

MODULE 1 'Introducing Yourself'

Following this Module you will know:

How to introduce yourself and use polite greetings;

How to speak about your favourite hobby;

The verb 'to be' and the present simple tense.

Lesson One: Introductions/Polite Greetings



Getting Started

Think of greetings you know. How do you say hello to people you meet? To a person you don't know? To one of your friends? To your family? Is what you say different each time? Work in pairs, sharing what greetings you know.



Language Builder

Look at the words in the box. Say the phrases. How many do you understand? Can you use them? Practise with a partner. Now do the same with the phrases used by Peter.

Hello!	Good to see you!	Good afternoon / morning / evening.
Hi, I'm Matthew. What is your name?		
How are you?	I'm fine, thank you. And you?	



My name is Peter.

My parents are retired now.

My favourite food is Italian.
I'm not very good at cleaning up after myself!

I am interested in cooking.

I'm Irish. I live in Dublin.

I'm an accountant.

I am not very good at tennis.

I am 24 years old.

I like all sports but my favourites are football and basketball.

Can you fill in this box so that it is true for you?

Hello. My name __ _____. I _____ from _____.

I live in _____. I _____ years old.

I like _____, _____, _____. My favourite _____.

Now test yourself. Fill out the form with your personal information. Do you understand all the questions? Work with a partner to make it all clear. If you need help, ask your teacher.

Personal Details Form

Please use capital letters

Mr/Mrs/Miss/Ms: _____ First Name: _____ Surname: _____

Address: _____

Telephone Number: _____ Mobile Number: _____

Email Address: _____

Age: _____ Date of Birth: ____/____/____

Nationality: _____

Marital Status: _____

Number of Children: _____



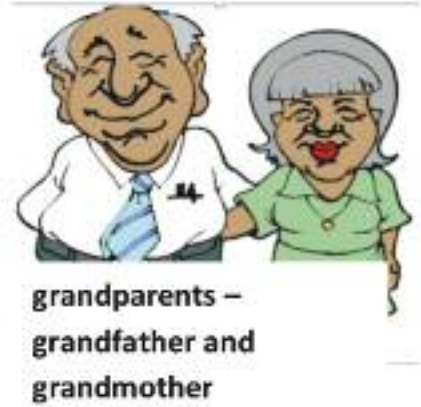
Two Minute Talk

Now, with your partner or tutor, imagine you are meeting someone you don't know. Say hello, introduce yourself, and tell them a little about you.



Language Builder

Look at the words below to describe people in the family. Speak with your partner about your family. Which family members live in your house? Which family members are in your home country? Tell us your grandparents' names!



Two Minute Talk

Talk to your partner or teacher about your family. Introduce your brother(s) or sister(s) to them by name. Tell your partner or teacher something about each member of the family.



Language Builder

Read the conversation below aloud. It is between two people, Ann and Sarah. They are meeting for the first time. Ann and Sarah are discussing their families. See how much you can understand. Ask your teacher if there are some difficult words or expressions.

Read the conversation and answer the questions that follow:

Ann- Hi, How are you?

Sarah - I am well thank you. And you?

Ann- I am okay. What is your name?

Sarah- My name is Sarah. What's your name?

Ann- I am Ann. Where are you from?

Sarah- I am from Dublin. Where are you from?

Ann- I am from Poland. Where are you living now?

Sarah- I am living in Cork. Where are you living?

Ann- I am living in Galway. How old are you?

Sarah- I am 30 years old. What age are you?

Ann- I am 33 years old. Are you married?

Sarah- Yes and I have two children. Are you married?

Ann- No, but I have a sister and she has two children.

Sarah- What ages are your sister's children?

Ann- They are 5 and 6. What ages are your children?

Sarah- They are 2 and 3.

Ann - It was nice to meet you.

Sarah- It was nice to meet you too.

Is Ann married?

- Yes
- No

What age is Ann?

- 30
- 33

Where is Sarah living?

- Galway
- Cork
- Limerick
- Dublin

Where is Sarah from?

- Dublin
- Poland
- Estonia
- Meath



Two Minute Talk

Be sure you understand all of the vocabulary and expressions above. Using the conversation above as an example, have a conversation with your partner. Ask similar questions and write down your partner's answers.

Lesson Two: My favourite hobby



Getting Started

What do you do in your free time? How do you relax? Do you have a favourite pastime? Do you play sport? Discuss with your partner or with the tutor.

Language Builder

Now, look at the following examples of pastimes / hobbies. Is there somebody in your life who enjoys these hobbies? Tell us!



playing football



reading



playing computer games



playing tennis



knitting



running



cooking



painting



golf



playing guitar (playing music)



singing



yoga



gardening



Language Builder

Look at the list below. Which of these hobbies are indoor hobbies and which are outdoor hobbies? Are some of them winter activities or summer activities?

Is your favourite activity here?

shopping	walking	scuba diving	horse riding	jogging
playing tennis	playing football	snow boarding	playing chess	playing darts
cycling	ice-skating	candle making	painting	knitting
reading	gardening	sailing	rock climbing	dancing



Two Minute Talk

Favourites ... What is your favourite animal, food, car, colour, etc? Write down your answers and then find out about your tutor and a classmate. Write your answers in the spaces provided.

What is your favourite...	Me	My tutor	The person next to me
Animal			
Food			
Colour			
Weather			
TV program			
Country			
Type of car			
Day of the week			
Type of music			
Writer / Film director			



5 Minute Game

Using the information we have covered so far, write a description of yourself for a dating website. Now, write the description of your *dream* date. What does he / she like to do? What hobbies does he/she have? Share the results with your classmates and tutor.

Lesson Three: 'I am', '(S)he is', 'They are'.



Getting Started

Can you put the three phrases above into simple sentences? Come up with three examples. Say some things that are true about you; about your sister / mother / brother / father; about your family. Now, can you form the *negative*?



Key Language

The table below shows the form of the verb 'to be' in English. We use it a lot! Go through the different forms of the verb with your tutor. Practise saying them aloud.

Positive

Negative

I	am	I'm
He		He's
She	is	She's
It		It's
We		We're
You	are	You're
They		They're

I am = I'm

He is = He's

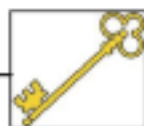
We are = We're

I	Am not	I'm not
He		He's not or He isn't
She	Is not	She's not or She isn't
It		It's not or It isn't
We		We're not or We aren't
You	Are not	You're not or You aren't
They		They're not or They aren't

Examples:

I am from Poland. He is happy. They are cold.

She is not at school. You are not from Spain.



Language Builder

Now read the sentences on the next page. Be sure you understand what each one means; discuss this with your teacher / partner if you're not sure.

I'm cold. Can you close the window?
My brother is very tall. **He's** a policeman.
It's ten o'clock. **You're** late again!
Your keys **are** on the table.
Tom **isn't** interested in football.
These people **aren't** Irish. They're German.

I'm 32 years old. My sister **is** 29.
John **is** afraid of dogs.
Anne and I **are** good friends.
I'm tired but I'm **not** hungry.
Jane **isn't** at work at the moment. **She's** in the pub.
It's sunny today but it **isn't** warm.



Two Minute Talk

Look at the language **in bold** above. Can you explain what each sentence means? Use each piece of language **in bold** in a sentence now. Work with a partner.



Language Builder

Now work on the exercises below. Work alone or in pairs. If you choose to work alone, then compare answers when you have finished.

Write the short form (she's / we weren't etc.).

1. She is _____
2. They are _____
3. It is not _____
4. That is _____
5. I am not _____
6. You are not _____

Put in the words am, is or are.

1. The weather _____ nice today.
2. I _____ not tired.
3. This bag _____ heavy.
4. These bags _____ heavy.
5. Look! There _____ Seán.
6. My brother and I _____ great soccer players.
7. Anita _____ at home. Her children _____ at school.
8. I _____ a taxi driver. My sister _____ a teacher.

Write full sentences using is / isn't / are / aren't.

1. (your shoes very dirty) Your shoes are very dirty.
2. (my father a builder) _____
3. (my purse in my bag) _____
4. (Alan 18 years old) _____
5. (Sheila not very healthy) _____
6. (pubs not open today) _____



Now You're Talking

Working in pairs or with your tutor read each of the sentences above aloud. Explain why you chose your answer.



5 Minute Game

Work in pairs. Each student thinks of a famous person – but does not reveal his / her name. Student 1 describes the famous person / people using the language learned above i.e. 'He is ...' or 'They are ...' Student 2 must guess the identity of the famous person. Then reverse the roles.

Lesson Four: (Present Simple).



Getting Started

Can you give us some examples of activities you like to do regularly? (i.e. I swim every week) Or some examples of things that are true about your home country? (i.e. It rains a lot in Poland).



When do we use it? We use the Present simple tense for things that are true in general, for things that happen sometime and for things that happen all the time.

How the tense is formed:

The positive form...

I / we / you / they.....	read	like	work	live
he / she / it.....	reads	likes	works	lives

Examples: I read the newspaper every day. I work in the city. She lives in Dublin.

And the negative form...

I / we / you / they	do not	live, read, do, have etc.
he / she / it	does not	live, read, do, have etc.

Examples: I do not work in the city. She does not live in Dublin.

Spelling rules for present simple tense:

Word ends in s / sh / ch.....we add es

Word ending in y....we lose the y and we add ies

Word ending in o....we add es

Pass → Passes	Push → Pushes	Catch → Catches
Try → Tries	Study → Studies	
Do → Does	Go → Goes	



Two Minute Talk

Work in pairs. Write out, and then speak to each other, the following verbs in the present simple form: **miss, fly, watch.**



Language Builder

Now complete the exercises below following the rule you have learned above.



Complete the sentences using one of the following words:

boil, close, cost, cost, like, like, meet, open, speak, teach, wash.

1. Margaret speaks four languages.
2. In Ireland the banks usually _____ at 10:00 in the morning.
3. The National Gallery in Dublin _____ at 5 o'clock in the evening.
4. Jane is a teacher. She _____ mathematics to young children.
5. My job is very interesting. I _____ lots of people every day.
6. Séamus _____ his hair twice a week.
7. Alcohol is expensive. It _____ a lot of money.
8. Shoes are expensive. They _____ lots.
9. Water _____ at 100 degrees Celsius.
10. Anna and I are good friends. I _____ her and she _____ me.

Write sentences from these words. Put the verb in the correct form (**arrive** or **arrives** etc.)

1. (always / early / Sue / arrive) Sue always arrives early.
2. (basketball / I / play / often) _____
3. (work / Jimmy / hard / usually) _____
4. (Annie / always / nice / clothes / wear) _____
5. (dinner / we / have / always / at 7:00) _____
6. (television / Johnny / watch / never) _____
7. (like / chocolate / children / usually) _____
8. (Angie / parties / enjoy / always) _____



Now You're Talking

Work in pairs. Speak to your partner about your best friend. What does he / she do? Does your best friend have a hobby? Does he/she go to work each day? Does he / she have a big house? Introduce your best friend to your partner in as much detail as you can using the vocabulary and language you have just learned.



Revision

Look back through the units of this chapter. Clarify any language that you still do not understand. Then do the following fun exercise...

Write a letter to your family in your home country. Imagine you are planning to visit them next summer and you will be bringing an Irish friend with you. In the letter, tell your family about the Irish person. Include the following: name and personal details; his/her hobbies; some things that he/she doesn't like to do. Prepare your family – as much as you can – to meet this exciting Irish stranger!

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MODULE 2 'People and Actions'

Following this Module you will know how:

To describe parts of the body and people's physical appearance;

To speak about emotions and actions;

To use the verb 'to have'.

Lesson One: Describing people



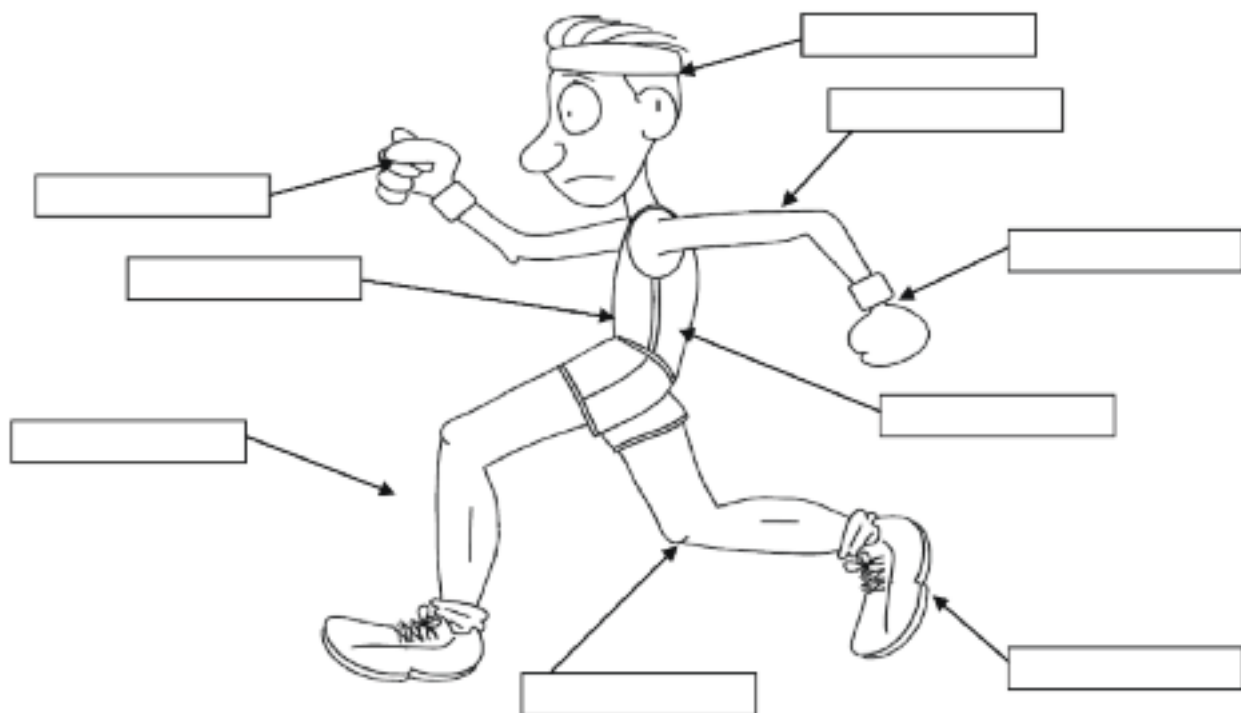
Getting Started

Work with a partner or your teacher. How many parts of your body can you name? Point to them as you name them. Say the word out loud. Listen to how your teacher says the word. When you are sure of how to write the word, write it below:

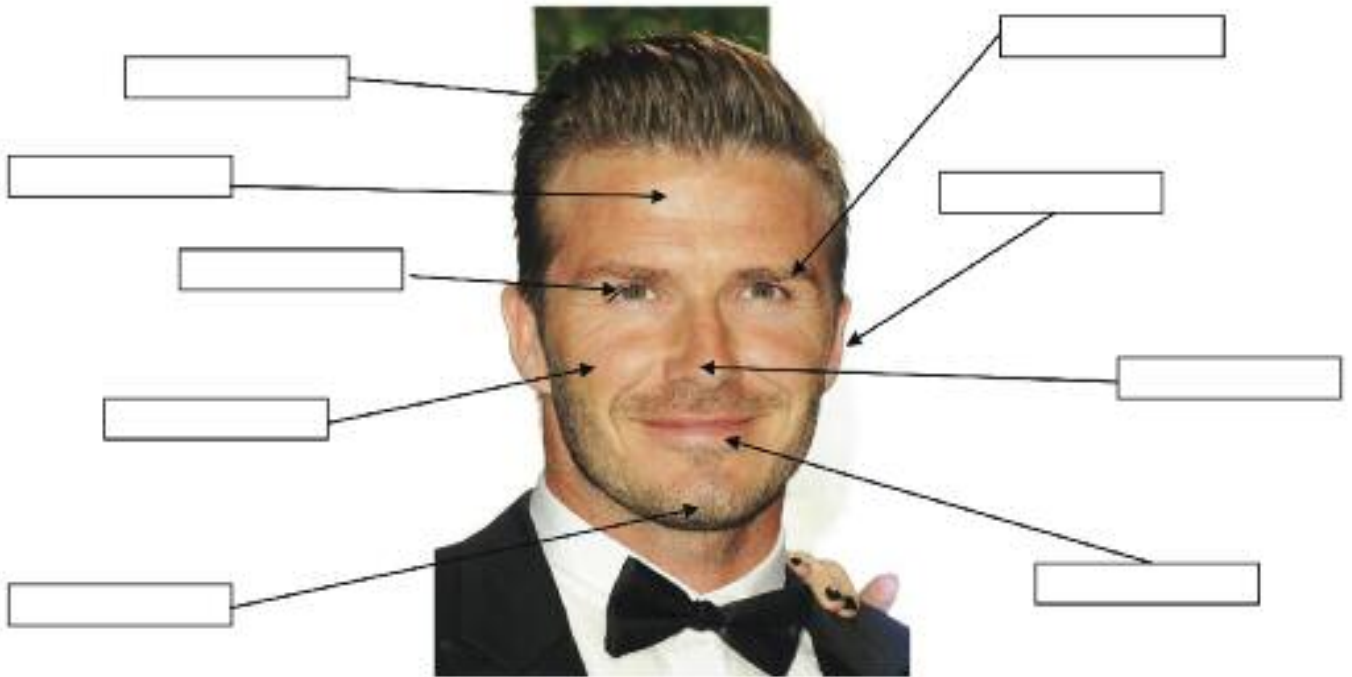


Language Builder

When you are sure of the words for all the body parts write them on the diagram below:



Do you know how to name all the parts of the face? Write down as many as you can before doing the exercise below:



Here is some more useful vocabulary for describing people. Say each word aloud, then write it.



curly hair



moustache



pale



tanned



smiley



freckled



straight hair



bald



grumpy

These words below are also used to describe people. Say them aloud and practise writing them. Be sure you know what each means.



Two Minute Talk

Work with your partner or tutor. Describe your partner: has he / she got blue eyes? Is he bald? Has he / she got curly hair? Now describe your first teacher or first best friend to your partner. Use as much vocabulary above as you can.

Now look at the following pictures – describe their hair, appearance, complexion and features...



5 Minute Game

Work in pairs, threes or a larger group. Each student writes down the name of a famous and well known celebrity (singer, sports person, politician etc.) Each student must describe the famous celebrity without using his / her name. Everyone else must guess.



Language Builder

Look at the following words. They are adjectives used to describe people. Say each one aloud. How many do you know? Can you use one or two of the words to describe people in your life?

In the columns to the right, write a word that has a similar meaning and a word that means the opposite:

Adjective:	Similar meaning:	Opposite:
sociable	out-going	shy
patient	_____	_____
generous	_____	_____
nice	_____	_____
caring	_____	_____
childish	_____	_____
thoughtless	_____	_____
mean	_____	_____
affectionate	_____	_____
shy	_____	_____
bad tempered	_____	_____
friendly	_____	_____
out-going	_____	_____
fun	_____	_____
selfish	_____	_____
thoughtful	_____	_____
easygoing	_____	_____
mature	_____	_____
honest	_____	_____



Now You're Talking

Now, working alone write a short paragraph describing yourself physically and also using the adjectives above. Use as much learned vocabulary as you can. Tell us what you are like – and tell us what you are not like! When you finish, share.

Which of the words above would you use to describe the people below? There may be more than one possible answer.

1. She gives a lot of money to charity, and she likes to share everything she has with other people.
2. He's great to go out with to parties and discos. He makes me laugh.
3. He never gets angry. He's always calm and relaxed.
4. She never thinks about how other people may feel.
5. He's very loving. He likes to show that he cares about me.

6. Sometimes he does stupid things. He should grow up!
7. He doesn't like spending his money.
8. She is only interested in herself.

Finally, match the descriptions below with the words in the bubble. If there are words you don't understand, ask your tutor.

She's full of energy.

He likes to be the centre of attention.

She thinks of others.

He's tight-fisted.

She would never tell a lie.



Lesson Two: The verb 'to have'



Getting Started

Think of a sentence using the verb 'to have'. Say it to your partner / tutor. Can you make a sentence that begins: 'I have ...'? Now one which begins 'You have ...'? Now one which begins 'He/She has ...'? Make some sentences that are true about you and your family.



Key Language

We can use the verb 'have' or 'have got' in descriptions of people ...

I / we / you / they	have	Blue eyes, brown hair, a nice smile etc
he / she / it	has	

or

I / we / you / they	have got (I've got, we've got ...)	Blue eyes, brown hair, a nice smile etc
he / she / it	has got (he's got, she's got ...)	

We form the negative this way:

I / we / you / they	have not (haven't) got	Blue eyes, brown hair, a nice smile etc
he / she / it	Has not got (hasn't) got	

And questions this way:

Have	I / we / you / they	got ... ?
Has	he / she / it	



Two Minute Talk

In pairs, taking turns, form sentences that are true for you with the language above. Share with your partner. Then ask him / her about his / her brother or sister. For example: "Has your sister got long hair?" etc.



Language Builder

The following exercises combine all of the language you have learned so far in this Module. Using as much of this language as you can, try to form full sentences with the verb 'to have'.

First, the pictures you worked with earlier. Now try to form full sentences about each of the people. Imagine you had to describe each one to a Garda!





Now read the following information about Séamus and answer the questions alone. Compare with a partner when you have finished. Read the text aloud to practice pronunciation.

Seamus is 35.

He lives in Dublin 8.

He is tall and thin.

He has brown hair.

He has brown eyes.

He is a doctor.

He works in a hospital.

He wears grey trousers, a blue shirt, a tie and a white coat.

1. What is his name? _____
2. How old is he? _____
3. Is he short? _____
4. Is he tall? _____
5. Is he fat? _____
6. Is he thin? _____
7. Does he have blonde hair? _____



5 Minute Game

Below there are four job titles and four job descriptions. Read the job descriptions aloud to your partner / tutor. Match the description with a title.

Job titles: Sales Rep; Policeman; Nurse; Computer Programmer.

You need to be patient and caring, good-tempered most of the time, and kind and friendly. It's hard work. Sometimes ill people are very impatient.

You need to be patient and honest with people, and you shouldn't be unfriendly. But you also should be very hard on people who are breaking the law.

You must be very out-going and friendly. You must be good at talking too. You should also be honest, especially when describing your product.

You must to be patient and good at your job. But, it doesn't really matter if you are shy, selfish or thoughtless – just don't break the machine!

What about your ideal job – what is it? Write out a similar job description for this job.



Language Builder

Look at the crossword below. The pictures and text are clues. Work through it alone, then compare with a partner / tutor.

		1.				2.			4.		5.	
			1.									
	2.											
		3.							4.			
						5.						

ACROSS

1



She isn't happy. She is _____.

2



He has a _____.

3



He has no hair, he is _____.

4



The basketball player is _____.

5



Her skin is _____.

DOWN



Her hair is _____.



Her hair is _____.



What colour is
her hair?



She has ____ skin.



She has ____ skin.



Two Minute Talk

Work in pairs for this exercise. One student asks a question. The second student answers with the opposite description.

Example:

Student A – Does your brother have brown hair and blue eyes?

Student B – No, he has blonde hair and brown eyes.

A: Is James very tall and stout?

B: _____

A: Is your mother very pale?

B: _____

A: Is your friend, Susan, very shy?

B: _____

A: Do you think her new boyfriend is very selfish?

B: _____

A: Does Nathalie have straight, brown hair?

B: _____

A: Is he the guy who always looks very grumpy?

B: _____

Lesson Two: Emotions and actions



Getting Started

How many emotions can you name? Which emotion do you feel most often? When did you feel sad / happy last? Why?

Think of as many emotions as you can. Write them down. Share your list with a partner. Give an example of when you feel these emotions.



Language Builder

Look at the pictures below and the emotions in the boxes. Do you understand the meaning? Can you give an example of when you felt these emotions? Can you put each word into a sentence?



happy



angry



embarrassed



sad



proud



afraid/ frightened



jealous

Now match a phrase from 'Column A' with the correct phrase from 'Column B':

Column A

I was really happy when. . .
 He was so proud when. . .
 They were frightened when. . .
 We were very angry when. . .
 I was so embarrassed when. . .
 She was so sad when. . .
 He was very jealous when. . .

Column B

. . . our car was stolen.
 . . . I arrived an hour late for the meeting.
 . . . he heard I was going skiing for two weeks.
 . . . she lost the match.
 . . . they threw me a surprise party.
 . . . his daughter won the Student of the Year award.
 . . . they saw he had a knife.

Choose an emotion for each of these situations ...

1. How would you feel if you forgot your mother's birthday?
2. How would you feel if you failed an exam?
3. How do you feel when you win a prize?
4. How do you feel when you are lost?
5. How do you feel when you lose something important?



Language Builder

Below are some verbs we use very often. Do you recognise them? Can you put them in a sentence? With your tutor, work through the words. When you are sure you understand them, then put them in the sentences below.



knock



press



push

clap



point



wave

1. When you arrive _____ on the door and we will let you in.
2. If you _____ at them, they will see you.
3. Please _____ the door to open it.
4. It is polite to _____ at the end of a show or concert.
5. Could you _____ at the cake you would like to eat?
6. _____ the button to turn on the computer.



Two Minute Talk

Use the words above now in sentences of your own. Write each sentence down and say it aloud. Share the sentences with your neighbour.



Language Builder

Here are some ways of speaking, looking and walking. Say each aloud and put it in a sentence. When would you do each of these things?



whisper



shout



glance



stare



stroll



march

Match the actions with the correct description ...



- Look at something/somebody very quickly
- Speak in a loud voice
- Walk quickly and with a clear purpose
- Speak very quietly
- Walk in a slow casual way
- Look at something/someone



Revision

Use the following exercises to help you revise what you have learned in this chapter. Each time, use as much of the new language you have learned as possible. Speak aloud and practise how you sound – listen to your teacher and the other students.

Describe the people in the pictures below. Use as much vocabulary as you can.



How many 'action' words can you find in the word search below ...

S	G	E	Y	O	M	N	P	R	E	S	S
V	A	F	K	D	E	K	O	T	S	S	T
B	D	U	N	T	R	L	I	I	T	R	R
U	S	H	O	U	T	M	N	P	E	D	O
O	N	N	C	H	J	A	T	D	R	E	L
P	C	R	K	A	T	R	D	U	I	U	L
M	L	E	M	M	H	C	T	R	L	P	E
W	A	V	E	C	W	H	I	S	P	E	R
F	P	I	C	S	P	A	N	T	H	K	D
T	I	K	R	U	A	T	C	A	M	M	U
O	P	D	J	E	S	O	I	R	N	N	P
N	E	C	E	P	D	I	S	E	D	H	M



Revision Game

You can do this as a writing or as a speaking exercise.

You are speaking to / writing for a Garda. One hour ago you witnessed a robbery at a petrol station in your local town. The owner of the petrol station was also injured. You had just gone to the petrol station to buy some crisps and chocolate, but you saw everything.

Write or speak a simple story containing all the details of what you saw. Include the following:

- Did you meet anyone on the way to the petrol station? (describe them and your conversation)
- Who else was in the petrol station during the robbery? (describe them)
- When the robbers came in, what happened? How were they speaking / acting?
- How was the owner of the petrol station injured?
- What did the robbers look like? Can you describe them in detail?

Use as much of the language from this Module as you can. Have fun, eye witnesses!

MODULE 3 'My house, my town'

Following this Module you will know how to:

- Name household items and jobs about the house;
- Describe types of house in Ireland and understand house advertisements;
- Use prepositions and understand the difference between 'some' and 'any';
- Name important buildings in your town and to give directions.

Lesson One: Household items and jobs



Getting Started

Look at the items pictured below. Can you name them? Where do you find them in your house? Can you name more items from the house? Make a list of as many objects as you can. Practise saying the words aloud.



Where in the house would you find the following items?

- | | | | |
|--------------|-------------------|----------------|--------------|
| an armchair | a washing machine | a television | a DVD player |
| a dishwasher | a sink | an oven | a lamp |
| a cooker | a fridge | a coffee table | a sofa |

Living room	Kitchen	Both



Language Builder

Now look at the picture below. What room is it? Name as many items in the picture as you can. Write them down. Then compare with your partner or share with your tutor.



Two Minute Talk

Look at the words below. Which ones describe the picture above?

tidy

comfortable

messy

cosy

restful

warm

modern

stylish

dirty

cluttered

peaceful

old-fashioned

neat

homely

clean

Which words describe your house? Perhaps you can think of another word to add to the list.



Look at this picture. Compare it to the picture above. What room is it? Can you name things you see here? How would you describe it – messy or neat? Use as many words as you have learned so far.



Language Builder

The pictures below show jobs in the home. Can you name the jobs without looking at the descriptions? Now match the descriptions in the box with a picture to the left.



Jobs about the house...

mowing the lawn

ironing clothes

washing windows

cleaning the dishes

hoovering the carpet

Can you think of any other jobs to do around the house?

What is your favourite job to do in the house?

What is the job you hate the most?

What is the job that you spend most time on each week?



Now You're Talking

Think about the jobs above. Are there some jobs done more by women? Or by men? Is it different in your home country to Ireland?

Imagine spending a morning at home doing housework. You do some jobs and then relax with a cup of tea. Write a short paragraph describing your morning. Use as much vocabulary from this lesson as you can.

Lesson Two: Types of house



Getting Started

What type of house do you live in? How would you describe it? Compare with your partner or tutor. What is your *dream* house? Is your house in Ireland different from the house you grew up in?



Language Builder

Look at the different types of house below. Can you name them? Do you have friends / family who live in these kinds of houses? Tell us about them. Describe the inside of the house too, using vocabulary from lesson one.



Two Minute Talk

Discuss with your tutor or neighbour. In your home country, do people rent or own their house? Are typical houses bigger or smaller than in Ireland?



Language Builder

Now look closely at the pictures above. Describe each of the buildings. How many parts of the house can you describe? Write them down and speak them aloud to your partner / tutor. Then turn to the next page and fill in the blanks.





Two Minute Talk

Speak with another student or your tutor. Imagine building a house. What do you do first? Next? And after that ... Name and describe as many parts of the house as you can. Write them down and practise saying them aloud.



Language Builder

Below is a description of a house for sale. Read through the description once. Do you like the sound of it? Now read again – write down any words you don't understand. Ask your tutor.



FOR SALE: A five bedroom detached residence with garage and overlooking a large green area. There is PVC double glazing throughout the house and it is within walking distance to shops, cinema, leisure facilities and the post office. There is room for parking for three cars at the front of the house, and there is a large garden at the back. The house has a modern, stylish decor throughout and each bedroom has fitted wardrobes. It is a two minute drive to the main motorway to Dublin.



Two Minute Talk

Read the description of the house above for a third time and answer the questions below. Write your own answers, and then compare with a partner.

1. Is this house in a town or in the country? How do you know?
2. Where can you park your car?
3. What type of windows is in the house?
4. How is the interior of the house described?
5. Can you name places nearby?
6. What is in front of the house?



5 Minute Game

Now, imagine you are selling your own house. Write out a short advertisement for the sale. Use the example above to get you started. You can include as much information as possible. Describe the inside and outside of the house. When you have finished writing the advertisement, read it to your neighbour / tutor.

Lesson Three: Using 'on', 'in', 'under' etc.



Getting Started

Read through the words below. Do you know what they mean? Show what you know by putting each word into a short sentence. Use what you can see in the room to make the sentences

On in above behind
Between in front of beside



Language Builder

Examine the two pictures below. How would you describe the cat and the dog? Then turn to the next page and practise the other words. Say the phrases / words aloud. Practise writing them in a sentence.



The cat is _____ the cup.



The dog is _____ the phone.



The ball is **on** the box.



The ball is **in front of** the box.



The ball is **in** the box.



The ball is **between** the boxes.



The ball is **above** the box.



The ball is **behind** the box.



Two Minute Talk

Use the picture below. First, describe everything you see in the room. Name as many things as you can. Then, use the words above to describe objects in the picture. Finally, use the words in the box below to describe objects in the picture. Ask your tutor if you don't know.



near in the corner against beside next to
under opposite in the middle behind above on

Look at the picture again. Fill in the blanks:

1. The couch / sofa is _____ the coffee table.
2. The coffee table is _____ of the room.
3. The TV unit is _____ of the room.
4. The fireplace is _____ the large picture on the wall.
5. The large picture is _____ the fireplace.



5 Minute Game

Look around the room. Write ten short sentences about what you see. In each sentence use a word or phrase from the lesson above. Then share with your partner. Did you notice the same things?

Lesson Three: Using 'some' and 'any'.



Getting Started

How would you use the words 'some' and 'any' in a sentence? Write a few sentences down or speak them to your neighbour / tutor. What is the difference? Can you explain it?



Key Language

Generally, we use the word **'some'** (also 'somebody', 'someone' and 'something') in **positive** sentences.

Generally, we use the word **'any'** (also 'anybody', 'anyone' and 'anything') in **negative** sentences.

For example:

We bought **some** flowers. He's busy, he's got **some** work to do. I'm hungry, I want **something** to eat. We didn't buy **any** flowers. He's lazy, he never does **any** work. I'm not hungry, I don't want **anything** to eat.

We use **'any'** for lots of **questions** such as 'Have you got any firewood?' or 'Are there any sandwiches left?'

We use **'some'** if we are **offering** or **asking for** something. For example: 'Can I have some firewood?' or 'Would you like some jam for your sandwich?'



Two Minute Talk

Use 'some' and 'any'. Using the sentences above (under 'For example') as examples, tell us something true about you.



Language Builder

Working alone, complete the following sentences using either 'some' or 'any'. Then compare with a partner. Read the sentences aloud. Do they sound correct?

1. We didn't buy any flowers.
2. This evening I'm going out with _____ friends of mine.
3. A: Have you seen _____ good films recently?
B: No, I haven't been to the cinema for ages.
4. I didn't have _____ money, so I had to borrow _____.
5. Can I have _____ milk in my coffee, please?
6. I was too tired to do _____ work.
7. You can cash these traveller's cheques at _____ bank.
8. Can you give me _____ information about places of interest in the town?

Complete the sentences below using some- or any- + body / thing / where.

1. I was too surprised to say anything.
2. There's _____ at the door. Can I go and see who it is?
3. Does _____ mind if I open the window?
4. I wasn't feeling hungry, so I didn't eat _____.
5. You must be hungry. Would you like _____ to eat?



Now You're Talking

Practise using 'some' and 'any' in sentences. Look back at the pictures earlier in this Module. Say true things about what you see using 'some' or 'any'. Then ask your neighbour questions about the pictures.

5 Minute Game



Pretend that you are visiting the "For Sale" house seen earlier. Ask the owner some questions using 'some' and 'any'. Be as strange and crazy as you like!

Lesson Four: Directions



Getting Started

Can you give directions in English? Turn to your partner / tutor and describe how to get to the shop. Which direction do I turn? What buildings will I see on the way? Write down as much as you know.



Language Builder

Here are some pictures of buildings. Can you name what each one is?

Now look at the box on the right. These are descriptions of what you do in each building. Write down the name of the building and the function beside it. Work in pairs if you need to.

This is a building where people go to pray.

Children play here.

You can send letters from here.

This is a place where you meet your friends for a drink.

The police (Gardai) work here.

This is a place you go when you are sick.



Language Builder

Read and say aloud the directions vocabulary below. You will need them for the following exercise.



Turn left



straight ahead



Crossroads



Take a right



Roundabout



Now You're Talking

Do this long exercise in pairs or small groups. Below is a map with 15 numbered places. The directions are given below the map. Follow the directions and match a number with each place.



- _____ bank
- _____ bookshop
- _____ clothes shop
- _____ hospital
- _____ leisure centre
- _____ Margaret Hart's house
- _____ Mrs Simon's house
- _____ museum
- _____ newsagent
- _____ playing field
- _____ post office
- _____ school
- _____ supermarket
- _____ surgery
- _____ train station

1. The **museum** is next to the park.
2. The **playing field** is opposite the **station**.
3. To get to **Mrs. Simon's house** go past the station and over the bridge. It's on the left.
4. The **clothes shop** is on the corner of Ford Road and River Street.
5. The **surgery** is next door to the clothes shop.
6. The **leisure centre** is on Murphy Road.
7. The **hospital** is opposite the park.
8. To get to the bank from the station turn **left**, and walk up River Street. Turn right onto Ford Road. The bank is halfway down the road on your left.
9. The supermarket is opposite the bank.
10. To get to the post office from the Leisure centre, turn left and then right onto Oak Avenue. Go to the end of the road until you see the school. Turn left again onto St. John's Street. Cross over the road. The post office is near the school, on the same side of the road.
11. To get to Margaret Hart's House from the surgery, walk up Ford road to the roundabout. Turn right onto St. John's Street. Walk past the bookshop, and then turn left onto Oak Avenue. Take the first right onto Garden Street and walk past the newsagent. Margaret's house is next to the newsagent.



5 Minute Game

Test your knowledge of directions using the map above. Help four lost people by answering their questions ...

- I'm at the **bank**. Can you tell me how to get to the **school**?
- I'm at the **train station**. Do you know where the Leisure centre is?
- I'm at the **surgery**. I need to go to the school, get my daughter and then go to the hospital. Can you give me directions?
- I'm at the **museum**. Can you tell me how to get to Garden Street?



Now You're Talking

Do this exercise in pairs or with your tutor. There are two groups of questions below. First, some general questions. An exercise, with questions, follows.

First set of questions:



1. How did you get to tonight's class?
2. Name 10 items you saw on your way to tonight's class.
3. How long did it take you to get here?
4. What was the weather like on your way here?
5. What directions did you take to get here?

Work in pairs. Ask your partner where he / she lives. Ask him / her for directions from their house to Fáilte Isteach. Make a map from their instructions. When finished, show the map to your partner.



1. Does the map look familiar?
2. What would you change on the map?
3. Do you take this route often?
4. Is there a quicker/shorter route to the class?

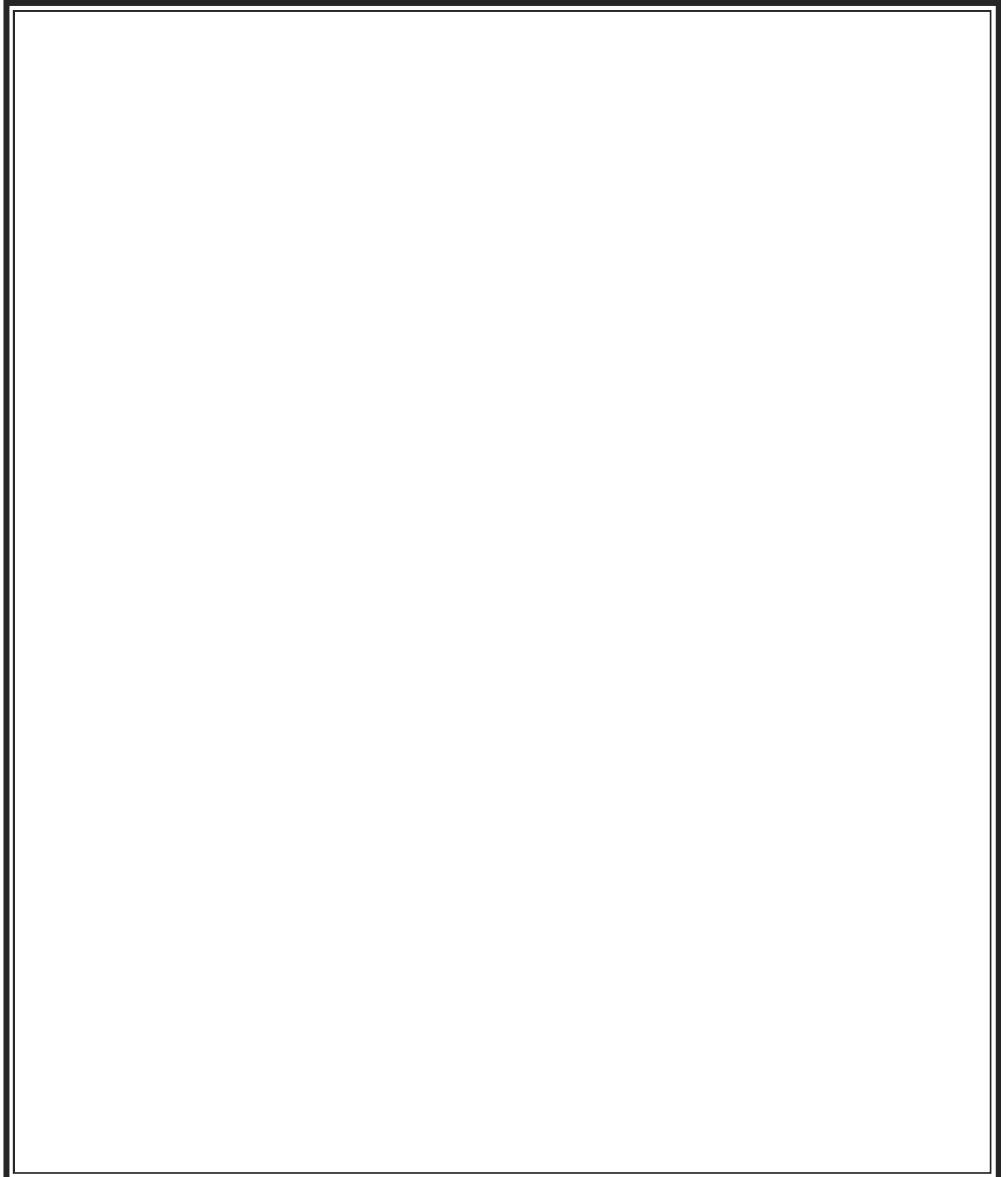


Revision

This is quite a long revision exercise. You can change it to make it shorter or only do parts of it. The idea is to revise as much language as you can from this Module.

The title of the exercise is: "House Swap" Next summer you will be swapping your house for three weeks with an American family. You are writing them an email, explaining what they will experience in Ireland. Include the following details:

- What type of house you have – describe it in detail. Describe your neighbours' houses.
- Describe the interior of your house. Give some details about each of the rooms.
- Explain to your guests that they will need to leave the house clean and tidy: what will they have to do?
- Give some details about activities in your local area.
- Write out directions from your house to: the bank; the shop; the swimming pool; the town centre; a local attraction.
- Give directions from the airport to your house.
- Ask about their house. Ask about their preferences for food etc. using 'some' and 'any'.



MODULE 4 'Shopping'

Following this Module you will know:

Words used to describe food; Vocabulary about food preparation; Asking questions using 'what', 'which' and 'who'; Vocabulary for shopping; Vocabulary describing clothes; Asking questions using 'do you like' and 'would you like'.

Lesson One: Vocabulary (Shopping 1)



Getting Started

Have a brief discussion about shopping, using as much known vocabulary as possible.

Do you like shopping? Why? What kind of shopping – for groceries? For clothes? Who does the shopping in your house? Do you know anybody who works in the local shop?



Language Builder

Work with the pictures below. Can you name the foods/ drink? Do you know which food groups they belong to (i.e. vegetables, drinks etc.)? Can you name other vegetables? Other meats?



For which meal would you prepare these foods? At what time do you eat that meal?

Can you name something you would eat with each of these foods?

Write down any foods beginning with 'p':

Write down any foods beginning with 'c':

Write down any foods beginning with 'a':

What do we call the meat from a cow?

What do we call the meat from a pig?

Name foods you can put in a salad:

Name something you eat for breakfast:



Two Minute Talk

Work in pairs. Tell your partner what your favourite food is. Tell your partner which food you loved as a child. Are they the same?



Language Builder

Look at the pictures below. Name the foods. Is your favourite food here? Can you describe the taste of these foods? (i.e. spicy, sweet, fruity ...) Are they healthy or unhealthy foods? Are they fattening?



Words used to describe food...



Can you put the words in the correct box?

Good	Bad
Delicious	Sour



Language Builder

Look at the pictures below. Can you name these ways of cooking food? Think of the dinner you ate last night – how was it cooked? How about your breakfast this morning? And your favourite food – how is it cooked?





Language Gold

Revise the following verbs, adjectives and nouns. Say them out loud. Listen to how your teacher says them. Are there any you are unsure of? Ask!

True for you: Match an adjective with a food ... which word best describes certain foods for you? Is coffee bitter? Do you find certain foods disgusting?

meat	coffee	tea	vegetables	cake
curry	pizza	apple	fruit	drinks
pork	tasty	bacon	beef	steak
ice-cream	fattening	spicy	bitter	bland
jam	sauce	ketchup	pasta	potatoes
dairy	milk	yoghurt	spices	biscuits
yummy	barbecue	sour	sweet	disgusting
frying	boiling	baking	roasting	stir-frying

Now You're Talking ...



Work in pairs for this role play. Imagine you have been out to dinner with your friend, Pavel. You had a delicious meal, cooked perfectly and filled with flavour. Pavel's meal was awful. Describe the experience to your partner using as much vocabulary as possible. What did you order? How was it cooked? What was wrong with Pavel's food?



5 Minute Game

(a) Imagine that you are organising a children's party next week. What food will you buy and why? What will the children eat? And their parents? Prepare your shopping list!

(b) A very good friend will soon visit you from your home country. Write an email asking them to bring some food that you like from home. Describe the meal that you will cook together.

(c) Work in pairs. Role play a shopkeeper and a customer. The customer wants to complain about some food bought yesterday. Have this conversation, then switch roles.

Lesson Two: Vocabulary (Shopping 2)



Getting Started

How many different types of shop do you know? Discuss this with your group / tutor. What can you buy in each of these shops? Do you have a favourite shop in your area? Why is this?



Language Builder

Now look at the table below. Have you mentioned all of these shops? Make sure you understand what each one sells. Then name three items you might buy in each shop. Add some more in the free spaces if you wish

Shop:				
butcher				
pharmacy				
hardware store				
newsagent				
supermarket				
clothes Store				
furniture store				

What types of shops are pictured below? Do you know what the green cross represents?





Two Minute Talk

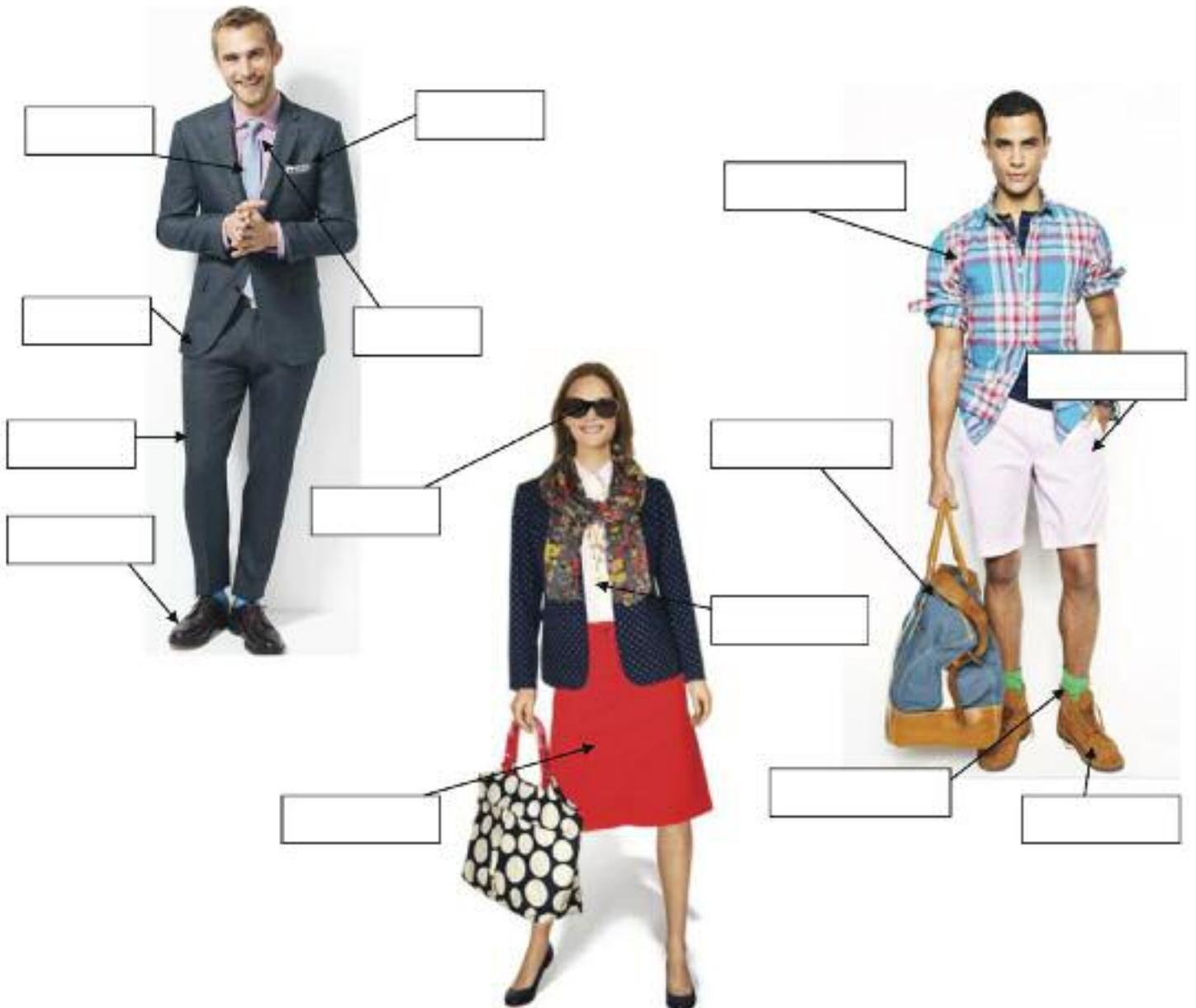
Work with a partner or your teacher. One person names an object that you can buy in a shop. The other person has to name the type of shop. Then swap roles and continue.



Language Builder

We are now going to look at some vocabulary specific to naming and describing clothes. Begin by showing what you know: what clothes are *you* wearing now? Can you name each item?

Look at the three people below. Can you name the items of clothing?



Can you name all the items of clothing these people are wearing? Where would you wear these clothes? Do you like wearing suits? What kinds of clothes do you like wearing?

Write down five things worn by women only.

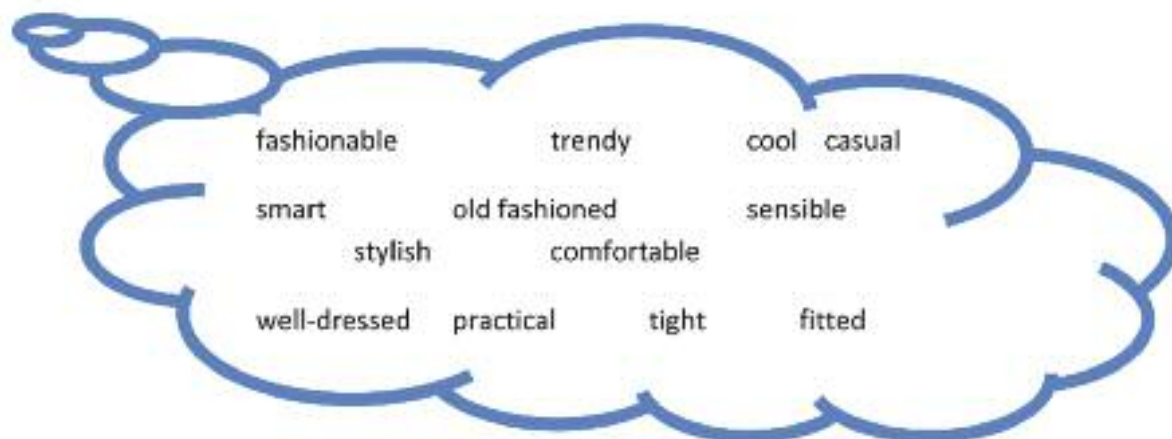
Write down five things that both men and women can wear.

Write down five items of clothing you have at home.



Words used to describe clothes ...

How many of these do you know? Can you use any of them to describe the people pictured above?



Two Minute Talk

Work with a partner or your teacher. Describe the clothes your partner is wearing. Name the items, then describe them using the words above. Be nice! Then swap roles and continue.



Language Builder

Now we are going to look at language used to describe wearing and buying clothes.

You will be learning the words and phrases on the following page. Do you already know what any of these mean? Tell your teacher or a partner.

dress myself
take off
receipt
discount

try on
right size
how much
sale

put on
hang up
changing rooms
bargain

fit me
change into
(your) change
can I help you?

Read the following description of John's day. Do you understand the phrases as they are used here?

I got up at 7:00, had a shower and **dressed myself**. After breakfast, I **put on** my coat and went to work. When I got to work I **took off** my coat and **hung it up** behind the door. At lunch, I **took my jacket off** as well.

I went to the shops at lunch time. I saw a nice jumper and I **tried it on**, but it did not **fit me** and they did not have the **right size**. When I got home from work I **changed into** my jeans and my T-shirt.

Below is a dialogue between a shopper and a shopkeeper. Read the dialogue to your partner. Then swap and listen as your partner reads. Then answer the questions below.

- A: Can I help you?
B: Yes, please. Do you have this in a **size 10**?
A: Yes, we do.
B: Can I **try it on**?
A: Of course. The **changing rooms** are just over there.
B: Do you have a **bigger size** in a different colour?
A: I'll check the store room for you. Yes, we have it in green.
B: **How much** does this **cost**?
A: It's in the **sale** and it has a 20% **discount**. It costs €14.99.
B: There you go. May I have a **receipt**?
A: Yes, of course, and here is **your change**.



1. What do you think the person is buying?
2. How much does it cost?
3. What colour did she get?
4. What size did she get?
5. Why does she ask for a receipt?



Language Gold

Revise the following words (on the next page) covered in this unit. Say them out loud. Listen to how your teacher says them. Are there any you are unsure of? Ask!

Try this in pairs: Put some of these words into sentences and speak these sentences to your partner. Take turns.

butcher
supermarket
jacket
shoes
shorts
fashionable
trendy
cool
dress myself
take off
receipt
discount

pharmacy / chemist
clothes store
shirt
sunglasses
travel bag
smart
old-fashioned
casual
try on
right size
how much
sale

hardware store
furniture store
handkerchief
skirt
socks
stylish
comfortable
sensible
put on
hang up
changing rooms
bargain

newsagent
tie
trousers
blouse
boots
well-dressed
tight
fitted
fit me
change into
(your) change
can I help you?



Now You're Talking!

Work in pairs or in threes. Imagine that you are going on holidays. Next Saturday you will go shopping for clothes. What will you need for your holiday in Spain? Which shop will you go to? Role play this conversation within your group – pretend to be the shop assistant, then the customer.



Have you thought about ...

Imagine that you are opening a clothes shop. You want to advertise in your local newspaper. What might you say? What items of clothing will you sell? Describe the clothes for your customers.

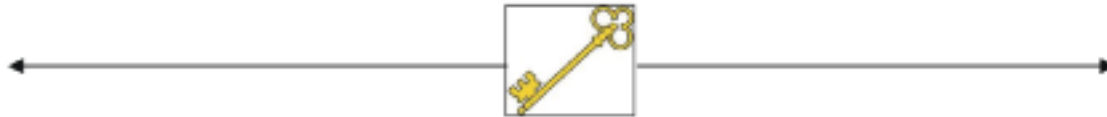
Lesson Three: Asking questions 1

Focus: Using 'what', 'which' and 'who'.



Getting started

How do you use 'what', 'which' and 'who' in a sentence? Can you give an example to your teacher? Test what you are already familiar with. Don't be afraid to make mistakes!



Key Language

Use **what** both with and without a noun to form a question.

What + noun ... What colour is your car? What make is your TV set? What time is it?

What (without a noun) ... What's your favourite colour? What do you want to do?

Use **which** both with and without a noun to form a question.

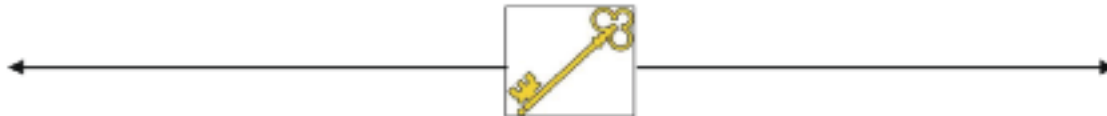
Which + noun ... Which bus did you take – the 10 o'clock or the 10:15? Which pharmacist did you see, Smith or Jones?

Which (without a noun) ... Which is bigger, Canada or the USA?

Use **who** for people (without a noun).

Who ... Who is taller, Bill or Ben? Who was here first, Sinéad or Áine?

There is a key difference between **what** and **which**. **What** is used to ask a more general question. **Which** is used when the options are limited.



Language Builder

Practise what you have learned. Complete the exercises below, either alone or in pairs, as agreed with your teacher. If you need to, refer to the 'Key Language' section.

Begin with questions using **what** or **which**. Fill in the blank.

1. What book are you reading?
2. Which car do you like, John's or Peter's?
3. _____ is the capital of Ireland?
4. _____ day is tomorrow?
5. _____ is dearer, silver or gold?
6. _____ is friendlier, your cat or dog?
7. _____ type of car is that?
8. _____ coat is yours, the red or the yellow one?
9. _____ is your name?
10. _____ shop did Michael go to?



Two minute talk

If you have done this exercise alone, now compare with your partner. Did you get the same answers? Who is correct, your partner or you? Explain why you chose the answers you chose.



Language Builder

Now continue with the exercises below. Again, complete the exercises either alone or in pairs, as agreed with your teacher. Don't forget that you have lots of help in the 'Key Language' section.

Fill in the blanks using either **what**, **which** or **who** this time.

1. _____ is the shop assistant's name?
2. _____ one shall we buy? The black or red shirt?
3. You can have a shirt or a jumper. _____ do you prefer?
4. '_____ day is today?' 'Friday.'
5. This is a nice house. _____ room is yours?
6. _____ is your favourite ice cream?
7. _____ is more expensive, slimline milk or regular milk?
8. _____ is sweeter, chocolate or vanilla?
9. _____ is the fastest runner, John or Jenny?
10. _____ nationality are you?



Now You're Talking!

Your son or daughter has just gone on a first date. They arrive home very late and you have become anxious. Write down all of the questions you will ask them – you must use **what**, **which** and **who** at least once.



Lesson Four: Asking questions 2

Focus: Using 'do you like?' and 'would you like?'



Getting started

How do you use 'do you like?' and 'would you like?' in a sentence? Can you give an example to your teacher? Test what you are already familiar with. Don't be afraid to make mistakes!



Key Language

Use 'do you like?' to ask a question about a person's preference and / habit over a period of time . . .

Do you like shopping? Do you like football? Do you like life here in Ireland?

Use 'would you like?' to make an offer . . .

Would you like some coffee? Would you like to go on holidays with me?



Language Builder

Practise what you have learned. Complete the exercises below, either alone or in pairs, as agreed with your teacher. If you need to, refer to the 'Key Language' section.

What would you say to Seamus in the following situations?

1. You want to go to the cinema tonight. Maybe Seamus will go with you. (go)
You say: Would you like to go to the cinema tonight?
2. You want to play hurling tomorrow. Perhaps Seamus will play with you. (play)
You say: _____
3. You've got some photographs from your night out on Saturday. Seamus hasn't seen them yet. (see)
You say: _____

4. You have a spare ticket for a match at the Aviva Stadium in Dublin. Perhaps Seamus will go with you. (go)
You say: _____
5. It's very cold and Seamus is going outside. He hasn't got a coat, but you have one. (borrow)
You say: _____

Circle or underline the correct way of forming each sentence below. Be sure you understand the meaning:

1. Would you like / Do you like a glass of water. Yes, I'm very thirsty.
2. Would you like / Do you like football? Yes, Liverpool is my favourite team.
3. Do you like / Would you like Maria? Yes, she's my best friend.
4. Do you like / Would you like bananas? Yes, I love them.
5. Do you like / Would you like to go out for a walk? Not now, maybe tomorrow.
6. What do you like / would you like to drink? An orange juice, please.
7. I like / I'd like Guinness but I don't drink it very often.
8. What time do you like / would you like your breakfast tomorrow morning?
9. Do you like / Would you like your new job? Yes, I'm enjoying it.
10. I'm tired! I like / I'd like to go to sleep now.

**KEEP
CALM
AND
REVISE**

Revision

You are an employer, the owner of a small local supermarket. Imagine that you are interviewing somebody for a job. Plan some questions to ask the candidate using the language you have learned in this module.

You are conducting the interview over lunch. Use the vocabulary you learned in at the beginning of this module to ask them about their food preferences.

Ask the candidate about their past experiences, their jobs, their hobbies. Ask them what they like to do in their free time. Ask them if they would like to visit the staffroom to meet the other employees. Use as much language learned in this unit as you can.



MODULE 5 'Time, dates & seasons'

Following this Module you will have:

Revised numbers in English;

Learned language describing weather, seasons and months;

Covered language describing "special days" such as birthdays

Revised how to tell the time in English

Learned the 'past simple' tense and how to use 'can and could' correctly.

Lesson One: Revising numbers



Getting Started

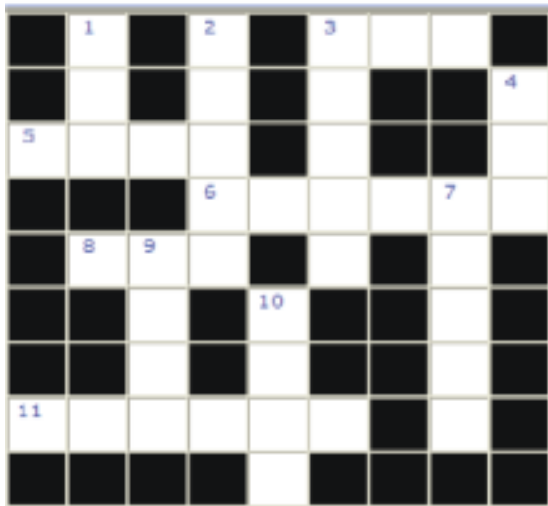
Do you remember the numbers in English? Say them aloud to your partner or tutor. Be sure you are pronouncing them correctly. Now write each one correctly.



Language Builder

With a partner or tutor, name the numbers below. Then work alone on the crosswords. When you have finished, compare with your partner. Did you get them all correct? Which ones are most difficult for you to remember?





Across

- 3) **6**
- 5) **4**
- 6) **11**
- 8) **1**
- 11) **12**

Down

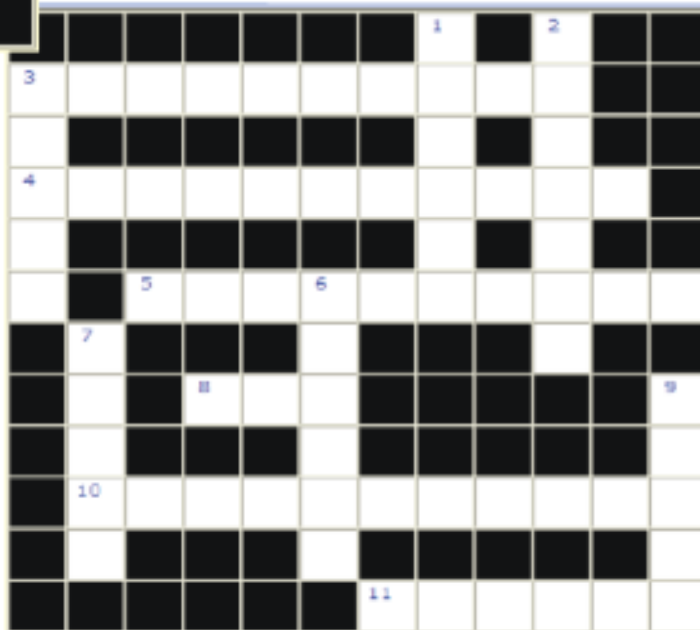
- 1) **2**
- 2) **3**
- 3) **7**
- 4) **10**
- 7) **8**
- 9) **9**
- 10) **5**

Across

- 3) **55**
- 4) **43**
- 5) **22**
- 8) **10**
- 10) **34**
- 11) **20**

Down

- 1) **80**
- 2) **70**
- 3) **50**
- 6) **90**
- 7) **60**
- 9) **40**



Language Builder

In the box below there are numbers. We use numbers in this way to name the dates of the month. We use the numbers in this way also to put things in order. Read them aloud to your tutor or partner. Can you pronounce them all?

1. First. 1 st	2. Second. 2 nd	3. Third. 3 rd	4. Fourth. 4 th	5. Fifth. 5 th
6. Sixth. 6 th	7. Seventh. 7 th	8. Eighth 8 th	9. Ninth 9 th	10. Tenth 10 th
11. Eleventh. 11th	12. Twelfth 12 th	13. Thirteenth 13 th	14. Fourteenth 14th	15. fifteenth 15 th
16. Sixteenth 16 th	17. seventeenth 17th	18. Eighteenth 18th	19. Nineteenth. 19th	20. Twentieth 20 th
21. Twenty-first. 21 st	22. Twenty-second. 22 nd	23. Twenty-third 23 rd	30. Thirtieth 30 th	31. Thirty-first. 31 st



Two Minute Talk

Below is a calendar for the month of March. Read it carefully. Then answer the questions on the right. When you have finished, make up a few sentences that are true for you about this month.

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Dave's birthday	3	4	5 Go to the cinema with Sarah	6
7	8	9	10 Meeting with the teacher	11	12	13
14	15 Bring the car to the garage	16	17	18	19	20 Football match
21	22	23	24	25	26	27 Dinner in Lucy's
28	29	30	31			

On what date is the meeting with the teacher?

On what date is dinner in Lucy's?

When will he bring the car to the garage?

When will he go to the cinema with Sarah?

Practise saying these dates:

4 September **23/07/1974** **3 May**

7/09/1985 **5/02/1983** **29 June**



5 Minute Game

Speak with as many people as you can in the class. Each person should give the following details:

- [a] The date of his / her birthday.
- [b] The date of his / her country's national holiday.
- [c] The date you arrived in Ireland
- [d] Any other important or interesting dates in your life. i.e. maybe your children's birthdays?

Lesson Two: Weather, seasons, months



Getting Started

What is your favourite / least favourite type of weather? Can you describe today's weather? How about yesterday? And the typical weather in Ireland? What about your home country?





Language Builder

Irish people talk about the weather a lot! Have you noticed this? Can you speak about the weather? In pairs or with your tutor, try to describe what you see in the pictures below. You can use the following words to help you:

Cloudy Sunny Windy Stormy Raining Foggy Snow

Here are some more useful words and phrases to discuss the weather:

When talking about rain	Drizzle	pouring	heavy shower
When talking about the wind	Gentle breeze	a gale	a hurricane
When talking about temperature	Boiling	hot	freezing
When talking about stormy weather	Lightning	thunder	heavy rain





Now You're Talking

Work with a partner or your tutor. Discuss your favourite type of weather. Is the weather here different to your home country? Do you miss the weather of your home country? Tell us about it ...

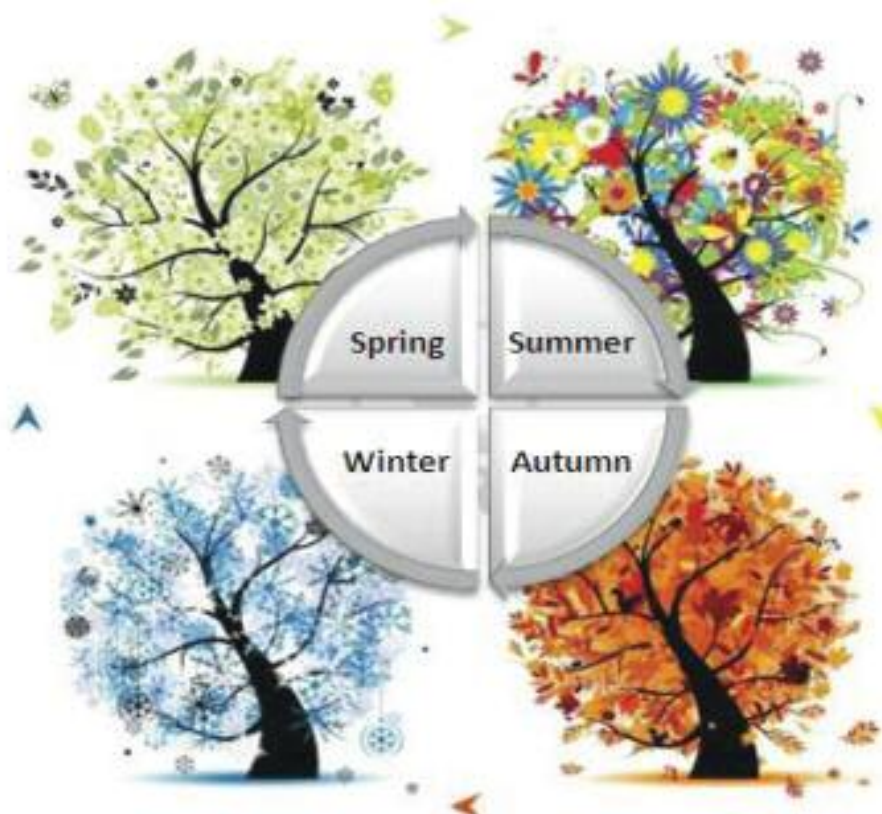


Language Builder

Don't look below just yet! Can you name the 12 months of the year and the 4 seasons in English? Work with a partner or your tutor. In which month and season is your birthday?

Month	Days		Month	Days
January	31		July	31
February	28		August	31
March	31		September	30
April	30		October	31
May	31		November	31
June	30		December	31

Here are the four seasons. Can you tell which months are in each season?





Two Minute Talk

Look at the pictures on the next page. Work with a partner / tutor and describe what you see. Which season is in each picture? Why do you think that? Which season is your favourite?



5 Minute Game

You have a new pen pal in an exotic country. Write a short letter to the pen pal. Explain which month and season is your favourite. Why? Tell him / her when your birthday is and some more important dates in your life. Ask about the weather in his / her own country.

Lesson Three: Special days



Getting Started

How did you celebrate your last birthday? Or your children's birthdays? Do you remember the most special day of your life so far? What special activities did you do to celebrate? Who was there with you? Did you eat / drink special things? Tell your neighbour / tutor ...



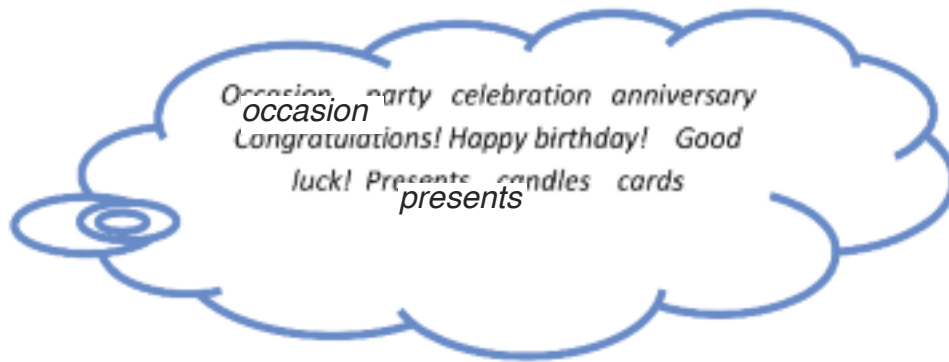
Language Builder

Here are pictures of special occasions. Can you name the occasion / describe what is happening? Use the words in the box below the picture to help you.



Valentine's Day	New Year's Eve	Christmas Day
wedding day	Halloween	Easter birthday

Now, tell a brief story (4-5 sentences) about one of these pictures using the vocabulary in the bubble:



Two Minute Talk

With your partner or a tutor read the descriptions below. They are about special occasions in Ireland. Are they different to your own country, in your experience so far? Tell your tutor / partner about what is different here.

In Ireland, we give **presents** for **birthdays**, and we have a **party** with a **cake** and **candles**.

What do you do in your country?

In Ireland, at **weddings**, we usually have a **celebration** in a hotel with all our family and friends. A special cake is eaten and the **bride** usually wears a white dress, while the **groom** wears a suit. At the meal we give **speeches** and then do a lot of dancing!

What do you do in your country?

At **Christmas** we usually have a family meal with **turkey and ham**. Santa brings presents and leaves them under the Christmas tree. We decorate the house with **holly** and **Christmas decorations**.

What do you do in your country?

Tell your group about other celebrations and customs in your country. Do you have a national holiday? On what date is it? What do you do on this day?



5 Minute Game

Work in a pair / small group with people from a different country. Each person describes a special occasion in his / her own country. Use as much new language as you can. The aim of the game is to "sell" your country / occasion to the other person. Convince them that it is amazing!

Lesson Four: Telling the time (revision)



Getting Started

Are you confident telling the time in English? Tell us what time it is now. What time did you have breakfast this morning? What time will you have lunch at? And dinner? At what time did Fáilte Isteach begin today?



Language Builder

Look at the clocks below. With your partner or a tutor, practise telling the time in English. Write it down and say it aloud.



It is five o'clock.



It's half past two.



It's twenty five to eight.



It's five past three.



Language Builder

The exercise on the next page is called 'A Day in the Life'. Look at the pictures in the story and fill in the appropriate words. Say each sentence aloud when you have finished. Ask your tutor if you have any problems. Use these words for the gaps:

<i>tired</i>	<i>breakfast</i>	<i>run</i>	<i>get out</i>	<i>change into</i>	<i>dinner</i>	<i>television</i>
<i>shower</i>	<i>drive</i>	<i>put on</i>		<i>wake up</i>	<i>cook</i>	<i>watch</i>
<i>lunch</i>	<i>arrive</i>	<i>brush</i>	<i>eat</i>	<i>leave</i>	<i>pyjamas</i>	

Every morning at  I  and I _____ of bed.

At  I have a  , _____ my teeth and _____ my clothes.

At  I _____ my  and then I  to work.

I _____ at work at  and I work hard until one o'clock, when I have a sandwich for _____.

I _____ work at  and I go to the park for a 

I go home at  , _____ my  and _____ a programme on 

At  I am _____ so I _____ my  and I go to bed.



Now You're Talking

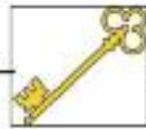
Work in pairs or with your tutor. Tell us what your usual day is like in Ireland? What do you do, and when do you do it? Is it the same as your usual day in your home country? What time do you eat dinner at? And what time do you go to bed?

Lesson Five: The past simple ('I was ...')



Getting Started

Work in pairs or with your tutor. Tell him / her what you did yesterday. Begin sentences this way: "Yesterday I woke up ..." or "Yesterday I took my children ..." How many things can you tell your tutor / partner?



Key Language

positive

I he she it	was
we you they	were

negative

I he she it	was not (wasn't)
we you they	were not (weren't)

question

was	I? he? she? it?
were	we? you? they?

Here are some examples of sentences. Can you see the difference between present and past tense?

- I am tired (now).
- Where is Ann (now)?
- The weather is good today.
- You are late(now).
- They aren't here (now).
- I was tired last night.
- Where was Ann yesterday?
- The weather was good last week.
- You were late yesterday.
- They weren't here last Sunday.





Language Builder

Work alone on the exercises below. Refer to the last page to help you. When you finish, compare with your partner / teacher. How did you do? Did you make many errors?

Put in **am / is / are** (present) or **was / were** (past).

1. Last year she was 22, so she is 23 now.
2. Today the weather _____ nice, but yesterday it _____ very cold.
3. I _____ hungry. Can I have something to eat?
4. I feel fine this morning but I _____ very tired last night.
5. Where _____ you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They _____ very expensive.
7. I like your new jacket. _____ it expensive?
8. This time last year I _____ in Galway.

Put in **was / were** or **wasn't / weren't**.

1. We weren't happy with the hotel. Our room was very small and it wasn't very clean.
2. George _____ at work last week because he _____ very ill. He's better now.
3. Yesterday _____ a public holiday so the shops _____ closed. They're open today.
4. '_____ Sue and Bill at the party?' 'Sue _____ there but Bill _____'
5. 'Where are my keys?' 'I don't know. They _____ on the table but they aren't there now.'
6. You _____ at home last night. Where _____ you?



Now You're Talking

Work in pairs or with your tutor. Speak about your day yesterday. Person A should describe his / her day. Person B then has to ask questions. When you have finished, swap roles. How much information can you find out about your partner?

Lesson Six: Can and could



Getting Started

Work with a partner or with your tutor. Make as many sentences as possible with the words “can” and “could”. Do you notice a difference? Say the sentences aloud to test yourself – do they sound correct?



Key Language

We use **can** to express ability eg. *I can run a mile in 4 minutes, I can cook a nice dinner etc.*

can + infinitive (can do / can play / can come etc.):

I/we/you/they he/she/it	can cannot (can't)	do play see come etc.
----------------------------	-----------------------	--------------------------------

can	I/we/you/they he/she/it	do? play? see? come? etc.
-----	----------------------------	------------------------------------

We use **could** to express this in the past tense: *When I was younger, I could run very fast.*

..... use both **can** and **could** to make polite requests:

Can you open the window? **Could** I speak to your boss, please?

Could you hold the door for me? **Can** you tell me the time?



Now You're Talking

Using the language above, do the following exercises. Work in a group, in a pair with another student or with a tutor.

Can you do the following activities? Write an answer using **can** or **can't / cannot**:

1. (swim) I can swim.
2. (ski) _____
3. (play chess) _____
4. (run 5 kilometres) _____
5. (drive a car) _____
6. (speak Chinese) _____
7. (ride a horse) _____

Now ask your partner a question using the word **can** and the activities above. Example: 'Pavel, **can** you swim?'

Complete these sentences. Use **can** or **can't** + one of these verbs:

come find hear see speak

1. I'm sorry but we can't come to your party next Saturday.
2. I like this hotel room. You _____ the mountains from the window.
3. You are speaking very quietly. I _____ you.
4. Have you seen my bag? I _____ it.
5. Catherine got the job because she _____ five languages.

Complete these sentences. Use **can't** or **couldn't** + one of these verbs:

eat decide find go go sleep

1. I was tired but I couldn't sleep.
2. I wasn't hungry yesterday. I _____ my dinner.
3. Ann doesn't know what to do. She _____.
4. I wanted to speak to Martin yesterday but I _____ him.
5. Jim _____ to the concert next Saturday. He has to work.
6. Paula _____ to the meeting last week. She was ill.



Two Minute Talk

Read through each of your answers with your tutor / partner. Make sure you are comfortable saying the full sentences in English. Have you got all the answers correct now?



Revision

Now work through the following exercises. They will help you to revise the language you have just learned.



Two Minute Talk

The table below will test your knowledge of **can** and **cannot**. Work with a tutor or partner or both. Ask the others questions. Then let them ask you the questions.

Can.....?	Tutor	Friend	You
Drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play the guitar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a mobile phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What else can you do?

Can you do anything different, that the others can't do?

What is the most difficult thing you can do?

Complete these sentences. Use **can/ could** or **can't / couldn't**

1. Simon _____ come to the party this evening, he is feeling unwell.
2. Jane ___ ski but her brother ___, he is hoping to learn next year.
3. Frogs ___ fly, but they ___ jump.
4. My neighbours were making so much noise last night, that I ___ sleep.
5. I ___ meet you at 3 because I'll be at work, but I ___ meet you at 4 if you're free?



Two Minute Talk

Now for some revision of language about time, dates and seasons:

Can you name the four seasons?

--	--	--	--

What dates are shown here?



And now the time on these clocks:



Try these questions ...

1. What day was it yesterday?
2. What time did you get up at last Saturday?
3. What month was it 2 weeks ago?
4. What date did you last come to a Fáilte Isteach class?

Can you name the special occasions below? When was the last time you celebrated a special occasion? What was it?





Now You're Talking

Finally, work with a tutor or your partner. On the next page there are four stories. Each story belongs to a famous person. Can you match the story with the picture? Then answer the questions below the stories.



Do you know who these people are?

Why are they famous? In what country were they born? What do or did they do?

Discuss with a partner and your tutor.

Who am I?

I was born in Spain in 1881. As a child I could paint very well and my father, who was an art teacher, taught me until I was 13 years old.

After that, he decided he could not teach me anymore and I was sent to art school in Madrid. I became the most famous artist in the world and I made more than 50,000 art pieces in my life. Who am I?



Who am I?

I was born in 1981 in Houston, Texas. I am a singer and actress. When I was in a band called Destiny's Child. When the band split up I became a solo singer. I have won 17 Grammy Awards and sold over 118 million records worldwide. I married a rapper, Jay-Z, in 2008 and we have one daughter named Blue Ivy. I can now use my fame to help important campaigns such as World Humanitarian Day. Who am I?

younger, I sang in a girl

band. When the band split up I became a solo singer. I have won 17 Grammy Awards and sold over 118 million records worldwide. I married a rapper, Jay-Z, in 2008 and we have one daughter named Blue Ivy. I can now use my fame to help important campaigns such as World Humanitarian Day. Who am I?

Who am I?

I was born in California on the 30th of December 1975. I could hit a golf ball more than 40 metres when I was two, and I was the youngest ever winner of the US Amateur Championship in 1994. I became a professional golfer in 1996 and I won my first major in 1997, the Masters. I am the youngest ever winner of the Masters and I have won 14 majors in my career. I live in Florida now. Who am I?

Who am I?

I am the most famous writer in the English language. I was born in England in 1564 and I went to London to become an actor, but I became famous for writing poetry and plays. I wrote 38 Plays and many of them are still read today, including Hamlet and Romeo & Juliet. I died in 1616. Who am I?

Questions:

1. On what date was Tiger Woods born?
2. Who was Picasso's first art teacher?
3. What was Shakespeare's first job?
4. How many Grammy awards has Beyoncé won?
5. What could Tiger Woods do when he was 2?

MODULE 6 'Health and Wellbeing'

Following this Module you will know:

Lots of vocabulary for conversations with doctors, pharmacists and dentists;

Vocabulary relevant to the subject of health and wellbeing;

How to use adverbs.

Lesson One: Medical vocabulary



Getting Started

Have you been to the doctor / pharmacist in Ireland? Is it different to your home country? Is it expensive? Did you like the doctor – was he / she helpful? Discuss these questions with your partner / a tutor.



Language Builder

Look at the objects below. You can buy them all in a pharmacy. Can you name the objects?



Now look at the words on the next page. Can you match the word with the object in the picture? Say each word aloud and then write it for yourself.

hairbrush pain tablets make-up
toothpaste moisturiser shampoo
plasters medicine hair ties toothbrush

Can you put the words in the correct box below:



Things for your hair	Things for your teeth	Things for your skin	Things for your health



Language Builder

Look at the pictures of sick people below. Say each word aloud. Then make a sentence that begins with "I have a ..." eg. "I have a sore throat".



When were you last sick in one of these ways? What did you do to get better?

When we speak to a doctor, dentist or chemist we often use the verb 'to feel'. Read the examples in the pictures. Can you think of any more examples?



I **feel unwell**. I have a **pain** in my **stomach**.



I **feel dizzy**. I have a terrible **headache**.



I **feel faint**. I have a **fever** and a **high temperature**.



Language Builder

Here is some more very useful vocabulary below. Read the words in the bubble. Say them out loud with your tutor or partner. Listen to how your tutor says them. Copy your tutor. Do you know what they all mean? Now, put each word in a sentence.



prescription cough broken leg medicine
 symptoms remedy illness complaint
 appointment rash sneeze cold flu allergy
 injection sore
 thermometer temperature



Two Minute Talk

Working with a partner, read through the sentences below. Fill in the gaps with the vocabulary in the bubble. Be sure you know the meaning of each word. When you have finished, put each word in the bubble into a new sentence.

- I've eaten too much chocolate. I feel _____.
- Ten people were _____ in the accident.
- Sometimes I have a terrible _____ in my back. It can really _____. I must see a doctor.
- I've got tooth _____, and a head _____. Do you have _____?
- My aunt is very _____ with cancer. We visited her in the _____.





Two Minute Talk

Again working with a partner, read the story below. Then complete the sentences with the words in the bubble. Read the sentences aloud – do they *sound* correct? Ask your tutor if you need help. Be sure you know the meaning of each word.



Last week, I felt _____ so I made an _____ to see Dr Smith. I arrived early, and sat in the _____ and read a magazine. I went in to see the doctor, and I told her what my _____ were. I had a bad _____ and a high _____. She _____ me, and gave me a _____ to take to the chemist.



Language Builder

Below is some more useful vocabulary relating to illness. Make sure you understand what each word means. Put the words into sentences. Speak the sentences aloud.



bandages



plaster



crutches



medicine



doctor



nurse



thermometer



ambulance



Two Minute Talk

Below is a conversation between a patient and a doctor's receptionist. Put the parts of the conversation in the correct order. Then read the conversation aloud with your partner.

B: That's perfect. I'll take that appointment please.

A: Which doctor do you usually attend?

B: I'd like to make an appointment to see the doctor please.

A: At 9 o'clock.

B: I normally see Dr. Ryan.

A: Hello. How can I help you?

B: Thursday? That's a very long time away. I don't think I can wait that long. I have a very bad ear infection.

A: Great. We'll see you at 9 o'clock tomorrow morning.

B: I think I'll have to. I'm in a lot of pain at the moment and I really need to see a doctor.

A: Would you like to see a different doctor instead?

B: Thank you. Goodbye.

A: OK, I can offer you an appointment first thing in the morning with Dr. Williams.

B: At what time does Dr Williams see his first patient?

A: The next appointment I have to see Dr Ryan is Thursday at 3.30pm.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Lesson Two: A trip to the dentist



Getting Started

Have you been to the dentist in Ireland? Is it different to your home country? Are you afraid of the dentist? Have you ever had a bad tooth ache (pain in your tooth)? What do you do to keep your teeth healthy? Discuss these questions with your partner / a tutor.



Language Builder

Below are some pictures related to the dentist and dental health. Say all of the words aloud. Copy your teacher if there are any difficult ones. Then put the words in a sentence.



Two Minute Talk

Now read the words below in the bubble. Do you understand them all? Practise saying them aloud. Listen to your teacher if you are not sure. Can you put the words in a sentence of your own?



Look at the sentences below. Complete these sentences with the words in the bubble.

1. It is important to visit the dentist for a _____ every six months.
2. As I had a cavity, my dentist told me I would need a _____.
3. The _____ is responsible for cleaning your teeth.
4. I couldn't eat my breakfast due to my _____.
5. In order to get a closer look at my teeth, the dentist took an _____.
6. Everyone should brush and _____ their teeth twice a day.
7. The dentist told me that if I continue to eat sweets every day I will get a _____.
8. The dentist has a _____ to assist him.



Two Minute Talk

Work with a partner for this speaking exercise. Pretend you are speaking to your child. Explain to the child about dental hygiene. What should he / she do? Explain to the child about his / her first trip to the dentist. What will he / she experience?



5 Minute Game - Staying Healthy

Enjoy a game / debate / discussion on the topic of "Staying healthy". Below are some suggestions about a healthy lifestyle? Do you agree? Are you a healthy person? Do you enjoy each of these activities / suggestions? Speak with a partner, tutor or group for this exercise.



Never skip breakfast!

Breakfast is the most important meal of the day. A bowl of porridge in winter or a bowl of fruit and yoghurt during the summer are a great way to start the day.



Water is very good for you. Drink 6-8 glasses of water every day.



Instead of frying food, try **grilling, baking** or **steaming** it.



Get a good night's sleep. It is suggested that we **sleep** for 8 hours every night.



Limit the amount of **salt** that you use.



Try to avoid eating too many **sweets, chocolates, crisps** or **cakes**.

Of course, we all need a treat once in a while. So you don't have to avoid sweet things altogether!

It is also important to **exercise** regularly. You don't need to go to the gym or run a marathon. Going for a walk a few times every week is an excellent way of staying healthy and fit.

Lesson Three: Adverbs of frequency



Getting Started

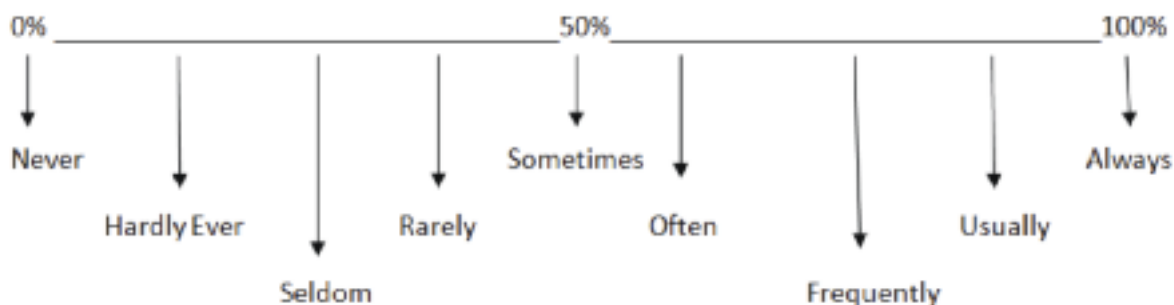
Read the words below. Can you put them into sentences that are true for you? What does each one mean? Can you tell the difference?

never hardly ever seldom always usually frequently
rarely sometimes often



Language Builder

When do we use these kinds of words? We use them to answer questions like: "How often do you ...?" or to express directly how often we do certain things. Look at the diagram below and the sentences below that. Discuss them with your tutor / partner.



We form sentences this way: I + adverb + verb ... for example ... I never play tennis on Tuesdays. Now look at the following examples. Read each one aloud. Do you understand the differences?

1. I am a vegetarian. I **never** eat meat.
2. My sister lives in America. I **hardly ever** see her.
3. I am very lazy. I **seldom** play football.
4. I know sweets are bad for me. I **rarely** eat them.
5. I **sometimes** visit my friend and **sometimes** she visits me.
6. I like chocolate. I **often** eat it.
7. I love crisps. I **frequently** eat them.
8. I am very fit. I **usually** walk to work.
9. I am very punctual. I **always** arrive on time.



Two Minute Talk

Look at the sentences on the next page. Each one should be changed to involve an adverb above. Work alone and write your answers down. Then compare with your partner or ask you tutor for help.

1. My friend rings me. (never)

2. James is very friendly. (always)

3. I get up at 7 o'clock. (usually)

4. He will visit you again. (never)

5. She eats toast for breakfast. (rarely)

6. Have you visited the zoo? (ever)

7. She doesn't play football. (often)

8. Are you there? (already)



Revision

Complete the following exercises, based on language you have learned. Work alone or with your partner / the tutor. If you are unsure of anything, ask. Try to speak as much of the language aloud as possible. Listen to how your teacher says the words.

First, a crossword with vocabulary related to health and wellbeing:

	1.												
					2.				4.				
						3.							
					2.								
												5.	
3.													
						4.							
	5.												

Down

1. These help when you have a broken leg.
2. You take this when you feel sick.
3. Another word for pain.
4. You put this on your toothbrush before brushing your teeth.
5. This person works with the doctor.

Across

1. I am sneezing a lot and I have a headache. I have a _____.
2. You go to see this person when you are sick.
3. A pain in my head.
4. These straighten your teeth.
5. This vehicle takes you to hospital.

Now, can you put these words into sentences? Then can you say what is happening in the pictures below?



How often / frequently do you do the activities in these pictures? Tell us in a full sentence ...



How often do you eat these foods? Tell us in a full sentence ...



Fill in the blanks in the sentences using adverbs of frequency:

1. I really hate broccoli. I _____ eat it.
2. Jane is so busy. I _____ see her.
3. Water is very good for you. I _____ drink eight glasses each day.
4. Salt is bad for you so I _____ add it to my food.
5. Simon likes pasta. He _____ eats it.
6. I love spaghetti Bolognese. I _____ cook it.

Finally, here is a word search with vocabulary from the doctor and the dentist. There are 10 hidden words - how many can you find?

W	X	C	O	U	G	H	G	D	F	S	T
F	G	R	D	S	B	C	H	U	I	R	O
R	N	U	F	V	D	B	F	R	L	I	L
R	U	T	C	D	S	L	K	H	L	U	N
E	M	C	F	C	P	N	M	B	I	X	U
T	E	H	D	S	L	L	K	R	N	C	R
R	D	E	J	B	A	N	D	A	G	E	S
A	I	S	C	R	S	H	O	C	P	R	E
W	C	I	P	E	T	M	B	E	C	S	U
F	I	L	L	N	E	S	S	S	E	O	H
C	N	H	I	G	R	D	S	K	L	B	D
S	E	C	V	B	K	L	O	I	Y	T	P
E	D	B	M	H	E	A	D	A	C	H	E
S	A	P	O	E	N	R	M	T	C	U	R

MODULE 7 'The Future'

Following this Module you will know:

How to speak about hobbies and seasons

Lots of vocabulary about holidays

How to use 'future going to' and 'future will'

Lesson One: Hobbies and seasons



Getting Started

Do you know what a hobby is? Ask your tutor / partner!

Now that you know, what are your hobbies? Do you do these things often? How do they make you feel? Do you do them alone or with a group? Are your hobbies different in Ireland to your home country?



Language Builder

Alone or with your partner / tutor, name the hobbies below. Do you do many of the activities? Does anyone in your family do them? Where would you do each hobby? Put each word into a sentence.





Two Minute Talk

Work with a partner / your tutor. Each person introduces their favourite hobby. How long have you been doing this hobby? How did you begin? What do you like most about it? Try to "sell" your hobby to your partner – convince him / her that it is great fun! Why is this?



Language Builder

Can you name the months of the year in English? And the seasons of the year? Look at the list and pictures below. Copy each word into your notebook and then say each word aloud.

Months of the year:

January	February	March	April	May	June
July	August	September	October	November	December

And now the seasons of the year ...



Spring



Summer



Winter



Autumn



Now You're Talking

Work with a partner / your tutor. Are there any months / seasons that are particularly good for certain hobbies? Skiing in winter? Football in summer? Or are there some hobbies you can play all year? Write down some simple sentences on this topic.

Lesson Two: Holidays



Getting Started

Work with a partner or with your tutor. Have a discussion about your last holiday. Where was it? What did you bring? Did you have good weather? Who did you travel with?



Language Builder

Look at the images and vocabulary below. First read each word aloud with a partner / tutor. Can you say them correctly? Did you use each of these things on your last holiday? Put each word into a sentence. Write the sentence. Speak it to your partner / tutor.





Language Builder

There are some more new words (verbs) below and some holiday destinations. What does each verb mean? Can you put it in a sentence?



Here are some places you might go on holidays. Say each word aloud. Which country is each destination in? Use a verb above to make a sentence about the places i.e. "I want to visit the Pyramids" etc.



Taj Mahal



Mount Everest



Pyramids



Camino de Santiago



Dead Sea



Brooklyn Bridge



Amazon Rainforest



Burj Al Arab



Central Park



Two Minute Talk

Work alone on the crossword below. Ask your tutor if you have a problem with the language. When you have finished, compare with your partner / tutor. Can you find all the answers?

										3.			4.			5.
							2.									
			1.							3.						
2.								4.								
										5.						

ACROSS

1. You will find sand here.
2. This season follows winter.
3. Faster than walking or jogging. . .
4. This form of transport moves on a track.
5. The sun often shines during this season.

DOWN

1. Women wear this when they are swimming or sunbathing.
2. We wear these instead of trousers when it is hot.
3. These are found in Egypt.
4. This will protect your skin from the sun.
5. This type of exercise helps you to relax.



5 Minute Game

This is a game for two people – A and B. A describes the contents of his / her suitcase. B must guess the destination. Say things like “I have sunglasses in my suitcase” etc. Each time B guesses the correct holiday destination, change roles. Use as much of the vocabulary above as you can.

Lesson Three: Using future 'will' and future 'going to'.



Getting Started

This section explains ways of talking about the future. Can you use the phrases above – 'I will' and 'I am going to' – in sentences? Is there a difference? What is the difference? Speak to your tutor or a partner. Write down some sentences with each one.



Key Language

We use both 'will' and 'going to' to describe future actions. We use will when we decide to do something at the time of speaking. We use going to when we have already decided to do something.

Read the following short "story" for an example:

At lunch time, Susan meets Jane. Susan says "Let's have a party!" and Jane replies "Great idea. We will invite lots of people". Later in the day Susan meets Dave. Susan says to Dave: "Jane and I have decided to have a party. We are going to invite lots of people."

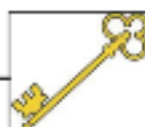
The difference is ... When Susan and Jane speak Susan has a new idea (the party) and makes a decision then. When Susan and Dave speak the idea (to have a party) has already been made before they start speaking.

The future tense with 'will' is formed this way: subject + will + infinitive.

I / you / he / she / it / we / they / you (plural)	will / will not	eat sleep walk drink
--	-----------------	-------------------------------

The future tense with 'going to' is formed this way: subject + be + going + infinitive.

I	am (not) going	to buy a new car.
he/she/it	is (not) going	to eat a chocolate bar.
we/they	are (not) going	to have a lie-in.





Language Builder

Alone or with a partner / tutor, look at the exercise below. Complete the sentence with either 'will' or 'going to'. When you have completed the sentence, read it aloud. Does it *sound* correct?

- A: Why are you turning on the television?
B: I'm going to watch the news (I / watch).
- A: Oh, I've just realised I haven't got any money.
B: Haven't you? Well, don't worry, _____ you some. (I / lend)
- A: I've got a headache.
B: Have you? Wait a second and _____ an aspirin for you. (I / get)
- A: Why are you filling that bucket with water?
B: _____ the car. (I / wash)
- A: I've decided to repaint this room.
B: Oh, have you? What colour _____ it? (you / paint)
- A: Where are you going? Are you going shopping?
B: Yes, _____ something for dinner. (I / buy)



Two Minute Talk

Did you get all the answers correct? If not, do you understand why? Be clear before you go on to the next set of questions. Choose 'will' or 'going to' for each sentence below:

- A: Why are you wearing your coat?
B: Because I _____ (go) to the shops.
- A: I think we are lost!
B: OK, I _____ (find) a garda to ask directions.
- A: The kitchen is on fire!!!!
B: Oh no!!!! I _____ (call) the fire brigade.
- A: I think the dog needs a bath.
B: I know, today I bought the special shampoo. I _____ (wash) him tomorrow.
- A: How are you going to college this afternoon?
B: John _____ (give) me a lift.
- A: Someone's at the door!
B: I _____ (go).

Revision

Using as much language from this unit as possible, enjoy completing the following exercises. They will help you to test your knowledge and understanding of what you have learned. Have fun!

Read the horoscopes below.

Aquarius

Next week, you will have lots of fun. You will meet an old friend. She will have a surprise for you. You will be very excited!

Pisces

Next week, you will have to make an important decision. You will be nervous but don't worry. You will ask for advice and you will make the right choice. Your friends will be very important next week.

Taurus

Someone will tell you a secret. It will be very interesting. You will want to tell a friend. You will have a difficult decision to make, but you will do the right thing.

Virgo

You will work very hard next week. But there will be time for fun too. Remember you will also need time to rest. Stay calm and relax.



EXERCISE

1. Underline the future tense each time it appears above.
2. Write your own horoscope. Choose a star sign and write a few sentences in the future simple about your predictions for next week.

Here is a dialogue between Jack and Maria. Fill in the blanks with 'going to':



Jack: What are you _____ tomorrow? (do)

Maria: I _____ shopping in the morning. (go)

Jack: What are you _____? (buy)

Maria: I _____ a coat and a jumper. (buy)

Jack: What are you _____ afterwards? (do)

Maria: I'm _____ lunch with friends. (have)

Jack: What are you _____? (eat)

Maria: I'm _____ a salad. (have)



What are you going to do? Decide which sentences are true (✓) for you and which are false (x). Compare your answers with the group.

1. I'm going to travel around the world.
2. I'm going to run a marathon.
3. I'm going to write a book.
4. I'm going to learn a language.
5. I'm going to get married.
6. I'm going to learn to fly.
7. I'm going to be famous.
8. I'm going to climb a mountain.



What is going to happen / What are they going to do next ...



Unscramble these sentences which are written in the Future Tense

- 1) give / My / will / me / lift / to / mother / school / a / tomorrow.

- 2) I / buy / this / will / tickets / for / evening. / the / match / the

- 3) win. / They / team / think / our / will

- 4) won't / watch / They / television / weekend. / this

- 5) She / her / have / a / won't / for / lunch / today. / sandwich

- 6) shops? / When / will / they / be / from / the / back

- 7) people. / You / meet / lots / of / will / interesting

- 8) you / come / to / Will / the / cinema / us? / with



Now You're Talking

Finally, work with a partner for this exercise. Imagine you have been on your ideal holiday. Describe what you brought on holiday. Tell your partner what you enjoyed about it. Is there anything you didn't enjoy? Use as much of the vocabulary from this unit as possible.

NOTES

MODULE 8 'School'

Following this Module you will: Have lots of vocabulary about schools and learning; Be able to take part in a parent-teacher meeting with confidence; Understand and be able to use some important pronouns.

Lesson One: Talking about school



Getting Started

Speak with your partner or teacher. Do you have any children or brothers / sisters in school? Did you enjoy school? Did you have a favourite teacher? Think about school in your home country – describe the experience to us. What are the buildings like? What did you bring each day? What did you study?



Language Builder

Look at the pictures and words below. Practise saying the words aloud – listen to how your teacher says each one. Repeat after your teacher. Do you understand them all?



books



school bag



school bus



lunchbox



uniform



pencil case



pencil



pen



blackboard



chalk



teacher



eraser/
rubber



scissors



ruler



sharpener



Two Minute Talk

Put each word above in a sentence. Write the sentence and speak it aloud to your partner / tutor. Imagine you are helping your child prepare for a day at school. Check that he / she has each of the objects – make sentences like "Have you got your ruler?" and "Don't forget your pencil case".

Now complete the following sentences using the words above:

1. The teacher writes on the _____ using _____.
2. I use a _____ to sharpen my _____.
3. Jane carries her _____ to school in her _____.
4. Children travel to school on the _____.
5. Tom put his sandwiches and fruit in his _____ to take them to school.
6. Simon keeps his pens and pencils in his _____.

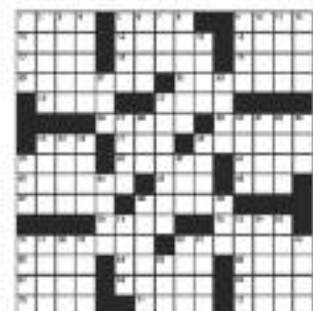


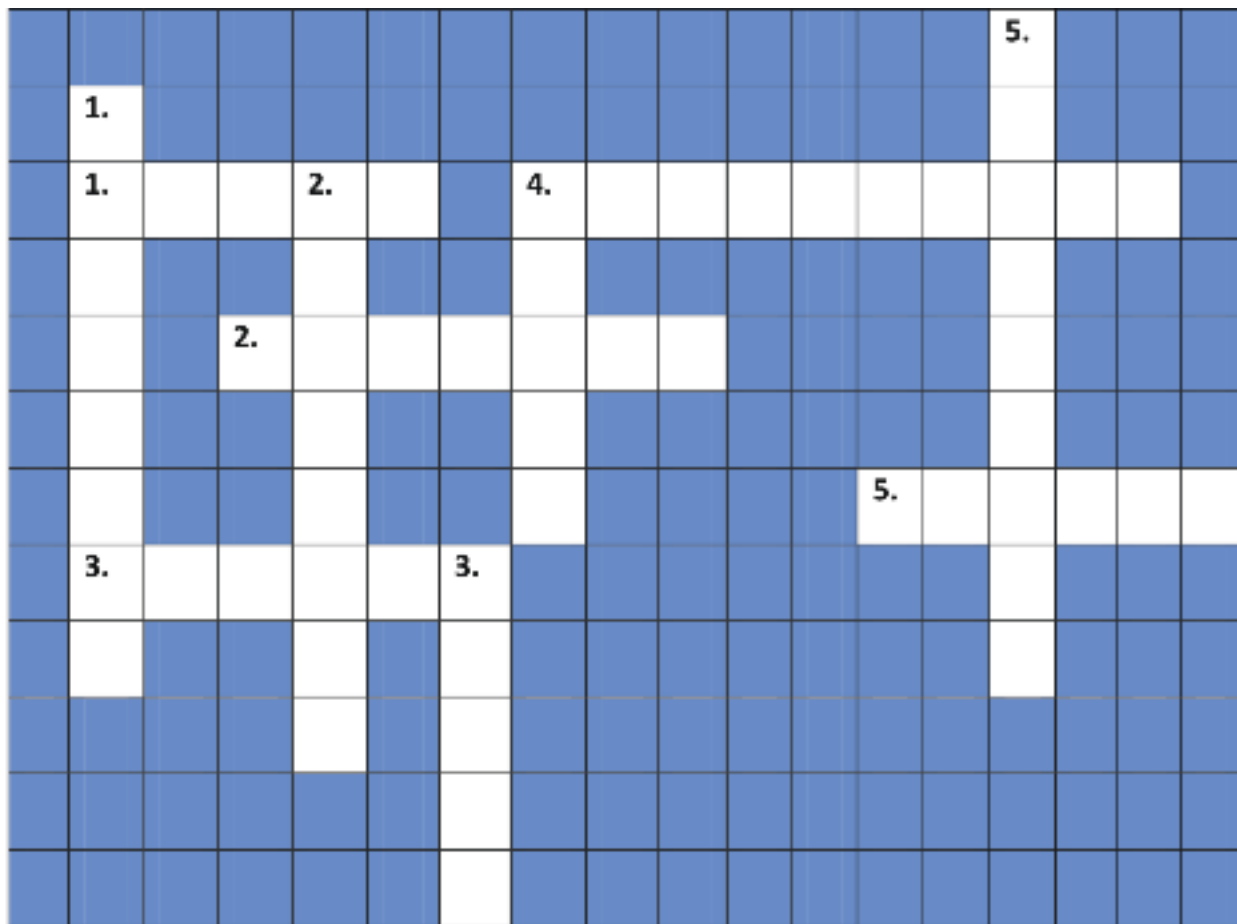
Now You're Talking

On the next page there is a crossword. Begin by working alone. Read all of the clues. Do you understand the words? Ask your teacher if you have any problems. You have learned all the answers above.

Complete the crossword alone, then compare with your partner.

Can you create clues for any other words you have covered?





DOWN

1. This can cut paper.
2. You can put your sandwiches in this.
3. This helps you to draw a straight line.
4. You read from these.
5. This can sharpen a pencil.

ACROSS

1. This is used to write on a blackboard.
2. Children wear this to school.
3. This can correct an error made with pencil.
4. The teacher writes on this with chalk.
5. You can write with this.



Language Builder

Now it's time for some more new language about school. First, discuss with your partner / teacher: what was your favourite subject in school? Did you like languages? Business Studies? Art? Science?

Now look at the pictures on the next page. Read each word aloud. Describe to your tutor what you study in each subject.

Geography



History

Art



Mathematics



Music



Physical Education (PE)



Science



Languages



Construction Studies



Business Studies



Home Economics



Two Minute Talk

Work in pairs or alone. Match a subject from "Column A" with a description from "Column B".

Column A

- Business Studies
- Art
- Construction Studies
- Mathematics
- Science
- Music
- Geography
- Home Economics
- Physical Education (PE)
- History
- Languages

Column B

- How to add, multiply and subtract
- How to speak French
- How to keep fit
- How to cook
- About the past
- How to make items with wood
- About composers and musicians
- How to run a company
- About the weather
- How to paint
- About the natural world

Use the language in the lists on the previous page. Make sentences like this one:

In our _____ class we learn _____.



5 Minute Game

Work with a partner. Write a short paragraph. Describe a day in your life (or your child's life) at school. Use as much vocabulary from this unit as you can.

Lesson Two: Pronouns



Getting Started

Look at the words below. Can you put them in sentences? Work with a partner / tutor and write the sentences. Then say them aloud. Do they sound correct? Can you use all of the words?

mine yours his hers ours theirs



Key Language

We use mine, yours, his, hers, ours and theirs to speak about possession or ownership. Look at the box below – do you understand?

It's my money.	It's mine .
It's our money.	It's ours .
It's your money.	It's yours .
It's his money.	It's his .
It's her money.	It's hers .
It's their money.	It's theirs .





Language Builder

Now try the exercises below, using the language you have learned. Write your answers and check with your teacher / partner.

Finish these sentences with **mine / yours** etc.

1. It's your money. It's yours.
2. It's my bag. It's _____.
3. It's our car. It's _____.
4. They're her shoes. They're _____.
5. It's their house. It's _____.
6. They're your books. They're _____.
7. They're my glasses. They're _____.
8. It's his coat. It's _____.



Replace the words in bold with a possessive pronoun

1. Is this your pencil or is it **Jane's pencils**?
2. **David's teacher** is the best teacher in the whole world.
3. She thought it was her school bag but it's actually **my school bag**.
4. We both keep our pens in the pencil case. It is **our pencil case**.
5. I'm going to sharpen my pencil. Will I sharpen **your pencil** too?
6. I like my uniform, but I prefer **their uniform**.

This time, choose the correct word:

1. It's their / theirs problem, not our / ours. It's their problem not ours.
2. This is a nice camera. Is it your / yours?
3. That's not my / mine umbrella. My / Mine is black.
4. Whose books are these? Your / Yours or my / mine?
5. Catherine is going out with her / hers friends this evening.
6. My / Mine room is bigger than her / hers.
7. They've got two children but I don't know their / theirs names.
8. Can we use your washing machine? Our / Ours is broken.

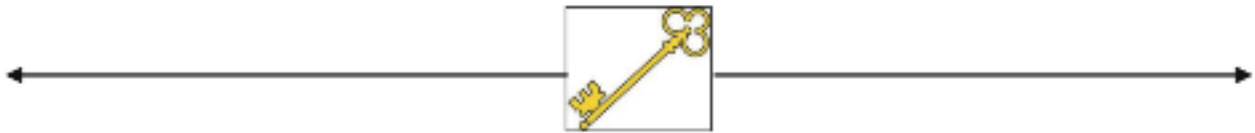




Getting Started

Now think about the following words. Do you know their meaning? Can you put them in sentences? What are the differences between the words? Work with a partner or your tutor if you need to.

this that these those





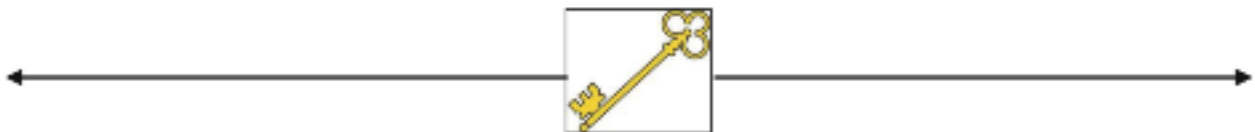
Key Language

This, that, these and **those** are pronouns.

We use **this** and **these** to refer to objects that are close to us (nearby). We use **this** for singular and **these** for plural. 'This is a nice cup of tea' and 'Whose shoes are these?' We also use **this** and **these** to introduce people: 'This is my friend John' and 'These are my sisters, Kate and Susan'.

We use **that** and **those** to talk about objects that are not near us: 'What's that?', 'This is my house and that's Seán's house over there', 'Those are very expensive shoes'. We also use 'that' to speak about something that has just happened, or something that has just been said: 'That was a really nice meal' and 'A: You're a mother, aren't you? B: Yes, that's right'.

this		this picture (= this picture <i>here</i>)	that		that picture (= that picture <i>there</i>)
these		these flowers (= these flowers <i>here</i>)	those		those people (= those people <i>there</i>)



Language Builder

Complete the sentences using the words: this, that, these or those.

- _____ chicken tastes really good!
- What was _____ you said?
- Hello, _____ is Sinéad speaking, how may I help you?
- _____ trousers aren't the right size. Can I change them?

5. Whose is _____ silver Mercedes over there?
6. I'm John and _____ are my children Molly and Jake.
7. What are _____ men doing on the roof?
8. Do you take _____ woman to be your wife?

Lesson Three: Polite Language



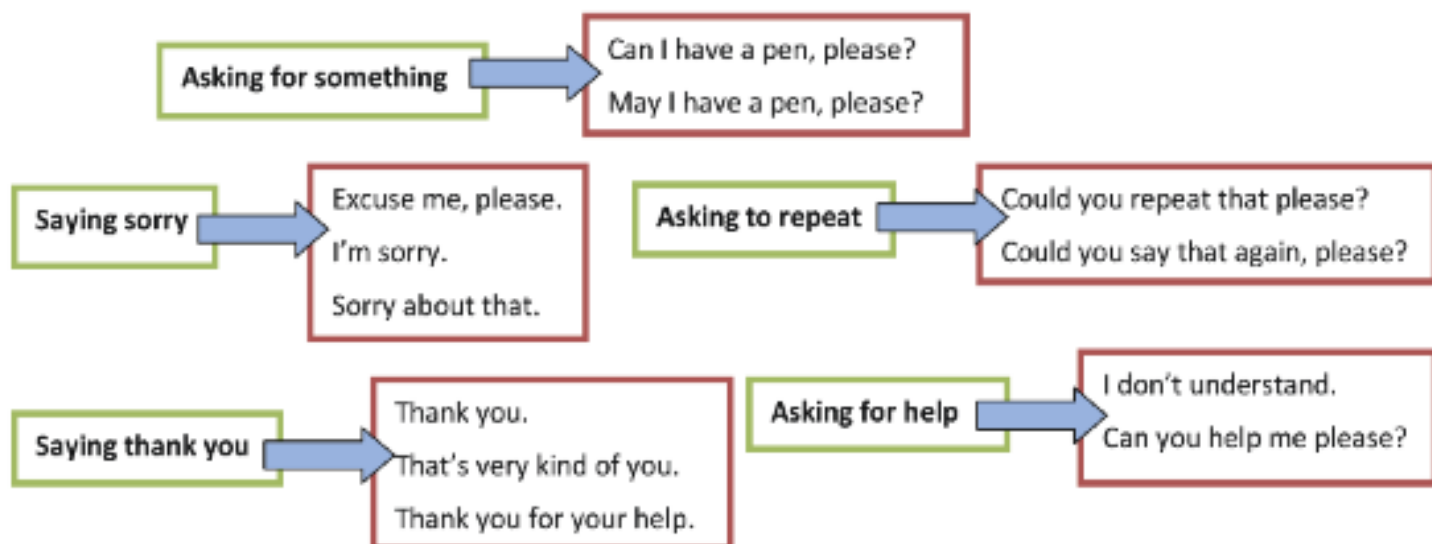
Getting Started

Do you speak the same way to different people? Your children? A policeman? A teacher? A famous person you meet? Sometimes polite language is more appropriate. Do you know any polite language? If you met your child's teacher, what would you say? Work in student pairs (role play) or with your tutor.



Language Builder

Look at the expressions below. Say them aloud to your partner. Do you know what they mean? When would you use them? Put each one in another sentence.



Two Minute Talk

On the next page is a dialogue. A parent and a teacher are speaking. Read the dialogue alone. Are there any words you don't understand? Now read it with a partner – one of you is the teacher, the other the parent. Then swap roles and read again.

Parent: Hello, are you Mr. McKenna?

Teacher: Yes I am.

Parent: I'm Marek's mother.

Teacher: It's lovely to meet you. Take a seat.

Parent: How is Marek doing at school?

Teacher: He is doing very well. He works very hard.

Parent: That's great news.

Teacher: He does have some difficulty with mathematics.

Parent: Is there anything I can do to help?

Teacher: You could check his homework with him each evening, if you have time.

Parent: Yes, of course.

Teacher: He is very interested in history and he remembers everything we learn in class.

Parent: Yes, he repeats all of the stories at home too.

Teacher: I think that is everything. Thank you for coming to see me.

Parent: It was lovely to meet you. Thank you for your time.



5 Minute Game

Have some fun with this one! Imagine another parent-teacher dialogue. This time, the student has been very bold. Working alone, write the dialogue between the teacher and parent. Then practise reading it aloud in pairs. Swap roles so that each person has been a teacher / parent.

Can you think of another situation where polite language is more correct? Write a dialogue for this situation now.

**KEEP
CALM
AND
REVISE**

Revision

[a] Do you remember your first or last day at school? Describe it to your partner / tutor, using as much of the language above as you can.

[b] Imagine that your child is nervous before his / her first day of school. Speak to him / her. Explain what they will see and do in school.

[c] Imagine you have spent your first day in an Irish school. Write a report about what you saw. Use as many pronouns as you can – i.e. his, hers, these, those, etc.

Extra Exercises

Module One

With the exercises below, practise forming the *negative*. Work alone or in pairs. When you have finished share your answers with the group.

Write the negative of these sentences:

1. I play the piano very well. I don't play the piano very well.
2. Jane plays the piano very well. _____.
3. They know my phone number. _____.
4. We work very hard. _____.
5. He has a bath every day. _____.
6. You do the same thing every day. _____.

Complete the following sentences using the negative. Use **don't / doesn't** plus one of the following verbs: cost, go, know, read, see, use, wear.

1. I buy a newspaper every day but sometimes I don't read it.
2. Paul has a car but he _____ it very often.
3. They like films but they _____ to the cinema very often.
4. Amanda is married but she _____ a ring.
5. I _____ much about politics. I'm not interested in it.
6. It's not an expensive hotel. It _____ much to stay there.
7. Brian lives near us but we _____ him very often.

Module Two

Put in **have got ('ve got)**, **has got ('s got)**, **haven't got** or **hasn't got**.

1. Sarah hasn't got a car. She goes everywhere by bicycle.
2. They like animals. They _____ three dogs and two cats.
3. Charles isn't happy. He _____ a lot of problems.
4. They don't read much. They _____ many books.
5. 'What's wrong?' 'I _____ something in my eye.'
6. 'Where's my pen?' 'I don't know. I _____ it.'
7. Julia wants to go to the concert but she _____ a ticket.

Module Three

Complete the sentences below using **some-** or **any-** + **body / thing / where**.

1. 'Do you live _____ near Joe?' No, he lives in another part of town.
2. 'Where shall we go on holiday?' 'Let's go _____ warm and sunny.'
3. They stay at home all the time. They never seem to go _____.
4. I'm going out now. If _____ phones while I'm out, I'll call them back later.
5. Why are you looking under the bed? Have you lost _____?
6. The police have asked that _____ who saw the accident should contact them.

Module Four

Fill in the blanks here with either "like(s)", "would like", "do you like" or "would you like".

1. I _____ swimming in summer.
2. My sister _____ to go to America next year.
3. _____ studying English?
4. _____ to learn Japanese?
5. _____ some wine with your fish?
6. I _____ to go skiing next winter.
7. I _____ reading a newspaper every day.
8. I _____ to have a bath this evening.
9. She _____ going to university in Dublin.

Module Five

Write the questions. Use the words in brackets (...) in the correct order + **was / were**:

1. Q: (late / you / this / morning / why?) A: The traffic was bad.
Why were you late this morning?
2. Q: (difficult / your exam?) A: No, it was easy.

3. Q: (last week / where / Anne and Chris?) A: They were on holidays.

4. Q: (your new camera / how much?) A: Sixty euros.

5. Q: (angry / you / yesterday / why?) A: Because you were late.

6. Q: (nice / the weather / last week?) A: Yes, it was beautiful.
-

Module Six

Now practise your adverbs of frequency as introduced during the Module. Answer the following questions so that they are true for you. Then answer them so that they are true for your partner / husband / wife / brother / sister.

1. How often do you wash the dishes?
2. How often do you wake up at 10 a.m.?
3. How often are you late for work?
4. How often do you cook lunch?
5. How often do you watch TV in the evening?
6. How often do you go to bed at 9 p.m.?
7. How often do you wash your clothes?
8. How often do you study English?

Following the example below, put the adverb of frequency into the sentence in the correct place:

E.g. I go to the park. (often) – I often go to the park.

1. Joanna washes the dishes. (sometimes)
2. Philip is late for work. (never)
3. She wakes up at 6 a.m. (always)
4. Tim comes home late. (often)
5. Roxanna cooks nice dinner. (always)
6. Paul does his homework. (never)

Module Seven

Complete the following sentences with the correct form of “going to” or “will” with the verb provided. Be prepared to explain your choices. (Remember that sometimes you can use either one)

1. Sam feels sick. He _____ (stay) home from work tomorrow.
2. I _____ (finish) my homework later tonight.
3. I left my wallet at home. That’s okay. I _____ lend you some money.

4. The sky is very dark. It _____ (rain).
5. What time _____ he _____ (meet) you tomorrow?
6. Frank _____ (take) a two week holiday next year.
7. That box looks very heavy! I _____ (help) you carry it.
8. I bought some paint because I _____ (paint) my apartment.

Module Eight

Finish these sentences. Use **friend(s) of mine / yours** etc.

1. I went to the cinema with a friend of mine.
2. They went on holidays with some friends of theirs.
3. She's going out for the evening with a friend _____.
4. We had dinner with some _____.
5. I played tennis with a _____.
6. Tom is going to meet a _____.
7. Do you know these people? Are they _____?

NOTES

Module Two

		1.C	R	O	S	2.S			4.P		5.F	
						T			A		R	
			1.C			R			L		E	
	2.M	O	U	S	T	A	C	H	E		C	
			R			I					K	
	3.B	A	L	D		G			4.T	A	L	L
	R		Y			H					E	
	O					5.T	A	N	N	E	D	
	W											
	N											

Sentence match exercise:

- I was really happy when they threw me a surprise party.
 He was so proud when his daughter won the Student of the Year award.
 They were frightened when they saw he had a knife.
 We were very angry when our car was stolen.
 I was so embarrassed when I arrived an hour late for the meeting.
 She was so sad when she lost the match.
 He was very jealous when he heard I was going skiing for two weeks.

Gap fill exercise:

1. When you arrive knock on the door and we will let you in.
2. If you wave at them, they will see you.
3. Please push the door to open it.
4. It is polite to clap at the end of a show or concert.
5. Could you point at the cake you would like to eat?
6. Press the button to turn on the computer.

Module Three

Complete the following sentences using either 'some' or 'any'.

1. We didn't buy any flowers.
2. This evening I'm going out with some friends of mine.
3. A: Have you seen any good films recently?
B: No, I haven't been to the cinema for ages.
4. I didn't have any money, so I had to borrow some.
5. Can I have some milk in my coffee, please?
6. I was too tired to do any work.
7. You can cash these traveller's cheques at any bank.
8. Can you give me some information about places of interest in the town?

Complete the sentences below using some- or any- + body / thing / where.

1. I was too surprised to say anything.
2. There's somebody at the door. Can I go and see who it is?
3. Does anybody mind if I open the window?
4. I wasn't feeling hungry, so I didn't eat anything.
5. You must be hungry. Would you like something to eat?

Module Four

Gap fill exercise with 'what' and 'which':

1. What book are you reading?
2. Which car do you like, John's or Peter's?
3. What is the capital of Ireland?
4. What day is tomorrow?
5. Which is dearer, silver or gold?
6. Which is friendlier, your cat or your dog?
7. What type of car is that?
8. Which coat is yours, the red or the yellow one?
9. What is your name?
10. What shop did Michael go to?

Fill in the blanks using either **what**, **which** or **who** this time.

1. What is the shop assistant's name?
2. Which one shall we buy? The black or red shirt?
3. You can have a shirt or a jumper. Which do you prefer?
4. What day is today? 'Friday.'

5. This is a nice house. Which room is yours?
6. What is your favourite ice cream?
7. Which is more expensive, slimline milk or regular milk?
8. Which is sweeter, chocolate or vanilla?
9. Who is the fastest runner, John or Jenny?
10. What nationality are you?

What would you say to Seamus in the following situations?

1. You want to go to the cinema tonight. Maybe Seamus will go with you. (go)
You say: Would you like to go to the cinema tonight?
2. You want to play hurling tomorrow. Perhaps Seamus will play with you. (play)
You say: Would you like to play hurling with me tomorrow, Seamus?
3. You've got some photographs from your night out on Saturday. Seamus hasn't seen them yet. (see)
You say: Seamus, would you like to see the photos from Saturday night?
4. You have a spare ticket for a match at the Aviva Stadium in Dublin. Perhaps Seamus will go with you. (come)
You say: I have a spare ticket for Saturday's match, would you like to come with me Seamus?
5. It's very cold and Seamus is going outside. He hasn't got a coat, but you have one. (borrow)
You say: It's freezing outside, Seamus – would you like to borrow my coat?

Circle or underline the correct way of forming each sentence below. Be sure you understand the meaning:

1. Would you like / Do you like a glass of water. Yes, I'm very thirsty.
2. Would you like / Do you like football? Yes, Liverpool is my favourite team.
3. Do you like / Would you like Maria? Yes, she's my best friend.
4. Do you like / Would you like bananas? Yes, I love them.
5. Do you like / Would you like to go out for a walk? Not now, maybe tomorrow.
6. What do you like / would you like to drink? An orange juice, please.
7. I like / I'd like Guinness but I don't drink it very often.
8. What time do you like / would you like your breakfast tomorrow morning?
9. Do you like / Would you like your new job? Yes, I'm enjoying it.
10. I'm tired! I like / I'd like to go to sleep now.

Module Five

Put in **am / is / are** (present) or **was / were** (past).

1. Last year she was 22, so she is 23 now.
2. Today the weather is nice, but yesterday it was very cold.
3. I am hungry. Can I have something to eat?
4. I feel fine this morning but I was very tired last night.
5. Where were you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They are very expensive.
7. I like your new jacket. Was it expensive?
8. This time last year I was in Galway.

Put in **was / were** or **wasn't / weren't**.

1. We weren't happy with the hotel. Our room was very small and it wasn't very clean.
2. George wasn't at work last week because he was very ill. He's better now.
3. Yesterday was a public holiday so the shops were closed. They're open today.
4. 'Were Sue and Bill at the party?' 'Sue was there but Bill wasn't.'
5. 'Where are my keys?' 'I don't know. They were on the table but they aren't there now.'
6. You weren't at home last night. Where were you?

Complete these sentences. Use **can** or **can't** + one of these verbs:

come find hear see speak

1. I'm sorry but we can't come to your party next Saturday.
2. I like this hotel room. You can see the mountains from the window.
3. You are speaking very quietly. I can't hear you.
4. Have you seen my bag? I can't find it.
5. You are speaking very quietly. I can't hear you.

Complete these sentences. Use **can't** or **couldn't** + one of these verbs:

eat decide find go go sleep

1. I was tired but I couldn't sleep.
2. I wasn't hungry yesterday. I couldn't eat my dinner.
3. Ann doesn't know what to do. She can't decide.

4. I wanted to speak to Martin yesterday but I couldn't find him.
5. Jim can't go to the concert next Saturday. He has to work.
6. Paula couldn't go to the meeting last week. She was ill.

Complete these sentences. Use **can/ could** or **can't / couldn't**

1. Simon can't come to the party this evening, he is feeling unwell.
2. Jane can ski but her brother can't, he is hoping to learn next year.
3. Frogs can't fly, but they can jump.
4. My neighbours were making so much noise last night, that I couldn't sleep.
5. I can't meet you at 3 because I'll be at work, but I can meet you at 4 if you're free?

Module Six

Gap Fill exercise:

1. I've eaten too much chocolate. I feel sick.
2. Ten people were injured in the accident.
3. Sometimes I have a terrible pain in my back. It can really hurt. I must see a doctor.
4. I've got toothache and a headache. Do you have an Aspirin?
5. My aunt is very ill with cancer. We visited her in the hospital yesterday.

Gap Fill exercise:

Last week, I felt ill so I made an appointment to see Dr Smith. I arrived early, and sat in the waiting room and read a magazine. I went in to see the doctor, and I told her what my symptoms were. I had a bad headache and a high temperature. She examined me, and gave me a prescription to take to the chemist.

Gap Fill exercise:

1. It is important to visit the dentist for a check-up every six months.
2. As I had a cavity, my dentist told me I would need a filling.
3. The dental hygienist is responsible for cleaning your teeth.
4. I couldn't eat my breakfast due to my tooth ache.
5. In order to get a closer look at my teeth, the dentist took an x-ray.
6. Everyone should brush and floss their teeth twice a day.
7. The dentist told me that if I continue to eat sweets every day I will get a cavity.
8. The dentist has a dental nurse to assist him in the surgery.

Adverbs of frequency:

1. My friend never rings me.
2. James is always very friendly.
3. I usually get up at 7 o'clock.
4. He will never visit you again.
5. She rarely eats toast for breakfast.
6. Have you ever visited the zoo?
7. She doesn't play football often.
8. Are you already there?

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Module Seven

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Complete the sentence with either 'will' or 'going to'.

- A: Why are you turning on the television?
 B: I'm going to watch the news (I / watch).
- A: Oh, I've just realised I haven't got any money.
 B: Haven't you? Well, don't worry, I will lend you some. (I / lend)
- A: I've got a headache.
 B: Have you? Wait a second and I'll get an aspirin for you. (I / get)
- A: Why are you filling that bucket with water?
 B: I'm going to wash the car. (I / wash)
- A: I've decided to repaint this room.
 B: Oh, have you? What colour are you going to paint it? (you / paint)
- A: Where are you going? Are you going shopping?
 B: Yes, I'm going to buy something for dinner. (I / buy)

Choose 'will' or 'going to' for each sentence below:

- A: Why are you wearing your coat?
 B: Because I'm going to the shops.
- A: I think we are lost!

- B: OK, I will find a garda to ask directions.
3. A: The kitchen is on fire!!!!
B: Oh no!!!! I'll call the fire brigade.
4. A: I think the dog needs a bath.
B: I know, today I bought the special shampoo. I'll wash him tomorrow.
5. A: How are you going to college this afternoon?
B: John will give me a lift.
6. A: Someone's at the door!
B: I'll go!

Unscramble these sentences which are written in the Future Tense

- 1) give / My / will / me / lift / to / mother / school / a / tomorrow.
My mother will give me a lift to school tomorrow.
- 2) I / buy / this / will / tickets / for / evening. / the / match / the
I will buy tickets for the match this evening.
- 3) win. / They / team / think / our / will
I will buy the tickets for the match this evening.
- 4) won't / watch / They / television / weekend. / this
They won't watch television this weekend.
- 5) She / her / have / a / won't / for / lunch / today. / sandwich
She won't have a sandwich for lunch today.
- 6) shops? / When / will / they / be / from / the / back
When will they be back from the shops?
- 7) people. / You / meet / lots / of / will / interesting
You will meet lots of interesting people.
- 8) you / come / to / Will / the / cinema / us? / with
Will you come to the cinema with us?

Module Eight

Now complete the following sentences using the words above:

1. The teacher writes on the blackboard using chalk.
2. I use a sharpener to sharpen my pencil.
3. Jane carries her books to school in her school bag.
4. Children travel to school on the school bus.
5. Tom put his sandwiches and fruit in his lunchbox to take them to school.
6. Simon keeps his pens and pencils in his pencil case.

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Replace the words in bold with a possessive pronoun

1. Is this your pencil or is it **hers**?
2. **His** is the best teacher in the whole world.
3. She thought it was her school bag but it's actually **mine**.
4. We both keep our pens in the pencil case. It is **ours**.
5. I'm going to sharpen my pencil. Will I sharpen **yours** too?
6. I like my uniform, but I prefer **theirs**.

This time, choose the correct word:

1. It's **their** / theirs problem, not our / **ours**. It's their problem not ours..
2. This is a nice camera. Is it your / **yours**?
3. That's not **my** / mine umbrella. My / **Mine** is black.
4. Whose books are these? Your / **Yours** or my / **mine**?
5. Catherine is going out with her / **hers** friends this evening.

6. My / Mine room is bigger than her / hers.
7. They've got two children but I don't know their / theirs names.
8. Can we use your washing machine? Our / Ours is broken.

Complete the sentences using the words: **This / this, That / that, These / these or Those / those.**

1. This chicken tastes really good!
2. What was that you said?
3. Hello, this is Sinéad speaking, how may I help you?
4. These trousers aren't the right size. Can I change them?
5. Whose is that silver Mercedes over there?
6. I'm John and these are my children Molly and Jake.
7. What are those men doing on the roof?
8. Do you take this woman to be your wife?

Extra Exercises (Answers)

Write the negative of these sentences:

1. I play the piano very well. I don't play the piano very well.
2. Jane plays the piano very well. Jane doesn't play the piano very well.
3. They know my phone number. They don't know my phone number.
4. We work very hard. We don't work very hard.
5. He has a bath every day. He doesn't have a bath every day.
6. You do the same thing every day. You don't do the same thing every day.

Complete the following sentences using the negative. Use **don't / doesn't** plus one of the following verbs: cost, go, know, read, see, use, wear.

1. I buy a newspaper every day but sometimes I don't read it.
2. Paul has a car but he doesn't use it very often.
3. They like films but they don't go to the cinema very often.
4. Amanda is married but she doesn't wear a ring.
5. I don't know much about politics. I'm not interested in it.
6. It's not an expensive hotel. It doesn't cost much to stay there.
7. Brian lives near us but we don't see him very often.

Put in **have got ('ve got), has got ('s got), haven't got or hasn't got.**

1. Sarah hasn't got a car. She goes everywhere by bicycle.
2. They like animals. They've got three dogs and two cats.

- Charles isn't happy. He's got a lot of problems.
- They don't read much. They haven't got many books.
- 'What's wrong?' 'I've got something in my eye.'
- 'Where's my pen?' I don't know. I haven't got it.'
- Julia wants to go to the concert but she hasn't got a ticket.

Complete the sentences below using some- or any- + body / thing / where.

- 'Do you live anywhere near Joe?' No, he lives in another part of town.
- 'Where shall we go on holiday?' 'Let's go somewhere warm and sunny.'
- They stay at home all the time. They never seem to go anywhere.
- I'm going out now. If somebody phones while I'm out, I'll call them back later.
- Why are you looking under the bed? Have you lost something?
- The police have asked that anybody who saw the accident should contact them.

Fill in the blanks here with either "like(s)", "would like", "do you like" or "would you like".

- I like swimming in summer.
- My sister would like to go to America next year.
- Do you like studying English?
- Would you like to learn Japanese?
- Would you like some wine with your fish?
- I would like to go skiing next winter.
- I like reading a newspaper every day.
- I would like to have a bath this evening.
- She likes going to university in Dublin.

Write the questions. Use the words in brackets (...) in the correct order + was / were:

- Q: (late / you / this / morning / why?) A: The traffic was bad.
Why were you late this morning?
- Q: (difficult / your exam?) A: No, it was easy.
Was your exam difficult?
- Q: (last week / where / Anne and Chris?) They were on holidays.
Where were Anne and Chris last week?
- Q: (your new camera / how much?) Sixty euros.
How much was your new camera?
- Q: (angry / you / yesterday / why?) Because you were late.
Why were you angry yesterday?
- Q: (nice / the weather / last week?) Yes, it was beautiful.

Was the weather nice last week?

Now practise your **adverbs of frequency** as introduced during the Module. Following the example below, put the adverb of frequency into the sentence in the correct place:

E.g. I go to the park. (often) – I often go to the park.

1. Joanna sometimes washes the dishes.
2. Philip is never late for work.
3. She always wakes up at 6 a.m.
4. Tim often comes home late.
5. Roxanna always cooks nice dinner.
6. Paul never does his homework.

Complete the following sentences with the correct form of “going to” or “will” with the verb provided. Be prepared to explain your choices. (Remember that sometimes you can use either one)

1. Sam feels sick. He is going to stay home from work tomorrow.
2. I will / am going to finish my homework later tonight.
3. I left my wallet at home. That’s okay. I will lend you some money.
4. The sky is very dark. It will / is going to rain.
5. What time is he going to meet you tomorrow?
6. Frank will / is going to take a two week holiday next year.
7. That box looks very heavy! I will help you carry it.
8. I bought some paint because I am going to paint my apartment.

Finish these sentences. Use **friend(s) of mine / yours** etc.

1. I went to the cinema with a friend of mine.
2. They went on holidays with some friends of theirs.
3. She’s going out for the evening with a friend of hers.
4. We had dinner with some friends of ours.
5. I played tennis with a friend of mine.
6. Tom is going to meet a friend of his.
7. Do you know these people? Are they friends of yours?

