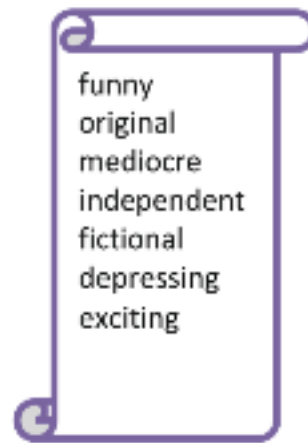
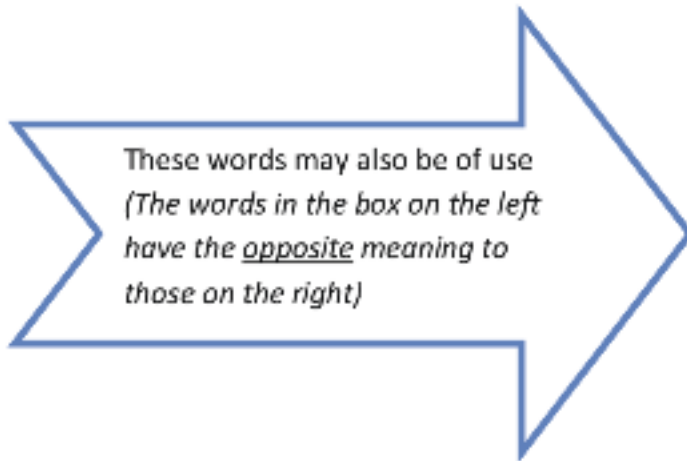
I can't agree with you
On the contrary
Yes, but don't you think
I must take issue with you on that
I disagree with you
I don't agree with you
I'm not sure I agree with you
I think you're wrong





Language Builder

Below are some more words useful for describing movies. Go through them one by one with your tutor. Listen to how they are pronounced. Can you put each one into a sentence?



Now You're Talking

Could you put each of the words into a sentence? Make sure you know the meanings before you move on.

Now, working with your tutor or with a partner, think of a film you have recently seen. Imagine you have read a review of it in a newspaper. You agree with some of the review and disagree with other points. Write a response to the review for your personal blog. Say what you agree with and what you disagree with. Use as much of the vocabulary already covered in this module as possible.

When you have finished read the reviews aloud to each other.

Lesson Three: James Bond



Getting Started

Do you know who James Bond is? How many actors can you name who have played James Bond? How many James Bond movies can you name? Do you enjoy these movies? Why or why not? Can you name the Irish actor who played James Bond? Where in Ireland was he from? Discuss with your tutor or partner what you know about the character and movies of James Bond.



Language Builder

Below is a review of the James Bond movie *Skyfall*. Have you seen it? Did you like it? Before you read the movie review decide whether each statement here is true or false. You will discover the answers as you read through the text.

1. The first James Bond movie was called 'Dr No'.
2. Sean Connery played a part in *Skyfall*.
3. This movie was directed by Sam Mendes.
4. James Bond drinks his martini shaken, not stirred.
5. Judi Dench doesn't feature in this movie.



Now read the text through. Underline and make a note of any words you don't understand. Ask your tutor for help if you need to.

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On assignment in Turkey, James Bond is almost killed while attempting to retrieve a stolen hard-drive containing the names of imbedded NATO agents; he goes into hiding to recover, but when the HQ of MI6 in London is attacked, he returns home and, with the support of M, resumes his work as a secret agent, starting in Shanghai where he discovers that a disaffected former agent, Silva, JAVIER BARDEM, is seeking revenge against the agency.



This is the 23rd James Bond film, 50 years since the release of DR. NO. SKYFALL breathes fresh life into the genre; we already knew that DANIEL CRAIG'S Bond was a tougher, grittier character than his immediate predecessors and most of the Roger Moore-era glib jokes are gone (though there are a few). Interestingly, SKYFALL has a major director, Sam Mendes, at the helm, and he and the writers delve a bit into Bond's back story, a back story of which Sean Connery might have been proud. Craig is a splendid Bond and JUDI DENCH'S M, who has a bigger role in the proceedings this time, is very fine too.

Excellent support comes from BEN WISHAW, as a younger than usual Q, RALPH FIENNES as the government man in charge of MI6, NAOMIE HARRIS as Eve, Bond's resourceful partner and, in a late appearance, ALBERT FINNEY. Plus there's JAVIER BARDEM, blond haired and soft spoken as the villain of the piece. The opening chase tops anything that's been done before, and the film's almost 2 1/2 hours race by at a cracking pace. It's amazing how this durable character continues to evolve and to impress audiences some of whose parents weren't born when Bond first ordered his martini 'shaken, not stirred'.



Now You're Talking

Read the text for a second time, and a third time if you need to. Now answer the following questions about the article above:

1. What is the reviewer's overall impression of the movie 'Skyfall'?
2. Would this review encourage you to go and see this movie?
3. Do you think it reveals too much of the plot?
4. Do you normally read the reviews of movies before you watch them?
5. Would you like to work as a movie critic?



Extra

Read the text in the boxes below. Each one shares an incredible fact about James Bond and his movies. Did you know any of these already? How many are surprising? Can you share any more incredible movie facts – about James Bond or any other film?

Fun Facts about James Bond

James Bond's iconic car the Aston Martin DB5 has only made six appearances in the 007 franchise including the 23rd film Skyfall. (www.imdb.com)



It took 9 weeks and 250 crew members to build the underground MI6 Headquarters seen in the movie. (www.walesonline.co.uk)

The James Bond movie franchise started in 1962 with "Dr. No," featuring Sean Connery as Bond. As Daniel Craig was born in 1968, that makes him the only James Bond to be born after the franchise began. (www.starpulse.com)

Daniel Craig is the shortest James Bond. Sean Connery at 6' 2 1/2" George Lazenby at 6' 2" Timothy Dalton at 6' 2" Pierce Brosnan at 6' 1 1/2" Roger Moore at 6' 1" Daniel Craig at 5' 10". (www.starpulse.com)

In order to film the chase in Istanbul, the production team had to remove the existing tiles from the bazaar and replace them with rubber tiles just in case the stunt didn't go as planned. Once the filming was finished the original tiles were then put back in place. (<http://cinemovie.tv>)

Coca Cola was sprayed on the tarmac of the streets in Istanbul to keep the bikes from sliding. (<http://cinemovie.tv>)

Bond's tie had to be weighted for the motorbike chase. The weight kept the tie from flying around when he drove at high speeds. (<http://cinemovie.tv>)



Skyfall has more than 20 factual and continuity errors. Costumes, drink labels and window glass were among the objects that were spotted reappearing and disappearing mid-scene, or swapping from one side of a shot to the other. (www.digitalspy.ie)

Lesson Three: Putting it to use



5 Minute Games

Using the vocabulary you have learned in this module, look at each of the games and exercises below. In each case use as much of the learned language as you can. Work in pairs or small groups.

1. **Movie Charades:** For charades, each student can take a turn to act out the title of a well-known movie while the others must guess the film.



2. **Role Play:** One student takes on the role of the actor and another student takes on the role of interviewer. The actor has recently released a new movie and he/she is being interviewed about it.

3. **Guess that movie:** Each student must tell the story of a well-known movie, without naming the title of the film. The other students must guess which movie is being described.



4. **Movie Review:** Students take turns to talk about a movie they have recently watched. Ask them to explain the plot of the movie to the group and also to give their personal opinion on the movie.



5. **Debate:** Divide the group in two. Choose which team will be for and which will be against. Give each team 5 minutes to prepare and then ask them to debate the following topic: *'Books stimulate the imagination more than movies'*.



Finally, how about the questions below ...

1. What is your favourite movie of all time?
2. Which movie genre do you usually prefer?
3. Can you recall any facts about James Bond which you hadn't known before?
4. *"Every great film should seem new every time you see it"* (Roger Ebert). Do you agree or disagree?
5. Do you prefer to read a review before or after you have seen the movie?

MODULE 3 'Hobbies and Sport'

This module covers:

- Vocabulary around hobbies, especially adventurous ones
- Conjunctions
- The Skibereen endurance race
- Five strange marathon tales
- The amazing Jedward twins
- Hobbies that become careers

Lesson One: Hobbies



Getting Started

Do you know what the word 'hobby' means? What are your hobbies? What are the common hobbies in Ireland? Are they different to your home country? Do men and women have different hobbies? Name some hobbies that are distinct to men and distinct to women, then hobbies that are popular with both genders.



Language Builder

Have a discussion with your tutor or your partner about hobbies. Use as much vocabulary about hobbies as you can think of. You can use the following questions to create debate or conversation points:

1. Which are the most popular hobbies in your country?
2. Do you think a hobby is different from a sport?
3. Did you have any hobbies as a child, which you still enjoy now?
4. What is the most dangerous hobby you can think of?
5. Do you think it is possible to turn one of your hobbies into a career?
6. Are there any hobbies which you have not yet tried but which you would like to try? Why?
7. Are there any hobbies you would definitely not like to try? Why not?
8. What are the benefits of having a hobby?





Language Builder

Look at the word boxes below. In the first one, on the left, match a word from Column A with a word from Column B which has a similar meaning. In the second exercise, on the right, match a word from Column A with a word from Column B which has the opposite meaning.

Column A	Column B
athlete	staying power
gruelling	plan
endurance	sportsperson
supporter	tie
competition	tough
spectator	fan
strategy	contest
draw	viewer

Column A	Column B
amateur	teammate
active	defeat
opponent	rest
training	professional
victory	resting



Language Builder

Below are pictures of adventurous hobbies and activities. Make sure you can pronounce each of them. If you need help, your tutor will say each one aloud.



snowboarding



rock climbing



parachute jumping



motor racing



jet skiing



scuba diving



bungee jumping



abseiling



kite surfing



Two Minute Talk

Work in student pairs, with your tutor or in a small group. Answer the questions below and see what discussions follow ...

1. Have you ever tried any of the activities above?
2. What makes each of these activities dangerous?
3. Which one of these activities would you most like to try? Why?
4. Would you be too scared to try any of the activities above?
5. Can you think of any other adventurous hobbies?

Lesson Two: Conjunctions



Getting Started

Read the list of words below. Do you know when and how to use them? Give an example to your tutor.

although	though	even though	in spite of
in case	unless	as long as	provided
as if	as though	like	for
during	while	by	until
and	but	or	so
because of	since	while	before

Each of these words / phrases operates as a *conjunction* in English – they connect phrases or parts of sentences. For example: I was late because the bus broke down. We had to wait until a mechanic arrived to fix it.



Language Builder

The following are a series of exercises which allow you to practise some of the conjunctions above. When you complete each set of sentences, compare them with your partner. Then read them aloud for your tutor. Did you get the correct answer?

Are you pronouncing them correctly? If you don't understand why an answer was incorrect, ask your tutor.

Complete the following sentences using one of the following conjunctions: and/ but/ or/ so:

- 1) While I am in town I will go to the supermarket _____ the post office.
- 2) I was feeling unwell _____ I went to see the doctor.
- 3) Will you drive _____ walk to the park?
- 4) She wanted to play tennis _____ she had forgotten her racket.
- 5) I wanted to eat pizza for dinner _____ I went to an Italian restaurant.
- 6) She really wanted to buy an ice-cream _____ the ice-cream parlour was closed.
- 7) When I get home I'm going to tidy the house _____ bake a cake.
- 8) They wanted to see the new Harry Potter movie _____ the tickets were sold out.
- 9) He was looking for a new pair of shoes _____ he went to the shoe shop.
- 10) I can't decide whether to take the bus _____ the train.

Complete the following sentences using either 'because' or 'because of':

- 1) We stopped playing tennis _____ the rain.
- 2) It was all _____ her that we got into trouble.
- 3) We had to hurry indoors _____ it was raining.
- 4) I am late _____ the traffic.
- 5) We didn't arrive until 7 o'clock _____ the traffic was terrible.
- 6) She found the exam easy _____ she had studied hard in advance.
- 7) He can't drive _____ his illness.
- 8) The restaurant closed down _____ the recession.
- 9) He found it very difficult to study _____ he was so tired.
- 10) He couldn't run the marathon _____ his injury.

Can you spot the conjunctions in these sentences?

- 1) Make sure you water the plants before you go out.
- 2) You can't watch television until you have finished your homework.
- 3) Neither John nor I went to the cinema last night.
- 4) I would have brought an umbrella if I had known it would rain.
- 5) We will leave as soon as you are ready.
- 6) She lives just around the corner yet I never see her.

Complete the following sentences by choosing the correct conjunction from the box below:

since	because	even though	after	while
when	until	unless	if	before

- 1) I think we'll go to the cinema _____ you have a better idea.
- 2) She had to walk to the shops _____ the bus never arrived.
- 3) I'll have the last slice of cake _____ you don't want it.
- 4) She set the table _____ I prepared the meal.
- 5) We'll have our picnic _____ you have finished your game of football.
- 6) I haven't been talking to you _____ you went to the concert last week. Did you enjoy it?
- 7) We enjoyed our day at the beach _____ it was a little cloudy at times.
- 8) You must finish your dinner _____ you can have dessert.
- 9) I'll wait with you _____ your friend arrives.
- 10) She can be very scary _____ she is angry.



Now You're Talking

On the next page is an article about young people and magazines. Read the article in pairs, in a small group or with your tutor. As you read, fill the gaps with the words in the box below. Is there anything surprising in the article for you?

consumers	model	collection	hobby
issue	impose	serial	information

© Irish Examiner

YOUNGSTERS are paying as much as €500 of their pocket money a year for collectors' magazines about everything from insects to their favourite cartoon shows.

And grown-ups into hobbies like model-making or science-fiction shows can spend two-and-a-half years — and up to €950 — on magazines helping them build piece-by-piece models or collecting DVDs of episodes.

Newsagents' shelves are full of the latest New Year launches of the serial magazines, which cost as little as 86c for the first _____ but then rise to as much as €13.95 once collectors get into the habit of buying.

Irish Examiner research also shows buyers have to fork out money every week for as long as two-and-a-half years to complete series about entertainers like Elvis, sci-fi collections of Star Trek DVDs and children's sets of James Bond 007 stickers.

Yesterday, the Consumers' Association of Ireland said buyers of _____ magazines needed to look at the total costs to see if they were getting value for money.

"With some of them you can see an additional value as buyers may have a significant interest or want to learn more about a _____," said consumers' association chief executive Dermott Jewell.

"But if they looked at the cost then it does not provide true value for money and an alternative would give them as much gratification for a fraction of the price."

One of the latest such serial magazines is The Flying Scotsman Locomotive series, which week by week contains parts so buyers can build a _____ of the famous locomotive piece by piece.

Priced at about €7.50, buyers have to purchase an issue every week for two-and-a-half years at a total cost of €937 before they finish building the model locomotive.



But for about €180 they could buy a Hornby model railway set featuring the Flying Scotsman locomotive, three carriages as well as track and a power transformer.

The train, the first steam locomotive in the world to reach 100 miles per hour, was built in 1923 at a cost of £7,944 (sterling) — equal to the cost of 13 week-by-week models of the Flying Scotsman today.

Other expensive collections include the newly launched BBC Classic Drama — The DVD Collection series, which costs €13.95 a fortnight for about two years.

At the end, _____ will have paid out a total of €683.55 for 49 DVDs of drama shows once aired for free on television.

One children's magazine series, called Real-Life Bugs and Insects, costs €9.14 a fortnight for a little more than a year, making a total of €502.70.

A new James Bond sticker _____ and another about television character Dora the Explorer cost about €220 each to complete.

"The advertisers make it a must-buy for the children but the parents are caught between their personal views and the wish to provide something of pleasure to their children," said Mr Jewell.

Yesterday the Convenience Stores and Newsagents Association said the Government's decision two years ago to impose VAT on serial magazines had hit sales.

"People who were used to paying €10 now have to pay €12.10 and feel they are the victim of sharp practices," said newsagents' association chief executive Vincent Jennings.

"But all that's happened is the Revenue has decided to _____ VAT on the magazines, so sales have waned dramatically."

Yesterday Hachette Partworks, which is one of the biggest publishers of serial magazines, insisted consumers did get value for money. "People buy them because they don't only want a model of the Flying Scotsman, for instance, but because they want _____ about the train," said Celine Thibeouf, of Hachette. "It's different than buying a model as they not only get the model of the train. It's about collecting something."

Hachette also said the model was double the size of the ones in train sets and compared favourably in price to model kits.



Two Minute Talk

When you have finished reading, ask your tutor to explain any words you don't know. Can you put the general meaning of the article into your own words for your tutor? Now read again and find eight conjunctions in the text:

Lesson Three: Amazing endurance



GO

Getting Started

Are you an athlete? What is the longest amount of time you have spent exercising / playing sport? Do you know anyone who has run a marathon or competed in a triathlon? Read the following article and: [a] Tell your tutor in your own words what the general meaning is; [b] Ask about any particularly difficult words or expressions.

© Irish Examiner

Endurance athletes will push themselves to the limit as one of the country's toughest adventure races comes to West Cork.

Up to 500 people have signed up for the third annual South Coast Adventure Race — a gruelling running, cycling, hiking, and kayaking event — which will be held on the Liss Ard Estate, Skibbereen, on Oct 20th.

Athletes will take on a 4km run through Liss Ard's gardens and trails, a 42km cycle along the Atlantic coast, a 220-metre ascent trail of Knockomagh Hill overlooking Lough Hyne, followed by 1.5km kayak on Liss Ard's private freshwater lake.

Last year, organisers surprised participants by introducing an assault course at the end of the race.

Race director Peter Cawley said they will introduce new challenges in this year's race to keep athletes on their toes.

"We are beginning to notice a loyal group of return athletes who are returning to take on the gruelling 60 degree gradient cycle as well as the newer thrill seekers who are coming at it for the first time," he said.

"We have top athletes from all over Ireland taking part and pushing themselves to their limits and this course will not disappoint."

The race has become one of the highlights on the Irish adventure sports calendar and is set to deliver a welcome economic boost for Skibbereen.

More than 20 members of Skibbereen Lions Club have signed up to take part to raise funds for local community projects.

People can support them on www.skibbereenlions.com or through the race website.



Two Minute Talk

Read the article again carefully. As you read find a word that means the opposite of each one in the left hand column below. Write it in the right hand column.

Column A	Column B
global	
easy	
observers	
delight	
unfaithful	



Two Minute Talk

Read the questions below and use them – in a group or with your tutor – to have a discussion on the topic of the article.

1. Would you consider participating in the event described above?
2. Have you ever participated in a similar event?
3. Have you ever tried any other adventure sports?
4. Would you consider running a marathon?
5. In your opinion, why are events like this becoming more popular?

Lesson Four: Marathon tales

Getting Started



Now you are going to read five amazing marathon stories. Read the following stories once and: [a] Tell your tutor in your own words what the general meaning is; [b] Ask about any particularly difficult words or expressions.

© www.runnersworld.com

1904, St. Louis: Hitching a Ride

The 1904 St. Louis Olympic Marathon was ill-fated from start to finish. To begin with, the 32-runner event got underway at mid-afternoon on a sunny, 90-degree day. The course was hilly, there were only two water stops, and race officials drove cars alongside the marathoners, kicking up thick clouds of dust. The heat and conditions caused havoc among the runners. Only 15 finished. American Fred Lorz was the early leader before dropping out after nine miles. Not long after, fellow Yank Thomas Hicks took the lead, but he, too, soon ran out of steam. Hicks's handlers revived him with brandy, raw eggs, and doses of strychnine. By 20 miles, he had a substantial lead, but was suffering badly. Things got worse when he heard Lorz was on the road again, running strongly, and somehow back in the lead. Later it was learned that Lorz had hitched a ride after dropping out. When the car broke down, he ran the final miles to the stadium, beating Hicks by 15 minutes. Lorz was about to accept the gold medal when he was confronted by officials who had seen him in the car. He acknowledged the truth, and Hicks was awarded first-place with the slowest Olympic winning time ever—3:28:53



1908, London: Supporting Cast

Due to its grueling nature, the Olympic Marathon often produces scenes dramatic enough to warrant exploration in literature and song. This was never truer than in 1908—all thanks to a diminutive Italian runner who didn't even win the race.

Dorando Pietri was first into the Olympic Stadium, but so sapped by the distance (this was the first-ever marathon of 26 miles, 385 yards; previously races had been roughly 25 miles) and warm weather that he wobbled the wrong way on the track, then collapsed. Rising, he staggered a few steps, then collapsed again and again while spectators looked on with a mix of horror and fascination. Trackside officials came to Pietri's aid, and eventually half-carried his limp body across the finish line. American Johnny Hayes finished a short time thereafter, but the Italian flag had already been raised up the victory pole. After an official American complaint, Pietri was rightfully disqualified.



He was not dishonoured, however. Indeed, many viewed him as a heroic figure. Sir Arthur Conan Doyle (of Sherlock Holmes fame) was close at hand for the chaotic finish, later writing, "No Roman of prime has ever borne himself better. The great breed is not yet extinct." Months later promoters in New York City began staging wildly popular Pietri vs. Hayes "rematches." And composer Irving Berlin wrote a song, presumably the worst of his career, called "Dorando." It included this line: "He run-a, run-a, run-a like anything."

1952, Helsinki: Triple Threat

As the 1952 Helsinki Olympics drew to a close, Czechoslovakia's Emil Zatopek, 29, had already won the 5000 meters and 10,000 meters, setting new Olympic records in both. He could have rested on his substantial laurels. Instead, he chose to enter an event he had never run before—the marathon. There he faced England's tough-as-nails Jim Peters, who had recently lowered the world record from 2:25:39 to 2:20:43.



Hoping to shake his unexpected new foe, Peters started at a crazy fast pace, especially given the warm weather. Zatopek followed on his heels. Just before halfway, Zatopek turned to Peters and asked, in perfect, formal English: "Excuse me, but the pace—is it fast enough?" Not to be outdone, Peters answered, "No, too slow," so Zatopek accelerated. Peters couldn't keep up and eventually dropped out near the 20-mile mark.

By that time Zatopek was alone and well ahead of the field. Before a capacity crowd in the Olympic Stadium, the new marathoner broke the tape in 2:23:03—his third Olympic record in three races at the Helsinki Games. No one before or since has matched his triple-gold performance in the 5000 meters, 10,000 meters, and marathon.

1960, Rome: Shoeless Wonder

The Italian organizers of the Rome Olympic Marathon expected their event to make history. It was the first Marathon that neither started nor finished in the Olympic Stadium, instead offering a tour of the ancient city's famous historical sites. As an added flourish, they started the race in early evening, guaranteeing that the runners would conclude by the flickering glow of a thousand torches. But the organizers never imagined the winner would run barefoot, that he would be from Africa, and that his triumph would mark a turning point in the evolution of worldwide distance running.

No one had ever heard of 28-year-old Abebe Bikila before the race, and at the start the Ethiopian drew sniggers: He wasn't wearing shoes. Bikila paid no heed. He ran an easy 5-K, was with the leaders at 10-K, and went to the front with Moroccan Rhadi Ben Abdesselam at 20-K.



The two ran the rest of the way side by side until Bikila, with a seemingly effortless glide, surged ahead in the last mile. He made his move as he passed the obelisk of Axum, an Ethiopian relic plundered by Italy and moved to Rome. (It was returned to Ethiopia in 2008.) Bikila's time, 2:15:17, was not just an Olympic record, but a new world record.

1968, Mexico City: Last, Not Least

Most runners enter the Olympic Marathon with dreams of glory. Of course, only three can win medals. And some poor soul must finish last. In 1968, that was Tanzanian John Stephen Akhwari.

An hour after Ethiopia's Mamo Wolde had claimed the gold medal in 2:20:26, and with only a few thousand athletes, fans, and officials remaining in a darkening Olympic Stadium, a runner came through the tunnel. It was Akhwari. He had fallen heavily at some point, and badly injured his right knee. Medics urged him to quit, but he would not. As Akhwari approached the track, he broke into a halting, painful jog. He received a smattering of applause, and then more, and then, as he continued around the track, a wild crescendo. This was not the Olympic champion, the onlookers seemed to be saying; this was the Olympic spirit incarnate. Akhwari finished in 3:25:27—more than 19 minutes behind the previous runner.



Later, when asked why he refused to drop out, given his severe injuries, Akhwari said, "My country did not send me 11,000 kilometers to start the Olympic Marathon. They sent me here to finish it."



Two Minute Talk

Look at the questions below and answer them in pairs with a fellow student or tutor. Then use the questions to have a discussion with three, four or more people. Do you agree on everything here? What do you disagree about?

1. Which of these marathon stories most interests you? Why?
2. In your opinion, which of the athletes above displays the greatest endurance?
3. Do you have admiration for any one of these athletes in particular?
4. Do you have sympathy for any of these athletes?
5. Have you ever overcome significant obstacles to complete a race or contest?



5 Minute Game

Now organise a debate on the topic below. You can divide yourselves into small teams or make it a one-on-one debate. Each speaker gets five minutes and has to make as many good points as possible.

Topic: It doesn't matter if you win or lose; it's the taking part that counts.

Lesson Five: Those amazing twins!



Getting Started

Do you know who Jedward are? What do they do and why are they famous? Do you enjoy what they do? Why / why not? Read the article below about an amazing act done by Jedward and: [a] Tell your tutor in your own words what the general meaning is; [b] Ask about any particularly difficult words or expressions.

Could you run a marathon without training?

© www.bbc.co.uk

ARTICLE

London Marathon entrants have a month of training left for what's seen as one of the greatest feats of human endurance. Yet Irish twins Jedward claim they completed the Los Angeles marathon without any training. So is it possible to run one on a whim?

For most runners, a marathon is not just 26.2 miles of physical endurance - it means months and months of arduous, painstaking preparation.

Typically, those signing up commit to long periods of meticulous planning, a careful diet and a regimented programme of progressively longer runs.

And yet those limbering up for the London Marathon on 22nd April can be forgiven for feeling galled by Irish pop singers Jedward - aka John and Edward Grimes - who claim to have completed the Los Angeles marathon on a whim, straight off a flight and with no training.

Jedward are not the only figures said to have completed a marathon without preparation.

Former athlete David Bedford, now race director for the London Marathon, apparently only chose to enter the 1981 race in the early hours of race day, while in a nightclub.

Andrew Gertig caused consternation in running circles when he announced he had finished the 2003 San Francisco marathon in four hours 28 minutes without any training. And when Eddie Izzard ran 43 marathons in 51 days, the comedian admitted he only began preparing five weeks before.

So how difficult is it to run a marathon without putting in the leg work?

For American Sean Ogle, 26, running a marathon on almost no training was not something he set out to achieve. But he is testament to the fact it can be done, albeit in a modest time of five hours and 29 minutes.



Ogle began training for the Eugene marathon in Oregon, held on 1st May 2011, in January of that year. But he kept up his training for just three weeks. Then he was compelled to travel more regularly for work, and picked up a shin injury, so he stopped.

"Before I knew it, it was three weeks before the marathon," he recalls. "I'd paid \$100 to enter, I wanted to do it, so I decided to run three miles to see if I could. It was hard, but it made me think, maybe I can walk this thing."

Ogle says he turned up to the start of the race with his new plan, but then something happened. His ego kicked in.

"There was a bunch of 10 women between the ages of 50-60 next to me and I didn't want to be the guy holding them up. So I decided to run for the first mile, which went to three, and somehow I kept going.

"By 18 or 19 miles, I was walking at the end of every mile for 30 or 45 seconds. I'd stretch my leg on a tree or something.

"I'd heard all the stories about crashing at 22 or 23 miles, and I didn't know what was going to happen. All I knew was I was getting closer."

Ogle says he was overcome with emotion and pain when he actually managed to cross the finish line. For the following week he could barely walk as far as his local shops.

And yet he did not entirely tackle the marathon from scratch. Although Ogle says he has no regular fitness regime, he normally runs about three miles a couple of times a week.

Indeed, according to Dr Valerie Gladwell, a senior lecturer in sports and exercise science at the University of Essex, a person's basic level of fitness plays a big part in their potential.

The Jedward twins were keen runners in their pre-fame days, according to a Sunday Times profile, competing in their local athletics club and coming 7th and 13th in an Irish schools' mountain running championship shortly before they came to public recognition.

Gladwell says this history of fitness would have been crucial.

"Jedward spend a lot of time being very active, they do a lot of dancing," she says. "Their cardiovascular systems are going to be OK, they will have reasonable muscle strength.

"If people of their level of fitness get their fuelling right, if they keep their pace steady, they could probably do a marathon if they really wanted to, but it isn't something I'd recommend," she says.



Language Builder

Now read the article again carefully, in pairs if you like. Find a word that means the same as each of the words in the box below and write it in opposite.

achievements	
participants	
difficult	
thorough	

acknowledgement	
advise	
obliged	



Now You're Talking

Answer the questions below – in pairs or with your tutor – about the article you have just read about Jedward:

1. Do you think it is credible that anyone could run a marathon without any training?
2. Would you ever attempt a marathon without any training?
3. While it may be possible to complete a marathon with very little training, do you think it is advisable to do so?
4. Do you agree that your basic level of fitness plays a huge role?
5. Do you think there is a difference in 'completing' a marathon and 'competing' in a marathon? Is crossing the finish line all that matters or is it important to reach your true potential and complete the race as fast as possible?

Lesson Six: From hobby to career



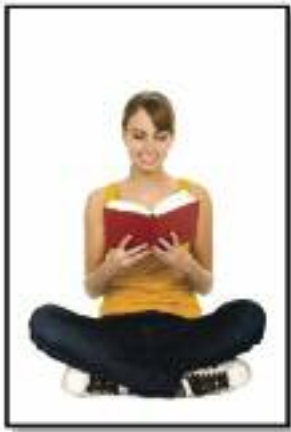
Getting Started

There is an old saying that goes like this: "Choose a job you love and you'll never work a day in your life". In small groups or with your tutor discuss whether you agree with this or not. Give reasons for your opinion. Do you think it's possible to argue the opposite? What are the weaknesses in your opinion?



Language Builder

Look at the pictures below. Can you name each of the activities? Which of these hobbies could be transformed into a career? How? Could you make the transition easily?



Revision

Use the following questions to have a group discussion or debate. Try to make use of lots of vocabulary you have learned in this unit.

1. Having completed this module would you be tempted to try a new hobby? Why/Why not?
2. Do you think it is important to have a combination of both sport related and non-sport related hobbies? Why/Why not?
3. Having read the articles in this module, what do you think is the main reason why people decide to run a marathon?
4. Can you think of some compound adjectives to describe a marathon? (e.g. long-distance)
5. In your opinion, does the excessive cost of some hobbies act as a deterrent?

MODULE 4 'Culture'

This module covers:

- Saint Patrick's Day
- World traditions and cultures
- Figurative language
- Irish weddings
- Facial expressions

Lesson One: Saint Patrick's Day



Getting Started

Work in a small group and discuss the following questions. Write down as much information about Saint Patrick's Day as possible. Do you know what Saint Patrick's Day is? Do you know when it is? What happens on this day? Who celebrates it and where? What are the good things? What are the strange or not so good things about it

in your opinion?



Language Builder

Read the article below alone or with a partner. As you read through the article, underline or write on a page any words / phrases you don't understand. When you finish reading: [a] Tell your tutor what the "general idea" of the article is; [b] Ask your

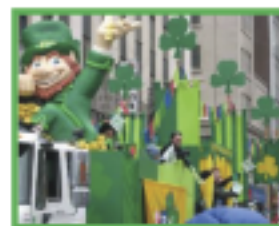
tutor to explain any difficult words.

© The Irish Times

No matter where you are in Ireland this weekend, St Patrick's Day celebrations won't be far away.

Dublin airport will be rolling out the green carpet for more than 240,000 passengers over the course of the four-day festival. More than 1,600 flights will arrive and depart over the course of the long weekend. Passengers are advised to arrive 90 minutes before departure and to check from which terminal their flight will depart before leaving home.

Terminals 1 and 2 will be decked out with bunting and balloons. Overseas travellers can expect to be greeted by jugglers, stilt walkers and traditional Irish bands upon arrival.



In the City Centre, the St. Patrick's Day Parade will set off from Parnell Square at 12:00pm Saturday afternoon, down O'Connell Street and over the Liffey to Westmoreland St. The parade will then turn

down Dame Street and finish just beyond St Patrick's Cathedral. The parade will explore the theme of "How? What? Why?" to commemorate Dublin's designation as a 2012 City of Science.

For the first time, a group of Polish children and teenagers will be participating in the Dublin parade, as part of the Brighter Futures project. As part of the project, 11 students along with other youth groups from the city will march together to visually represent the science theme of 'gravity.'



Those lucky enough to be named Patrick, or any variation thereof, might want to venture over to the Guinness Storehouse. People called Patrick will be treated as VIPs, or Very Important Patricks, receiving free admission to the Guinness Storehouse. There will be live music, food tasting, a Guinness World Record attempt, a céilí mór and of course, plenty of Guinness at the

Storehouse! Patricks will need to bring ID.

At Dublin Zoo, even the animals will be getting in on the festive fun – they'll be fed tricolour treats at special feeding times, orange and green fruit and veg. There will also be St Patrick's-themed zookeeper talks, face painting and other kid-friendly activities.

At night, Dublin City buildings will be turning their lights green for the duration of the festival. Andrew Montague, Lord Mayor of Dublin, launched the "Greening the City" event this evening by switching on the lights of the GPO. College Green, Christ Church Cathedral and Trinity College will be among the other buildings being lit up this weekend.



Tomorrow will also see the ever-popular fun-fairs in full swing all day in Dublin in Merrion Square, Wolfe Tone Park and the Custom House Quay.

Those looking for something to do other than the parade might want to try the Family Architecture Tour at noon, €10 for adults and €5 for children. Once the main parade has cleared, walking tours set off from the Tours and Tickets Office, opposite Trinity College, offering to take visitors in the Footsteps of St. Patrick for €14 per person.

Street performances and a trad stage in Temple Bar's Meeting House Square are sure to keep things hopping throughout the day.



Two Minute Talk

Now read the article above again. Can you explain each paragraph to your tutor / partner? Look at the words in the bubble below. Can you find words that are more or less the same in meaning in the article?





Two Minute Talk

When you have finished reading for a second time, use the following questions to have a discussion. Use your new vocabulary if you can!

1. Have you been involved in St Patrick's Day celebrations since you moved to Ireland?
2. Have you ever attended the St Patrick's Day parade in Dublin?
3. Which aspects of the celebrations mentioned above would interest you most?
4. St Patrick's Day is celebrated all over the world; is St Patrick's Day acknowledged in your home country?
5. Why, in your opinion, has St Patrick's Day become so popular across the globe?



Getting Started

Can you name any other cultural traditions – maybe one from your home country? Tell your group, tutor or partner. Read the article below about another cultural tradition in Ireland. When you have read it once: [a] Tell your tutor what the “general idea” of the article is; [b] Ask your tutor to explain any difficult words.



Lift your spirits by digging up traditions

© The Irish Times

Mix a little imagination with a sprinkle of childhood memories and a dash of enthusiasm for a spooky Halloween for all the family, writes **Sheila Wayman**
Halloween used to be one night, now it's a season. We may not have money to burn in fireworks during the build-up any more but it's still a great excuse

for a party. It is, after all, a tradition we can rightfully claim as our own.

Halloween, the night before All Hallows' Day, has its roots in the pagan Celtic festival of Samhain, marking the start of winter. It was brought to the US by Irish and Scottish emigrants, where it grew into the more commercial, inflated version that we embrace today.

But has the focus on that bewitching combination of commercial horror and candy gone too far? Is there still a place for rummaging through the dress-up box at home rather than selecting a costume off the shop rail? For eating barmbrack and colcannon and playing games such as apple-bobbing and apple snap?

Earlier this month, Early Childhood Ireland encouraged parents to resurrect the traditional family games and rituals, which require time rather than money.

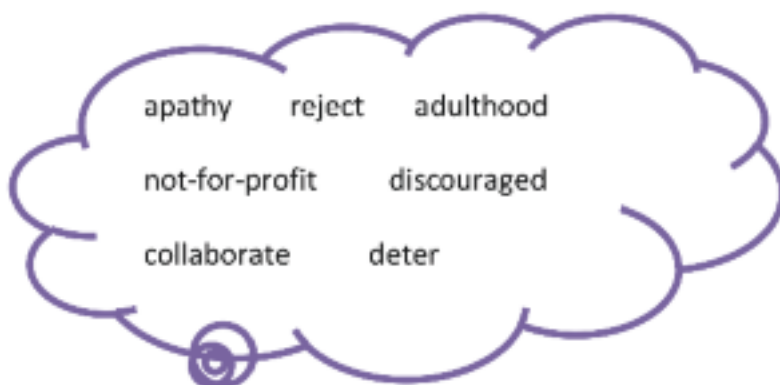
Its chief executive officer, Irene Gunning, thinks a lot of families broke from the old rituals as commercialisation took over.

“Commercial aspects have gone to ridiculous extremes with all the special sweets in the shops since September.” She likes the idea of “junk couture” – creating costumes with whatever is at hand, but acknowledges that it is hard to compete with the lure of ready-made costumes.



Language Builder

Now read the article again. Before you do, look at the words in the bubble below. Can you find words in the article that have the opposite meaning to those in the bubble?



Two Minute Talk

Now, working in a small group or with your tutor, discuss the following questions:

1. Do you celebrate Halloween in your home country? If so, how is it celebrated?
2. Have you experienced Halloween in Ireland?
3. Can you name any Irish traditions associated with Halloween?
4. Do you think that Halloween has been excessively commercialised?
5. Do you think that Halloween is simply a festival for children rather than an event for adults?

Lesson Two: World cultures



Getting Started

By now you will have discussed traditions from your own country. Can you name any traditions from other countries around the world? Maybe you have experienced some when you travelled / went on holidays? Tell us!



Language Builder

Now read the traditions on the next page, from France, Poland, Spain, Japan and Africa. Do any of them surprise you? After you read each one: [a] Tell your tutor what the “general idea” of the tradition is; [b] Ask your tutor to explain any difficult words.

France

Poisson D'Avril

Translated as the *Easter Fish* this French tradition is much like *April Fools' Day*, taking place on April first. Children make fish out of paper and pin them to the backs of as many adults as possible, running away while saying *Poisson D'Avril*. You can purchase a fish made of chocolate which you would certainly not pin on anyone, but makes a delicious way to celebrate this day!



© http://french.lovetoknow.com/French_Traditions

China

Chinese New Year

Chinese New Year is an important traditional Chinese holiday. In China, it is also known as the **Spring Festival**, the literal translation of the modern Chinese name. Chinese New Year celebrations traditionally ran from Chinese New Year's Eve, the last day of the last month of the Chinese calendar, to the Lantern Festival on the 15th day of the first month, making the festival the longest in the Chinese calendar. Because the Chinese calendar is lunisolar, the Chinese New Year is often referred to as the "**Lunar New Year**".

Within China, regional customs and traditions concerning the celebration of the Chinese New Year vary widely. Often, the evening preceding Chinese New Year's Day is an occasion for Chinese families

to gather for the annual reunion dinner. It is also traditional for every family to thoroughly cleanse the house, in order to sweep away any ill-fortune and to make way for good incoming luck. Windows and doors will be decorated with red paper-cuts and couplets with popular themes of "good fortune" or "happiness", "wealth", and "longevity." Other activities include lighting firecrackers and giving money in red paper



envelopes.

© http://en.wikipedia.org/wiki/Chinese_New_Year

Poland

Wigilia

Wigilia is the traditional Christmas Eve vigil supper in Poland, held on December 24th. The word "Wigilia" derives from the Latin verb *vigilare*, "to watch", and literally means 'eve'. The feasting traditionally begins once the First Star has been sighted (usually



by children) in the heavens at dusk (around 5 p.m.). Therefore Christmas is also sometimes called "Gwiazdka" (the little star, referring to the Star of Bethlehem). Children usually decorate the Christmas tree on this day (if it has not been set up before). Another tradition practiced by some, is to leave one extra place-setting for an "unexpected guest". This is to celebrate the tradition of hospitality and inclusion. The empty seat is left open just in case a traveller, family member, or a friend knocks on the door, so there would be a place for them to join in the celebrations.

© <http://en.wikipedia.org/wiki/Wigilia>

Spain

Twelve Grapes



The Twelve Grapes (Las doce uvas de la suerte, "The twelve grapes of luck") is a Spanish tradition that dates back from at least 1895 but became established in 1909. In December of that year, some alicantese vine growers popularized this custom to better sell huge amounts of grapes from an excellent harvest. The tradition consists of eating a grape with each bell strike at midnight of December 31st. According to the tradition, that leads to a year of prosperity. In some areas, it is believed that the tradition wards away witches and general evil. Each grape is eaten with each beat of the bell. The twelve grapes are linked to the Puerta del Sol tower clock, where this tradition started.

© http://en.wikipedia.org/wiki/Twelve_Grapes

Japan

Traditional Clothing

Traditional Japanese clothing distinguishes Japan from all other countries around the world. The Japanese word kimono means "something one wears" and they are the traditional garments of Japan.

Originally, the word kimono was used for all types of clothing, but eventually, it came to refer specifically to the full-length garment also known as the naga-gi, meaning "long-wear", that is still worn today on special occasions by women, men, and children. Kimonos come in a variety of colours, styles, and sizes. Men mainly wear darker or more muted colours, while women tend to wear brighter colours and pastels, often with complicated abstract or floral patterns.



Formal kimonos are typically worn in several layers, with the number of layers, visibility of layers, sleeve length, and choice of pattern dictated by social status, season, and the occasion for which the kimono is worn. Because of the mass availability, most Japanese people wear western style clothing in their everyday life, and kimonos are mostly worn for festivals, and special events. As a result, most young women in Japan are not able to put the kimono on themselves. Many older women offer classes to teach these young women how to don the traditional clothing.

© http://en.wikipedia.org/wiki/Culture_of_Japan

Africa

Musical Instruments

African musical instruments include a wide range of drums, slit gongs, rattles, double bells, in addition to melodic instruments including string instruments, different types of harps and harp-like instruments such as the Kora as well as fiddles, many kinds of xylophone and lamellophone such as the mbira, and different types of wind instruments like flutes and trumpets.



Drums used in African traditional music include talking drums, bougarabou and djembe in West Africa, water drums in Central and West Africa, and the different types of ngoma drums (or engoma) in Central and Southern Africa. Other percussion instruments include many rattles and shakers, such as the kosika (kashaka), rain stick, bells and wood sticks. Also, Africa has lots of other types of drums, and lots of flutes, and lots of stringed and wind instruments.

© http://en.wikipedia.org/wiki/Music_of_Africa



Two Minute Talk

Work in pairs or with a tutor. What have you learned about these different cultures? Did anything surprise you? Do you think any of these traditions would be appropriate in Ireland or in your home country? Why / why not?



5 Minute Game

Imagine you have taken a holiday to one of the countries / areas on the previous page. Write a postcard home to your family. Describe the cultural tradition you observed. Explain it to your family in as much detail as you can.

Lesson Three: Figurative Language



Getting Started

Do you know what the phrases / expressions below mean? Working with your tutor or in a small group, explain what they mean in other words. Then, see if you can give an example of a similar piece of language ...

- [a] You're a couch potato!
- [b] As smooth as silk.
- [c] Time is a thief.



Language Builder

The phrases above are all examples of what we call 'figurative' language. They are ways of using language that is not direct or 'literal'. They are very powerful ways to communicate and you will find lots of them in English speech.



Key Language

Literal Language refers to words that do not deviate from their defined meaning. (It means exactly what it says).

Figurative Language refers to words and groups of words that exaggerate or alter their usual meaning. It is more creative and descriptive than literal language.

Example of literal language: He ran fast.

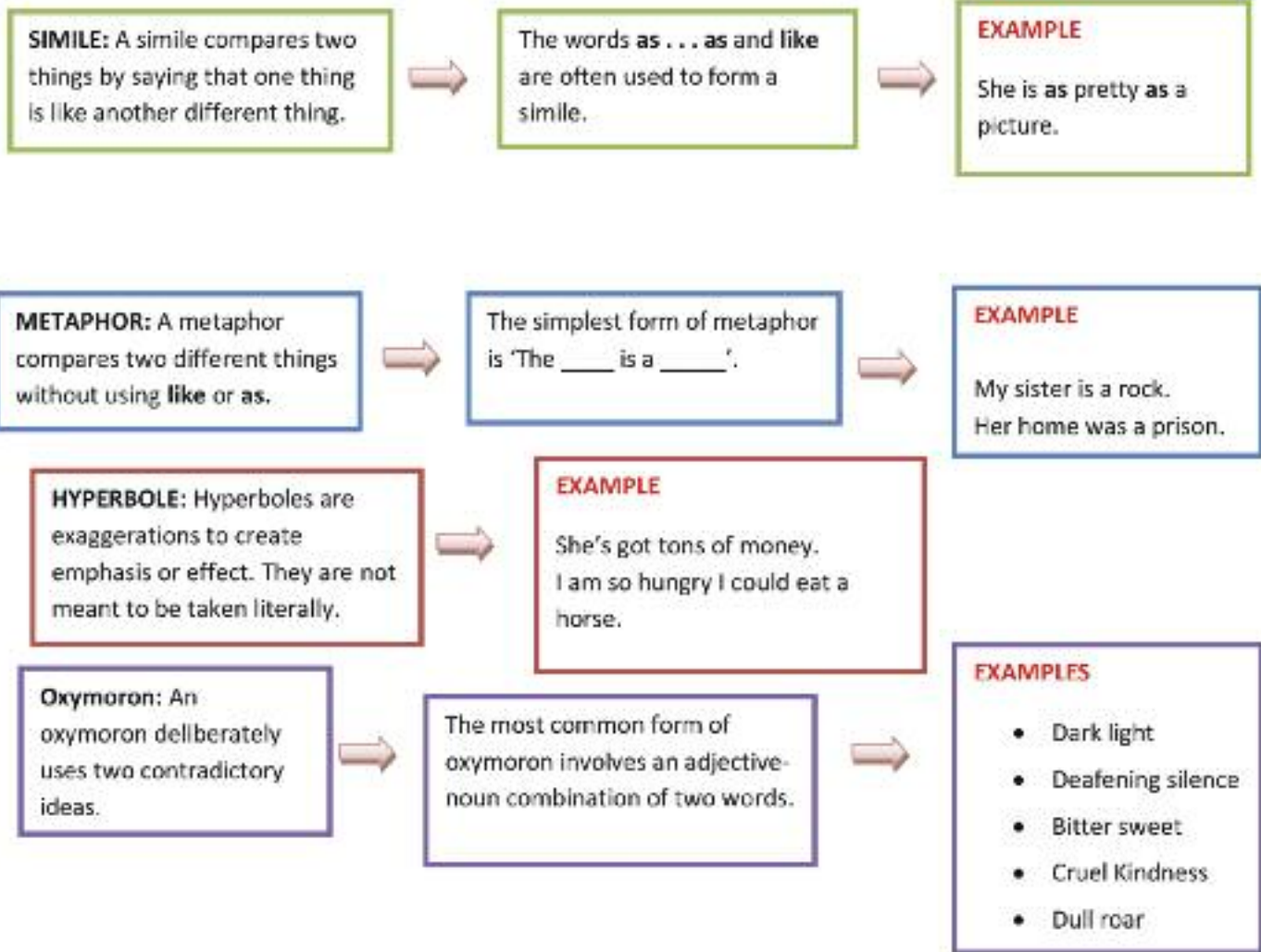
Example of figurative language: He ran like the wind.

NB: Some figures of speech are used quite commonly and can be learned by heart. Other times, people may invent their own figures of speech.



Language Builder

We will look at four different types of figurative language below. They are: hyperbole, metaphor, oxymoron, and simile. Do you know any examples of these figures of speech already? Share with your partner / tutor / small group.



Two Minute Talk

Using the examples above, can you identify [a] the metaphors, and [b] the similes in the boxes below?

It was as black as coal.	She is cute as a kitten.	You are a couch potato.	She is my rock.
The world is my oyster.	Time is a thief.	You are as stubborn as a mule.	I was as white as a ghost.



Two Minute Talk

Working with a partner, match a word from Column A with a word from Column B to create an oxymoron. Then place the oxymoron in a sentence.

A	B
Open	Glasses
Old	Balloon
Terribly	Funny
Seriously	Smile
Lead	Good
Working	Holiday
Sad	Secret
Plastic	News

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Two Minute Talk

Finally, complete the following sentences with a word from the speech bubble below. Each sentence then provides an example of hyperbole.

1. I have asked you a _____ times to clean the kitchen.
2. I am so tired; I could sleep for a _____.
3. He ran faster than the speed of _____.
4. My bag weighed a _____.
5. I could smell the pizza from a _____ away.

6. These shoes are _____ me.
7. My Dad knows _____ about cars.
8. I could listen to that song on repeat _____.



Lesson Four: Irish Weddings



Getting Started

On the next page is an article about Irish weddings. The focus is on *food* at Irish weddings. Have you been to an Irish wedding before? If so, did you enjoy it? What was different from your home country? Now, read the piece and: [a] Tell your tutor what the "general idea" of the article is; [b] Ask your tutor to explain any difficult words.

Irish Wedding Traditions with Food

© <http://www.ireland-fun-facts.com/irish-wedding-traditions.html>



Ireland seems to have an endless supply of odd traditions where food is used to predict one's chances of getting married. "Games of marriage divination" were once deadly serious. In Ireland's collective memory, they recall a time when finding a marriage partner in the rural countryside could be a desperate enterprise.

The Romance Season

Traditionally, the period between Halloween and Shrove Tuesday was dominated by thoughts of romance, matchmaking and marriage. During this slack time for farm work, energies could be diverted to affairs of the heart.

On Halloween night, games of marriage divination were played from hiding of wedding rings in bowls of colcannon to watching whether a pair of nuts on a hot griddle – each named for a prospective lover – would jump together or apart over the fire. Almost every common food was called into service on this night to forecast the romantic fortunes of the unmarried. Apples were expertly and carefully peeled to give one long ribbon of peel, which was flung over the shoulder. The resulting shape of the peel was taken to be the initial of the potential suitor's first name. Other customs were a bit less pleasant. In some places, young girls would eat a salty herring without anything to drink, just before going to bed. Their hope was that, in their dreams, their future lover would appear carrying a drink of water. Nowadays, games of marriage divination are recalled by hiding various charms in the Halloween barmbrack (a currant yeast loaf). Finding a ring signals marriage within the year, while a thimble denotes spinsterhood and a button, bachelorhood).



Professional Help



After the frolics of Halloween, a more serious approach was taken to the business of marriage, with the services of a matchmaker being routinely sought. For a fee, the matchmaker would organize a meeting between a likely couple, always in the presence of the eager parents. Girls were chosen with the concerns of their dowry in mind. If the meeting went well, a legally binding contract was drawn up and the marriage date set.

Shrove Tuesday was seen as a girl's last chance of the season to create a good portent for her marriage fortunes, by showing her skill at tossing pancakes. Pity the poor girl, especially the eldest unmarried daughter, who arrived at Shrovetide without a prospect of marriage. Although the marriage games in general were played in a spirit of levity, a young woman's failure to assume marital status was traumatic, since there was a distinct stigma attached to being unmarried in the Ireland well into the early 20th century.



Two Minute Talk

What do you think of the article and the traditions above? If you are sure of what all the words / paragraphs mean, then discuss the following questions with your tutor / small group:

1. Having read the article above, what are your thoughts on the traditions and customs mentioned?
2. Would you be tempted to try any of them?
3. Do you or did you ever have similar traditions in your home country?
4. Most of the traditions in this article have long been forgotten. In your opinion, in general are we still committed to upholding traditions?

5. Why, in your opinion, do some people become so attached to traditions?
6. Are traditions a part of our cultural heritage or are they simply ingrained habits?
7. Do traditions give you a sense of belonging? Do they help you to feel part of a community because you know all of the rituals surrounding the tradition and engage in them as a group?
8. Do traditions and customs contribute to our identity?
9. Do you feel a pressure to uphold certain traditions and customs?
10. Is there a benefit in occasionally breaking from tradition?

Lesson Five: Facial Expressions



Getting Started

Below is an article about facial expressions. Read the piece and: [a] Tell your tutor what the "general idea" of the article is; [b] Ask your tutor to explain any difficult words. Before you do, decide whether the following statements are true or false.

1. Facial expressions and gestures are universal.
2. Different cultures assign different meanings to colours.
3. In China, the colour red symbolises wealth.
4. Americans are suspicious of direct eye contact.

© <http://www.interestingarticles.com>

Cross-cultural communication can be verbal and non-verbal. Verbal communication is spoken communication. It includes the use of words in order to convey meaning. 'Silent' or nonverbal communication includes the use of gestures, postures, positions, facial expressions, eye contact and conversational distance. Just as verbal language differs from culture to culture, nonverbal language may also differ.

There are many cultural variations in nonverbal communication. Different cultures use different systems of understanding facial expressions, colours, gestures, spacial relations . . .

Even though some facial expressions may be similar across cultures, their interpretations are specific in some cultures. Americans think that direct eye contact expresses honesty. On the other hand, the Japanese avoid eye contact. Generally, people frown or cry when they are sad or angry. But the Chinese, the Japanese and the Indonesians are more subdued. In Arab and Iranian cultures, people express sadness and anger openly and they shout and mourn very loudly.

Different cultures assign different meanings to colours. In China red signifies wealth but in France and in the United Kingdom it symbolizes masculinity.

There are a lot of examples of nonverbal gestures which have different meanings in different cultures. The "Ring" or "OK" gesture indicates "Everything is OK" in English speaking countries. In Japan it can mean money. In France it can be interpreted as zero or nothing.

People all over our planet have very different attitudes towards polite space for conversation and negotiations. Europeans stand more closely when talking because they are accustomed to smaller personal spaces. On the other hand, North Americans prefer a large amount of space. They may regard attempts to get closer as pushy or aggressive. Europeans stand or sit close when they are talking to each other and they may see the other's attempt to create more space as evidence of coldness and lack of interest. Most South Americans and Mexicans like to stand very close to the person they are talking to. Backing away is considered impolite. Line-waiting behaviour is also related to space and it is culturally-influenced. The English and Americans are serious about standing in lines. The French, the Italians and the Mexicans, have difficulties adjusting to a system of waiting in line.

Since nonverbal communication arises from our cultural common sense - our ideas of what is appropriate and normal as nonverbal communication differ. It is very important to understand something about cultural starting-points and values in order to interpret silent messages in cross-cultural interactions.



Two Minute Talk

Have you learned anything new from the article above? Do you agree / disagree with the opinions? Now use the questions below as a way of getting a group discussion started ...

1. In your opinion, do we communicate predominantly through speech or through verbal gestures and facial expressions?
2. Do you agree with the article above which states that different cultures interpret non-verbal communication differently?
3. From your experience, are any of the cultural assumptions made in the article inaccurate?
4. Do you think that it is important to understand how other cultures interpret non-verbal communication?
5. Have you ever encountered any difficulty interpreting the gestures and facial expressions of other nationalities?

Lesson Six: Revision



Revision

Now use the questions and exercises below as a way to start discussions, debates and exercises. Try to use as much language learned in this unit as possible.

Begin by sharing some stories about your home culture

1. **Food:** Talk about one traditional dish/recipe which is associated with your home country.
2. **Clothing:** Describe one item of traditional dress from your home country. Explain its significance.
3. **Music:** Outline which musical instruments are traditionally played in your home country.
4. **Story Telling:** Share a traditional story which is often told in your home country.
5. **Festivals:** Describe a festival which takes place in your home country. What traditions are associated with this festival?

Now answer these more general questions ...

1. Can you recall any of the traditions or customs which you learned while reading the articles in this module or in discussion with your group?
2. Do you think that cultural traditions are less prevalent than they used to be?
3. In your opinion, is it important to modify traditions and customs to suit our changing cultures or would you prefer to see old traditions upheld?
4. Since moving to Ireland, which customs or traditions from your home country do you still practice?
5. Have you learned any new traditions or customs since you moved to Ireland?

MODULE 5 'Art, Architecture and Fashion'

In this Module you will:

- Discuss what is and what is not art.
- Have held a debate about the place of graffiti in society.
- Be able to use the expression 'to get'.
- Know how to speak about different types of architecture.
- Understand and use lots of vocabulary about fashion.

Lesson One: But is it art?



Getting Started

Do you enjoy experiencing visual art or even making it? Which arts are your favourite? Do you have any favourite artists – if so, which works do you enjoy. Think now about your home country: do any famous artists come from there? Is there a major type of art associated with your country? Discuss in groups of two or more.



Language Builder

Do you think the pictures below are pieces of art? Or are they merely advertisements? What is the difference, in your opinion?





5 Minute Game

How about these works by famous artists – do you consider them art or not? If not, why not? Conduct a debate if there is disagreement in your group.



Andy Warhol:

Pablo Picasso

Vincent Van Gogh

René Magritte





Two Minute Talk

If you have not yet had a debate about the nature of art, use the sentences below to create interest. What do you think of the opinions expressed? Are there any you strongly disagree with? Have you heard any similar statements that you can add? Or any strong contradictions?

"A man paints with his brain and not with his hands." **Michaelangelo**

"A picture is worth a thousand words." **Napoleon Bonaparte**

"An artist is somebody who produces things that people don't need to have." **Andy Warhol**

"An artist never really finishes his work, he merely abandons it." **Paul Valery**

"Every child is an artist. The problem is how to remain an artist once we grow up." **Pablo Picasso**

"Life imitates art far more than art imitates life." **Oscar Wilde**

Lesson Two: Graffiti – art or not?

Getting Started



Following your discussion of art above, we are now going to talk about graffiti. Do you know what it is? Have you seen much of it in Ireland? Are you impressed or annoyed by graffiti? Why? Discuss in small groups or with your tutor.



Language Builder

Consider the pictures below and on the following page. What do you think of the graffiti? Is it acceptable or unacceptable? Can you observe any benefit to it? Discuss each one.





Two Minute Talk

Now use the following questions as discussion points in small groups on the subject of graffiti. If there are any words in the questions which you don't understand, ask your tutor.

1. Graffiti: Art or vandalism?
2. Should graffiti be illegal?
3. Should certain areas be designated for graffiti?
4. Do you consider graffiti an act of rebellion?
5. In your opinion, is graffiti a valid form of protest?
6. Can graffiti be thought provoking?
7. Is graffiti denied the title of genuine art because it is not hanging in a gallery?
8. Would you consider graffiti 'art in an unexpected place'?
9. How do you distinguish art from graffiti?





5 Minute Game

Imagine that your local County Council is having a "crackdown" on graffiti. They are implementing a very strict policy beginning on the first day of next month. Write a letter to your local newspaper making a protest. Argue the case for graffiti.



Getting Started

Did you know that a town in Ireland actually hosts a graffiti festival? Read the article below about the festival, and: [1] Summarise for your tutor the main ideas of the article; [2] Ask your tutor to explain any difficult phrases or words.

Street art all the fashion for graffiti festival's 18th year

© *The Irish Times*

The longest-running graffiti festival in Europe concludes in Drogheda this afternoon.

"Many think it is a mad gang culture thing; it is a gang of people, but they are far more likely to paint you than beat you up," joked artist "Beta" (37), who comes each year from Liverpool to take part.

Known as the Bridge Jam, the festival has some 40 artists participating, and today is the third and final day. The art spans the Bridge of Peace, used by tens of thousands of people to cross the river Boyne each day before the M1 motorway was built.

The murals will remain in place until next year's festival.

Regular festival-goer Lars Pedersen (36), who travelled from the Netherlands, said: "I hope people can appreciate that we do these two artworks for free. I think the art beautifies Drogheda, and that Drogheda is more beautiful with it than without."



Some of the artists at the Drogheda festival have been commissioned to do pieces for the UN and international charities.



The festival was started by local man Darrin Finnegan (40), who said: "It is our 18th year – it is adulthood now for the bridge." A self-taught artist, he spent his childhood years doodling and "went from doing it at home to doing it out on the streets. Now I do corporate work.

"Graffiti is more fashionable now than in years gone by; the advertising and design agencies see it as a way of reaching the youth market.

"There are 20 to 30 teenagers doing graffiti in Drogheda at the moment and they are doing tags everywhere. I was one of them once," he added.



Language Builder

Read the article above again. Write down any words / phrases you do not know. Ask your tutor to explain them. Now write new sentences including these words and phrases.



Now You're Talking

What do you think about the festival? Would you be interested in attending? Discuss the issue with your partner / group using the questions below to get you started.

1. Do you think festivals, like the one above, are an effective way of regulating graffiti?
2. Do events of this nature help to prevent illegal acts of graffiti, in your opinion?
3. Would you regard graffiti in this context as art?
4. In your opinion, is graffiti one step on the ladder to becoming a professional artist?
5. Would you like to see a designated graffiti space in your local area? Why/Why not?

Lesson Three: 'to get'



Getting Started

Can you use the word 'get' or the phrase 'to get' in a sentence? We use it quite often in English in lots of different contexts. See how many you can come up with! Work with a partner or even have a competition against one another.



Key Language

You can use the word "get" in any one of the following ways. Read through them with your tutor, making sure you understand the meaning in each case.

PHRASAL VERB	MEANING	EXAMPLE
get at	try to express	I see what you are getting at.
get away with	escape punishment	He didn't pay the fine, but he got away with it.
get by	manage	Can you get by without your mobile phone?

get down	descend	He got down from the ladder
get off	leave a form of transport	He got off the bus when it reached his stop.
get on	enter a form of transport	I was nervous getting on a plane for the first time.
get out of	avoid doing something	They got out of cooking dinner by ordering a take-away.
get over	recover	Did you get over the flu yet?
get through	use or finish	Did you get through all of your Easter Eggs?
get up	leave your bed	It is hard to get up early on a Monday morning.
get up to	do (usually something bad)	She has been gone a long time; I wonder what she is getting up to?



Language Builder

Return to each of the phrases / expressions using 'get' above. Put each one in a sentence and write it down. Then read that sentence aloud to your tutor / partner.



5 Minute Game

You might like to write a short story (100-150 words) about "a day in the life" of an imaginary character. Use the word "get" as many times as you can. It may sound strange and unnatural, but it will help you to practise your English. Get going!

Lesson Four: Architecture



Getting Started

Work with a partner or your tutor. Think of famous pieces of architecture from around the world. How many can you name? How many are beautiful or "artistic"? Are any famous pieces very ugly? Tell us about a famous piece of architecture from your home country? Do you know any landmarks (famous pieces of architecture) in Ireland?



Language Builder

Look at the famous pieces of architecture below and on the following page. Do you know which country each one is in?



Pyramids



Eiffel Tower



Sydney Opera House



Statue of Liberty



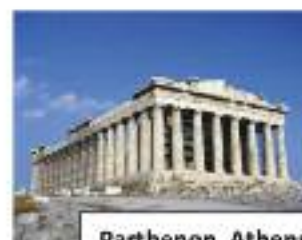
Empire State Building



Christ the Redeemer



Colosseum, Rome



Parthenon, Athens



Taj Mahal



Great Wall of China



Spire



Newgrange



The Gherkin Building

Petronas Towers,
Kuala Lumpur



Burj Al Arab, Dubai



Language Builder

Read the sentences below. Each one refers to a piece of architecture pictured above or on the previous page. Can you match a piece of architecture with each of the statements?

1. This building is constructed on an artificial island.
2. This is the most visited paid monument in the world.
3. This structure is the oldest of those shown above?
4. Many believe you can see this structure from the moon.
5. This structure began to sink after construction had commenced.
6. In 1999, Felix Baumgartner set the world record for BASE jumping (since broken) by jumping off a window cleaning crane on this building.
7. This structure was a gift from the people of France to the United States.
8. There is an urban myth that if a penny were dropped from the top of this building it could kill someone below or put a crater in the pavement.
9. Of the 'seven wonders of the world' this structure is the only one remaining.
10. This structure was damaged during an electrical lightning storm in 2008.

11. Over 1,100 elephants were used to transport materials for the construction of this building.
12. The official name of this building is 30 St Mary Axe.
13. Since its opening, the number of people who have attended a performance in this building is more than double the population of Australia.
14. This building is capable of seating 50,000 spectators.
15. This building is dedicated to the goddess Athena.
16. This structure is officially titled the Monument of Light.



5 Minute Game

Imagine you are on holidays and pay a visit to one of these major pieces of architecture. Describe it. Now write a postcard to your family at home describing this amazing thing that you have seen.



Getting Started

Below is an article about a famous piece of Irish architecture – the Spire in Dublin city centre. Read the article below about the Spire, and: [1] Summarise for your tutor the main ideas of the article; [2] Ask your tutor to explain any difficult phrases or words.

Capital's Spire is 10 years old, but still not a favourite with many locals

© *The Irish Times*

“Ugly but handy,” is the verdict from many in Dublin on the Spire, which has just turned 10. Few waiting at the monument yesterday considered it a thing of beauty but most agreed it was a good place to meet. “It’s just a big spike so I wouldn’t miss it if it was gone,” said Callien Ryan (19).



Others are pleased to have the structure when they are meeting people who have recently arrived in Ireland. “Everybody knows it,” says Justas Vleikis (20) from Lithuania.

The 120m Spire was designed by British architect Ian Ritchie at a cost of €4.6 million. A capsule is buried at the foot of the Spire, with items including the front page of an edition of *The Irish Times*, a till receipt from the bar in the Shelbourne Hotel and a packet of 20 cigarettes. It has become a tourist attraction, according to Dominic Jacobs (44), who works with City Sightseeing Dublin open-top bus tours. “Everyone takes pictures

of it often from further down O’Connell Street where they can pretend to be holding it in their hand,” he said.

Paul Stanley (42), who runs the flower stall beside it, has also seen tourists contorting themselves to get the perfect photograph. "They'll get down on the ground trying to get it all in, even when it's raining," he said.

But some will never be reconciled to the Spire. "I hate it," said Maisie Prendergast (85). "I would like to see it gone and in time maybe it will go."

"It's useless. I never really look at it," says Cian Ford (19).

Many hark back to Nelson's Pillar, which stood on the spot the Spire occupies until it was destroyed by an IRA bomb in 1966. "You could go up it and get a view over the city," says Jean Manning (65).

Others had some interesting ideas as to what could replace it. "They could put up a statue of BOD (Brian O'Driscoll). He deserves it," says Eoghan O'Connor (21).



There was one lone voice arguing for the beauty of the Spire. John, who declined to give his second name, runs the paper stand on O'Connell Street just down from Clery's department store and says he sees the structure at its best at sunrise. "On a clear morning with the dark blue sky in the background and the sun coming up from the east it looks magnificent," he said.



Language Builder

Read through the article again. Find each time the word "get" is used. Do you understand them all? Can you use another word / phrase in each context. Write out the alternative sentences.



Two Minute Talk

Having read the article above, consider the following questions. Do this alone, in a pair, with your tutor or in a small group.

1. Which opinion in the article above do you agree with most?
2. How does the Spire compare to other famous monuments around the world?
3. If you could replace the Spire with something else, what would it be?
4. Would the Spire be a more popular tourist attraction if it had been built in a way which allowed the public to climb it?
5. What is your favourite tourist attraction in Dublin? In Ireland?



Now You're Talking

This time we're going to tie art and architecture together again. Look at the pieces of architecture on the following page. What do you think of them? Are they art? Or just more "functional" pieces? Is there a difference? Does there have to be a difference?



**Snow-free heated bridge
(Sweden)**

This pedestrian bridge has its own built-in heating system which keeps it free from snow and ice.



Garden tree house

Two trees which were cut down during the building of an extension were then reinstalled in the living room.



Floating stairways

Artists Lang and Baumann have created mysterious stairways and outdoor walkways.



**China Central television
headquarters (Beijing)**





The mirrorcube treehouse hotel

The hotel can accommodate two people at a time and access is provided by a rope bridge.



Outdoor home theatre

This house has its very own outdoor home theatre.



The narrowest house in the world (Poland)

Built between two buildings, it has a width of 122cm to 72cm making it the narrowest house in the world.



Two Minute Talk

After seeing these pieces of art / architecture what do you think now of the division between the two? Is it always the case that they are divided? Use the questions in the box at the top of the next page to have a final discussion on the subject.

DISCUSSION QUESTIONS

1. First and foremost, should architecture be practical or beautiful?
2. What is the most practical architectural structure above, in your opinion?
3. Which piece is the most aesthetically pleasing?
4. Is an architect also an artist?
5. When in your opinion does a building become art?

Lesson Five: Fashion



Getting Started

Are you a follower of fashion when it comes to clothes? Do you like to change the contents of your wardrobe every season? Would you like to if you had lots of money? Or do you dislike the world of fashion? If so, why? Read the article below about fashion, and: [1] Summarise for your tutor the main ideas of the article; [2] Ask your tutor to explain any difficult phrases or words.

IS FASHION FRIVOLOUS OR FABULOUS?

© The Irish Times

Some have a dim view of fashion, but it's a powerful industry that is more than just the sum of its sweaters, writes **ROSEMARY MAC CABE**

In a time of economic turmoil, political unrest and fallen idols, it would be all too easy to suggest that fashion has lost what relevance it once had. In fact, online commentators often turn to me when they are angry at the world. Haven't I something better to write about? Does this "stuff" really warrant air time or column inches? How can I take myself seriously when writing about this most vacuous of topics?



But fashion is more than just the sum of its sweaters. As Meryl Streep's Miranda Priestley, the terrifying editrix in the 2006 film *The Devil Wears Prada*, says to Anne Hathaway's fashion sceptic: "You think this has nothing to do with you. You go to your closet and you select . . . that lumpy blue sweater because you're trying to tell the world that you take yourself too seriously to care about what you put on your back . . . but that blue represents millions of dollars and countless jobs . . . You're wearing a sweater that was selected for you by the people in this room from a pile of stuff."

It's a point well made – but one chick flick isn't enough to silence the dissenters, and fashion still comes up for an inordinate amount of criticism. "Nobody questions whether the motor industry matters," says Brendan Courtney of RTE's *Off the Rails* and now fashion designer. "But because it's about aesthetic and looks, people think it's shallow." Courtney says the derision is worse in Ireland because our culture is particularly harsh when it comes to vanity. "We have a lot of stigmas stacked against us in fashion, because it's based on appearance – and being vain, for Irish people, is the worst thing in the world. This conversation would never happen in Italy or Paris, where looking after yourself and how you look is celebrated."

Laura Cunningham is fashion editor of *Prudence* magazine and also falls on the "fashion matters" side of the fence. "It matters as much as the design of a car matters," she says. "Or as much as architecture matters. As human beings, we like to express ourselves, and fashion is just one of the art forms that allows us to do that."

A sceptical approach

The designer Peter O'Brien is somewhat more sceptical about fashion's importance – as an art form or as an industry. "I love clothes, and I know it's a huge business and employs loads of people.

"But since shopping became the main pastime of the western world, fashion has become something 'other'," he says. "Everybody has a broad, if not particularly deep, knowledge of it now. There are nine million bloggers, seven billion magazines, the internet . . . there's far too much stuff, and nobody needs it. The masses have become used to buying very, very cheap clothes, and very often, what's called fashion isn't.



fashion choice."

There are, of course, very few people who are exempt from an industry that, at the very lowest level, provides the clothes we wear, day in, day out – and Priestley was right: any decisions we make relating to those clothes are, whether we like it or not, related to fashion. "Even people who say they have no interest in fashion like one pair of shoes over another," says Cunningham. "And that's a

Brendan Courtney points out that another person's idea of style might not be his, but that doesn't make any of it, whatever your definition, irrelevant. "It employs millions of people; it affects how women feel about themselves. It's an industry," he says.

Even the people whose livelihoods are based around this same industry don't see it as the be-all and end-all; they acknowledge, by and large, that it is art, creativity, entertainment and enjoyment, and should be viewed as such.

Ultimately, fashion is a question of economics. It may be frivolous and fun and fabulous, but it's also a living, breathing industry. And in Ireland, it's an industry that has never been more important. "The fashion industry in Ireland creates jobs and the design industry is just incredible," says O'Brien. "If any industry is based on economics, fashion is. If it won't sell, it won't exist. If it's for sale, somebody's buying it."





Two Minute Talk

Read the article above again and then use the following questions to have a discussion on the subject of fashion.

1. Does the fashion industry create an illusion of need to force us to spend money unnecessarily?
2. Does the fashion industry create an unrealistic image of how we should look?
3. Generally speaking, is there too much emphasis placed on fashion and beauty?
4. Is it financially savvy to spend your money on fashion?
5. *"Fashion changes, but style endures"* (Coco Chanel). Do you agree?
6. *"If I want to knock a story off the front page, I just change my hairstyle"* (Hilary Clinton). Do the media dedicate too many column inches to what politicians, actors, and other celebrities do in their private/personal lives?



Answers

Below are the answers to the architecture quiz earlier in the module:

1. Burj Al Arab

2. Eiffel Tower

3. Newgrange, built in 3200

4. The Great Wall of China: However, this

5. Tower of Pisa

6. Petronas Towers

7. Statue of Liberty

8. Empire State Building: However, it

9. Pyramids

10. Christ the Redeemer

11. Taj Mahal

12. The Gherkin

13. The Sydney Opera House

14. The Colosseum

15. The Parthenon

16. The Spire

**KEEP
CALM
AND
REVISE**

Revision

You have covered quite a lot of material in this module – congratulations! Now use the questions on the next page in order to revise as much as you can. You may refer back to the various lessons to remind yourself of vocabulary and issues covered.

Work with your tutor, your partner or in small groups.

1. Do you think a lot of what we call art, isn't really art at all?
2. In your opinion, is the definition of art purely subjective?
3. Or are there certain criteria that determine what art is?
4. If it's hanging in a museum is it art?
5. Do you think music and dance are forms of art?
6. In your opinion, how should we define art?
7. Having completed this module and engaged in discussions with your group, have you changed your opinion on what constitutes art?
8. Do you recall any unusual facts which you learned about famous architectural buildings from around the world?
9. If you could choose to visit any famous building or monument anywhere in the world, what would you choose?
10. The fashion industry has recently introduced 'Global Kids Fashion Week'. Do you regard this as a positive development, or in your opinion, is this a step too far?

MODULE 6 'Superstitions'

Following this Module you will know:

How to speak about common superstitions and folk beliefs.
Correct use of the words 'so' and 'such'.



Lesson One: Superstitions – helpful or not?



Getting Started

Discuss with your tutor or in a small group ... Do you know what a superstition is? Do you have any? Do you believe in superstitions? Are there any common superstitions in your home country? Have you come across any Irish superstitions? Why do you think people are superstitious – is it helpful?



Language Builder

Read the article below from the Irish Times about superstitions. Read it once through alone and then: [a] Summarise for your tutor what the article was about – put it in your own words; [b] Ask your teacher to explain any difficult words or phrases.

Even if it comforts, superstition ain't the way. . .

©The Irish Times

Taken too seriously, superstition and magical thinking can erode confidence in science, writes **PAUL O'DONOGHUE**

ARE YOU SUPERSTITIOUS? Do you throw salt over your shoulder after spilling it accidentally? Do you count magpies, read astrology columns, avoid walking under ladders or raising an umbrella indoors? Do you touch wood for luck, carry a lucky charm, cross your fingers or perform other apparently irrational rituals?

If so, you are not alone. Such practices are widespread.



Superstitious behaviour arises as a consequence of a range of factors. We have all been raised with fantastic stories of myth and mystery that encourage the development of magical beliefs, from ghosts and banshees to the tooth fairy and Santa Claus.

While such cultural influences may lead to an increased likelihood of accepting supernatural explanations, our biological makeup further contributes to our tendency to make false associations between unconnected events. If event B follows event A, we tend to assume that A caused B.



For example, an athlete who wears a red jersey and wins a golf tournament may associate the winning with the wearing of the jersey. This may then become their lucky jersey and be worn at all similar tournaments. Athletes are notoriously superstitious and often develop elaborate rituals that are employed in advance of competition.

It has been argued that the utility of such rituals lies in the creation of an illusion of control in a context where the outcome is uncertain and anxiety-inducing. The perception of control is seen in psychology as a central pillar in maintaining psychological wellbeing.

Superstitious behaviour is not related to intelligence level, it is not pathological or abnormal and often is inconsequential to the individual, so should we be concerned about it? Overall, I would argue yes. There can be more serious consequences to adopting a superstitious and magical view of the world, which requires a more critical response.



If a person with a significant illness believes some magical treatment will cure him, he may lose his life as a consequence. Superstition and magical thinking, taken too seriously, can erode rationality and confidence in science and medicine.

It has been argued that because people may get comfort from irrational beliefs, we should not challenge them. The Russian-born American science-fiction author and professor of biochemistry Isaac Asimov disagrees: "It is no defence of superstition and pseudoscience to say that it brings solace and comfort to people . . .

"If solace and comfort are how we judge the worth of something, then consider that tobacco brings solace and comfort to smokers (. . .) Judge by solace and comfort only, and there is no behaviour we ought to interfere with."



Language Builder

Now read the article again. Look at the box on the next page before you begin. As you read the article, match one item from Column A with one item from Column B. Ask your teacher if you have difficulty with any of the words or meanings, particularly in Column B.

Column A	Column B
ritual	known widely and usually unfavourably/infamous
erode	relating to or caused by disease
pathological	comfort or consolation in a time of distress or sadness
pseudoscience	a set of actions performed mainly for their symbolic value
solace	a claim or belief that is presented as scientific but does not adhere to a valued scientific method
induce	to bring about or stimulate the occurrence of
notorious	something that deceives by producing a false or misleading impression of reality
illusion	to wear away

(The answers to this exercise are in the Revision section at the end of the Module)



Two Minute Talk

Has reading this article changed your opinion of superstitious people or of superstitions generally? Speak to your tutor or partner about superstitions. Use the following questions as a way to make more conversation:

1. Do you think that superstitions can bring people a feeling of control or comfort?
2. In your opinion, is there any harm in being superstitious?
3. Would you agree that superstitious behaviour can diminish rationality?
4. Is it fair to compare superstitious behaviour to smoking? In your opinion, are they equally detrimental?
5. If superstitions bring comfort to individuals should we not encourage rather than dissuade superstitious behaviour?

Lesson Two: Using 'so' and 'such'.



Getting Started

Can you put the words 'so' and 'such' into sentences? Work with a tutor to make some sentences. Say them aloud and be sure they sound correct. Or have a competition with a fellow student – who can make most sentences in five minutes?!



Key Language

The differences between 'so' and 'such' can be difficult for some learners to grasp. Examples of 'so' are laid out on the next page, with 'such' on the page after that.

Using 'so':

So + Adjective

Use: To show

Examples:

Her dress is so beautiful.

Use with 'That': To show extremes which lead to certain results.

Example:

The dessert was so big that I could not finish it.

So + Many/Few + Plural

Use: To show extremes in amount.

Example:

I can't believe I ate so many pancakes!

Use with 'That': To show extremes in amounts which lead to certain results.

Example:

I ate so many pancakes that I had a pain in my stomach for an hour!

So + Much/Little + Non Countable

Use: To show extremes in amount.

Example:

He has so much integrity. He would never tell a lie.

Use with 'That': To show extremes in amount which lead to certain results.

Example:

I have so little free time that I seldom get a chance to go to the cinema.

So + Much/Little/Often/Rarely

Use: To describe how much or how often someone performs an action.

Example:

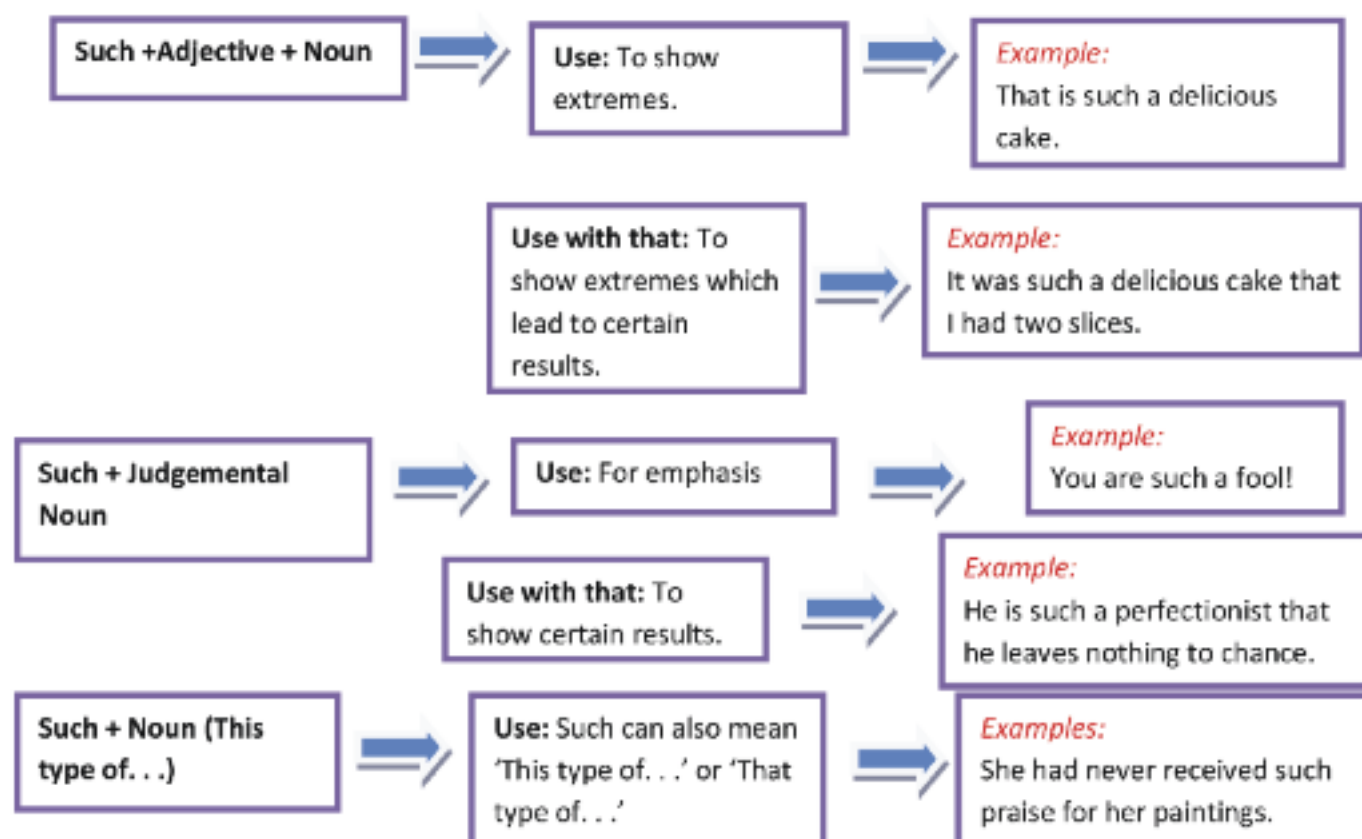
He so rarely saw her. He hardly recognised her when he met her.

Use with that: To show the results of extreme actions.

Example:

He loved her so much that he asked her to marry him.

Using 'such':



Two Minute Talk

Now complete the following sentences with either 'so' or 'such' as appropriate. Ask your tutor if you are uncertain about any of the answers. Work in pairs if this is more fun.

1. Their dog is _____ big. I'm afraid every time I walk past their house.
2. Dave is _____ a spontaneous person; I never know what he is going to do next.
3. She has watched the movie _____ many times that she knows all of the lines.
4. Sylvia had never seen _____ heavy rain until she moved to Ireland.
5. I have _____ much to do and _____ little time to do it.
6. Have you ever heard _____ lies in your life!
7. She is _____ thoughtful. She never forgets my birthday and always sends me a card.
8. You have left me with _____ few options; I really have no choice in the matter.
9. It requires _____ little time and effort that I'd be happy to do it on my own.
10. She has _____ expensive taste that I can never afford to buy her something she likes.



Two Minute Talk

Working with a partner or your tutor, write ten sentences that are true for you. Five should contain 'so' and five should contain 'such'.

Lesson Three: Superstitious sports stars



Getting Started

Working in a small group, discuss these questions. What superstitions do you think sports stars might have? Why might they be superstitious? The text below is from the New Scientist website and it is about sport stars' rituals. Read it once through alone and then: [a] Summarise for your tutor the detail of each part of the article – put it in your own words; [b] Ask your tutor to explain any difficult words or phrases.

Sports stars and their bizarre pre-game rituals



©www.newscientist.com

Many athletes feel obliged to perform bizarre rituals before competing. Experts say that sometimes these behaviours can stray into obsessive compulsive disorder (OCD) and can even force players out of competition.

A number of sports stars have confessed to the odd habits that help them stay focused.

- ❖ Soccer star Kolo Toure, central defender for Arsenal and the Ivory Coast, likes to be last onto the pitch. This made him miss the start of the second half of Arsenal's European Champions League tie against Italian team AS Roma – and earned him a booking for entering the field of play without the referee's permission.
- ❖ In the 1998 soccer World Cup, French defender Laurent Blanc would kiss the shaven head of goalkeeper Fabien Barthez before the kickoff of each game. France lifted the trophy.
- ❖ Marshall Faulk, former running back with the Indianapolis Colts and the St Louis Rams, habitually wore all black on the way to the stadium.
- ❖ Turk Wendell, formerly a pitcher for Major League Baseball teams including the Chicago Cubs and New York Mets, was known for multiple rituals including brushing his teeth between innings.
- ❖ Wade Boggs, formerly third baseman for the Boston Red Sox, had a similar array of rituals, including eating chicken before each game, and writing the Hebrew word *Chai*, meaning "living", in the dirt before each bat.
- ❖ Basketball superstar Michael Jordan always wore his North Carolina college shorts under his Chicago Bulls uniform.



❖ England soccer star David Beckham has admitted that he suffers from OCD, which may explain the obsessive practice that underpins his prowess with free kicks. He hates the asymmetry of odd numbers, and will throw away one can of Diet Pepsi if he has three in the fridge.

❖ World tennis number one Rafael Nadal of Spain is similarly obsessive about his drinks. His water bottles must be lined up, with the labels facing the baseline he is playing from.



Two Minute Talk

Did you find yourself surprised by any of the sports stories above? Which ones and why? If you are confident you know all the language used above, answer the questions below in discussion with your tutor / partner:

1. Does it surprise you that these talented sport stars are superstitious and don't simply believe in their own talent?
2. Which of the superstitions above do you consider the most bizarre?
3. Do you know of any other superstitions practiced by sports stars?
4. Do you think these rituals distract these stars from their game?
5. If you were a famous sports star would you have any rituals? If so, what would they be?



5 Minute Game

In the table below are the names of five celebrities and descriptions of five superstitions. Can you match the celebrity with the superstition? (The answers are at the end of the unit).

CELEBRITIES	SUPERSTITIONS
Colin Farrell	This star steps on a plane right foot first.
Cameron Diaz	This star wears red as he thinks it will bring big victories.
Jennifer Anniston	This star has a 'lucky belt'. After losing it, a £16,000 reward was offered for its safe return.
Tiger Woods	This star believes the wrong pair of shoes could bring her bad luck.
Rachel Weiss	This star has a lucky horse-shoe shaped necklace.

(The answers to this exercise are in the Revision section at the end of the Module)

Lesson Four: Revision and answers



Getting Started

Use the following questions to create discussion. These discussions can be among two students, a student and tutor or even a group of students. As you discuss, try to use as much of the vocabulary you have learned in this unit as possible.



Now You're Talking

Here are your discussion questions. Are your opinions different or the same as when you began the Module?

1. Are you superstitious – has the module persuaded you one way or the other?
2. Do you have a lucky number?
3. Do you have any rituals or routines which you must carry out before an exam?
4. Can you think of any superstitions from your own country?
5. Do you believe in fate?
6. Do you have a lucky charm which you carry with you?
7. How do you think superstitions are created?
8. Which of the following is not a superstition in Ireland?
 - a. Never walk under a ladder.
 - b. Never sit an exam on a Tuesday.
 - c. Never put new shoes on a table.
9. Can you think of any superstitions which are, in fact, quite logical and reasonable?
10. Do you believe in luck?
11. Did you learn any unusual superstitions during this module which you had never heard about before?
12. Can you recall any of the superstitions practiced by celebrities or sports stars which were mentioned in this module?
13. In your opinion, are we less superstitious than we used to be or are superstitions as prevalent as they ever were?
14. Can you explain the meaning of the following words: notorious; illusion, erode?
15. In your opinion, are superstitions a help or a hindrance?



ANSWERS

Match the words in Column A with the correct meaning in Column B

Column A	Column B
ritual →	A set of actions performed mainly for their symbolic value
erode →	To wear away
pathological →	Relating to or caused by disease
pseudoscience →	A claim or belief that is presented as scientific but does not adhere to a valued scientific method
solace →	Comfort or consolation in a time of distress or sadness
induce →	To bring about or stimulate the occurrence of
notorious →	Known widely and usually unfavourably/Infamous
illusion →	Something that deceives by producing a false or misleading impression of reality

Celebrities and their Superstitions

- Colin Farrell has a 'lucky belt'.
- Cameron Diaz has a lucky horse-shoe shaped necklace.
- Jennifer Aniston steps on a place right foot first.
- Tiger Woods believes red will bring him big victories.
- Rachel Weiss believes the wrong pair of shoes could bring her bad luck.

MODULE 7 'Current Affairs'

Following this Module you will:

Be able to speak confidently about a range of news and current affairs subjects.

Understand what reported speech is and how to use it.

Read about and discuss paparazzi and freedom of the press.

Revise everything you have covered and consolidate the language.

Lesson One: In the news



Getting Started

Do you watch the Irish news on television or listen to it on radio? How often? Or do you rely on news sources in your own language about Ireland or your home country?

Discuss in small groups / with your tutor. What was the last major news story you remember. What were the details as far as you recall?



Language Builder

Work with the headings below and the vocabulary in the boxes. Each box represents a major area of news. Try to remember (or even invent!) a story for each of the groups of boxes. Use as much of the vocabulary as possible. Write the story down and read it as a television newsreader might ...

The Environment

natural disaster	ozone layer	volcano	hurricane
earthquake	pollution	extinction	tidal wave

Politics

government	president	minister	politicians
councillor	economy	organisation	referendum

social problems	society	diplomacy	legislation
vote	international affairs	censorship	tax

Media

censorship	column	editorial	political scandal
journalist	article	report	opinion

Crime and Law

illegal	assault	smuggling	arrest
prison sentence	fine	suspended sentence	jury
lawyer	judge	court	prison



5 Minute Game

Choose one of the topics below and have a debate / discussion. You can do this in a small group, with your partner or with a tutor. Try to use as much vocabulary learned above as possible.



The government is responsible for providing healthcare to its citizens.

Violence on television affects our children's behaviour.



Newspapers are already out of date by the time they are published.



Lesson Two: Global Warming



Getting Started

Do you know what the expression above means? Can you think of another way to express it? Before you begin the lesson below, think of as many words as you can on the subject of Global Warming / Climate Change. Work with another student and double your numbers!



Language Builder

Read the article below on the subject of Global Warming. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your teachers, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

© Irish Times

The good news is that global supplies of oil and gas will not be exhausted anytime soon. The bad news is that their usage will lead to higher temperatures, rising sea levels and more extreme weather events. These findings by the International Energy Agency (IEA) will rekindle debate on fossil fuels and global warming. The agency expects the planet to have warmed by 3.6 degrees by 2200, much higher than the 2 degrees set down in the Kyoto protocol.



Avoiding a fossil fuel cliff in the short term should not obscure the reality that such resources are finite. The 23-year scenario outlined by the IEA represents a relatively short breathing space in which governments can work towards a more sustainable future. The focus must be on developing renewable energy sources. Governments of this State have tended to avoid long term planning in favour of short-term objectives. Such an attitude is no longer acceptable because environmental and technological change will alter the way life is lived on this island.

Rising sea levels and extreme weather events are already with us. But their impact will worsen as



more carbon dioxide is released into the atmosphere. For many people who live on floodplains or in vulnerable coastal areas, the unpalatable future may involve moving to higher ground. Governments are likely to concentrate defensive efforts and available finances on major population centres.

This year's wet summer challenged climate change predictions. Ireland experienced dismal conditions. But global temperatures continued to rise and the threat remains of severe winter storms with intense bouts of rainfall. Irish agriculture stands to benefit from climate change. Drought and desertification in southern latitudes are expected to reduce food production there and keep world food prices high. In planning for an increase in Irish farm output, however, the impact on the environment and on water quality must be carefully considered. Food Harvest 2020 envisages an increase of 50 per cent in the number of cattle. But little planning has gone into how the resulting slurry can be safely utilised. Wet weather and inappropriate manure spreading

contributed to an increase in water-borne illnesses this year. It is a public health issue that cannot be ignored.



Language Builder

Now read the article again. Look at the box below. Each word in Column A appeared in the article. Can you find them? Can you match them with a similar meaning word in Column B? To show you are clear about their meanings, put each word in a sentence of your own.

Column A	Column B
protocol	unpleasant
unpalatable	defenceless
dismal	procedure
rekindle	foresee
vulnerable	renew
envisage	bleak



Now You're Talking

Having read the above article on Global Warming you are now prepared to have a debate on the subject! Answer the questions below individually. Do any of your answers disagree with your partner's or tutor's? Have a discussion on the subject ...

1. In your opinion, is enough being done in Ireland to tackle the onset of global warming?
2. Do you think Ireland is already seeing the effects of global warming?
3. Does this article do us a disservice by downplaying the negative repercussions of global warming for us here in Ireland?
4. Is it naïve to think that anyone will derive benefits from global warming?
5. Is it insensitive to suggest that the suffering of others will benefit us?

Lesson Three: Reported speech





Getting Started

Do you know what reported speech is? We use this grammatical construction when we are reporting the speech of a third person to somebody else. Can you think of any examples? If your partner says something quietly to you and your teacher (who didn't hear) asks you what your partner said then you need to use reported speech.



Key Language

Imagine you met your friend Sally last week for a coffee and she filled you in on all her news.... When you catch up with your other friend Emily a few days later you tell her all of the things Sally told you....Here's how you would report it:

 <p>Sally tells you that..</p>	<p>...and then <u>you tell Emily</u> that...</p>	 <p>Sally said...</p>
<p>I'm studying French.</p>		<p>She said that she was studying French.</p>
<p>My sister isn't well.</p>		<p>She said that her sister wasn't well.</p>
<p>I'm going to visit my brother in Galway.</p>		<p>She said she was going to visit her brother in Galway.</p>
<p>I have to buy him a birthday present.</p>		<p>She said she had to buy him a birthday present.</p>
<p>Elizabeth has gone to London.</p>		<p>She said Elizabeth had gone to London.</p>
<p>I can't wait until the summer.</p>		<p>She said she couldn't wait until the summer.</p>
<p>I'll invite you to dinner next week.</p>		<p>She said she would invite me to dinner next week.</p>
<p>I don't like my new apartment.</p>		<p>She said she didn't like her new apartment.</p>

A simple way to remember the rule is ...

Statement	→	Reported Clause
<p>If the reporting verb is in the past tense (i.e. said)</p>	→	<p>The reported clause is in the Past Form (usually one step back into the past from the original)</p>
<p><i>'The test is difficult', Barry said.</i></p>		<p><i>Barry said the test was difficult.</i></p>

and ...

Statement	→	Reported Clause
<p>If simple present, present perfect or the future is used in the reporting verb. (i.e. says)</p>	→	<p>The tense stays the same in the reported clause.</p>
<p><i>'The test is difficult', Mary says.</i></p>	→	<p><i>Mary says the test is difficult.</i></p>





Language Builder

Look at the pictures of the people below. Each one of them, of course, is speaking. Using the reported speech you've learned above, report what they are saying. Work in a pair with another student, or with your tutor if you wish.



I don't feel well.



She said



I'm hungry.



He said

_____.



I like eating fruit.



She said



I don't have a key.



He said

_____.



I have a lot of work to do.



He said



Language Builder

Rewrite the sentences below using reported speech. Work with a tutor / partner.

- 1) John said 'I want to visit my parents at the weekend'.
- 2) They said, 'We've lived here for a long time.'
- 3) He asked me, 'Have you finished reading the article?'
- 4) 'I go for a walk at 7 o'clock every morning', Richard said.
- 5) Ann reassured me, 'I can come to the cinema this evening'.
- 6) "John will come later", he said
- 7) Tom said, "I haven't eaten breakfast".
- 8) "Where were you born", he asked me.
- 9) "What has she decided to do", Erica asked her.
- 10) "Don't waste your time", Jill said.

Lesson Four: The paparazzi and freedom of the press



Getting Started

Do you think there is too much media exposure in our lives? Do you spend lots of your time on Facebook or Twitter? Are you obsessed (even a little!) by celebrities? Has new technology destroyed the concept of privacy? Discuss these [and other related questions] with a partner or your tutor.



Language Builder

Read the article next from the Irish Times. At the end: [a] Summarise the article in your own words for your teachers, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

© *Irish Times*

MARK TWAIN once said: "There are laws to protect the freedom of the press's speech, but none that are worth anything to protect the people from the press."

While it is generally recognised that privacy is a fundamental human right, a more difficult question is whether that right can be diluted by an individual's conduct. What are the human rights of a politician who espouses family values to the electorate while carrying on an illicit affair? Does a

newspaper have the right to publish such details, however sordid? What of the minor celebrity who co-ordinates shopping trips in the company of her children with paparazzi, in order that her carefully managed image will be splashed across the tabloid press? Does she have the right to subsequently object to unauthorised photographs being taken in a public place without her consent?

Possibly the broader question to be answered is whether our apparently insatiable appetite for celebrity and gossip has eroded our respect for the fundamental right to privacy, and this in turn has to be balanced against the role of the press in exposing corruption and hypocrisy in society.

Many people, including myself, hold that only statutory regulation will be sufficient to ensure public confidence. What is required is an effective regulator that will operate in an impartial and independent manner, and, equally importantly, will be seen to do so.

Another question is whether there is an acceptable level of collateral damage to an individual's privacy which has to be tolerated to afford the press the freedom to uncover the genuine miscreants in our society.

Today's headlines are no longer tomorrow's fish and chip wrappers. With the internet, any story in print or digital form will be quickly disseminated, tagged and repeated worldwide. One of the most difficult balances for any editor is between the right of the public to be told a story and the often conflicting rights relating to the individual's privacy.



Two Minute Talk

Read the article on the paparazzi once more. Having reread the article, can you match a word from Column A with a word from Column B.

Column A	Column B
Fundamental	illegal
Conduct	greedy
Unauthorised	insincerity
Consent	circulate
Insatiable	vital
Corruption	troublemaker
Hypocrisy	permission
Miscreant	behaviour
Disseminate	dishonesty

Now You're Talking

Using the article above to create discussion and provide vocabulary, conduct a debate / chat on the subject of the paparazzi. You can use the questions below for inspiration / direction. Work with a tutor / partner or in a small group of students.

1. Do you think laws should be introduced which would prevent the paparazzi from intruding in people's lives?
2. Are there any circumstances in which it is appropriate for the media to report on the lives of public figures?
3. In your opinion, what is the distinction between news and gossip?
4. The internet has made it possible to share a news story instantaneously, however, in your opinion, do stories last longer in the digital age or are they replaced more quickly?
5. Do the benefits of being a celebrity outweigh the drawbacks of public interest and media intrusion?

**KEEP
CALM
AND
REVISE**

Revision

Use the following exercises to have fun discussions / create games. In each game / discussion make use of as much vocabulary and learned language from this unit as you can. Compete against each other to see who can use the most language you've learned today.

Two Minute Talk

Conduct a debate on one or two – or more – of the following statements:

- Television is the leading cause of violence in today's society.
- University students should have to wear uniforms.
- Women will never be equal to men in the workplace.
- You cannot have a happy family life and a successful career at the same time.
- There are times when the news should be censored.
- A vegetarian diet is healthier than one that includes meat.



Two Minute Talk

With reference to the language you learned on Global Warming, create a debate, write a small newspaper article, or prepare a presentation on any one of the following questions:

1. Can you recall a big news story which you read or heard about in the last week? Share it with the group?
2. When you read the newspaper, is there one particular section which you like to read first?
3. In your opinion, will we still be printing newspapers in 10 years time? Why/Why not?
4. Do you think that the internet has changed the role of the paparazzi over the past few years?
5. Climate change is often discussed in the media; however, do you think the public are genuinely concerned about the long term implications of climate change?





Two Minute Talk

Look again at either of the newspaper articles above (on Paparazzi and Global Warming). Now, use reported speech to write a letter to your friend. Explain to him / her what the author of the article says.



Two Minute Talk

Put the following paragraph which is written in reported speech into conversational form using direct speech.

Peter introduced me to Jack who said he was pleased to meet me. I replied that it was my pleasure, and that I hoped Jack was enjoying his stay in Dublin. He said he thought Dublin was a beautiful city, but that it rained too much. He said that he had been staying at the Central Hotel for two weeks, and that it hadn't stopped raining since he had arrived. Of course, he said, this wouldn't have surprised him if it hadn't been July! Peter replied that he should have brought warmer clothes. He then continued by saying that he was going to fly to Italy the following week, and he that he couldn't wait to enjoy some sunny weather. Both Jack and I commented that Peter was a lucky person indeed.

For example ...

Peter: This is Jack.

Jack: I'm very pleased to meet you.

Me: ...

Jack: ...

MODULE 8 'Gender Equality'

Following this Module you will know:

Vocabulary related to Gender Equality.

Pronunciation and context of frequently confused words.

Lesson One: Gender Equality



Getting Started

Do you understand what the words 'Gender Equality' mean? Discuss in pairs, a group, or with your tutor different areas of life in which Gender Equality is important.



Language Builder

Look at the vocabulary and definitions in the box below. Can you match the items in the left column with items in the right column correctly? Say each phrase aloud. You will need this vocabulary to understand the news article on the following page. Discuss with your tutor and be sure you understand the meaning.

Column A	Column B
Discrimination	a person with whom one works.
Colleague	the quality of being able to do something.
Precarious	treating somebody differently because of their perceived or actual membership of a certain group or category (age, religion, gender).
Attainment	dependant on chance; uncertain.
Ability	an achievement or the act of achieving.



Two Minute Talk

Use the vocabulary above in the context of a sentence. Write the sentence down, then say it aloud. Compare with your partner. Make sentences that are true for you.



Language Builder

Read the article below once through. The article is taken from the news website www.rte.ie, the website of Ireland's National Broadcaster.

After reading it once, can you say what the main message of the article is?

Women in Ireland earn 17% less than men and twice as many men compared to women earn over €50,000 a year. A European Commission study suggests that Irish women in their 20s earn about 90% of what their male colleagues do. The study suggests that Irish women in the 35-44 age group only earn 71.5% of what men earn and this falls even further for women in their 50s and 60s. 123,000 women in Ireland earn more than €50,000 per year in comparison to 254,000 men, the study indicated.

The study says that there are a number of reasons for this gender pay gap, including discrimination against women, undervaluing of women's skills and the low number of women in senior and leadership positions. It also notes that women are the primary care givers in Irish society and this takes away from their ability to earn as much as men. The survey found that women in Ireland are more likely than men to work in low paid and precarious work.



The National Women's Council has said it is vital that the Government acts to improve the position of women in society and in the workplace. National Women's Council Chief Executive

Orla O'Connor said: "The gap between women's and men's earnings needs to be reduced. Elsewhere, President Michael D Higgins said that women should be given a greater role in the new economic model that is being built in Ireland to replace the one that has failed. President Higgins said despite high standards of education, women have not been afforded the opportunity to fill many key decision-making roles. President Higgins suggested women should be given a greater role and noted that women outperform men in educational attainment and Ireland enjoys the highest percentage of women graduates in Europe.

Now answer the following questions. Show your partner where you found the answer in the text.

1. Who are the primary givers of care in Irish society, according to the article?
2. What does the article say about women who are aged between 35 and 44 years old?
3. What is the significance of the number €50,000 in this article?
4. Michael D Higgins has commented on the role of women. Who is Michael D Higgins and what comments did he make?
5. Which organisation is named in the final paragraph? What do you think they do?



Two Minute Talk

With your partner or teacher discuss the article on the previous page. Are there any words / expressions you don't understand? What is your opinion regarding Gender Equality after reading this article? Is Gender Equality the same in your home country or very different?



Language Builder

The article below is taken from *The Irish Times* newspaper. The subject of the article is Gender Equality. Before you read it, discuss the following statements in pairs or in a small group. Do you think that they are true or false?

1. Women and men receive equal pay.
2. If we include paid and unpaid work, women work 2 hours more than men per day.
3. More girls than boys are leaving school early.
4. The vast majority of senior civil servants are male.
5. 80% of secondary school teachers are female.

© The Irish Times

The Central Statistics Office study shows women are better educated and are earning more – but men still rule.

At first glance there seem to be some bright spots when it comes to gender equality. The gap between men's and women's incomes has narrowed – women's incomes are now 73 per cent of the average man's income, up from 70 per cent in 2010. Women tend to work fewer hours, and when we look at average hourly earnings, the gap is even narrower – women earn 93 per cent of what men earn per hour. Not perfect, but better than it was.

However, the CSO study doesn't look at one very important factor: unpaid domestic work. A 2008 study by the Economic and Social Research Institute and the Equality Authority showed women, including those in paid employment, still do the vast majority of housework. Including paid and unpaid work, women work on average 39 minutes longer than men daily, they just don't get paid for lots of it.

The shrinking hourly pay gap is little consolation when you're up to your elbows in dirty laundry.

Yesterday's report shows girls continue to outperform boys at school – 53 per cent of young women have third-level qualifications as opposed to 39 per cent of men. More boys than girls are leaving school early, though, happily, the number of male early-leavers has declined. Good marks won't necessarily help women make it to the top of the professions. Girls have been outperforming boys in education for some time now, but as the study shows, men still rule.

The vast majority of senior civil servants are male – from 82.4 per cent of secretaries general to 69.4 per cent of principal officers (77.4 per cent of clerical officers, on the other hand, are female). Even in professions dominated by women, they don't get the top jobs – 52.6 per cent of non-consultant



medical and dental professionals are women, but only 35.7 per cent of consultants. In secondary schools, where 63 per cent of teachers are women, only 40 per cent of management are female.

Of course, some will argue that many women choose not to go for the top jobs or they opt to work in the home rather than for paid employment. They argue that women are over-represented in certain occupations because they choose to work in certain sectors over others. And of course, this is true. The thing is, we don't make our choices in a vacuum. We all grow up bombarded with powerful messages about how our gender is expected to behave.

Psychologist Cordelia Fine's book *Delusions of Gender* showed that when people are reminded of their gender and its stereotypes, they will live up – or down – to that image. And women who do want to advance in their careers face real barriers. Taking time out to have children is one, of course. But having a family might not damage one's career if it weren't for the fact that, as the *Economist* pointed out last year, "work in most organisations is structured in ways that were established many decades ago, when married men were the breadwinners and most married women stayed at home". This doesn't suit women who don't have a devoted domestic goddess taking care of the household – or indeed men who want to spend more time with their children.

Ireland has come a long way on gender equality, but the playing field is still not level – not for women who want to run the country (or even become a school principal), nor for men who want to spend more time at home.

At the recent Davos summit, Facebook's Sheryl Sandberg spoke of how boys are brought up to be "leaders" while girls who show similar traits are chastised as bossy and hence unlikeable. She called for "girls to be ambitious at work and men to be ambitious at home".

Let's hope Ireland is listening.



Two Minute Talk

With your partner or teacher discuss the article above. Are there any words / expressions you don't understand? What do you think of the subject? Do you have a strong opinion? Consider the questions below...

1. In your opinion, why do men earn more money than women?
2. Does it surprise you that according to the article women still do more housework than men?
3. Must women sacrifice their careers if they wish to have children?
4. Why, in your opinion, do women struggle to obtain the most senior roles in the workplace?
5. Do you think men should consider taking on the role of house-husband and allowing their wives to further their careers?



Quick Game

Look at the sentence below. Insert a comma (,) or perhaps two in the sentence to help it to make sense. Where should the commas go? Say the sentence aloud as you move the commas around. Have fun!

woman without her man is nothing.



Language Builder

Read the words below, all related to Gender Equality. Say them out loud. Clarify their meaning with your tutor and then put them in a sentence.

equality	stereotype	bias	fair
difference	behaviour	unfair	appearance
sexist	discrimination	legal	feminist
emotions	expectation	earn	majority



Now You're Talking

Do this activity, a debate, in groups. The topic of the debate is an English language proverb. The proverb is: "The hand that rocks the cradle rules the world." Do you understand all of these words and the meaning of the proverb?

In teams of two, debate whether or not you think this proverb is still true in modern Ireland. Then tell us whether or not it is true in your home country. Is there a difference? Have fun!



5 Minute Game

Look at the following list of jobs. They are all stereotypically associated with one gender. If the opposite gender dominated, what would change? Enjoy using your imagination!

nurse	fireman	childminder	truck driver
C.E.O.	Prime Minister	stay-at-home parent	mechanic
secretary	soldier	economist	dancer

Lesson Two: Frequently confused words



Getting Started

Are there any words in English which you frequently confuse for others? Are there any 'false friends' which sound like words in your native language but are different in English? Speak with your tutor / partner about this.



Language Builder

Complete the sentences on the following page by choosing the correct word from the options given. Pronounce both words. Be sure you understand the difference in both sound and meaning before you move on.

- 1) I hope our services _____ your expectations.
 - a. exceed
 - b. accede
- 2) All the children are coming _____ John.
 - a. except
 - b. accept
- 3) The professor was given _____ to research materials in the library.
 - a. access
 - b. excess
- 4) Some people feel that his _____ to the President was unnecessary.
 - a. allusion
 - b. illusion
- 5) Are we _____ to leave on vacation?
 - a. all ready
 - b. already
- 6) There is _____ too much violence on TV today.
 - a. all together
 - b. altogether
- 7) Is there _____ we can put off the meeting until tomorrow.
 - a. any way
 - b. anyway
- 8) The police threatened to _____ the faulty goods.
 - a. cease
 - b. seize
- 9) Jack felt _____ the outcome would be in his favour.
 - a. confidant
 - b. confident
- 10) I ordered _____ even though I was already full.
 - a. dessert
 - b. desert
- 11) Congratulations! You are _____ for the grand prize.
 - a. eligible
 - b. illegible
- 12) I'd like to _____ from France, but I don't know where to move to.
 - a. immigrate
 - b. emigrate
- 13) They _____ his motives are less than pure.
 - a. expect
 - b. suspect
- 14) Did they win or _____ the game last week?
 - a. loose
 - b. lose
- 15) The _____ department are looking for three new employees.
 - a. personal
 - b. personnel

- 16) Should we _____ with the project or wait until July?
- a. precede
 - b. proceed
- 17) Children tend to be rather _____ and need something to keep them occupied.
- a. restive
 - b. restless

Now You're Talking



Write each of the words above out on a piece of paper. Mark the "strong sound" (emphasis / stress) in each word.

Now say the entire sentence you have made in each case above. Mark the "strong sound" in the sentence: which words are emphasised most? Listen to your tutor pronounce it if you are having difficulty. Read every second one to your partner, then switch roles so you have read each sentence aloud by the end.

**KEEP
CALM
AND
REVISE**

Revision

Look again at the vocabulary sections of Lesson One and the sentences in the news articles on Gender Equality. Practise speaking the individual words and the sentences aloud.

MODULE 9 'Technology'

Following this Module you will have:

- Become familiar with and able to use lots of language about technology.
- Revised many uses of the verb 'to have'.
- Learned about unusual and unsuccessful inventions.
- Discovered where and when text messages began.
- Accomplished lots of practise exercises on the future continuous tense.
- Explored issues related to children and technology

Lesson One: Technology – Always Good?



Getting Started

What do you think of when you read the word "technology"? What pieces of technology do you use every day? What piece of technology would you like to have that you don't have now? Do you think technology is always a good thing?



Language Builder

Read the following article. You can read it in pairs or with your tutor, of course. When you have read it once: [a] Summarise the article in your own words for your tutor; and [b] Ask your tutor to explain any difficult or unknown words and phrases.

One for Mrs. Doyle? Digital teabag takes on Nespresso

© www.independent.ie

THE company behind the world's first round teabag has developed Tê, a pod-based tea maker prototype. The firm behind the new system claims it features "a disposable capsule and the ability to reduce brew time and increase drink quality".

Pedants who suggest that teabags are already in fact "disposable capsules" will also have to contend with the claim that the new prototype is "taking tea making to the next level".

The Tê system brews tea in two minutes, rather than the traditional four that is recommended by tea companies but largely ignored by consumers. It also allows users to select the strength of their tea; prices of capsules would vary depending on the quality of the tea, and the machines would likely be cheaper than some coffee machines.

The popularity of capsule-based coffee machines such as Nespresso means that the tea industry is under pressure to produce a quicker, more consistent way for consumers to make the perfect brew, claim Cambridge Consultants, who have built the prototype.

The company claim Tê is based on a traditional tea brewing method, but uses a specially engineered recirculating pump technology which is incorporated in the capsule. It says rival tea-makers just replicate the 'single-pass' of a kettle's hot water being poured over a teabag.



Edward Brunner, Group Leader of the Industrial and Scientific Group at Cambridge Consultants, said: "Whilst coffee systems have seen a significant amount of innovation over the last decade nothing has changed in tea brewing, leaving the tea drinker almost forgotten about. We saw a real opportunity to use our experience in the beverage industry to level the playing field and make a change in this category."

"Thanks to our expertise in fluidic systems and functional packaging, and our dedicated dispense lab facilities, we have been able to finely tune the process needed to offer the most sophisticated brewing platform to bring customised, high-quality tea dispensing into the home."



Two Minute Talk

Having read the article above, use the following questions to have a discussion or debate. Use as much new vocabulary as you can.

1. In your opinion, is this an example of an unnecessary technological development?
2. Does marketing have the power to convince us that we need something we could realistically do without?
3. Thomas J Watson (CEO, IBM, 1943) said; "I think there is a world market for maybe five computers." Can you think of a product which initially struck you as being unnecessary, however, turned out to be a huge success?
4. Can you think of an advertisement on television which captures your imagination?
5. Is it true that people remember advertisements but not products?
6. Do consumers make decisions with their head or their heart?
7. What is the most ridiculous product you have ever seen advertised?



Two Minute Talk

Look at the words in the boxes at the top of the next page. If you are unsure, ask your tutor to explain the meanings. Read the article again. Can you find words in the article whose meaning is the opposite of words in the boxes?

reusable	
modern	
ally	

inexperience	
weakness	
impractical	

Lesson One: Revising the verb 'to have'



Getting Started

In the Beginners' book you studied the verb 'to have'. It is very common in English. Can you make some sentences with the verb 'to have'? How many different types of sentence can you make? Work with a partner / tutor to see how many you can make.



Key Language

Here are some examples of the most common ways we use the verb 'to have'. Read through them with your tutor:

To Have = Main Verb

'To Have' can be used as the Main Verb to indicate possession of objects, characteristics, relationships or other qualities.

Examples:

- I have a chocolate bar and a packet of crisps.
- They have two brothers and one sister.
- She has brown hair and blue eyes.

Have got

'Have got' can also be used to indicate possession of objects, characteristics, relationships or other qualities.

Examples:

- He has got three blue jumpers.
- She has got blonde hair.

To Have = Main Verb

'To Have' can also be used as a main verb to express a number of actions (To have a shower, To have dinner, To have a party)

Examples:

- John had dinner very late last night.
- We're having a party on Saturday.
- Susan has breakfast at 7am every morning.

To Have = Auxiliary Verb

Have is used as an Auxiliary Verb with the Perfect Tenses.

Examples:

Present Perfect: I have been to France once before.

Past Perfect: She had already left when I got up for work.

To Have To Do= Modal Form

'To have to do' something communicates the idea that an action is required of someone.

Examples:

- Jane has to work late every Saturday.
- Dave has to get up early if he wants to be on time.

To Have Something Happen/Happening

This form is used to speak about experiences that have happened or experiences in general.

Example:

- We have visitors arriving on Monday.

To Have Something Done- Arrangements (Have + Object(s) + Past Participle)

This form is used to speak about something that you arrange to have done for you.

Example:

We had a new table delivered yesterday.



Two Minute Talk

Use the language above to have a discussion in pairs. Speak to your partner. Make one sentence that is true for you using each form of the verb 'to have' above. Both students should do this. Then each student tells the tutor about the other student, also using the verb 'to have'.

Lesson Three: Inventions – the good, the bad and the... useless?

Getting Started

In this lesson we will discuss a series of inventions. Some of them are now quite commonly available, some never became popular. Have fun talking to your tutor / partner about them. Use as much technology-related vocabulary as possible.

GO

Two Minute Talk

First, a quick quiz to test your knowledge about inventions. Look at the pictures below. Can you tell in which order these common objects were invented? Which came first? [The answers are at the end of the module].



Which one of these inventions do we still use? Which do you use most often?



Two Minute Talk

Which one of the following inventions do you think is most influential? Why do you think so? Argue to support your choice.



Two Minute Talk

Below is a selection of strange inventions. None of these inventions became popular. When you have discussed them all answer the questions below:

cat translator: This device supposedly translates your cat's purrs and meows into an audio translation.



The **umbrella for two**



concrete furniture: Despite his major accomplishment of inventing the lightbulb, Thomas Edison didn't have similar success when he proposed concrete furniture.



The self-cleaning house: As a result of her dislike of housework, American housewife Frances Gabe created a home that acted like giant washing machine. Small ceiling-mounted devices in every room would run through an entire cleaning and drying cycle. One major drawback of the design was that as all fixtures, fittings and fabrics had to be waterproofed. Unsurprisingly, only one such house was ever made.

A vending machine that dispenses sun-tan lotion



1. Why do you think each of these inventions failed?
2. Are you surprised that they failed?
3. Do you think that any of the inventions above could be adapted or improved to make a more viable product?
4. Is failure an important part of success?

Lesson Four: Texting



Getting Started

How many text messages do you send each day? How many have you sent already today / this week? Do you use SMS or a messaging service like Whatsapp or Viber? Do you text most in your first language or in English?

Read the following article on the subject of text messaging. Before reading see if you can answer the questions below. You can read it in pairs or with your tutor. When you have read it once: [a] Summarise the article in your own words for your tutor; and [b] Ask your tutor to explain any difficult or unknown words and phrases.

1. The first text message was sent in 1992, but what did it say?
2. Initially, how much did it cost to send a text message?
3. Can you think of some unorthodox uses for texting?
4. Do you think texting is becoming more or less popular?
5. In general, are mobile phones used more frequently to send a text message or to make a phone call?

Text messaging at 20: how SMS changed the world

©Irish Independent

On December 3rd 1992, engineer Neil Papworth sent the first SMS message to Richard Jarvis of Vodafone. It simply read "Merry Christmas," and Jarvis had no way of replying.

The idea of sending short messages via mobile phone only became a focus for telecoms companies years later, though the first commercial SMS service was launched in Sweden in 1993 by Telia.

Most companies in 1994 were investing heavily in pagers, but consumers' enthusiasm for texts, which did not require the intermediary of an operator, meant a change of tack from the mid-1990s onwards.

At that time texts were completely free but could be sent only to people on the same network. The medium gained instant popularity among students, who soon began shortening words into "text speak."



Technology correspondent Robert Uhlig got slightly carried away, informing readers of a hugely complicated system unrecognisable to most using texts at the time.

He reported: "SMS-speak uses a combination of symbols, abbreviations and phonetics for speed and brevity, and capitals for emphasis. The number 8, for example, substitutes for the "ate" sound, used in words such as gr8, h8 or st8."

It's now routine for parents to receive information about their children at school via text message.

Text messages have been harnessed for charitable giving and even divorce. In 2008, British surgeon David Nott received text message instructions on how to amputate a boy's arm in the Democratic Republic of Congo, saving his life. But texts can just as easily be used thoughtlessly or spitefully. Text cyberbullying has become a new problem for teenagers and their parents and there have been reports of employees being made redundant via SMS.

Nine in ten 16-24 year olds now say they communicate with friends and family on a daily basis via text messages, compared to 15 per cent of over-65s, according to Ofcom.

But today text messages look under threat from apps such as WhatsApp and Viber that provide the same service but over the internet, and email and video calling over 3G and 4G networks.

James Thickett, Ofcom's Director of Research, said: "When texting was first conceived many saw it as nothing more than a niche service.

"But texts have now surpassed traditional phone calls and meeting face to face as the most frequent way of keeping in touch for UK adults, revolutionising the way we socialise, work and network.

"For the first time in the history of mobile phones, SMS volumes are showing signs of decline. However the availability of a wider range of communication tools like instant messaging and social networking sites, mean that people might be sending fewer SMS messages, but they are 'texting' more than ever before."





Now You're Talking

When you are certain you understand all of the difficult expressions and words, answer the following questions:

1. Do you think texting is a useful form of communication?
2. Are there certain messages that should not be delivered via text?
3. Has texting affected our ability to spell correctly?
4. In your opinion, do we talk to each other less since the introduction of texting?
5. Can you envisage a time when we will no longer text?

Lesson Five: The future continuous tense



Getting Started

In a few seconds you will be reading the 'Key Language' section. Then you will be studying the future continuous tense. As part of this section you will be doing some exercises.

Look at the verbs in the three sentences you just read. What do they have in common? What do they mean? Discuss with your teacher.



Key Language

We use the future continuous tense to talk about an action that will be taking place at a precise time in the future. E.g.: At this time next week I will be sitting in my Fáilte Isteach class.

This is how we form the tense: Future Continuous = will + be + present participle

Positive

I / You / He / She / It / we / you They	Will	Be	Eating Drinking Playing
--	------	----	-------------------------------

Negative

I / You / He / She / It / We / You / They	Will	Not	Be	Eating Sleeping Drinking
---	------	-----	----	--------------------------------

Question

Will	I / You / He / She / It / We / You / They	Be	Eating? Sleeping? Drinking?
------	---	----	-----------------------------------



Language Builder

Complete the exercises below with the help of your tutor / working with a partner. Refer back to the rules above if you need to. When you have finished read each sentence aloud – does each one sound correct?

Complete the following sentences using the Future Continuous:

- 1) In two weeks, I _____ (sit) in the sun.
- 2) I wonder what we _____ (do) this time tomorrow.
- 3) Where do you think we _____ (live) in ten years from now?
- 4) At ten o'clock tomorrow morning I _____ (fly) to Japan.
- 5) When you arrive, I _____ (wait) at the station.

Complete the following sentences with either the Future Simple or the Future Continuous:

1. He (speak) _____ at the meeting this afternoon.
2. I (open) _____ the window. It's stuffy in here.
3. My dog (not eat) _____ fish so I have to buy meat for him.
4. I (not play) _____ cards with you. You always cheat.
5. I (lend) _____ you my car if you're in trouble.
6. Tom (not come) _____ to our party at six because he is working till seven.
7. I don't like him so I (not help) _____ him.
8. We (not dance) _____ at the party this evening, our guests don't like dancing.
9. 'I want to post this letter but I'm busy at the moment.' 'I (post) _____ it for you.'
10. I left the radio on. I (go) _____ and turn it off.
11. I (leave) _____ these flowers on the table for you.
12. I hope you will do well in your test tomorrow. I (think) _____ of you.
13. You (have) _____ something to eat, won't you?
14. I've just missed the last train. Never mind, I (walk) _____.
15. Don't ring me at six, I (have) _____ my dinner.



Two Minute Talk

For the exercise below work with a partner. Use the future continuous tense. Ask your partner these questions and write his / her answers down. When you have both finished answering, report to the tutor / group what the other person's answers were.

- 1) What new technologies will we be using in a year's time?
- 2) In a year's time what will we be doing differently as a result of these technologies?
- 3) What new technologies will we be developing in 10 years' time?



- 4) Why will we be developing these technologies?
- 5) Will we be living longer, working fewer hours, learning more as a result of these technologies?

Lesson Six: Children and technology



Getting Started

Do you think all technology is suitable for children? Can you think of how technology has changed childhood in the past century? What technology exists now that didn't when you were a child? Is there any technology which you would not like your own children to have?



Language Builder

Alone or with another student / tutor read through the following article on children and technology. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your teachers, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

E-learning software rewards kids with Facebook

© Irish Times

An Irish company has developed e-learning software that can be used to limit the amount of time children and teenagers spend on Facebook. Aftermath, which has been shortlisted for this year's Electric Ireland Spark of Genius Award, uses Facebook time as a reward for completing maths challenges online.

The software was developed in collaboration with Trinity College Dublin, and is an attempt to solve the dual issues of children sacrificing study time to log on to Facebook and improving math literacy.

When the application is enabled, children will be redirected to the Aftermath site when they try to access sites such as Facebook. By completing maths questions in a game-based learning environment, the children can earn themselves some down-time on Facebook.

The questions, which have been designed by teachers, are aimed at children and teenagers aged between 11 and 16.

The Aftermath software costs \$19.99 per year, and parents can choose the sites for limited access. It is designed to be installed on all web-enabled digital devices at home.

"We are really excited to have developed a world-first e-learning system that uses online time as a reward," Aftermath co-founder Ronan Higgins said.

"The combined issue of teenagers being too absorbed in Facebook and the need to boost their math abilities is a world-wide problem and we believe this product will have a major impact globally."

The software was created by Higgins and his brother Pierce.



“The influence of technology on teenagers' lives is a daily challenge for parents raising a 21st century family,” Pierce Higgins said. “We want Aftermath to change the way kids think about the time they spend online and that it is seen as a reward, rather than an access all hours activity.”



Two Minute Talk

Now read the article again. Look at the words below in the boxes. As you read the article find a synonym (a word that means the same thing) as each word in the box. If you are finding it difficult, work in pairs.

prize	
partnership	
aptitudes	

impact	
significant	
gadgets	



Two Minute Talk

Having read the article twice, what do you think about the subject? Do you agree with the main points of the article? Use these further questions to have a discussion with your tutor / fellow students:

1. According to the article, what solution is proposed to limit the amount of time children spend on Facebook and similar sites?
2. In your opinion, is this a practical and positive solution?
3. Would you have any reservations about this new software?
4. Would you agree that parents should be able to limit the amount of time their children spend on the internet without the assistance of expensive software?
5. Do you agree that limiting the amount of time that children have on these sites or offering access as a reward will not address more concerning issues such as the content of the sites they are accessing or online bullying?



Revision

Imagine writing a letter to your grandchildren, to be opened in the year 2100.

Tell them about your life. Tell them what technology your parents used in the past and what technology has been invented in your lifetime. Then guess what technology they will be using when they read your letter (use future continuous).

Make your letter as long, as detailed and as interesting as you can. Use as much learned vocabulary as possible.

Now have a final discussion using these questions:

1. What do you consider to be the greatest invention of all time?
2. Of all of the new technologies mentioned in this module, in your opinion, which has had the greatest effect on how we lead our lives?
3. Would you consider any of the new technologies mentioned in the module to be a hindrance rather than a help?
4. If you had to choose one piece of technology which you would have to live without what would it be?
5. If you were stranded on a desert island with the use of only one item of technology, what would you choose?

Here are the answers to the 'Inventions of the 20th century' quiz:

- | | | |
|-------------------------|----------------------|--------------------------|
| 1. Crayons: 1903 | 2. Teabags: 1904 | 3. Fortune Cookies: 1918 |
| 4. Microwave Oven: 1946 | 5. Floppy Disk: 1970 | 6. Post-It notes: 1974 |

MODULE 10 *'The world of business'*

During this Module you will:

Learn about an entrepreneur baker in County Dublin.

Write a formal letter.

Discuss the different language we use when we speak in various social situations.

Study the success story that is Ben & Jerry's ice-cream.

Read about how failure is essential to success.

Revise all your newly learned language.

Lesson One: Down to business!



Getting Started

Below there is an article about a local catering business in County Dublin. It was started by a lady from Mauritius. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

Delicious treats a piece of cake

© Irish Independent

It was impossible to resist the smiling face proffering a taster of delicious cakes as I went into Blackrock Market on a cold blustery Saturday. I greedily grabbed a piece of lovely rich, honey golden polenta cake, which was as good as it looked.

Looking around me at a range of cakes, tarts, quiches and scones, beautifully boxed and displayed on tiered glass units, I wondered how Veny Higgins, from Mauritius, had got into baking home-style Irish apple tarts and cakes.



Veny came to Ireland in 2006 and three years later met her future husband, Wesley Higgins, whom she married a couple of months ago. "I studied food and nutrition back home in Mauritius and I have always had a passion for cooking. I thought why not try to get into the food market."

Veny went through all the formalities in meeting the standards required in setting up her cake business.

"I rang the HSE and they came out and inspected my kitchen. I am in the Blackrock Market nearly three months now and it is going very well. I love the traditional apple tart, and I always have a lemongrass coconut cake which is very, very beautiful."



Just imagine the aroma – it would transport you straight to sunnier climes. On my visit she had delicious apple tarts, mouth-watering apple, cinnamon and walnut cakes, chocolate cakes, carrot cakes, scones, pinwheel cakes, and lovely soda bread with pesto, feta cheese and sundried tomatoes.

Prices depend obviously on the type and size of cake. Three slices of chocolate cake are €5, or €15 for the cake. Apple tarts are €5 and quiches, which apparently are very popular, are €4.

"I bake Friday nights and Saturday mornings. I am up since 3.30am," she says. Veny makes cakes for special occasions, birthdays, anniversaries and so on. You will find Veny every Saturday and Sunday at Blackrock Market, Co Dublin.



Two Minute Talk

Having read the article about Veny's business, answer the following questions. Work with your tutor or with another student.

1. In your opinion, what is the key to the success of Veny's business?
2. Would you ever consider selling a product at a farmers' market?
3. What factors would you need to take into consideration in selecting your product?
4. Do you think you could earn a good wage selling products at a farmers' market?
5. Why, in your opinion, have farmers' markets become so popular in Ireland?

Lesson Two: Writing a formal letter



Getting Started

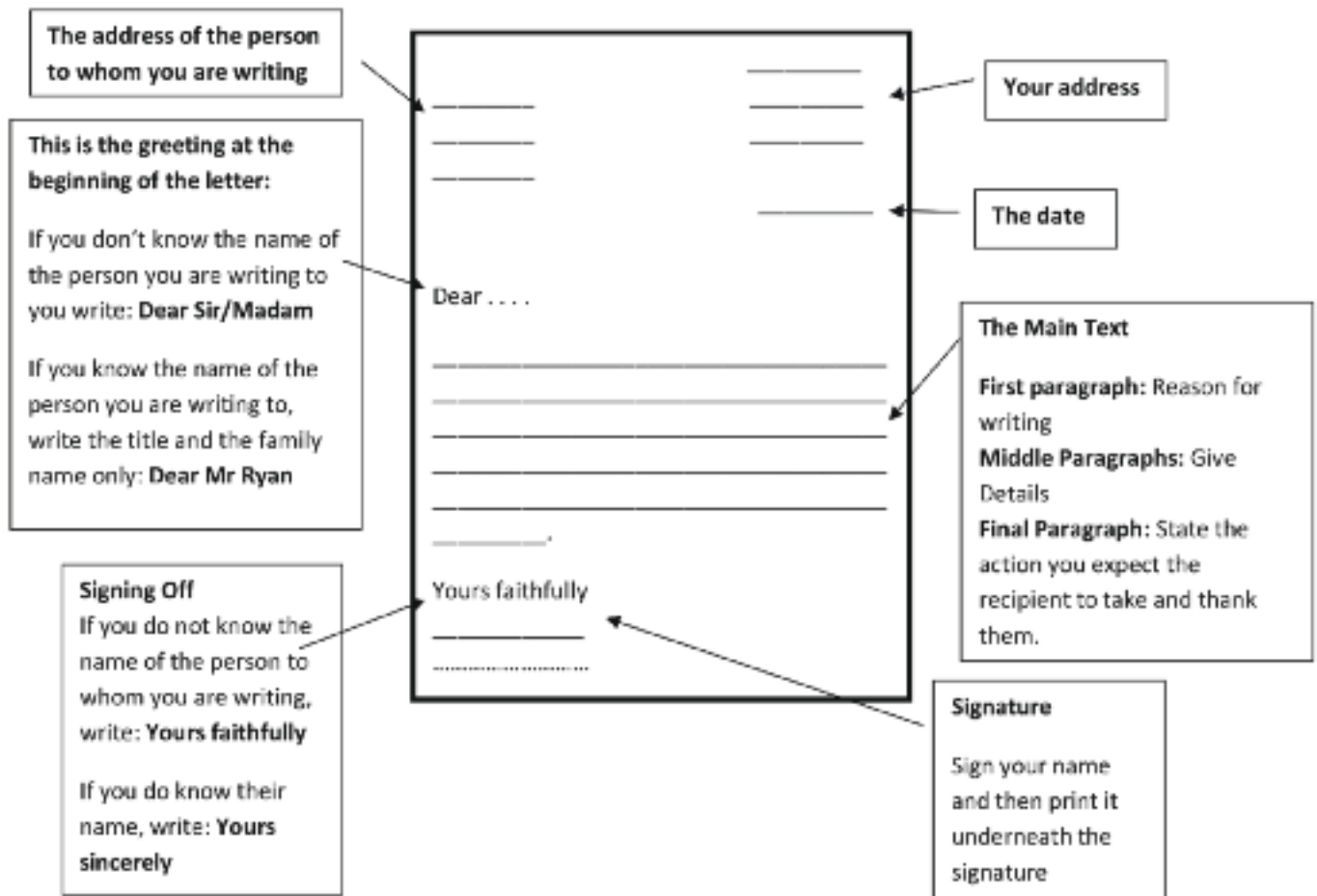
What is the difference between a formal letter and a casual letter, an email or a postcard? Have you ever had to write a formal letter? What was the situation? Explain to your classmates / tutor and discuss. To whom would you write a formal letter?





Language Builder

Below is a sample of the lay-out of a formal letter. This will show you how a formal letter looks on the page. Have you received a formal letter in English yet? From whom?



Language Builder

Using the layout above and the vocabulary on the next page, write a formal letter. Work in pairs or with a tutor if you like. Write a letter about one of the following situations:

1. You ordered a jumper online, however, when it arrived you discovered that it was torn. Write a letter of complaint to the company in question.
2. You have recently spent a weekend at a hotel in Kerry. You found the experience most enjoyable and you would like to compliment the hotel on its excellent service. Write a letter to the hotel manager.
3. The area in which you are living is seriously lacking in facilities for children and teenagers and you would like to express your discontent. Write a letter to your local politician outlining this issue.

The Opening Paragraph

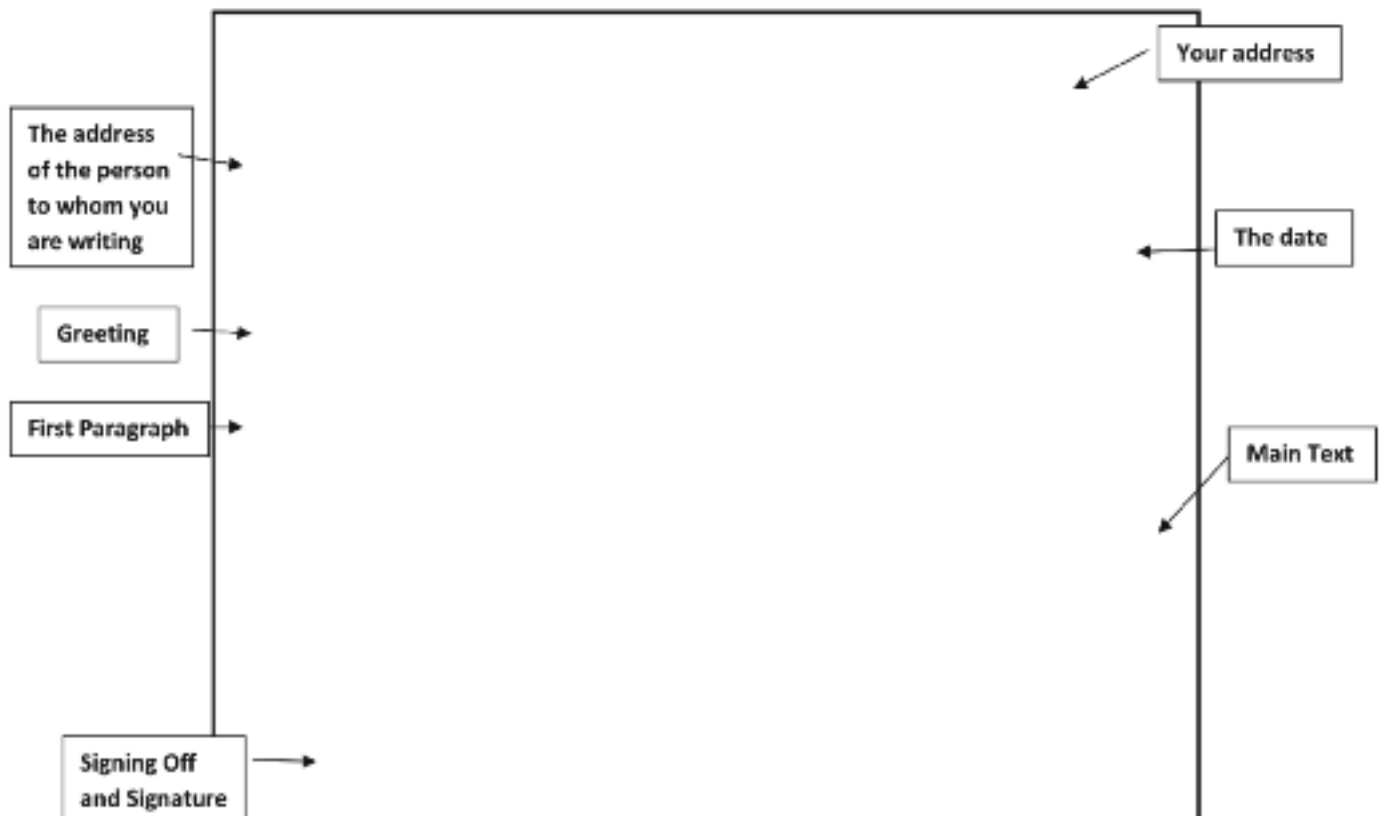
We are writing to inform you
We are sorry to inform you
I received your address from
I recently read/heard about
In reply to your request
As per the conditions
Thank you for your letter regarding
Further to the letter
We wish to inform you that

The Middle Paragraphs

We apologise for the delay/the mistake
As far as I'm concerned
Due to an oversight
To notify in advance about
As requested
To be interested in
On the condition that
I would like to query

The Final Paragraph

At your earliest convenience
Thank you in advance
We would appreciate it if you
We would appreciate your reply
Would you please let us know



Lesson Three: Language in focus



Getting Started

Every piece of language we use serves a function. It is important to be able to identify the meaning and purpose of what we and others are saying. Can you give examples of sentences that perform the following functions?

- explain something
- get someone's attention
- give someone advice or
- ask for something



Language Builder

Now match the following sentences in the column on the right with the functions in the column on the left. Work in pairs or with a tutor if you need to:

FUNCTION	SENTENCE
Offering	May I have a piece of chocolate, please?
Greeting	If you do it; I'll never speak to you again.
Apologising	I hate it when she arrives late.
Requesting	I'm so sorry I was late.
Warning	Would you like a cup of coffee?
Complaining	You must be James. . .
Advising	Hello. How are you?
Speculating	If you like her, you should ask her on a date.



Two Minute Talk

Read the sentences below aloud. Work with a partner or your tutor. Can you say what the function of each sentence is?

- 1) Would you like to go to the cinema tonight?
- 2) That must be Olivia's book?
- 3) Hey there, how are you getting on?
- 4) I'm afraid I won't be able to make it to the party tonight.
- 5) If you don't eat your dinner, you won't get any desert.
- 6) Go to your room!
- 7) May I leave now?
- 8) What are you doing?

Getting Started



Think of how we use different types of language to speak to different people. Do you speak to your children the same way as you would to their teacher? To your boyfriend / girlfriend the same way as you would to a politician? Roughly, language is divided into formal and informal expressions. Can you think of any formal / informal phrases or words?



Language Builder

Match the formal words in the left column below with the more informal words / expressions on the right:

Formal	Informal
Assistance	ask for
Resume	can't
Attempt	help
Request	brilliant
Marvellous	try
unable to	carry on
Persist	start again



Language Builder

Read through the phrases in the box below. If you can, read them aloud to your partner / tutor. Then decide whether each one is either formal or informal:

thanks	contribute	set off	undertake	what's up
thus	wipe out	absent	harass	chip in
decline	Vigilant	put up with	stuff	abruptly

<u>Formal</u>	<u>Informal</u>

Lesson Four: The Ben & Jerry's story



Getting Started

Have you eaten Ben & Jerry's ice-cream recently? Do you have a favourite flavour? Is it among your favourite treats? Do you know anything about its history? With your partner or tutor, read the article below. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

BEN & JERRY'S

Ben & Jerry's has always been special: from being the first ice cream company to use Fairtrade-certified ingredients to its fun flavour names, it is a unique brand.



The Ben & Jerry's story first began in 1978, when school friends Ben Cohen and Jerry Greenfield opened their first scoop shop in a renovated Vermont gas station.

To this day, Ben & Jerry's celebrates the anniversary of that first shop opening with 'Free Cone Day' when ice cream is dished out (at no charge!) at scores of scoop shops across the globe. It is still meant as a sincere and heartfelt "thanks" to Ben & Jerry's fans.

From those early days, fans would form lines outside of the very first scoop shop for a taste of Ben & Jerry's delicious ice cream – blending fresh Vermont milk, cream and generous portions of their signature add-ins known as "chunks" and "swirls."

Ten years later in 1988, there were more than 80 Ben & Jerry's ice cream scoop shops in 18 states in the US and in a handful of other countries. In 1994, Ben & Jerry's began distribution of ice cream in the UK. The rest of the world didn't have long to wait.

Ben & Jerry's was infused with a significant global reach when it was acquired by Unilever in 2000.

The stuff of legend

Ben & Jerry's amazing flavours – and creative names – are the stuff of legend. From Cherry Garcia to Chunky Monkey the iconic line-up has put smiles on faces no matter what your favourite flavour is. As you'll find in the company's Product Mission, Ben & Jerry's has committed itself to make, distribute, and sell the finest quality products "with a continued commitment to incorporating wholesome, natural ingredients."

Classic concoctions please the tummy with flavours such as Chocolate Fudge Brownie, chocolate ice cream with chewy fudgy brownies made by the Greyston Bakery in Yonkers, NY which serves the less fortunate with housing, a job and skills training. It's the manner in which Ben & Jerry's matches its products with its passion for giving back that truly hits the company's sweet spot.



The social mission

Respect for society and the environment is at the heart of the way Ben & Jerry's does business. Ben & Jerry's social mission commits it to operating in "a way that actively recognizes the central role that business plays in society by initiating innovative ways to improve the quality of life locally, nationally, and internationally." Its product mission, meanwhile, even commits the company to "business practices that respect the earth and the environment." It's all part of the belief that Ben & Jerry's shouldn't just be the best ice cream company in the world, it should also be the best ice cream company for the

world. It demonstrates these commitments in many ways:

- Ben & Jerry's is committed to going fully Fairtrade across its entire global flavour portfolio by 2013. Fairtrade sets a floor price for farmers' commodities in developing countries and encourages cooperation and sustainability practices.
- Ben and Jerry's environmental commitment historically has included structuring its own manufacturing practices and distribution as environmentally friendly as possible. The practices secured a visit from the Environmental Protection Agency to benchmark with the company's best practices. Investments in wind energy, solar usage, travel offsets, and carbon neutrality in some cases even from cow to tub have highlighted the company's commitment to the earth.
- Ben & Jerry's on-going commitment to sustainable dairy farming can be seen through its Caring Dairy program conducted in Vermont and the Netherlands with the farmers who supply the company with fresh milk and cream.



Two Minute Talk

Read the article above again. Be sure you understand all the words / expressions. Then find a word in the text that is a synonym (means the same thing) as the words below:



Now You're Talking

Now that you have read the article and understand the vocabulary, use the questions on the following page to have a discussion / debate.

1. In your opinion, what is the secret to the success of the Ben and Jerry's brand?
2. An important aspect of running any business is valuing your customer. How do you view Ben and Jerry's approach to valuing their customers?
3. Ben and Jerry's places value on respecting society and the environment. Do you think this approach to business has played a significant role in the success of the brand?
4. Do the creative names of the various ice-cream flavours play a vital role in capturing the attention of the consumer?
5. If you were the CEO of Ben and Jerry's ice-cream, is there anything you would do differently?

Lesson Five: Not afraid to fail



Getting Started

Have you ever failed an exam? Failed a driving test? Or failed in something that was very important to you? If you're comfortable, speak to your group / tutor about it. Was it an important experience for you? How did you feel at the time? How do you feel about it now?



Language Builder

Read the following article about famous people who failed. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

The Best Entrepreneurs Are Undaunted By Failure

© <http://www.examiner.com>

If you haven't had a failure, you aren't pushing the limits. If you are really an entrepreneur, you are a risk taker and less cautious by nature, so failures should be expected. Wear your start-up failure as a badge of courage. Don't go after failure, but embrace it when it does happen and grow from it.

People who are afraid of failing should not become entrepreneurs.

They can't overcome the psychological fears of making a mistake, and are afraid of losing money.

They are better off keeping their day job. Successful entrepreneurs, on the other hand, tap into the positive power of failure. Here are three examples:

- **Steve Jobs** was fired by Apple Computers in 1985, the company he helped to create. He went on to acquire Pixar, made it a success, and then came back to reinvent Apple as a very successful consumer products business.
- **Dean Kamen**, the creator of the Segway Human Transporter, several successful biomedical device businesses, and holder of 440 patents, jokes that his biggest failure is "that I have too many to talk about."

- **Thomas Edison** invented the electric light bulb, central power generation, and the phonograph, but failed in his effort to extract low-grade iron ore from sand. He brushed this off, and went on to many successful media and transportation businesses later in life.

According to investors I know, young entrepreneurs who have failed at least once are more likely to get funding from them, compared to entrepreneurs with a perfect track record. Investors know that



founders often learn more from a failure than they do from a success, so don't be so quick to delete a failure from your CV. Serial failures, on the other hand, send a different message.

A failure can be a milestone on the road to success, if you celebrate that failure for what the mistakes taught you – and use the experience to move to the next idea. Here are three points of learning that many famous failures emphasise:

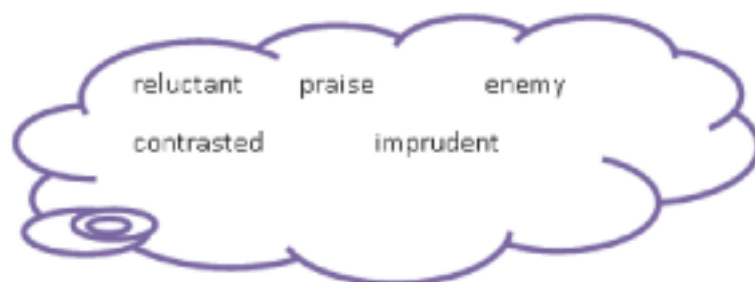
1. **Accept responsibility, don't spread the blame.** It's easy to blame partners, investors, customers, and the economy. If you blame someone else, you'll never learn from your mistakes.
2. **Capitalise on the good relationships you found.** In every bad deal, there are always some good people. Many entrepreneurs have taken on one of these as a new partner, and gone on to make millions of dollars. The good investors will fund you again, and the good customers will gladly take your next offering.
3. **Study and profit from your mistakes.** Mistakes are priceless lessons, so you should learn from them, rather than run from them. Making mistakes and becoming smarter is the job of an entrepreneur, while not making mistakes is the job of an employee.

Failure, even multiple failures, can be the first stage of a very successful journey. Success usually comes to those willing to keep coming back. So when you experience your first failure, just give up your ego, let it go, and get back to work smarter on your next success.



Two Minute Talk

Read through the article again now, checking that you understand the meaning of each major point. This time, find in the text a word that means the opposite of each word in the bubble below.



Two Minute Talk

Now answer the following questions on the subject of failure ...

1. Do you think you are more likely or less likely to fail if you are afraid of failing?
2. In your opinion, are some people driven by a fear of failure?
3. Would you invest in an entrepreneur who had previously failed? Why/Why not?
4. The article suggests that 'making mistakes . . . is the job of an entrepreneur, while not making mistakes is the job of an employee'. Do you agree with this statement?
5. Do you know of any other entrepreneur who faced failure but subsequently went on to succeed?

**KEEP
CALM
AND
REVISE**

Revision

Look back through each lesson in the module. If there is anything you are unsure of, ask your tutor. If you are happy with what you learned, use the language to complete these exercises.



Two Minute Talk

Answer the following questions with your tutor / a partner. You can use them also to have a debate, discussion or other activity.

1. Are there certain personality traits which you must possess to become an entrepreneur?
2. Who do you regard as the most successful entrepreneur in the world? Why?
3. In your opinion, why do some businesses succeed while others fail? Is it simply a matter of luck?
4. What is the most valuable lesson about the business world which you learned during this module?
5. Having completed this module, are you more or less likely to want to start your own business?
6. In your opinion, what is the key to operating a successful business?
7. Would you like to own your own business?
8. If so, do you have a particular business in mind?
9. What are the advantages and disadvantages of being your own boss?
10. In your opinion, can certain businesses thrive during a recession?
11. Which businesses encounter the most challenges during a recession?
12. Can you think of any companies which have a bad reputation? Why is this?
13. Which companies do you regard as having a good reputation? Why is this?
14. Making money is the primary concern of most companies, however, in your opinion, what else should concern them?
15. If you had the choice, would you prefer to work with a large multinational company or a small local company? Why?



Two Minute Talk

Imagine that you are starting a new business. Make up a name, a product, and an address. Then write a formal letter to your local newspaper. Explain to them: what you will sell, where your shop / business premises will be, when you will open etc. Add as much detail as possible. Ask the newspaper if they would like to interview you / write an article.

Extra Exercises

Module Three

Use the following exercise to practise conjunctions. Use the conjunction provided (in brackets) to make one sentence:

1. They got married. They had to learn to manage their own home. (after)
2. She went crazy. Her husband burnt her breakfast. (when)
3. You can hear what I'm saying. You keep quiet. (if)
4. I won't invite my classmates to a party. I know them well. (until)
5. He arrived home. I had already cleaned the house. (by the time)
6. The first quiz was easy. This one is extremely difficult. (whereas)
7. She's snobbish. People like her. (yet)
8. We're broke. We can't buy anything. (since)

Module Five

Practise the many uses of the verb 'to get'. Complete each sentence below with the verb 'to get' plus one of the following words each time:

OVER ON OUT DOWN AWAY WITH AROUND TO
AROUND BY THROUGH ON ACROSS UP

1. I was late for work because I didn't in time.
2. Can we finish this tomorrow? I am really tired and it's .
3. That kid always of doing sport for some reason or other.
4. The buses in this town are awful and I prefer to use my mountain bike to .
5. It is raining again. Weather like this really (me).
6. The killer his crime because the police couldn't find any evidence.
7. I asked him to look for that report but he said he never had time to doing it. He is lazy, I think!

8. We will find it easier to once you get that part-time job at the supermarket.
9. She never losing that dream job of hers and has been depressed ever since.
10. He didn't with his boss and finally decided to leave the company rather than stay there working for him.
11. I can't to Tom on this phone - there's no signal in this building.
12. You need to to your wife how terrible life would be without her. Maybe then, she will change her mind about the divorce.

Module Six

Use the following sentences to practise "so" and "such" and the difference between them both. If you are in doubt, read the sentences aloud. Work with a partner / tutor if you need help.

Complete each sentence with either "so" or "such":

1. He speaks _____ quickly that I can't understand.
2. I like Paddy and Seán. They are _____ nice people.
3. I don't like big cities like Dublin and London. They are _____ noisy!
4. Everything is _____ expensive these days!
5. The food at the hotel was _____ awful that it made me ill.
6. It was _____ a noisy party that we left early.
7. The weather was _____ cold that we stayed at home all day.
8. It was _____ a difficult test that I couldn't finish it.

Answer Key

Module One

Complete each sentence on the left with a phrase from the right.

1. If I find her address, I will send her an invitation.
2. If you eat your dinner, you can have dessert.
3. If I'm running late, I take the bus.
4. If she is too tired to cook, she orders a take-away.
5. If it had rained yesterday, he would not have to water the flowers today.
6. If I had known it was her birthday, I would have bought her a gift.
7. If he had been at home, he would have answered the telephone.
8. If it rains, we will go inside.
9. If you had eaten your dinner, you would not be hungry.
10. If I'm feeling better, I will come to the cinema.

Module Three

Complete the following sentences using one of the following conjunctions: and/ but/ or/ so:

- 1) While I am in town I will go to the supermarket and the post office.
- 2) I was feeling unwell so I went to see the doctor.
- 3) Will you drive or walk to the park?
- 4) She wanted to play tennis but she had forgotten her racket.
- 5) I wanted to eat pizza for dinner so I went to an Italian restaurant.
- 6) She really wanted to buy an ice-cream but the ice-cream parlour was closed.
- 7) When I get home I'm going to tidy the house and bake a cake.
- 8) They wanted to see the new Harry Potter movie but the tickets were sold out.
- 9) He was looking for a new pair of shoes so he went to the shoe shop.
- 10) I can't decide whether to take the bus or the train.

Complete the following sentences using either 'because' or 'because of':

- 1) We stopped playing tennis because of the rain.
- 2) It was all because of her that we got into trouble.
- 3) We had to hurry indoors because it was raining.
- 4) I am late because of the traffic.
- 5) We didn't arrive until 7 o'clock because the traffic was terrible.
- 6) She found the exam easy because she had studied hard in advance.
- 7) He can't drive because of his illness.
- 8) The restaurant closed down because of the recession.
- 9) He found it very difficult to study because he was so tired.
- 10) He couldn't run the marathon because of his injury.

Can you spot the conjunctions in these sentences?

- 1) Make sure you water the plants before you go out.
- 2) You can't watch television until you have finished your homework.
- 3) Neither John nor I went to the cinema last night.
- 4) I would have brought an umbrella if I had known it would rain.
- 5) We will leave as soon as you are ready.
- 6) She lives just around the corner yet I never see her.

Complete the following sentences by choosing the correct conjunction from the box below:

since	because	even though	after	while
when	until	unless	if	before

- 1) I think we'll go to the cinema unless you have a better idea.
- 2) She had to walk to the shops because the bus never arrived.
- 3) I'll have the last slice of cake if you don't want it.
- 4) She set the table while I prepared the meal.
- 5) We'll have our picnic when you have finished your game of football.
- 6) I haven't been talking to you since you went to the concert last week. Did you enjoy it?
- 7) We enjoyed our day at the beach even though it was a little cloudy at times.
- 8) You must finish your dinner before you can have dessert.
- 9) I'll wait with you until your friend arrives.
- 10) She can be very scary when she is angry.

Module Four

Can you identify [a] the metaphors, and [b] the similes in the boxes?

Metaphors	Similes
You are a couch potato.	It was as black as coal.
She is my rock.	She is cute as a kitten.
The world is my oyster.	You are as stubborn as a mule.
Time is a thief.	I was as white as a ghost.

Match a word from Column A with a word from Column B to create an oxymoron. Then place the oxymoron in a sentence.

Open secret
Old news
Terribly good
Seriously funny
Lead balloon
Working holiday
Sad smile
Plastic glasses

Complete the following sentences with a word from the speech bubble. Each sentence then provides an example of hyperbole.

1. I have asked you a thousand times to clean the kitchen.
2. I am so tired; I could sleep for a year.
3. He ran faster than the speed of light.
4. My bag weighed a ton.
5. I could smell the pizza from a mile away.
6. These shoes are killing me.
7. My Dad knows everything about cars.
8. I could listen to that song on repeat forever.

Module Six

Complete the following sentences with either 'so' or 'such' as appropriate.

1. Their dog is so big. I'm afraid every time I walk past their house.
2. Dave is such a spontaneous person; I never know what he is going to do next.
3. She has watched the movie so many times that she knows all of the lines.
4. Sylvia had never seen such heavy rain until she moved to Ireland.
5. I have so much to do and so little time to do it.
6. Have you ever heard such lies in your life!
7. She is so thoughtful. She never forgets my birthday and always sends me a card.
8. You have left me with so few options; I really have no choice in the matter.
9. It requires so little time and effort that I'd be happy to do it on my own.
10. She has such expensive taste that I can never afford to buy her something she likes.

Module Seven

Using the reported speech you've learned above, report what they are saying.

She said she didn't feel well.

He said he was hungry.

She said she liked eating fruit.

He said he didn't have a key.

He said he had a lot of work to do.

Rewrite the sentences below using reported speech.

- 1) John said he wanted to visit his parents at the weekend.
- 2) They said they had lived there for a long time.
- 3) He asked me if I had finished reading the article.
- 4) Richard said that he went for a walk at 7 o'clock every morning.
- 5) Ann assured me that she could come to the cinema this evening.
- 6) He said that John would come later.
- 7) Tom said that he hadn't eaten breakfast.
- 8) He wanted to know where I was born.
- 9) Erica asked her what she had decided to do.
- 10) She told them not to waste their time.

Put the following paragraph which is written in reported speech into conversational form using direct speech.

Peter: This is Jack.

Jack: I'm very pleased to meet you.

Me: It is my pleasure. I hope you are enjoying your stay in Dublin.

Jack: I think Dublin is a beautiful city but it rains too much. I have been staying at the Central Hotel for two weeks, and it hasn't stopped raining since I arrived. Of course, this wouldn't surprise me if it wasn't July!

Peter: You should have brought warmer clothes. I am going to fly to Italy next week, and I can't wait to enjoy some sunny weather.

Jack: You are a very lucky person.

Me: Yes, Peter, you are a very lucky person indeed!

Module Eight

Complete the following sentences by choosing the correct word from the options given.

- 1) I hope our services exceed your expectations.
- 2) All the children are coming except John.
- 3) The professor was given access to research materials in the library.
- 4) Some people feel that his allusion to the President was unnecessary.
- 5) Are we all ready to leave on vacation?
- 6) There is altogether too much violence on TV today.
- 7) Is there any way we can put off the meeting until tomorrow.
- 8) The police threatened to seize the faulty goods.
- 9) Jack felt confident the outcome would be in his favour.
- 10) I ordered dessert even though I was already full.
- 11) Congratulations! You are eligible for the grand prize.
- 12) I'd like to emigrate from France, but I don't know where to move to.
- 13) They suspect his motives are less than pure.
- 14) Did they win or lose the game last week?
- 15) The personnel department are looking for three new employees.
- 16) Should we proceed with the project or wait until July?
- 17) Children tend to be rather restless and need something to keep them occupied.

Module Nine

Complete the exercises below.

Complete the following sentences using the Future Continuous:

- 1) In two weeks, I will be sitting in the sun.
- 2) I wonder what we will be doing this time tomorrow.
- 3) Where do you think we will be living in ten years from now?
- 4) At ten o'clock tomorrow morning I will be flying to Japan.
- 5) When you arrive, I will be waiting at the station.

Complete the following sentences with either the Future Simple or the Future Continuous:

1. He will be speaking at the meeting this afternoon.
2. I will open the window. It's stuffy in here.
3. My dog will not eat fish so I have to buy meat for him.
4. I will not play cards with you. You always cheat.
5. I will lend you my car if you're in trouble.
6. Tom will not be coming to our party at six because he is working till seven.
7. I don't like him so I will not help him.
8. We will not be dancing at the party this evening, our guests don't like dancing.

9. 'I want to post this letter but I'm busy at the moment.' 'I will post it for you.'
10. I left the radio on. I will go and turn it off.
11. I will leave these flowers on the table for you.
12. I hope you will do well in your test tomorrow. I will be thinking of you.
13. You will have something to eat, won't you?
14. I've just missed the last train. Never mind, I will walk.
15. Don't ring me at six, I will be having my dinner.

Module Ten

Match the following sentences in the column on the right with the functions in the column on the left.

FUNCTION	SENTENCE
requesting	May I have a piece of chocolate, please?
warning	If you do it; I'll never speak to you again.
complaining	I hate it when she arrives late.
apologising	I'm so sorry I was late.
offering	Would you like a cup of coffee?
speculating	You must be James. . .
greeting	Hello. How are you?
advising	If you like her, you should ask her on a date.

Can you say what the function of each sentence is?

- 1) Would you like to go to the cinema tonight? → Offering
- 2) That must be Olivia's book? → Speculating
- 3) Hey there, how are you getting on? → Greeting
- 4) I'm afraid I won't be able to make it to the party tonight. → Apologising
- 5) If you don't eat your dinner, you won't get any desert. → Warning
- 6) Go to your room! → Demanding
- 7) May I leave now? → Requesting
- 8) What are you doing? → Questioning

Match the formal words in the left column below with the more informal words / expressions on the right:

Formal	Informal
assistance	help
resume	start again
attempt	try
request	ask for
marvellous	brilliant
unable to	can't
persist	carry on

Read through the phrases in the box below. Then decide whether each one is either formal or informal:

<u>Formal</u>	<u>Informal</u>
contribute	thanks
undertake	set off
thus	what's up
absent	chip in
harass	wipe out
decline	put up with
vigilant	stuff
abruptly	

Extra Exercises (Answers)

Use the conjunction provided (in brackets) to make one sentence:

1. They had to learn to manage their own home after they got married.
2. She went crazy when her husband burnt her breakfast.
3. You can hear what I'm saying if you keep quiet.
4. I won't invite my friends to the party until I know them well.
5. By the time he arrived home I had already cleaned the house.
6. The first quiz was easy whereas this one is extremely difficult.
7. She's snobbish yet people like her.
8. We can't buy anything since we're broke.

Practise the many uses of the verb 'to get'. Complete each sentence below with the verb 'to get' plus one of the following words each time:

OVER ON OUT DOWN AWAY WITH AROUND TO
AROUND BY THROUGH ON ACROSS UP

1. I was late for work because I didn't in time.
2. Can we finish this tomorrow? I am really tired and it's .
3. That kid always of doing sport for some reason or other.
4. The buses in this town are awful and I prefer to use my mountain bike to .
5. It is raining again. Weather like this really (me).
6. The killer his crime because the police couldn't find any evidence.

7. I asked him to look for that report but he said he never had time to doing it. He is lazy, I think!
8. We will find it easier to once you get that part-time job at the supermarket.
9. She never losing that dream job of hers and has been depressed ever since.
10. He didn't with his boss and finally decided to leave the company rather than stay there working for him.
11. I can't to Tom on this phone - there's no signal in this building.
12. You need to to your wife how terrible life would be without her. Maybe then, she will change her mind about the divorce.

Complete each sentence with either "so" or "such":

1. He speaks so quickly that I can't understand.
2. I like Paddy and Seán. They are such nice people.
3. I don't like big cities like Dublin and London. They are so noisy!
4. Everything is so expensive these days!
5. The food at the hotel was so awful that it made me ill.
6. It was such a noisy party that we left early.
7. The weather was so cold that we stayed at home all day.
8. It was such a difficult test that I couldn't finish it.

NOTES

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THIRD  AGE
FÁILTE ISTEACH

FÁILTE ISTEACH

