

MODULE 1 'Food and Drink'

Following this Module you will:

know much more vocabulary about food and food culture;

Be able to speak in detail about food preparation;

know how to use the present simple (I cook) and present continuous (I am cooking).

Lesson One: Vocabulary (Food Culture)



Getting Started

Think about how, what and when people eat in your native country. Are the eating habits different to Ireland? How so? Do you eat a different diet here? Or at different times? Or different social situations? Discuss in pairs, small groups or with your tutor.

What kind of foods do people eat in the following countries?: Italy; Japan; Mexico; Ireland; France; Spain.



Language Builder

Read through the words below aloud. Do you know their meaning?

The definitions of the words are written underneath, can you match the correct definition to the words above? Work individually or in pairs.

heat up

takeaways

soup

fat

wholemeal

fuel

dishes

stew

portions

eat out

honey

Definitions ...



1. Sweet, golden food made by bees, which people often eat
2. Food you buy from a restaurant to eat at home
3. The amount of food served for one person
4. To have a meal in a restaurant, not at home
5. To make cold food hot
6. Food from animals or plants used for cooking e.g. oil, butter, etc
7. Made from brown flour
8. Meat cooked for a long time with vegetables
9. A liquid food, made of vegetables, e.g. tomatoes, onions
10. Food prepared in a particular way, e.g. sushi, lasagne
11. Source of energy, e.g. petrol, oil



Language Builder

Now read the following two pieces of text. They are answers to questions. The first set of answers was given by **Jennifer O'Reilly**, a lawyer from San Francisco now living in New York City. The second set of answers was given by **Miriam Saviniagn** who is an IT consultant from Nice, France.

Read each set of answers once, be sure you understand the meaning. Now read for a second time: which questions do you think these ladies were answering?



Jennifer O'Reilly

A.... I think that people try to improve their eating habits, but they do it the wrong way by following strange diets like the Atkins diet. Personally, I don't think it's healthy to cut out whole groups of foods like carbohydrates.

B.... No, I don't usually do it because I don't have the time or talent to cook meals. Instead, I often **heat up** frozen meals or order **takeaways**.

C.... Sometimes I get fast food for lunch. I absolutely love French fries. I admit I feel terrible about it afterwards. But I don't do it very often.

D.... I usually have a bowl of cereal with milk or yoghurt for breakfast. For lunch I go to a restaurant next to my office. I like Japanese and Indian food. I would usually eat rice with fish and vegetables, and **soup** or sushi. In the evening I just have a light snack at home.

E.... I am trying to reduce the amount of **fat** I eat. I am also trying to eat more **wholemeal** bread.

F.... Not really. I enjoy certain types of food but most meals are just **fuel** to keep me going throughout the day.



Miriam Saviniagn

A.... Yes, I cook every evening for my family. I often make soup or traditional French **dishes** like 'boeuf bourguignon', which is a kind of beef and red wine **stew**, and then we have cheese and salad. It may seem like a lot but we eat small **portions**. Quality is more important to me than quantity.

B.... Yes, I'm trying to eat less chocolate.

C.... I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.

D.... Not at home. I think most of the food I cook is healthy, but occasionally when I **eat out** I have something unhealthy, but it doesn't worry me.

E.... Yes, definitely. Good meals with my family make me happy!

F.... I'm quite traditional and have three main meals a day. For breakfast, I like hot chocolate and bread and butter with **honey** or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon I have fruit with biscuits or a piece of chocolate. In the evening I have a proper meal with my family.



Two Minute Talk

Below are the questions that the women above were asked. Individually or in pairs, match the correct numbers with the correct letters in each interview. Compare with your partner / discuss with the tutor.

After this, answer the questions for yourself.

1. Is eating a pleasure for you?
2. What do you eat on a typical day?
3. Do you ever cook?
4. Do you ever eat unhealthy food? How do you feel about it?
5. Are you on a diet at the moment? Are you trying to cut down on anything?
6. Do you think people in your country eat more healthily than they did in the past?



Language Builder

Answer the questions below about the two ladies above. Be sure you understand each of the words / phrases. Do this exercise alone.

Who....?

1. .. likes eating?
2. .. prefers eating good food to eating a lot of food?
3. .. eats ready-made food?
4. .. cooks meals for her family?
5. .. eats a lot of sweet things?
6. .. often eats in restaurants?
7. .. is trying to eat less of something?
8. .. is negative about eating habits in her country?
9. .. feels bad when she eats unhealthily?





Language Gold

Now revise all the words below. Say them aloud and practise writing them. Some of the words are new.

heat up	dining	waiter	takeaways	soup	fat
wholemeal	stew	negative	unhealthy	particular	honey
fuel	unhealthily	dishes	stew	portions	eat out



Now You're Talking

Work in pairs or small groups. Form a sentence using the words above. Write the sentence down, then practise saying the sentence aloud.



5 Minute Games

Try one of these ideas. In each case, use as much vocabulary learned in this unit as possible.

- [1] Prepare a diet for a person who is taking part in the RTE show *Operation Transformation*. What should(n't) he / she eat. How often?
- [2] Imagine you are hosting a dinner for your favourite movie / rock star. Write to their manager asking about his / her dietary habits. Now imagine that you are the star's manager: write the reply.
- [3] Write to a pen pal in your home country, describing how you have been eating since you came to Ireland.

Lesson Two: Vocabulary (Cooking & Eating)



Getting Started

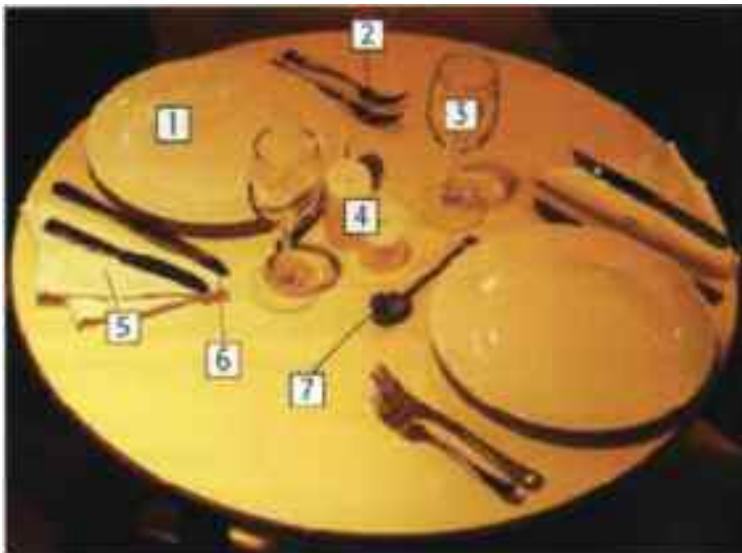
Think of different ways in which food can be prepared. How many can you name? Do you have a favourite way to prepare food? Is there a way preparing food that is traditional in your home country? Do this activity in a small group and share your answers.



Language Builder

Do this in pairs. Looking at the larger picture on the next page and name the objects that you would typically find on a table. Use the vocabulary in the box to the right of the picture to help you.

With the strip of pictures below the large picture, match the food descriptions above it with the correct picture. Say each word / phrase aloud and practise writing it.



Knife	Fork	Plate
Salt and Pepper	Spoon	
	Glass	Napkin

Boiled Rice	Roast Chicken
Baked Potatoes	Grilled Sausages
Steamed, Crunchy Vegetables	Fried Eggs



Two Minute Talk

Work in pairs. Imagine your partner is an alien from Mars. Describe, using the vocabulary above, how you eat your dinner using the cutlery, plates, condiments etc. Next, think of the last time you ate one of the foods numbered 11 to 16. Was it enjoyable? When was it?



Language Builder

Look at the new vocabulary in the exercises below. Match the terms in red with the definitions alongside. Ask your tutor if you are unclear about anything.

DESCRIBING FLAVOURS

bitter	ready to eat
ripe	with sharp taste like dark chocolate
mushy	fried in oil, e.g. a lot of takeout food
salty	crisp, easily breakable, e.g. biscuits, cereal, nuts
greasy	very soft
crunchy	food that has a lot of salt added

DESCRIBING PREPARATION AND COOKING

baked	chopped or cut into small, square pieces
boiled	cooked in the oven without oil
fried	cooked in the oven with oil
roast/roasted	cooked in a pot, usually in water
diced	cooked in a pan, usually with oil

Answer the questions below...

1. How often do you eat ...?

- a. take-away food b. ready-cooked meals
c. low-fat food d. home-made food



2. What's your favourite...?

- a. fruit b. vegetable c. snack d. homemade dish

3. What food do you like eating...?

- a. when the weather's very cold
b. when you're feeling a bit down
c. for Sunday lunch



4. Is there any kind of food you can't eat?

5. How important are these in a restaurant?

Number 1-4 (1- the most important)

- the food the service
the atmosphere the price

6. If you eat steak, how do you like it cooked?
(rare, medium, well done)



Now You're Talking

In pairs or in small groups use the vocabulary you have learned above. Describe the food that you would have for the following meal[s] and the way it would be prepared:

[a] A romantic meal for Valentine's Day.

[b] You are in the final of Master Chef Ireland. Your task is to prepare your best dish to impress the judges: what will it be?

[c] Your favourite childhood meal.



5 Minute Game

This game is a role play for two people. Pretend you are in a restaurant. You are a very awkward customer and ask many, many questions about the food (using the vocabulary above!). When the food arrives it is quite poor: problems with flavour, texture, quality etc.

Call your waiter and make a complaint. Remember the American saying, "The customer is king!"

When you have completed this fun role play, swap around and play the role of the waiter.

Lesson Three: Present simple / continuous



Getting Started

Read this paragraph with your tutor / partner. Underline the verb (action word). Can you see the difference? Explain the difference.

"Seán is watching television. He is not playing the guitar. But Seán has a guitar. He often plays it and he plays it very well. Seán plays the guitar but he is not playing the guitar now."

Is he playing the guitar? No, he isn't. (*present continuous*)

Does he play the guitar? Yes, he does. (*present simple*)

Now, look at 'Key Language' below for an explanation.



Key Language

Present continuous – 'I am doing' – now, at the time of speaking:

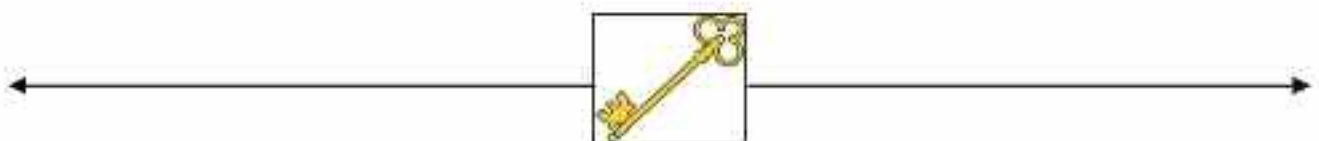


I'm working. Tom **is having** a shower. **It's raining.** **I'm watching** it. What **are you doing**?

Present simple – 'I do' – in general, all the time, or some times.



I work every day from 9 to 5. Tom **has** a shower every morning. **It rains** a lot every winter. I don't **watch** TV every day. What **do** you usually **do** at the weekend?





Language Builder

Complete the exercises alone. Then compare with your neighbour.

Put in **am / is / are** or **do / don't / does / doesn't** to complete the sentences:

1. Excuse me, do you speak English?
2. 'Where's Ann?' 'I _____ know.'
3. What's funny? Why _____ you laughing?
4. 'What _____ your sister do?' 'She's a dentist.'
5. It _____ raining. I _____ want to go out in the rain.
6. 'Where _____ you come from?' 'Canada'.
7. How much _____ it cost to phone Poland?
8. George is a good football player but he _____ play very often.



Language Builder

In the following exercises put the verb into the **present continuous** or the **present simple**.

1. Excuse me. Do you speak (you / speak) English?
2. 'Where's Tom?' 'He's having (he have) a shower'.
3. _____ (I / not / watch) television very often.
4. Listen! Somebody _____ (sing).
5. Sandra is tired. _____ (she / want) to go home now.
6. How often _____ (you / read) the newspaper?
7. 'Excuse me but _____ (you / sit) in my place'.
'Oh, I'm sorry'.



Now You're Talking

Work in pairs or groups of three. Read the paragraphs below aloud. Each paragraph is the answer to a question. Read the paragraph, then write the question above.

a. Question: _____

"I don't eat breakfast at home because I can't get up early enough! I have a bagel and coffee at the office. I usually have lunch near the office with people I work with. In the past, I used to go to fast food restaurants and have pizza or fried chicken and chips, but now I prefer something healthier so I eat at sushi restaurants and restaurants which serve organic food. I normally go out for dinner too."

b. Q: _____

"I enjoy cooking but I work quite late every day and also my kitchen is too small. My boyfriend is a better cook anyway."

c. Q: _____

"Well I don't eat fast-food anymore and I don't eat a lot of sweet things. But I drink coffee every day. I think I'm addicted to caffeine."

d. Q: _____

"No, I eat healthily and do exercise regularly so I don't think I need to cut down on anything."

e. Q: _____

"Well, it's difficult to say. If you often eat fast-food or order takeout then your eating habits may be getting worse. However, if you cook at home, there are many interesting and healthy foods being imported to Ireland from other countries which you can use. I think, generally, there is more healthy food available and because of that people's diets are healthier."

Now, look at some of the answers below. Can you choose the correct form of the verb? Work with a partner. Circle the correct form.

1. I think Irish people *get* / *are getting* fatter.
2. I *usually have* / *I'm having* breakfast at work.
3. I used to go to fast food restaurants but now I *prefer* / *am preferring* something healthier.
4. I *am drinking* / *drink* a lot of tea every day.



Finally, use the language in the box below to ask your partner / tutor some questions:

How many cups of coffee / drink a day?
Where / usually have lunch?
What / usually have for breakfast?
/ try to eat healthily at the moment?
/ take any vitamins or food supplements at the moment?
/ you hungry? / want something to eat?
/ need to buy any food today?
/ prefer eating at home or eating out?
How often / eat out a week?



Revision

Use the vocabulary and tenses you have learned in this Module.

Pretend you are in a café. You are speaking to your friend (Patricia) on your mobile phone. Suddenly you see another friend, Alan, at another table in the café. Alan is eating some unusual food. Tell Patricia what Alan is eating and remind her of what he usually eats. Use your imagination and as much learned language as you can!

NOTES

MODULE 2 'Sport'

Following this Module you will:

- Know about fair and unfair ways to win at sports.
- Have read about Lance Armstrong and his amazing fall from grace.
- Be familiar with several ways of speaking about the past.
- Have encountered the story of the amazing Olympian Mark Spitz.

Lesson One: Sports – fair play and foul!



Getting Started

Do you play sports? Do you have a favourite one? Or maybe you like to watch sports in person or on television. Tell you tutor / classmates. Are there any traditional sports in your home country that we do not have here? Have you seen Irish traditional sports? Tell us!

Now answer these general questions before you go any further:

- What's your favourite sport? How often do you play it?
- Which sport is the most famous in Ireland? Do you like it?
- Which sports do you think are dangerous? Why?
- In which sports are there most cases of cheating? How do people cheat in sports?



Language Builder

Read the following short articles about sports people. The subject is cheating in sport. Do you understand what that means? As you read through take note of any words / phrases you don't understand. At the end: [a] summarise the articles in your own

words for your teacher, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

1. Boris Onischenko (Fencing)

Boris Onischenko was an army officer from Ukraine.

He entered the 1976 Olympics in Montreal and was competing against Jim Fox. The electronic score board was showing 'hit' after 'hit' for Boris which showed he was winning. However Jim Fox protested. He said that Boris wasn't hitting him but was still scoring points. The Olympic officials examined Boris's sword and discovered that he had wired it so that he could trigger the electronic system with his hand! He could turn on the 'hit' light on the scoreboard even though he hadn't hit Fox. Boris was disqualified and the Irish newspapers called him Dishonischenko.

2. Sylvester Carmouche (Horse Racing)

Sylvester Carmouche was a jockey.

On a foggy afternoon in 1990 he won a horse race finishing well ahead of all other jockeys. But it was not as it seemed. Carmouche had dropped out of the middle section of the race and hid in the fog! As the other jockeys were entering the last part of the race, he rejoined them. But he should have waited a little longer because he appeared back in the race too much ahead of the others raising suspicion. He was disqualified and banned from racing for 10 years.

3. Fred Lortz (Athletics)

Fred Lortz was an athlete who won the marathon at the St Louis Olympic Games in 1904.

He finished the race in 3 hours and 13 minutes. After the race, Fred had already been photographed with Alice Roosevelt the daughter of the US president, and was about to receive his medal when somebody shouted 'cheater!' The news got out that he had travelled 11 miles as the passenger in a car! He didn't win the gold medal and was banned from athletics.



Two Minute Talk

Discuss the articles above with your tutor or a fellow student. Do you agree or disagree with the actions of the athletes? Would you be tempted to do something similar? Why? Why not? Can you name any other famous cheaters? Imagine you are one of the athletes above – make a short speech to a newspaper to defend your actions.

Lesson Two: Lance - from hero to zero?



Getting Started

Read the following article about the world famous cyclist Lance Armstrong. Before you read, tell your tutor / classmates what you know about Armstrong's story already. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the articles in your own words for your teacher, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

World Renowned Cyclist Lance Armstrong Cheated: Erased from Record Books

Lance Armstrong "has no place in cycling," the president of the governing body for cycling said this week. And with those words, the organization took away Armstrong's seven Tour de France victories. They also banned him for life from competing in cycling.

Even though Armstrong came in first in those races, he used banned *performance enhancing drugs* to help him compete and win races. So the International Cycling Union (UCI) is erasing him from the sport's history books.



The UCI was responding to a report produced by the U.S. Anti-Doping Agency. It contained information proving, it says, the cyclist cheated.

Armstrong will lose all of the titles he has won in cycling since 1998 including, it seems likely, his bronze medal from the 2000 Olympics.



The UCI will also be asking Armstrong to pay back the millions of euros he was given for coming in first in the Tour de France races and other competitions. Those races will show “no winner.”

Armstrong was one of the best cyclists in the world, and a popular and inspirational athlete whose yellow jerseys and bright yellow “LiveStrong” bracelets were synonymous with the sport of road cycling. Money from Armstrong’s bracelet sales went to the Lance Armstrong Foundation to fight cancer. Earlier this month, Armstrong stepped down as the foundation’s director.

Armstrong is a cancer survivor. In October 1996, when he was 25, Armstrong was diagnosed with advanced testicular cancer which eventually spread to his lungs, abdomen and brain. One doctor said he had less than a 40 per cent chance of surviving.

But he fought back and, through surgery and chemotherapy and, many say sheer grit and determination, he conquered the disease and in February 1997 was declared cancer-free.

Armstrong went on to carve out an incredible racing career, winning the Tour de France (the most prestigious cycling event in the world) each year from 1999 to 2005.

Armstrong has long fought accusations that he and his team took steroids and other drugs to help them compete. He said he has passed hundreds of drug tests that showed he did not have drugs in his system. He said those tests prove he didn’t cheat.

Last August the U.S. Anti-Doping Agency produced a 200-page report that confirms the charges against Armstrong. The report contains information from 26 people, including 11 of his former teammates, as well as medical evidence that proves he cheated and pressured others on his team to cheat as well.

This week, the organization in charge of the sport said it agreed with the Anti-Doping Agency’s findings and ordered his victories to be erased. Many of Armstrong’s sponsors, such as Nike and Oakley sunglasses have dropped Armstrong as their spokesman.

The Anti-Doping Agency’s report also implicates other cyclists, a doctor, a medical official and a cycling coach, some of whom also received lifetime bans from the sport.



Two Minute Talk

Discuss among your fellow students or with your tutor, your feelings about Lance Armstrong. Do you agree with what he did? Do you think it is understandable? Imagine you have to defend Lance Armstrong – that you are his Public Relations spokesperson. What would you say? Do you think he has been treated fairly?

Lesson Three: Talking about the past



Getting Started

Speak to your tutor about the past week and things you have done. What did you do last Sunday? What were you doing this time yesterday? Which forms of the past tense do you use? Why? Then look at the 'Key Language' section below. Read carefully through the past tenses – which do you use most often?



Key Language

Past Continuous: was / were + verb + ing

Example A: What were you doing at eight o'clock last night?
B: I **was reading** a book. It was a windy night and it **was raining**.

Past Simple worked, stopped, went, had, etc.

Regular verbs: infinitive + *ed*
Example: I **worked**

Irregular verbs
Example: I spoke

Use

We use Simple Past if we give past events in the order in which they happened.

Use Past Simple when you see these words:

- first
- then

Exceptions when adding *ed*:

- when the final letter is *e*, only add *d*
example: love- loved
- after a short, stressed vowel, the final consonant is doubled
example: admit – admitted
- final *l* is always doubled
example: travel – travelled
- after a consonant, final *y* becomes *i* (but: not after a vowel)
example: worry – worried
but: play – played

Do you want to tell what happened in the past?

Example: Jane got up at seven. She opened her birthday present and then the whole family went swimming.

Past Perfect had + past participle

Regular verbs: form of have + infinitive + ed
Example: I had worked

Irregular verbs
Example: I had spoken

Use

We use Past Perfect when we look back from a certain point in the past to tell what had happened before

Use Past Perfect when you see these words:

- already
- up to then
- before that day

Do you want to tell what was happening when something else happened?

Example: Jane was opening her birthday present when the telephone rang.

Or do you want to tell what happened BEFORE a certain time in the past?

Example: Before her sixth birthday, Jane had never gone swimming.

Using the narrative tenses together

When Jane arrived, they had dinner. (first Jane arrived, then they had dinner)

When Jane arrived, they were having dinner. (when Jane arrived, they were in the middle of dinner)

When Jane arrived, they had had dinner. (they had dinner before Jane arrived)



Two Minute Talk

Refer to the Key Language section to complete the following exercises. First of all, match the sentences below with the appropriate picture:

1. When Sarah arrived home, Patrick cooked dinner.
2. When Sarah arrived home, Patrick was cooking dinner.
3. When Sarah arrived home, Patrick had cooked dinner.





Two Minute Talk

Can you identify the tenses in these sentences? What is the difference in meaning?

I smiled when I saw the puppy.

I was smiling when I saw the puppy.

I smiled when I had seen the puppy.



Two Minute Talk

Work with a partner. Choose the correct option. Explain why you think it's correct.

1. The wind *blew* / *had blown* away the leaves that we *collected* / *had collected*.
2. She *threw* / *had thrown* away the letter that she *wrote* / *had written*.
3. They *showed* / *had shown* me the pictures they *took* / *had taken* during their holidays.
4. In the evening, the children *told* / *had told* their daddy what they *saw* / *had seen* at the zoo.
5. The boy *was* / *had been* very sorry for what he *did* / *had done*.



Two Minute Talk

Work with your partner. Combine the two sentences. Explain why you think that's the correct answer.

Jenny was asleep from 1.00 to 3.00 in the afternoon. Mark bought the tickets at 2.00 pm.

Mark bought the tickets when Jenny was sleeping.

1. I watched a movie from 5.00 until 7.00. You arrived at 6.45.
When you arrived, I _____ a movie.
2. My brother cycled to work this morning. Unfortunately, in the middle of his journey he had an accident.
When he _____ to work this morning, he had an accident.
3. She left the office at 6.00 pm. I rang her at 6.30.
When I rang her, she _____ the office.
4. My sister studied for the exam the night before. The exam went badly.
The exam went badly although my sister _____ the night before.
5. I only had four lessons. I passed my driving test.
When I passed my driving test, I _____ (only) four lessons.



Two Minute Talk

Use the sentences below to practise the Past Continuous tense only. Chris works for a computer company in Cork. Describe his day yesterday.

- | | |
|--------------|--|
| 6.30 | <i>got up</i> |
| 6.45- 7.15 | <i>packed his suitcase</i> |
| 7.30- 8.30 | <i>drove to the airport</i> |
| 9.20- 10.15 | <i>flew to Cork</i> |
| 11.00- 12.45 | <i>had a meeting</i> |
| 1.00- 2.15 | <i>had lunch</i> |
| 2.30- 4.15 | <i>visited Dot Com Enterprises</i> |
| 5.30- 6.15 | <i>wrote a report on the plane</i> |
| 8.00- 8.45 | <i>said goodnight to his kids</i> |
| 9.00- 11.00 | <i>listened to music and had a glass of wine</i> |



The sentences should be like this: "At 6:30 Chris was getting up ...". When you have written about Chris, write out a similar timetable for your day yesterday. Then write out in sentences what you were doing at the various times.



Two Minute Talk

Use the exercise below to practise the Past Perfect tense. Work in pairs. Student A reads the statements on the left, Student B answers with the appropriate statements from the right.

STUDENT A

1. Was she surprised by the ending of the film?
2. You didn't laugh at her joke.
3. I was homesick the whole time I was working abroad.
4. We ran to the airport, but couldn't get on the plane.
5. My grandfather had two daughters from his first marriage.
6. I met my boyfriend's parents for the first time yesterday.
7. The hotel where I stayed on holiday was awful.

STUDENT B

1. Really? I thought you'd met them before.
2. Why? Had you left your passports at home?
3. That's a pity. Hadn't you stayed there before?
4. Really? I didn't know he'd been married before.
5. No, she had read the book so she already knew the story.
6. That's sad! Had you ever lived abroad before?
7. Why? Had you heard it before?

Lesson Four: The amazing Mark Spitz



Getting Started

Have you heard of Mark Spitz? Which country did he represent? In which sport? Do you know anything about his amazing achievements? Discuss this with your classmates / tutor. Now read the article. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the articles in your own words for your teacher, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

AMBITIOUS MARK SPITZ CLAIMS SEVEN OLYMPIC GOLDS AND A WORLD RECORD

Perhaps no one athlete put more pressure on himself than American swimmer Mark Spitz. The athlete's bold predictions and cocky disposition made it almost impossible for him to live up to the standards he was setting for himself. Fortunately at the 1972 Olympics in Munich, his incredible talent in the pool turned out to be even bigger than all the hype that surrounded him.

Spitz began swimming at the age of two and as far back as he could remember, he ruled the pool. He held 17 national records (for his age group) at the age of ten and was named "the world's best 10-and-under swimmer." At age 16, he won his first AAU National Championship. And the following year he won five gold medals at the 1967 Pan American Games and laid claim to ten world records. He couldn't help but think he was the best.



So before the 1968 games in Mexico City, Spitz predicted he would accomplish what no one else had—to win six gold medals. He ended up with two team golds, plus an individual silver and bronze. It's tough for someone to be disappointed with four Olympic medals, but Spitz was.

He spent the next four years at Indiana University, winning almost every conceivable award, setting almost every world record in existence, and preparing himself for the 1972 Olympics in Munich.

At Munich, not only did Spitz win the six golds he predicted four years before—he won seven! And not only did he win all seven, but world records were set in each event. He won four individual golds in the 200m butterfly, the 200m freestyle, the 100m butterfly and the 100m freestyle. He also added three team golds as the United States won the 4x100m freestyle relay, the 4x200m relay, and the 4x100 medley relay. It was the greatest performance by an Olympic athlete in history.

Tragedy then struck the 1972 games as Palestinian terrorists killed two Israelis and taking nine others hostage. Spitz, who is Jewish, left Germany for London before the closing ceremonies. The nine hostages were later killed.

His performance coupled with his good looks made Spitz an instant celebrity back in the States. A host of endorsements and a short-lived television career followed but he eventually settled in to a profitable real estate career. Seventeen years later, at the age of 39, he began training again with the hopes of earning a spot on the 1992 Olympic team. The familiar moustache was gone but the fire remained. Alas he fell short in qualifying and had to settle for a whopping career total of 11 Olympic medals.



Language Builder

Imagine that you are the coach of the local swimming team. Prepare a short speech about Mark Spitz which would inspire the team to succeed. What would you include?



Revision

Use the following exercises to revise the new language you have covered in this module. Use as much learned vocabulary as you can.



Two Minute Talk

Do you remember the sport stories from the first page of the module? It's okay if you don't remember perfectly. Use the prompts to retell the story to your partner. Think about what tense you will use.

Text 1

Boris Onischenko (compete) against Jim Fox.

Boris (win) but Fox (protest).

The Olympic officials (examine) Boris' sword.

They (discover) that he (change) the electronic part of his sword.

Text 2

Sylvester Carmouche (win) a horse race in 1990.

But it was not as it seemed, because he (drop out) of the middle section of the race.

He then (hide) in the fog and (re-join) the others near the finish line.

Text 3

Fred Lorz (win) the marathon in 1904.

He (wait) to get his medal.

The spectators (cheer).

Everybody (start) shouting 'cheat'.

Fred (travel) 18 km by car!



Two Minute Talk

Ask and answer these questions with a partner ...

1. Why do so many people like sport?

2. Why don't some people like sport?

3. How often do you read sports news? Why?

4. Do you prefer playing or watching sports? Why?

5. Do you have good or bad experiences with sport at school? What are they?

6. Do you think sports stars have the best life?

7. Would you like to play sports for a living?

8. How many hours of sports a week should children do at school?



Two Minute Talk

Complete the sentences with the correct form of the verbs in brackets {}.

Last Friday I arranged (arrange) to meet my boyfriend at a restaurant. I **(1)** _____ (arrive) first and because it **(2)** _____ (rain), I went inside. After an hour my boyfriend **(3)** _____ (arrive)! His clothes **(4)** _____ (be) soaking wet and he was covered in mud. Apparently he **(5)** _____ (wait) at a bus stop when a car **(6)** _____ (drive) straight through a puddle and **(7)** _____ (splash) him from head to toe. The driver **(8)** _____ (refuse) to let him on the bus and he **(9)** _____ (walk) since. He couldn't stay at the restaurant soaking wet so we **(10)** _____ (have) a take away at home instead.



Two Minute Talk

Match sentences from Column A with sentences from Column B.

A

B

Why was Suzie tired yesterday?	Because she had had an argument with her boyfriend.
Why was your plane late?	Because she had passed her exam.
Why was Keith late for work?	Because he hadn't done his homework.
Why couldn't Maria find her phone?	Because he had got stuck in a traffic jam.
Why wasn't Paul hungry at lunch?	Because he had arranged to meet some friends that evening.
Why didn't Andy go to his mathematics lesson?	Because the lift had broken down and she had just run up the stairs.
Why was Alex red in the face when she arrived on the sixth floor?	Because you had forgotten to plug it in!
Why didn't the TV work when you switched it on?	Because she had gone to a party the night before.
Why was Millie crying this afternoon?	Because it had been delayed by bad weather.
Why was Amy so pleased with herself this morning?	Because he had backed up all his data.
Why wasn't Eric worried when his computer crashed?	Because she had left it at home.
Why couldn't Robert come to the party?	Because he had had a late breakfast.



Two Minute Talk

Complete the story with the correct tense of the verbs in ().

I _____ (get up) around seven o'clock, _____ (have) a shower and (make) myself a cup of tea and some toast. After breakfast, I _____ (put on) my clothes for work. It _____ (not take) long as I _____ (iron) them on Sunday night. I then _____ (get ready) to leave the house. I _____ (pick up) my lunch box containing some sandwiches I _____ (make) the night before. As I _____ (open) the front door the phone _____ (ring). It _____ (be) my sister. We _____ (arrange) to meet that evening for dinner but she _____ (call) to say she _____ (can not make) it because her car _____ (break down) and she _____ (need take) it to the garage.

NOTES

MODULE 3 'The Family'

Following this Module you will have learned about:

- Family shapes and styles old and new.
- The difference between the future 'will' and the future 'going to'.
- Prince Harry and the British Royal family.
- Useful adjectives to describe yourself and your mood.

Lesson One: Families old and new.



Getting Started

How many people are in your family of origin in your home country? Do you have many brothers or sisters? Think of your mother and father – did they have many brothers or sisters? Discuss the type of family you come from with your partner / tutor. Then look at the two types of family below. Which is more like yours? Why?



Language Builder

Look at the two pictures. Which do you think presents a more traditional family and which one portrays a more modern one? How do these families differ? Tell your partner what you think and then discuss the questions: In what ways are many societies changing? Are there more old or young people in the world?

Read the first paragraph of the text about the future family in the article on the next page. Were you right?

The family, as a living, social institution, faces a difficult challenge in the history of the human species. Many societies are changing so quickly that it causes much stress in many families.

The typical **extended family** was large about thirty years ago. You almost always had three generations, grandparents you didn't always know, uncles and parents, and many, many children. Recent studies show that the shape of the family is changing. Instead of a large family, the future family will be old, 'long and thin', meaning there will be three or four small generations.

Here are some predictions about the future:

1 Most children will be **the only child** and have no brothers or sisters. They probably won't have many cousins either.

2 Many children will know their great-grandparents and sometimes even great-great-grandparents because people will live longer.

3 There will be more **childless couples**. As a result, there will be fewer children and less contact between children- so they will grow up alone and may be more selfish.

4 There will be more **single-parent families**.

5 More **couples** will divorce and remarry and have more children with their new partners. This will result in many children having step- parents and half- **siblings**, like half- brothers or half-sisters.

6 Houses will become more and more expensive so in the future generations will decide to live together. You will then have children living with their parents and grandparents and maybe even **great-grandparents**.

7 There will be many more 'boomerang children'- these are children who leave their household to get married but then **divorce** and come back to live with their parents.



Two Minute Talk

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

When you have finished reading the article, match a highlighted word from the text with a definition below:

1. _____ two people in a romantic relationship
2. _____ a family where children only have one parent
3. _____ to end a marriage
4. _____ brothers and sisters
5. _____ a person who has no brothers or sisters
6. _____ the parents of your grandparents
7. _____ people in a relationship who have no children
8. _____ your relatives including your aunts, uncles and cousins



Two Minute Talk

Work with a partner or your tutor. Match sentences from A with correct sentences from B. Underline the verb forms that refer to the future. What's the difference between them?

A	B
1. Someone's at the door. 2. Look how many stars you can see tonight! 3. What are we doing tonight then? 4. Psst... This class is boring, I'm sick of it. 5. Where are you going on holidays?	Don't worry. It'll be over soon. I'll get it! It means it's going to be sunny tomorrow. I might go to France, or I might go to Belgium. We're going out with Liz and Rob. We're going to dance.



Two Minute Talk

Ask your partner: What are you doing after class today? What will the weather be like this evening? Where are you going on your next holiday?

Lesson Two: Future 'will', future 'going to'



Getting Started

Work with a tutor or a fellow student. Can you make a series of sentences with the phrase 'going to' in them? Then try the same exercise with the word 'will' i.e. 'I will go ...' Is there a difference? What is it? Discuss!



Key Language

be going to + infinitive

use: future plans and intentions

We're going to buy a new car next month.
I'm going to become an actress when I leave school.
What are you going to have for dinner today?

will / shall + infinitive

use: predictions, simple statements, facts about the future

The sun will rise at 6.30 tomorrow.
If you help me, I will help you.
Will it snow for Christmas?
Do you think she will come soon?





Language Builder

Use the exercises below to help clarify the difference between 'will' and 'going to'. Remember that we usually use 'will' to express a prediction or simple statement of fact about the future. We usually use 'going to' to express a future plan or intention'.

1. A: Why are you turning on the television?
B: I'm going to watch the news. (I / watch)
2. A: Oh, I've just realised. I haven't got any money.
B: Haven't you? Well, don't worry. _____ you some. (I / lend)
3. A: I've got a headache.
B: Have you? Wait a second and _____ an aspirin for you (I / get).
4. A: Why are you filling that bucket with water?
B: _____ the car. (I / wash)
5. A: I've decided to repaint this room.
B: Oh, have you? What colour _____ it? (you / paint)
6. A: Where are you going? Are you going shopping?
B: Yes, _____ something for dinner. (I / buy)
7. A: I don't know how to use this camera.
B: It's easy. _____ you. (I / show)
8. A: What would you like to eat?
B: _____ a sandwich, please. (I / have)
9. A: Did you post that letter for me?
B: Oh, I'm sorry. I completely forgot. _____ it now. (I / do)
10. A: The ceiling in this room doesn't look very safe, does it?
B: No, it looks as if _____ down. (it / fall)

5 Minute Game

Now that you are clear about the rule, practise it in this game. Imagine that you are planning a day out for your local youth club. You are taking them to a local attraction such as a park / adventure centre. Write a short letter to the parents of the group members. Express what you are going to do and also what you hope will happen. (You can use this exercise for letter writing, or adapt it into a discussion.)





Two Minute Talk

Complete the following pieces of dialogue using either a form of 'will' or 'going to'. How does 'B' answer in each case?

1. A: We ran out of eggs.
B: That's fine. I _____ some. (get)
2. A: Can we meet tomorrow?
B: Sorry, I can't. I _____ to Galway this evening. (go)
3. A: Is the phone ringing?
B: Yeah. I _____ it. (answer)
4. A: Can we have pizza for lunch?
B: No, we _____ spaghetti. I've already prepared the sauce. (have)
5. A: Do you want to come to the cinema with us?
B: Sorry I can't. I _____ something tonight. (do)



Two Minute Talk

This time use 'will'. Form a positive sentence using 'I think will ...' and then a negative sentence 'I don't think will ...'. Work with your tutor or a partner.

1. you/ like the film
2. I / pass my exam on Friday
3. Paul/ win the match
4. we/ get to the airport in time
5. it / be a nice day tomorrow

Lesson Three: The British Royal Family



Getting Started

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

HARRY AT 30, A PRINCE MORE AT EASE

(from www.telegraph.co.uk)

Afghanistan, January 2013: sitting in front of a television camera, Prince Harry decides to unleash a verbal missile attack on British newspapers, accusing them of writing "rubbish" which "hopefully nobody actually believes".

Fast-forward 18 months to Chile, June 2014, and the Prince is a different man. Gone are the usual barbed comments towards the travelling UK media, in their place a determination to make sure reporters and photographers get the words and pictures they needed.

In Sao Paulo, Brazil, he opened up to reporters about how affected he was by meeting children orphaned by drugs and violence, even going so far as to say the loss of his own mother, Diana, Princess of Wales, was "nothing" compared with their suffering. I must confess to having feared a frosty reception from him following his break-up with Cressida Bonas – a relationship that came under strain because of unwanted attention from the media

Yet this was a more relaxed and happier Prince Harry than I have come across on any previous foreign tour. Why the change? According to those who know him best, the Prince has begun to come to terms with the media's interest in him.

He says he has "got over" the bitterness he felt towards the media over the pursuit of his mother in the moments before her death, though he still says he "doesn't understand" the public fascination with his private life.

A source close to the Prince said: "He gets the media far more now than he did in the past. He understands that in order to make the most of the tours the media that come on the tours are an integral part of what he is trying to achieve in promoting various causes.

The Prince's friendliness towards reporters in Brazil and Chile certainly suggested he has begun to make his peace with the media, though he still makes sure he sets us straight whenever he feels an inaccurate story has been published.

In 10 weeks' time, on Sept 15, the Prince will celebrate his 30th birthday, a pivotal moment in his life for more reasons than one. The landmark birthday is usually an occasion when a young man takes stock of his achievements thus far and ponders his future goals.

On the question of what the future holds for the Prince, one thing, at least, seems certain: there will be no reconciliation with Miss Bonas, from whom he split in April after dating her for two years. Those close to the Prince say the relationship had "run its course", while Miss Bonas's friends and family have made clear they felt she and the Prince were not suited to each other. Miss Bonas, 25, certainly appeared to be in her element when she was pictured in wellies and with unbrushed hair at Glastonbury Festival last weekend, freed from the pressure of her royal connection.

The fact that the Prince was so relaxed and happy on his tour of Brazil and Chile also suggests he has got over the break-up with Miss Bonas, though he became broody whenever he came into contact with small children, saying he wanted to "take them home" with him.

Harry is far more natural with children than his brother, the Duke of Cambridge, and is undoubtedly desperate to start a family if he can find himself a suitable bride. Easier said than done.



Two Minute Talk

Have a discussion about the British Royal family based on the article you read. Do you think it would be difficult or easy to be part of such a family? What might cause the difficulties? And how might it be easier than being in a 'normal' family?



5 Minute Game

Using both forms of expression for the future tense ('will' and 'going to') write a short speech about Prince Harry. What will happen to him in the next decade, do you think? Have fun, and don't take it too seriously – feel free to be creative and playful with his future!

Lesson Four: Some useful adjectives



Getting Started

Work with a tutor or your partner. Read the adjectives in the box below. Can you pronounce them all correctly? Do you know what they all mean? Describe their meaning by putting the word into a sentence. Then look at the pictures below. Can you match a picture with a word?



1 _____

tired	frustrated	thrilled
	embarrassed	confident
confused	lonely	angry



2 _____



3 _____



6 _____



4 _____



5 _____



7 _____



8 _____



9 _____



Two Minute Talk

Write four true and two false sentences about yourself using any of the adjectives above. Don't tell anyone which is which! Your partner has to guess which four sentences are true and which two are lies!

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



Revision

Use the following exercises to revise the material you have covered in this Module. Work with a tutor or a partner. Each time, be sure you know the appropriate vocabulary, meanings and pronunciation. If you don't know, ask!



Two Minute Talk

In each of the sentences below, circle the correct option.

1. Peter (is / is going to be) fifty next Friday.
2. Oh no! I've broken the vase. What (am I going to say / will I say)?
3. John hasn't eaten. - Don't worry (I will make / I am going to make) him a sandwich.
4. Look at those clouds! It (is going to rain / will rain)!



Two Minute Talk

Work in pairs of students or with a tutor for this. Think back to the stories you read about Prince Harry. Do you think he is a good role model for young people today? Why?



MODULE 4 'Jobs and Money'

Following this Module you will have:

- Spoken about jobs and job interviews.
- Learned about the present perfect simple.
- Read about a series of terrible jobs!
- Enjoyed the story of a lady who has perhaps got the best job in the world.
- Reviewed and revised lots of newly-learned language.

Lesson One: Speaking about jobs



Getting Started

Speak with your tutor or with a partner. Use some of the following questions to have a discussion on the subject of jobs and employment history. What do you do? How long have you had your current job? What did you do before that? Which countries have you been to? When and why did you go there?



Language Builder

Read the job advertisement below. Would you like this job? Why / why not?

JOB OPPORTUNITY

This International business Magazine requires the services of a qualified young person to fill in the position of business journalist.

Requirements

- MA in international business or journalism from a recognized educational institution
- fluent in French and German. Some knowledge of Spanish an asset
- excellent organisational and communication skills
- 4 years post qualification experience in a similar position in a reputable organisation

Tracy is applying for this job. Read the first part of her interview. The two speakers are the Manager (M) and Tracy (T). Complete the sentences with do, did, or have.

M Who _____ you work for now, Tracy?

T I work for InterEdit. We publish international relations and international business magazines. The company is based in Manchester.

M I see. And how long _____ you worked for them?

T I _____ worked there for nearly four years.

M And how long _____ you been in charge of South West Asia publications?

T For one and a half years.

M And what _____ you do before you were at InterEdit?

T I worked for Reuters world service.

Do you think Tracey will get the job?



Language Builder

Read and complete the second part of the interview as you see fit. Work with your tutor. Perhaps saying the sentences aloud will give you a clue as to what's missing!

M As you know, this job is based in Dublin. _____ you lived abroad before?

T Oh yes. Yes, I _____.

M And when _____ you _____ abroad?

T Well, in fact, I _____ born in Poland and I _____ there until I was thirteen. I also lived in Bangkok for one year when I was working for Reuters.

M That's interesting. _____ you _____ a lot?

T Oh yes, absolutely. I _____ most countries in Europe and a few in Asia.



1. Does Tracy still work for InterEdit?
Does she still work for Reuters?

2. Tracy says:
I **work** for InterEdit.
I've **worked** there for nearly four years.
I **worked** for Reuters world service.

What are the different tenses? Why are they used?
Can you put each one in a sentence of your own?



Two Minute Talk

Are you totally familiar with Tracy's story from the interview above? If you are confident, complete the exercise below. Match a line from Column A with a line from Column B.

A	B
<p>1 She was born</p> <p>2 She went to school in Wroclaw</p> <p>3 She studied applied languages and journalism</p> <p>4 She's worked for InterEdit</p> <p>5 She left Reuters</p> <p>6 She lived in Bangkok</p> <p>7 She's ... been married.</p> <p>8 She hasn't heard if her interview at the International Business Magazine was successful</p>	<p>for the last four years.</p> <p>yet.</p> <p>until she was thirteen.</p> <p>for three years at University College, London.</p> <p>in Poland in 1973.</p> <p>four years ago.</p> <p>while she was working for Reuters.</p> <p>never</p>



5 Minute Game x 2

Tell Tracy's life story (as you have written it through the exercise above) to your partner. Listen to your partner's answers. Are they the same?

Now make a similar chart (with two columns) for your own life. Ask your partner to match the columns. Can they tell your story? What do they get wrong?

Preparing yourself for an Interview

Appearance:

- Employers want to see signs of an organised personality so choose a smart tidy outfit that you feel comfortable wearing.
- It is usually wise to dress conservatively.
- Avoid sports clothes or trainers.
- Make sure that your hair is clean and well-groomed, long hair should be tied back.
- Shoes should be polished.
- Avoid strong perfumes/aftershave or deodorants.



Preparation:

- Before the interview try and find out as much as possible about the company. You can do this by checking to see if they have a web site, looking in the library or ringing and asking if there is written information available on the company or organisation.
- Refresh your memory about your previous employment and your work history.
- Think carefully about your achievements and how to describe them.
- An interviewer wants to know if you are the right person for the job by finding out your strengths and weaknesses. They are not there to trip you up or embarrass you.

On Arrival:

- Double check the address. Plot your route the night before.
- Arrive early..
- Check your appearance in the mirror before the interview to make sure you are presentable.
- Have a spare copy of your CV and original references or academic records.
- Greet the interviewers as Mr and Mrs or Ms (listen out for the title) and their surname. Only call them by their first names if they tell you to do so.
- Shake hands firmly.



Interview Guidelines:

- Do not sit down until you are offered a chair.
- Do not chew gum, or enter the interview smelling of cigarettes or alcohol.
- Do not answer questions with a simple yes or no. Explain as much as possible.
- Do not answer a question without thinking about it. It is okay to sit and consider an answer.
- Do not lie.
- Do not make insulting remarks about your previous employers.



Questions you might be asked in an interview...

- Tell me about yourself:
- Why did you leave your last job?
- What experience do you have in this field?
- Do you consider yourself successful?
- What do co-workers say about you?
- What do you know about this organisation?
- What have you done to improve your knowledge in the last year?
- Why do you want to work for this organisation?

Lesson Two: Present perfect simple



Getting Started

What is the difference in meaning in these two sentences: 'I cut my finger' and 'I've cut my finger'? The difference between 'I've given up smoking' and 'I gave up smoking'? Can you work it out? Try some more examples with your teacher, then move on to the explanation below and on the following page.



Key Language



Look at the diagram on the previous page. On the left, the 'present perfect simple' tense is demonstrated i.e. 'I've cut my finger'. On the right, the 'past simple' tense is demonstrated i.e. 'I cut my finger'.

The difference is that with the 'present perfect simple' an effect is still felt *now*.

With the 'past simple' there is no necessary connection to *now*.

Here are some more examples of when we use the 'present perfect simple':

Present perfect simple have / has + past participle

(worked, seen, etc.)

past experiences

I've been to Manchester, but I haven't been to London.

She's never met his parents.

Have you ever lost your keys?

recent past actions

I've cut my finger!

He's just arrived at the airport.

with **yet** and **already** (for emphasis)

I've already done my homework. Can I watch TV now?

Have you finished yet?

My brother hasn't found a new job yet.

unfinished states (non-action verbs) which start in the past and are still true now

- They've known each other for 10 years.
- How long have they been together?



Language Builder

Work on the sentences below and on the next page with your tutor / partner. Choose which form of the verb is correct – the past simple or the present perfect simple. Refer to the Key Language section above if you need to.

1. It stopped raining for a while, but now it's raining again. (stop)
2. The town is very different now. It _____ a lot. (change)
3. I did German at school, but I _____ most of it now. (forget)
4. The police _____ three people, but later let them go. (arrest)
5. What do you think of my English? Do you think it _____? (improve)
6. A: Are you still reading the paper? B: No, I _____ with it. (finish)
7. I _____ for a job as a tourist guide, but I wasn't successful. (apply)
8. Where's my bike? It _____ outside the house, but it's not there now. (be)



Language Builder

Look at the sentences below. Read them aloud with your tutor if you find it easier. Some of the sentences have used the incorrect tense. In each case: Say if the tense is correct or not. Say *why* it is / is not correct. Say what the correct tense is.

1. Do you know about Sue? She's given up her job. **OK!**
2. My mother has grown up in Athlone. **INCORRECT**, it should be 'grew' up in Athlone.
3. How many plays has Shakespeare written? _____
4. Ow! I've cut my finger. It's bleeding. _____
5. Drugs have become a big problem everywhere. _____
6. The Chinese have invented paper. _____
7. Where have you been born. _____
8. Mary isn't at home. She's gone shopping in Dublin. _____



Lesson Three: The sweetest job in the world

Getting Started

What is your ideal job? Read the article below about Sally McKinnon (from the website www.independent.co.uk). Sally has an amazing job as chocolate taster for Tesco supermarkets. Maybe you'll think it is the best job in the world! As you read through take note of any words / phrases you don't understand. At the end: [a] summarise the article in your own words for your teachers, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

MY DESK IS COVERED IN CHOCOLATE – IT'S FANTASTIC!

What does your job involve?

I work on our seasonal chocolates - we bring out special ranges for Christmas, Easter, Valentine's Day and Mothering Sunday. At the moment, I'm working on our Father's Day chocolates. We need to plan each range really far in advance, so I start thinking about the Christmas chocolates in January, and sign off the range by June or July.

We do a lot of market research, and hold tasting sessions in stores around the country, to give us a snapshot of what kind of chocolate people like in different areas. I'm always looking out for new chocolates, and checking the daily sales of our competitors. This week I flew out to Belgium for a couple of days, to pick up some new ideas from the chocolate shops in Brussels.

How did you become a chocolate taster?

I did an honours degree in food science at the University of Aberdeen, then worked for an ice-cream supplier, developing new flavours. Since getting my job at Tesco, I've worked on their sandwiches range, yoghurts and desserts - and even sushi - before moving into chocolate.

What do you love most about your job?

It's the best job in the world. I get paid to taste chocolate every day. My desk is absolutely covered with chocolate - it's fantastic. I really enjoy working as part of a team, developing the chocolate ranges. Everyone's interested in the product, and when we have to do tasting panels there's never any shortage of volunteers. I also love the travelling. I often get to visit Paris, Brussels or New York to see what kind of chocolate is selling well there. And when you're in store and you see a customer buying a product that you worked hard to develop, it feels great.

What's not so great about it?

The calories. You have to make a conscious effort to eat healthily for the rest of the time. Luckily, we have a gym at work, and I try to go there regularly. You also have to get over your fear of the dentist, because you'll be making a lot of trips there for check-ups.

What sort of skills does someone in your job need?

You need to be enthusiastic and passionate about chocolate, and really enjoy food, to do the job well. It's also important to be interested in the latest trends, and to be up-to-date with food issues like allergies. The job involves a lot of interacting with suppliers, design agencies who do the

packaging, and of course, customers. So you need to be a "people person" - a good and clear communicator.

Is there any advice you'd give someone with their eye on your job?

You need a food qualification or degree in nutrition or food science. Get some experience in product development, from the retail side or the supplier side. There are so many opportunities available, I'd say people should go for it.

What's the career path and salary like?

At a big supermarket like Tesco you can move into different food areas. So instead of doing chocolate, you could move over to do coffee and tea. As a graduate, you could expect a starting salary of between £15,000 and £20,000. A manager at Tesco might earn between £25,000 and £45,000.



5 Minute Game

Imagine that Sally has resigned from her job as Chocolate Taster. You are her boss and you must advertise for a replacement. Use the information above to write a short advertisement. What qualities should her replacement have? What will you be looking for in the interview?



Revision

Work with a tutor or with your partner. In the following section use as much of the language you have learned in this unit as possible. If you need to, then look back through the unit to refresh your memory of what has been covered.



Language Builder

Natalie and Ben are having an argument. Read the text on the left below. Read it through once, focussing on what Natalie says. Then look at the small pieces of language on the right. Can you complete the dialogue by matching the answers?

Natalie Is that a new camera?

Ben Yes, I've just bought it.

It's old.

Natalie What's wrong with our old camera?

Ben _____

No. What is it?

Natalie Old? How long have we had it? A year?

Ben _____

We've had it for at least two years.

Natalie Two years? I'm sure we only bought it last year. Look Ben, we can't afford a new

Maybe longer.

Ben camera.

Yes. I've just bought it.

Natalie _____

Ben Have you seen this?

I can't?

Natalie _____

The phone bill. It arrived this morning. And we haven't even paid the gas bill yet.

I disagree. I've been saving for the last month.

Take it back to the shop and get your money back.

Ben

Natalie _____

Ben Why not?



Two Minute Talk

Work in pairs. Interview your partner with the questions from the questionnaire on the next page. Always ask for more information!

Language Builder

money, money, money...

HAVE YOU EVER...?

(waste) money on something you've never used

(sell) anything on the internet

(win) any money (e.g. in a bet)

(be) robbed

(lend) money to someone who didn't pay you back

(lose) your wallet

HAVE YOU RECENTLY...?

(buy) anything on the internet

(use) a credit or a laser card

(buy) anyone a present

(take) money out of the ATM



Use your new language and the questions below to find out more information about your classmates. Make full sentences. Move amongst them, see if any of them have done the following ...

- i. Been to a country outside of Europe
- ii. Collected anything as a hobby
- iii. Won money gambling
- iv. Danced/acted/sung on stage
- v. Written a poem or a story
- vi. Won a competition
- vii. Eaten something very unusual
- viii. Broken a bone
- ix. Locked themselves out of the house
- x. Ridden a horse, donkey or camel

MODULE 5 'Experience'

Following this Module you will be able to:

Tell us more about yourself and your life.

Speak about your experiences using the Present Perfect Simple and Present Perfect Continuous tenses.

Lesson One: Getting to know you



Getting Started

In pairs, with your tutor, or in small groups, think of one thing you love doing. It can be a hobby, a way to relax or even a little obsession. Can you imagine your life without it? How would your life change? Would life be better or worse without it?



Language Builder

Now read a newspaper article below. Read it alone first, or listen while one of your classmates reads it aloud. What is the general idea of the article? What is the main subject?

3,500 texts? It's time to ban the mobile

A Dublin teenager has received a phone bill for over €500 after sending 3,500 text messages in just one month.

Liam O'hara has had his new mobile phone for only four months, but now his father, Michael has taken it away.

'Liam has been asking me for a phone for ages because everyone in his year has one' says Michael. 'I finally bought one for him for Christmas because he's been doing great at school, but he and his mates are "texting-crazy". They do it all the time- on buses, on the Luas, in the street, they even text each other from the same room. They've got "textitis".'

Liam explained 'I thought texting was much cheaper than calling, so I've been texting all my friends all day long, and long into the night. I've been going to bed at 2.00 most nights. Sometimes my hand was sore from holding the phone and pressing the buttons so much but I was having such good fun I couldn't bare to stop!'

'I have forgiven him but I am angry with the phone company as they are encouraging this "craze"' Michael admits. He has made his son promise to pay back the money so Liam has been working on Sundays. Ironically, he has found a job in a mobile shop. So far he has paid back €30. 'I reckon it will take me about a year to clear this debt'; he said.



Two Minute Talk

Now, work with a partner. Read through the text again. Are there any words you don't understand? Are there any words you find difficult to say? Then read for a third time, answering the questions on the following page:

1. How much was the phone bill?
2. Why did Michael buy Liam a mobile phone?
3. What did he do with the phone after he received the bill?
4. Where has Liam been working?



Language Builder

Work again with the newspaper article on the previous page. Below you will see the answers to some questions about Liam. Work with a partner and write the questions using the word *he*.

- | | |
|--|---|
| 1 About a year. (<i>How long...?</i>) | 5 Because everyone in his year has got one (<i>Why... want...?</i>) |
| 2 Yes, he has. (<i>... forgiven...?</i>) | 6 2.00 (<i>What time...?</i>) |
| 3 His mates. (<i>Who... texting?</i>) | 7 €30. (<i>How much...?</i>) |
| 4 For ages. (<i>How long ...?</i>) | 8 Four months. (<i>How long...?</i>) |



Now you're talking

You have now read about Liam and answered questions on his bad text habit. It's time to share with the class a little more about yourself. Look at the 9 boxes below and write something into as many as you can. Then share the details with your partner. Are there any surprises? Ask your partner questions about the things they've written. The questions should start with: "How long have you ..."

A sport you play regularly (or a kind of exercise)	The make of car you drive	A thing you have which is very important to you
Something you are learning to do	A club, organisation, gym, etc. of which you are a member	A magazine / newspaper you read regularly
A bar or restaurant you often go to	The place where you live	A friend you know very well

Lesson Two: Present Perfect Simple



Getting Started

We use the Present Perfect Simple to describe an action which has happened in the past but still has an effect in the present. We say: "I have come to English class today" or "I have chosen to wear these shoes to class". Can you think of other examples of this use of language? Work with your tutor or in pairs.



Key Language

We use the Present Perfect Simple to describe an action which happened in the past but still has an effect *now*. We form Present Perfect Simple with **have / has** plus the **past participle**. The past participle often ends in **-ed**.

I / we / they / you	have	(= I've etc.)	finished lifted decided
he / she / it	has	(= he's etc.)	lost done been etc.

Read this sample situation ...

James is looking for his wallet. He cannot find it. James **has lost** his wallet.

He **has lost** his wallet = He lost it recently and still doesn't have it.



Two Minute Talk

Using the language you have learned, make five sentences that are true for you. Share these statements with your partner. Now tell your tutor all about the other person.



Language Builder

Now for some exercises! Do these exercises alone. When you have finished compare with your partner. If you need to, refer to 'Key Language' on the previous page.

Read the following situations and write sentences. Use the correct form of these verbs: arrive, break, fall, go up, grow, improve, lose.

1. James is looking for his wallet. He can't find it. He has lost his wallet.
2. Margaret can't walk and her leg is in plaster. She _____
3. Last week the Luas fare was 1.80. Now it is 2.00. The bus fare _____
4. Maria's English wasn't very good. Now it is better. Her English _____
5. Dan didn't have a beard before. Now he has a beard. He _____
6. This morning I was expecting a letter. Now I have it. The letter _____
7. The temperature was 19 degrees. Now it is only 13. The _____

Complete these sentences. Use the verb in brackets plus just / already / yet:

1. Would you like something to eat? No thanks, I've just had lunch (I / just / have / lunch).
2. Do you know where Paddy is? Yes, _____ (I / just / see / him).
3. What time is Seán leaving? _____ (he / already / leave)
4. What was in Johnny's email to you? I don't know. _____ (I / not / read / it yet)
5. Is Áine coming to the cinema with us? No, _____ (she / already / seen / the film)
6. Are your family here yet? Yes, _____ (they / just / arrive)
7. What does Michael think about your plan? _____ (we / not / tell / him yet).



Now You're Talking

Use the language learned above, working in pairs. Tell your partner some unusual things about yourself. Name three things you have done and three things you have not done.

Surprise each other! Then introduce your partner to another member of the class or to the tutor using the information you have learned.



Lesson Three: Present Perfect Continuous



Getting Started

We use the Present Perfect Continuous to describe an action which was happening in the past and still has an effect in the present. The action may still be ongoing in the present. We say: "The grass is wet. It has been raining" or "I am out of breath. I have been running". Can you think of other examples of this use of language? Work with your teacher or in pairs.



Key Language

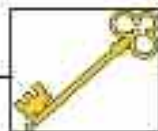
We use the Present Perfect Continuous to describe an action which was happening in the past and still has an effect in the present. The action may still be ongoing in the present. We form Present Perfect Continuous with **have / has been** plus the **-ing** part of the verb.

I / we / they / you	have (= I've etc.)	been	walking fishing writing reading
he / she / it	has (= he's etc.)	been	living enjoying playing

Read this sample situation ...

Is it raining? No, but the grass is wet. It has been raining.

It **has been raining** = The continuous action in the past (the falling of rain) is finished now, but the grass is wet so we still feel the effects of the rain.



Two Minute Talk

Using the language you have learned on the page before work in pairs. Make five sentences that are true for you using this language. Write each other's sentences down. Now tell your teacher all about the other person.



Language Builder

Now for some exercises! Do these exercises alone. When you have finished compare with your partner. If you need to, refer to 'Key Language' on the page before.

Read the situations below and complete the sentences:

1. It is raining. The rain started two hours ago. It _____ for two hours.
2. We are waiting for the bus. We started waiting 20 minutes ago. We _____ for 20 minutes.
3. I'm learning English with Fáilte Isteach. I started classes in September. I _____ since December.
4. Mary is working in Cork. She started working there on 18 January. _____ since 18 January.
5. Our friends always spend their holidays in Killarney. They started going there years ago. _____.
6. She (look for) _____ the motorway for more than an hour.
7. They (live) _____ without electricity for two weeks!
8. The movie (not / run) _____ for ten minutes, but there's a commercial break already.
9. Are you tired? Yes, I (play) _____ tennis all morning.
10. Fabienne (live) _____ in Galway since 2002.



Two Minute Talk

Compare your answers to the questions above with your partner. Practise speaking the sentences aloud to feel the rhythm in your own voice.



Language Builder

The exercises below involve the Present Perfect Continuous and the Present Continuous (which you studied in a different unit). Can you tell which tense is correct and how to form it? Have a go alone, then in pairs.

1. Maria has been learning (Maria / learn) English for two years.
2. Hello, Tommy. _____ (I / look) for you. Where have you been?
3. Why _____ (you / look) at me like that? Stop it!
4. Linda is a teacher. _____ (she / teach) for ten years.
5. _____ (I / think) about what you said and I've decided to take your advice.
6. 'Is Pádraig on holiday this week?' 'No, _____ (he / work)'.
7. Sinéad is very tired. _____ (she / work) very hard recently.



5 Minute Game

Use this game to practise the Present Perfect Continuous. It is a role play. Imagine that you have spent one day in each of the roles below. Describe to the group what you have been doing all day long.

accident and emergency nurse soldier teacher fireman newscaster
fisherman clerk in a bank politician



Language Builder

Finally, try the following exercises alone. Then compare with your partner or with your tutor. These exercises involve both Present Perfect Simple and Present Perfect Continuous.

Put the verb into a more suitable form, Present Perfect Simple (I have done) or Present Perfect Continuous (I have been doing):

1. Where have you been? Have you been playing (you / play) tennis?
2. Look! _____ (somebody / break) that window.
3. You look tired. _____ (you / work) hard?
4. ' _____ (you / ever / work) in a factory? 'No, never'.
5. 'Aine is away on holiday'. 'Is she? Where _____ (she / go)?'
6. My brother is an actor. _____ (he / appear) in several films.
7. 'Sorry I'm late'. 'That's alright. _____ (I / not / wait) long.'
8. _____ (I / lose) my address book. _____ (you / see) it?



Two Minute Talk

Look back at the article about Liam earlier in the Module ('3,500 texts?'). Work with a partner. Underline or write down examples of the present perfect simple and the present perfect continuous in the article.

**KEEP
CALM
AND
REVISE**

Revision

Away from home ... Pretend that you are a teenager (maybe your own son or daughter). You are away from home for the first time at a summer camp. Write a letter home describing all the exciting trips you have taken and all the fun activities you have been doing.



MODULE 6 'Transport and travel'

Following this Module you will have covered:

Vocabulary for speaking about strange places you visit.

Lots of new words for describing things in your town.

The history of Dublin's Luas tram system – the first 10 years!

An article about the Wild Atlantic Way on Ireland's west coast

Comparatives and superlatives – how to express yourself using both.

Lesson One: Home and away



Getting Started

Speak with your tutor or partner. Answer the questions that follow. When was the last time you travelled: [a] by train, [b] by car, [c] by plane, or [d] by bike. Where did you go? How long did the journey take? Did you enjoy the journey? Would another mode of transport have speeded up your journey? Which one? Which type of transport do you prefer in general?

Changing places

Christine is an artist from San Francisco who moved to London in 1988. We asked her to compare life in San Francisco and London. Here's what she told us.

San Francisco is a lovely city in a beautiful bay. It's got lots of great buildings and places. It's smaller and much more modern than London, but it's less interesting. London has a lot more theatres and museums. We Americans are usually more interested in money than culture! The architecture in London is incredible and very stimulating, and the parks and markets are wonderful. London isn't as dangerous as San Francisco, and it's less violent. I feel much safer living here – nobody carries a gun, not even the police!

People have a higher standard of living in the States because generally, it's much less expensive than England. For example, petrol is less than half the price and things like food, clothes, and cameras are much cheaper.

The food

Food in the States is generally much better. It's fresher, cheaper, and there's much more choice. Restaurants aren't as expensive as in London and the service is much better. In some restaurants they put a clock on the table when you arrive, and if they haven't served your meal in five minutes, they'll give you the food for free! I'm usually disappointed when I eat out in London, although the Indian restaurants are excellent.

Language Builder

On the left is an article about Christine. Christine is an artist from San Francisco in the U.S. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.



Two Minute Talk

Having read the article, what do you think of Christine's experience? Can you make a similar comparison between Ireland and your home country? Speak to your partners / tutor about this. Then fill in the gaps in the sentences from the text on the next page:

San Francisco is much smaller _____ London.

San Francisco is _____ modern _____ London.

London is _____ violent _____ San Francisco so I feel much _____ living here.

In San Francisco restaurants are not _____ in London.



5 Minute Game

Imagine you have got a new job with the Irish Tourist Board. Your job is to prepare a short advertisement for Ireland (in English) that will attract people in your home country. How do you attract your fellow country-people to Ireland? What would you say? What do you leave out?!

Lesson Two: Driving around town



Getting Started

What is your local town? Do you spend lots of time there, or do you travel to bigger cities? Why is this? Can you describe your home town in Ireland? Imagine you are describing it to someone in your home country – how do you begin? How many details can you include in your description?



Language Builder

Work in pairs with the picture / questions below. Working as a pair answer the questions about your local town in Ireland. Then each person should answer the questions about their town of origin.

In your home town...

Are there **speed cameras** everywhere?
Are there many **traffic jams**?
What time is the **rush hour**?
Are there enough **car parks**? Are they expensive?
What happens if you **park** somewhere illegal?
What happens if you **jaywalk**?
Are big **lorries** allowed to drive through the city centre?
Do people usually wear a **seat belt** while travelling by car?
Are there many **cycle lanes**? Do people use them?
What kind of **public transport** is there?



Two Minute Talk

Now look at the exercise below. It concerns common locations / facilities / happenings in local areas. All of them are related to traffic. Each word on the left is a compound noun. Work with a teacher and read the descriptions in the list on the right. The combine a word from the box with the word to the left of the description to make the correct term.

area belt crash fine hour jam lane lights

limit park rank station transport

- 1 car _____ a place where you can get petrol, often with a shop or café
- 2 parking _____ a place where no vehicles are allowed
- 3 traffic _____ when two or more cars hit each other
- 4 traffic _____ when there is too much traffic and cars can't move
- 5 taxi _____ money you have to pay for parking illegally
- 6 pedestrian _____ buses, trams, trains, etc.
- 7 petrol _____ a part of the road for bicycles only
- 8 public _____ a place where you can leave your car
- 9 cycle _____ where taxis park when they are waiting for customers
- 10 car _____ the time of day when there is the most traffic
- 11 speed _____ the piece of strong fabric you put across your body in a car
- 12 seat _____ the highest speed you can travel at
- 13 rush _____ the lights that show you whether you can cross the road or not



Two Minute Talk

Work again with a partner / tutor. Write a short paragraph. Imagine you have travelled to a new town or city – describe your experience to a friend. Use as much of the vocabulary above as possible.

Lesson Three: Ten years of the Luas



Getting Started

Below is an article about Dublin's light rail system, the Luas. Have you ever taken the Luas? How was your experience? Read through the following text, with a partner / tutor if you need to. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

THE LUAS CELEBRATES ITS FIRST 10 YEARS

(from www.irishtimes.com)

A life-size cardboard cut-out of American musician Nile Rodgers, a heart monitor, a wheelchair and a sack of potatoes are among the lost property found on Dublin's Luas over its 10 years of existence. In advance of a photocall today to mark the 10th anniversary of the opening of the Luas Green Line by then minister for transport Séamus Brennan, the Railway Procurement Agency has issued a fact sheet celebrating the weird and sometimes wonderful aspects of the tram system.

Some 100 million tickets for Luas trips have been sold since June 2004, when the introduction of the line was followed by four free travel days. Ten years on, Luas operator Transdev is not offering free travel but is instead giving away cash prizes of €1,000 a day for 10 days to passengers who access the twitter feed at @luas or the Luas Facebook page or website.



There are now 66 trams serving 54 stops on the Red and Green lines. Passenger numbers have grown from 6.6 million in 2004 to 30.5 million last year. The cost of the original Red and Green lines was €775 million and Luas is currently self-financing. Unlike CIE companies, it does not receive an annual subsidy from the Government.

Minister for Transport Leo Varadkar and Minister of State Alan Kelly will this morning hail Luas as one of the State's most successful projects. However, since its start-up 10 years ago, there have been more than 270 crashes between road vehicles and trams and the numbers are rising.

The increase – up from 24 collisions in 2012 to 38 last year – is of particular concern in advance of the opening of the Cross City Link in 2017. Some 60 per cent of all crashes have happened on the city centre section of the Red Line – the shared road space and junctions in the area representing a key danger for the trams. About 90 per cent of all Luas crashes have happened on the Red Line, where a tram can pass through light-controlled junctions about 800 times in a single day.

The main areas where crashes have happened on the Green Line are at St Stephen's Green, Harcourt Street, Cuffe Street and Dunville Avenue/Beechwood Avenue, again at junctions with other traffic. Mr Varadkar and the Railway Procurement Agency are so concerned about the rise in Luas crashes that they recently released videos depicting vehicles breaking red lights and crashing into trams. Mr Varadkar said the Garda would be mounting additional patrols in the high-risk inner city area and motorists would face fines and penalty points. The rise in the number of crashes does not augur well for the Cross City Line, according to Fianna Fáil transport spokesman Timmy Dooley.



Two Minute Talk

Have a discussion among your class group / with your tutor. What do you think are the benefits of the Luas? And what might the downside be? Do you have a similar facility in your native city? Have you travelled on the subway in New York, the tube in London or the metro in Paris? Do you think they compare well with the Luas?

Lesson Four: The Wild Atlantic Way



Getting Started

Have you ever taken a road trip? Where did you begin and where was your destination? If you have visited – or live near! – Ireland’s west coast, what is your favourite location? Why is this? Below is an article about a new idea from Irish Tourism, The Wild Atlantic Way.

Read through the following text, with a partner / tutor if you need to. As you read through take note of any words / phrases you don’t understand. At the end: [a] Summarise the article in your own words for your tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

WILD ATLANTIC WAY: THE ULTIMATE GUIDE

(from www.irishexaminer.com)

THUNDERING surf. Epic cliffs. Cosy pubs, cracking crab claws and coastal walks that’ll blow off the cobwebs and leave your Facebook friends drooling. The Wild Atlantic Way is the world’s newest coastal touring route, and it’s right on our doorstep.

Strike that. The Wild Atlantic Way is our doorstep.

Stretching 2,500km from Donegal’s Northern Lights to the sizzling kitchens of Kinsale, the tour was launched as “the journey of a lifetime” last month, and its final signposts are slotting into place. It’s already shaping up as an iconic route, and the hope is for a Gathering-like boost to Irish tourism — albeit over years rather than months.

It’s Ireland’s western seaboard, repackaged for the 21st century.

At first glance, it does seem surreally obvious. Hasn’t the Atlantic Coast always been there, after all? Hasn’t Ireland always had captivating coastal views? Aren’t the cliffs, beaches and sea stacks of the west coast already central to our tourism offering?

Of course they are. Sometimes the best ideas are the simplest, however. The decision to channel €10 million into chevron signposts and designated discovery points could be seen as pie in the sky, but it could also be a cost-effective way of packaging a priceless piece of tourism infrastructure that Mother Nature has already built.

It’s a busy world, out there. But something as clean, visual and breathtaking as Ireland’s Wild Atlantic Way could just cut through the chatter. It could kick this beautiful coastline of ours into the thoughts and plans of millions of potential visitors.

This really is as raw as Ireland gets. This is spray-in-your-face, mud-on-your-tyres, salt-on-your-windscreen stuff. It's about jagged peninsulas, deserted villages, brilliant beaches and coastal hubs ranging from Kinsale to Kenmare and Kilkee.

The Wild Atlantic Way is longer than California's Pacific Coast Highway or South Africa's Garden Route, has fewer tourists (well, outside of the Cliffs of Moher and Ring of Kerry, anyway), and its halfway house is Galway City.

What's not to like?

Few people will drive the entire 2,500km, of course. Sure, you'll find intrepid adventurers taking it on, (Liffey Press are shortly to publish a book by Eugene O'Loughlin, for example, who travelled the route by Harley Davidson). But most of us will be happy to dip in and out, biting off little bits and stopping whenever the mood strikes.

At any rate, whether you walk 10km or drive 1,000km doesn't really matter. The Wild Atlantic Way is not there to be 'done' or 'finished'. From a marketing point of view, touring routes attract more people, get them to stay longer and spend more money.

Businesses should benefit too. The Wild Atlantic Way is a once-in-a-lifetime opportunity to jump on board a branding bandwagon with international reach — one that comes with its own ads, marketing budget and app (available end of June).

From culture vultures to adrenaline junkies, bird watchers to big wave surfers, golfers to anglers and families to the far-flung diaspora, the Wild Atlantic Way is a grand invitation to all ...



Two Minute Talk

What do you think of the idea of the Wild Atlantic Way? Does it appeal to you? Why / why not? If some family visited you from your home country, would you take them on part of The Wild Atlantic Way? Do you think it's a good idea for the local economies along the 'Way'?

5 Minute Game



Write a short paragraph on a local tourist attraction close to you in your home country. Try to make Irish people excited to visit it. Explain what they can see there, what facilities are available and the best way to travel there.

Lesson Five: Comparisons and superlatives



Getting Started

Look at the pictures below and the sentences that refer to them. Each picture is of a journey's end – a destination. Each sentence asks a question about at least one of the journeys. Read these sentences with your teacher and practise using the language. See what you notice about how the language is formed.



Discuss with your partner. Make full sentences with the language below. Which journey do you think will ...?

.....be the quickest?

.....be the most difficult?

.....take the longest?

.....be the most terrifying?

..... be the most convenient?

.....be the most comfortable?

...be the most exciting?



Key Language

We use comparatives to compare any two things. We use superlatives to speak about the *most* clever, *happiest*, etc. They follow these rules:

Comparing two things (or actions)

Olive oil is **better** for you **than** butter.
You draw much **faster than** me.
Manchester United played **worse** today **than** last week.

I am **taller** than my brother.
Donegal is **less expensive than** Dublin.
This exam is **more difficult than** the last one.

Superlatives

She's **the tallest** girl in the class.
This explanation is **the least difficult** to understand.
He was **the best** student in the class.
Is Oslo **the most expensive** capital in Europe?

Superlatives

Short Adjectives add '-est'
: **Fast** → **Fastest**
Long adjectives use 'most':
Expensive → **the most Expensive**

-Regular comparative adjectives / adverbs:

Hard > harder
Small > smaller
Easy > easier
Modern > more modern
Difficult > more difficult

If the adjective ends in -e just add -st:

Late → Latest

If the adjective ends in consonant-vowel-consonant, double the last consonant:

Big → Biggest

If the adjective ends in -y, change -y to -i:

Happy → Happiest

Some 2-syllable words can use.....'est' or 'most'

Quiet → the quietest/most quiet

Clever → the cleverest/most clever

Simple → the simplest/ most simple



Language Builder

Use the language you have learned above to complete the exercises below. Work with a tutor. Speak each answer aloud to be sure it sounds correct.

Complete each sentence below with one word only:

- 1 He's not as clever _____ he thinks he is.
- 2 It's _____ best film I've seen in a long time.
- 3 She's the _____ selfish person I've ever met.
- 4 We don't see each other _____ often as we did before.
- 5 My father speaks _____ accurately than I do.
- 6 The journey took longer _____ we expected.

Put the adjectives in brackets in the correct form.

- 1 Australia is (big) _____ than England.
- 2 I'm (good) _____ now than yesterday.
- 3 She's got (few) _____ friends than you because she doesn't care.
- 4 Cats are not (intelligent) _____ as dogs.
- 5 Peter played (good) _____ than he did last week.
- 6 Who is (talkative) _____ person in your family?
- 7 I think the Chinese language is (difficult) _____ in the world.
- 8 Can you show me (good) _____ restaurant in town?

Read the sentences and write the correct superlative form for each adjective.

- New York has got to be the most exciting city in the world.
- His biggest desire is to return home.
- She is probably the angriest person I know.
- interesting _____
- weak _____
- funny _____
- important _____
- careful _____
- big _____
- small _____
- polluted _____
- boring _____
- angry _____

**KEEP
CALM
AND
REVISE**

Revision

Work in pairs or alone for this exercise. Try to use as much learned language from each lesson as possible.

Imagine you have walked along The Wild Atlantic Way over the period of a month. Write an article for a newspaper describing what you saw:

- [a] Describe several small villages and towns
- [b] Compare the facilities in a selection of places. Which was *better*, which was *best*?
- [c] Say whether or not you would recommend the trip. Give three reasons.
- [d] Advise other travellers who are going on the 'Way' – what should they bring? What should they look out for?

MODULE 7 'Culture'

Following this Module you will know lots about:

How to give advice and instruction in English

What is considered a healthy lifestyle in Ireland

Socially acceptable / unacceptable behaviours in Ireland and across the world

Lesson One: Giving advice and instruction



Getting Started

Look at the situations in the pictures below. Give some advice to the speaker using some of the following words: must, have to, and should.



My friend broke my computer and he won't pay for it.

- a) _____
- b) _____



My boyfriend broke my heart. He cheated on me. Now I feel really bad.

- a) _____
- b) _____



I am a liar. I keep lying to people. I can't help it.

- a) _____
- b) _____



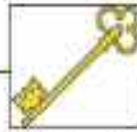
We gave a dog to my son on his birthday but it's too messy. Now we want to give it away.

- a) _____
- b) _____



Two Minute Talk

Can you put the words / expressions above into more sentences which are true for you? The words, remember, are 'must', 'have to' and 'should'. Work with your teacher to make sentences that are true for you.



Key Language

In the boxes below are the rules for using: have to / must and should / shouldn't. We use these words to give advice or instruction. Read through them with your tutor, be sure you understand how to use them.

STRONG OBLIGATION / NECESSITY

have to / must (+ infinitive)

- must* and *have to* have a very similar meaning.
- *have to* is more common for **general** obligations like rules of the law.
- *must* is more common for **specific** or **personal** obligations.

You **have to** wear a seatbelt in a car.
 I'll **have to** get up early tomorrow for an interview at 9.00.
 Some kids **have to** wear a uniform to school.
 Do you **have to** work on Saturdays?
 Oh, I **must** remember to give Paul a call later.

MILD OBLIGATION / ADVICE / OPINION

should / shouldn't (+ infinitive)

- should* is not as strong as *must* / *have to*- we say it if we think something is the right or wrong thing to do.

You **should** take an umbrella with you to Dublin. It rains there a lot.
Should the government do something about unemployment?

NO OBLIGATION / NECESSITY

don't have to

You **don't have to** pay for this. It's free.
 You really **don't have to** come over if you don't want to.

PROHIBITION

mustn't (+infinitive)

You **mustn't** eat that cake- you have to have dinner first.
 You **mustn't** touch that. It's dangerous

- Don't have to** and **mustn't** are completely different.

Compare:

You **mustn't** drive this way. (it's prohibited, against the law)
 You **don't have to** drive this way, it's easy to get lost. (you can drive this way if you want to, but you can choose to drive an easier route)





Language Builder

Now work through the following exercises with your tutor as a way to practise the language you have learned above. Circle the correct piece of language in each of the sentences:

1. I don't think you *must /should* eat so much chocolate. It's bad for your health.
2. Children *should / must* behave well when they are in class.
3. If you feel sick you *should /must* stay at home.
4. We *mustn't / don't have to* hurry. We have plenty of time.
5. She's allergic to dairy products so she *mustn't / doesn't have to* eat anything made from milk.
6. We *must / had to* wait two hours at security and nearly missed our flight.
7. The exhibition was free so we *hadn't to / didn't have to* pay.
8. I *must / should* remember to write the report. My boss will be furious if i don't!



5 Minute Game

Make some sentences that contain the learned language from above. Imagine you are writing some advice to your children. What is the best advice you can give them? Write it in the box below ...

Lesson Two: A healthy lifestyle



Getting Started

What do you think is essential for a healthy lifestyle? What *should* each person do? Discuss this with your fellow students and / or tutor. Then read the piece of text on the following page. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your

tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

Six Health Tips

The context in which an individual lives has great significance on health status and quality of life. We shouldn't think that health is maintained and improved only through the advancement of health science. We must realise that our efforts and intelligent lifestyle choices are also important. Here are some basic tips for maintaining good health.

Exercise

You don't have to be a member of a gym. A thirty minute walk every day will prevent weight gain and encourage moderate weight loss.

Eat Healthily

You should reduce fat intake and cut down on sugar. You must eat fruit and vegetables. This should help reduce cholesterol and blood pressure. Healthy food will also lead to better blood sugar control.

Reduce stress

We have to accept that there are things that we cannot control. You should learn to manage your time well. We must allow ourselves enough time to get things done. Set a time during the day for relaxation.

Improve Sleep

You should avoid caffeine, alcohol, nicotine, and other chemicals that interfere with sleep. Ensure you have a comfortable mattress and pillows. Sleep in a dark, clean and quiet environment.

Meditation

Meditation has been linked to a variety of health benefits. It has been linked to changes in metabolism, blood pressure, brain activation and other bodily processes.

Positive Thinking

People who think positively have an optimistic view of life that affects their health and well-being. Optimism has been shown to explain between 5-10% of the variation in the likelihood of developing some health conditions, including cardiovascular disease, stroke, depression and cancer.



Two Minute Talk

What advice here do you think is most useful? Is there any common advice here that you feel is not so useful? Did you give any of this advice to your children in the exercise above? Is there any advice here that you should take for yourself?!!



Two Minute Talk

Look at the two lists below. Match an item from Column A (on the left) with an item from Column B (on the right).

- | | |
|---|---|
| 1. You shouldn't eat too many fatty foods. | A. It isn't necessary; you don't need to do this. |
| 2. You have to make sure you get enough sleep. | B. It is imperative that you do this! |
| 3. You must realise that you are responsible for your health. | C. Do this because your body needs it! |
| 4. You don't have to be a gym member to be healthy. | D. I think it's a bad thing to do this. |
| 5. You should be organised and plan time for relaxation. | E. I think it's a good thing to do this. |

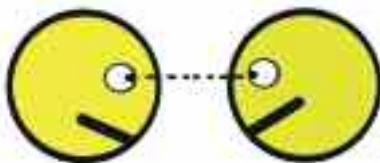
Lesson Three: Making the right moves



Getting Started

Each culture has different expectations of people. The way two people greet each other in Japan is different to a similar encounter in Cavan! Many of the differences do not involve speech or language. Can you name some differences in cultural behaviours? Perhaps look at the pictures / symbols below for hints Match one of the words / phrases to each of the actions.

Eye-Contact



PHYSICAL CONTACT
EYE CONTACT
SHAKE HANDS
TAP ON THE SHOULDER
COUGH





Language Builder

Are any of the phrases on the previous page new to you? Does your native culture have different expectations than Irish culture does about these things? Tell the group and share about your culture ...



Two Minute Talk

Look at the various examples of behaviour below. Some are acceptable in Ireland, some not. How many are acceptable in Ireland? How many are acceptable in your home country? Can you think of at least one country where each of these is unacceptable?

DRIVING

- drive with loud music playing and windows down
- hoot at people walking by or driving slowly
- stop at a pedestrian crossing

VISITING PEOPLE

- shake hands with someone you're visiting
- bring a present for the household
- smoke in a house where the owners don't smoke

EATING IN A RESTAURANT

- keep eye contact with the waiter when you order your food
- let your children run around and be noisy
- talk on your mobile phone

GREETING PEOPLE

- keep eye contact when introducing yourself
- address older people by their first name
- hug someone you just met

MEN AND WOMEN RELATIONS

- a man pays for a woman on a first date
- make sure a woman gets home safely at night
- wait for a woman to go through the door first



Language Builder

Use the language you learned in the 'Key Language' section above. Combine it with the exercise on social norms. Complete each sentence following this example:

Lorries are not allowed to go on this road → Lorries mustn't drive on this road.

- 1 It's not a good idea to go straight to bed after a big meal.
You _____ straight to bed after a big meal.
- 2 Was it really necessary for them to come?
Did _____ come?
- 3 This meeting isn't obligatory.
We _____ go to the meeting.
- 4 It's considered bad manners to call someone's house after 10pm.
You _____ call anyone's house after 10pm.
- 5 Smoking is prohibited here.
You _____ smoke here.



5 Minute Game

Following the five examples above, can you now make up five examples of your own using these words?

Lesson Four: Celebrating the Irish in Britain



Getting Started

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

Artists and musicians from Ireland, as well as descendants of Irish emigrants, have performed in a London concert at the Royal Albert Hall.

(from bbc.co.uk)

The event was called Ceiliúradh, which translates as celebration. It was held in honour of Irish President Michael D Higgins as part of the historic state visit to the UK. Earlier on Thursday, the Queen and Mr Higgins hosted a Northern Ireland-themed reception at Windsor Castle. They met politicians, charity workers and others who have made a significant contribution to the Irish peace process and public life in Northern Ireland.

Mr Higgins and his wife were welcomed to the Royal Albert Hall by Prince and Princess Michael of Kent. The president described the event as a "wonderful and historic occasion" in a "magnificent venue".

"This celebration, above all, is for the thousands of Irish people in this Hall who have made Britain their home or whose parents or grandparents did, as well as the friends, neighbours, relatives and in-laws, they have brought along," he said.



'Deep friendship'

President Higgins thanked the Queen and the Duke of Edinburgh for their "gracious welcome and warm hospitality" throughout his UK trip.

"The evident grace and warmth with which they have prepared for, and arranged, my state visit is reflective of the true and deep friendship that

now exists between Ireland and the United Kingdom," he added.

The president also paid tribute to members of the Irish community in Britain.

He thanked them for "the fidelity you have shown to Ireland over many years; for the contribution you have made to the development of Britain; and for your part in the consolidation of an enduring friendship between our two countries".

"On a night like this, it is great to be Irish. And it is even better to share it in the company of our friends in Britain," Mr Higgins added. The concert organisers said the event celebrated the contribution of the Irish community in the UK and the "strength and range of collaboration and creativity between Ireland and the United Kingdom".

Northern Ireland singer-songwriter Paul Brady, Oscar-winning musician Glen Hansard, actress Fiona Shaw, best-selling author Joseph O'Connor and TV presenter Dermot O'Leary were among the performers.

The special guest was singer Elvis Costello, whose real name is Declan McManus. Taoiseach (Prime Minister) Enda Kenny, and former British Prime Minister John Major - who was heavily involved in the early days of the Irish peace process - were among the guests.



Two Minute Talk

What do you think of the article above? Is it right to celebrate Irish culture in this way? Do you think you look at your culture differently when you are in a different country? How so? Why? Discuss these issues with your tutor / fellow students.

NOTES

MODULE 8 'My local city / town'

Following this Module you will be familiar with:

Language describing facilities and problems in your local city / town.

Use of the first conditional and second conditional.

An unusual problem facing one Irish 'Tidy Towns' committee.

The inspirational story of Jean Vanier and the L'Arche communities.

Lesson One: Local facilities(conditional)



Getting Started

Look at the pictures below. Can you match a name with each one of the pictures? How many of them do you have in your local town? Describe where each one is. How many of these facilities / problems do you have in the town closest to where you were born? Is there one of these which you do not have but would like?



STADIUM SWIMMING POOL PARK NIGHT CLUB LIBRARY CASINO



GRAFITI LITTERING VANDALISM



Key Language

We are now going to learn the rules for conditional expressions. We use this when we talk about possibilities and things which *might or could* happen.

<p>FIRST CONDITIONAL: <i>if (or unless)+ present simple, ... will / won't + infinitive</i></p> <p>If it rains tomorrow we'll go to the cinema If you don't do more work, you'll fail the exam.</p> <p>- Always use the present tense (NOT the future) after <i>if</i> in first conditional sentences</p> <p><i>FUTURE TIME CLAUSES:</i></p> <p>As soon as you get your exam results, call me. We'll have dinner <i>when</i> your father gets home. I won't go to bed <i>until</i> you come home. I'll have lunch <i>before</i> I leave. <i>After</i> I finish university, I'll probably take a year off and travel.</p> <p>- Use the present simple (NOT the future) after, <i>as soon as, until, before, and after</i> to talk about the future. <i>as soon as = at the moment when</i> <i>I'll call you as soon as I arrive.</i></p>	<p>SECOND CONDITIONAL: <i>if + past simple, ...would / wouldn't + infinitive</i></p> <p>If I had a lot of money, I would travel around the world. I would get on better with my parents if I didn't live with them. I wouldn't do that job unless they paid me a really good salary. If I were you, I'd buy a new computer.</p> <p>- use the second conditional to talk about hypothetical situations in the present or future and its consequence.</p> <p>compare:</p> <p><i>I don't have much money so I can't buy a bigger house. (real situation)</i> <i>If I had more money, I'd buy a bigger house (hypothetical situation)</i></p> <p>- use the second conditional beginning with <i>if I were you, I'd...</i> to give advice. (You <u>can't</u> use <i>if</i> I was you in this case!)</p>
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Language Builders – First Conditional

Now it's time to practise the language set out above. It can be difficult to understand when simply rules are stated. However, the exercises below will help you to understand and make use of it.



Two Minute Talk

Here you are practising the first conditional. This was presented in the box on the left above.

Work with a partner. Imagine that your teacher is the mayor of a small town. The mayor has enough funding to build one new building in her town. Each pair of students must pick one building from the exercise above. Every pair has to have a different building!

You want to persuade the mayor to fund your building. With your partner you need to prepare a short presentation outlining the advantages of having your building in town.

Use this sentence structure:

If we build the park, people will be able to relax outside in the sun.

If we build a library, students will have a place to study.

Be careful! When you present the advantages of your building, other teams (and the mayor) will point out the disadvantages of having the building in town. You need to be ready to defend your choice! Have fun preparing your proposal and defending your choice.



Language Builder

Complete each sentence below with a word or expression from the list.

after as soon as before if unless until when

After we have dinner, we could go to the cinema.

- 1 _____ you work harder, you won't pass the final exam.
- 2 I must write the date in my diary _____ I forget it.
- 3 I'll pay you back _____ I get my first salary.
- 4 I can't go _____ you pay for my ticket. I'm broke.
- 5 She'll be very happy _____ she hears the news.
- 6 He wants to go on working _____ he's 60. Then he'll retire.
- 7 I must renew my passport _____ I go to New York.
- 8 This job is very urgent so please do it _____ you can.



Language Builder

Choose five sentence beginnings from the list below and make true sentences about yourself. Then tell your partner.

- | | |
|---|---|
| I don't want to leave Ireland until I ... | I won't get married until... |
| I'd like to retire when.... | I'll have something to eat as soon as.... |
| I'll have a big party if.... | I'll be really annoyed if.... |
| I'll stay in Ireland for a few years unless.... | I don't want to have children before.... |



Language Builder

Work as a pair of students or student-teacher. Complete the following sentences with either the present simple or will

Example: I'll give Peter your message when I see him. (see)

- 1 Don't forget to turn off the lights before you _____ . (leave)
- 2 When Clara finds out what Rob has done, she _____ furious. (be)
- 3 She won't like curry if she _____ spicy food. (not like)
- 4 If I see Liz, I _____ her you are looking for her. (tell)
- 5 Go to bed when the film _____. (finish)
- 6 They _____ married until they find a place to live. (not get)
- 7 As soon as it stops raining, we _____ out. (go)
- 8 Don't say anything until he _____ you to. (tell)
- 9 We won't be able to find parking unless we _____ there early. (get)
- 10 I'll call you as soon as I _____ at his house. (arrive)



Language Builders – Second Conditional

You are now going to work on the second conditional. This was set out in the Key Language section above, in the right hand column. Work with your tutor to understand. Use the rule above to work through the exercises below.



Two Minute Talk

Ask as many members of your class as possible the following questions. Who has the most interesting answers? Why?

1. If you won one millions euros, what would you do with it? How much would you give to family and friends?
2. If you saw a colleague stealing at work, would you report them?
3. If you could go anywhere in the world for a holiday, where would you go?
4. What would you do if you worked in a bank and a robber came in with a gun?
5. If your son stole your car, would you report it to the Gardai?
6. If you were asked to give a speech in front of two thousand people, would you do it?
7. If you found a wallet containing 1000 euros and an I.D. card would you give it back?
8. What would you do if you were lost in the jungle with no way of calling for help?
9. If you could live anywhere in the world, where would you live?

Lesson Two: The Tidy Towns ... thief?!



Getting Started

The rather strange article on the following page is from the Limerick Leader newspaper's website. It concerns a local group of people who are attempting to keep their area clean, tidy and beautiful. However, they have some unlikely obstacles ...

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

GREEN FINGERED THIEF STRIKES AGAIN IN LIMERICK

FOR THE third year running a light and green fingered thief has stolen flowers in Pallasgreen.

The horticulture loving criminal is causing a lot of annoyance to locals and especially Pallasgreen Tidy



Towns committee who do Trojan work in the locality. In 2012, two big flower pots were taken. Last year two hanging baskets were taken from outside St Columba's cemetery in Pallasgreen located on the main Limerick to Tipperary Road.

And now they are at it again. In the last couple of weeks they have struck twice at exactly the same place. Just over two weeks ago begonias were dug out of a decorative roundstone on the Tipperary side of the village.

Chairperson of Pallasgreen Tidy Towns, Teresa Harding, contacted Donal Coffey one of the horticulturists with Limerick County Council.

"He very kindly gave me replacement flowers - begonias and geraniums - because he knew we were low on money. We set them last Wednesday night week. We started at 7pm and finished at 10pm - we did other bits and pieces as well. The village is looking lovely at the moment," said Ms Harding.

Due to the hot weather the members of the six strong Tidy Towns committee watered the new flowers on Thursday night and Friday night.

"Then over the weekend they were taken from the exact same spot. It is dreadful - what can we do?"

"Eventually, are they all going to be gone? I saw in the Leader that in Doon they are taking the signs.

"The whole thing is ridiculous. It makes it that bit harder and money is so hard to come by," said Ms Harding.

The thefts have not just drawn the ire of the Tidy Towns volunteers but of the whole community.

"They have not only attacked the landscaping and gardening, they have attacked the entire community as well. It has disheartened and discouraged the volunteers who have been working so hard over the years enhancing and brightening up the local village for us and visitors to enjoy. How anyone could steal plants and shrubs bought through hard earned fundraising and donations beggars belief and is an absolute disgrace. They should be ashamed of themselves," said a local.

Anybody with any information on who the mystery thief is, is asked to contact gardai.



Two Minute Talk

What an odd situation? What do you think is the solution? Write a short letter to the people of Pallasgreen outlining your solution. Try to use the first and second conditionals as often as you can. Have you ever come across a similar problem before? How was it

solved?

Lesson Three: Building a community



Getting Started

The article below is about a Canadian man named Jean Vanier. In 1964 he opened a home in France which he shared with two men with disabilities. He called his house 'L'Arche' (the 'Ark'). Now there are many L'Arche communities throughout the world, including Dublin, Kilkenny, Belfast and Cork.

Read through the following text, with a partner / tutor if you need to. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your teachers, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

THE STORY OF L'ARCHE

As a young Canadian living in France, Jean Vanier was at the forefront of what gradually became the widely accepted movement to de-institutionalize people who had developmental disabilities.

Distressed by the scandalous conditions he saw in institutions, in 1964 Jean Vanier invited two men with developmental disabilities, Raphael Simi and Philippe Seux, to live with him in a small house in the French village of Trosly-Breuil. He named their house "L'Arche," after Noah's Ark.



The three created home life together, sharing daily tasks and times of relaxation as would a family. Before long, Jean, Raphael and Philippe welcomed more men and women with developmental disabilities and many young assistants from various countries including Canada who wanted to help and to share in this unique experience of living in community.

As L'Arche grew, it opened other homes in the village and started small work projects and creative studios where fine hand-crafted items were made. When assistants returned to their home countries they carried the vision and mission of L'Arche with them. Thus these same simple beginnings have been replicated in many countries around the world.

Vanier very quickly discovered that the people whom he had befriended had much to give him and to teach him about life. This awareness of the mutuality of relationships and the humanizing contribution of people who have developmental disabilities—indeed the transformative experience of sharing life together— is fundamental to L'Arche and is what continues to attract many of the assistants who come to L'Arche.

After spending a year in Trosly, Steve and Ann Newroth brought Jean Vanier's vision home with them. In 1969, with the gift of a large house and some property, the first community outside France opened in Canada. Bill Van Buren, a young man who needed a home, was the first to join the couple, and his arrival on October 16th of that year officially founded L'Arche Daybreak.

In the 70s L'Arche grew rapidly around the world. Canada was no exception. L'Arche communities opened in British Columbia, Alberta, Manitoba, Ontario, Quebec and Nova Scotia. The International Federation of L'Arche communities formed during these years. L'Arche communities were grouped into "regions" for friendship and mutual support. The Charter of L'Arche was written, and standards for governance and the ensuring of L'Arche values and quality of life were put in place. L'Arche continues to grow as every year new communities are opened.

Today

- L'Arche has nearly 200 homes and day settings in different L'Arche communities located across Canada, from Vancouver Island to Cape Breton.
- There are always new L'Arche communities being created in Canada.
- Each L'Arche community is composed of 2 to 8 homes and often, work settings and day programs integrated into local neighbourhoods where they are located.
- Some communities have a small spiritual centre.
- L'Arche is known and respected as an outstanding service-provider.
- Each L'Arche community has a network of friends and volunteers in the wider society.
- Many L'Arche communities give support to families who have people with disabilities at home.
- L'Arche has grown to an international federation of 130 communities. There are L'Arche communities in 30 countries on 6 continents.
- L'Arche contributes to the wider Canadian society through providing educational resources and publications that extend the values and social vision of Jean Vanier and help build a compassionate and inclusive social ethos.

The inspiration

Jean Vanier took as his inspiration the biblical passage from the Beatitudes that declares that the poor are "blessed." L'Arche believes that every person is blessed with important gifts to offer to others and that we are called to create a society in which each one's gifts can be given and recognized. L'Arche communities reflect the cultural and religious make-up of the locales where they were founded. Thus, while in France L'Arche drew largely from a Roman Catholic population, Canadian communities have welcomed people of various Christian denominations and also sometimes people of Jewish, Muslim or other faiths as well as people with no faith affiliation.



Two Minute Talk

How do you feel about this type of community? Do you think any similar communities could be created in your area? Who might be part of them? Are there similar communities (or L'Arche communities!) in your home country? Discuss the issues with your partner / tutor, using as much vocabulary from above as possible.

**KEEP
CALM
AND
REVISE**

Revision

Use the following exercises to revise the Key Language covered in this lesson. It's ok to go slowly and to look back at the rules that are printed at the beginning of the Module. If you like, work with a tutor and / or a partner for these exercises.



Two Minute Talk

Write sentences below in the second conditional.

EXAMPLE: If you / tell her the truth, I'm sure she / understand.

If you told her the truth, I'm sure she would understand.

- 1 It / be better for him if he / tell the truth.
- 2 She / not treat him like that if she really / love him.
- 3 The room / look bigger if we / paint it white.
- 4 I / not buy that cat if I / be you.
- 5 He / be more attractive if he / wear nicer clothes.
- 6 If we / not have children, we / travel more.
- 7 What / you do in this situation if you / be me?
- 8 If I / can live anywhere in the world, I / live in Croatia.



Two Minute Talk

Should the sentences below be completed in the first conditional or the second conditional? You decide! Work through them with your tutor and explain why you have made each decision.

- 1 It'll be quicker if we _____ a taxi to the station. (get)
- 2 What would you do if you _____ your job? (lose)
- 3 Where will she live if she _____ the job in Madrid? (get)
- 4 If she didn't have to look after her brother, she _____ life more. (enjoy)
- 5 I'll be surprised if Mike _____ on his way here. (not get lost)
- 6 If you cycled regularly, you _____ better. (feel)
- 7 If you buy the food, I _____ tonight. (cook)
- 8 I think I'd be happier if I _____ alone. (live)

MODULE 9 'Habits'

Following this Module you will:

Have some vocabulary about habits good and bad.

Understand how habits can be broken and formed.

Have covered ways of counting, expressing quantity etc. (i.e. 'quantifiers')



Getting Started

Do you know what a *habit* is? Can you explain it to your teacher? Speak with your tutor / classmates about common habits. Do you have any particularly good / bad habits? Are habits important for people generally – why so?

Lesson One: Building good habits



Getting Started

This article speaks about how you can build new habits. In your experience, is it easy or difficult to build new habits? Give some examples from your own life of when you have started a habit.

Now read through the following text, with a partner / tutor if you need to. As you read through take note of any words / phrases you don't understand. At the end: [a] Summarise the article in your own words for your tutor, and [b] Ask your tutor to clarify / explain any unknown or difficult words or phrases.

3 SIMPLE THINGS YOU CAN DO TO BUILD A NEW HABIT!

(from www.jamesclear.com)

Building good habits can be difficult.

That's especially true if you want to stick with them for the long-term. Thankfully, there are a few simple strategies that you can use to build better habits and break bad ones.

1. Start with a habit that is so easy you can't say no.

The most important part of building a new habit is staying consistent. For that reason, when you start a new habit it should be so easy that you can't say no to it. In fact, when starting a new behaviour it should be so easy that it's almost laughable.

- Want to build an exercise habit? Your goal is to exercise for 1 minute today.
- Want to start a writing habit? Your goal is to write three sentences today.
- Want to create a healthy eating habit? Your goal is to eat one healthy meal this week.



It doesn't matter if you start small because there will be plenty of time to pick up the intensity later. You don't need to join a CrossFit gym, write a book, or change your entire diet at the very beginning.

It's easy to compare yourself to what others are doing or to feel the urge to optimise your performance and do more. Don't let those feelings pull you off course. Prove to yourself that you can stick to something small for 30 days. Then, once you are on a roll and remaining consistent, you can worry about increasing the difficulty.

In the beginning, performance is irrelevant. Doing something impressive once or twice isn't going to matter if you never stick with it for the long-run. Make your new habit so easy that you can't say no.

2. Take some time to understand exactly what is holding you back.

I recently spoke with a reader named Jane. She wanted to exercise consistently, but had always thought that she was, in her words, "the type of person who didn't like to work out." Jane decided to break the habit down and realized that it wasn't actually exercising that bothered her. Instead, she didn't like the hassle of getting ready for the gym, driving somewhere for 20 minutes, and then working out. She also didn't enjoy going to a public place and working out in front of other people. Those were the real barriers that prevented her exercise habit.



Once she realized this, Jane thought about how she could make exercising easier. She bought a yoga video and started exercising at home two nights per week. She was also a teacher and her school offered an exercise class for the faculty after school. She started going to that class because it meant that she didn't have to drive somewhere else or put in a lot of prep time just to workout.

Jane has been sticking to her workout routine for months now. She says, "You might not be able to fix everything you don't like, but figuring out how to work around one or two of those hurdles might provide the push you need to get over the hump and stick with your goals."

The people who stick with good habits understand exactly what is holding them back.

You might think that you're the "type of person who doesn't like working out" or the "type of person who is unorganized" or the "type of person who gives in to cravings and eats sweets." But in most cases, you're not destined to fail in those areas. Instead of making a blanket statement about your habits, break them down into smaller pieces and think about which areas are preventing you from becoming consistent.

Once you know the specific parts of the process that hold you back, you can begin to develop a solution to solve that problem.

3. Develop a plan for when you fail.

You have to learn to not judge yourself or feel guilty when you make a mistake, and instead focus on developing a plan to get back on track as quickly as possible.

Here are three strategies that might help...

1. Set schedules rather than a deadlines.
2. Forget about performance and focus on building a new identity.
3. Make this your new motto: "Never miss twice."

I find the "never miss twice" mind-set to be particularly useful. Maybe I'll miss one workout, but I'm not going to miss two in a row. Maybe I'll eat an entire pizza, but I'll follow it up with a healthy meal. Maybe I'll forget to meditate today, but tomorrow morning I'll be oozing with Zen. Slipping up on your habits doesn't make you a failure. It makes you normal.



Two Minute Talk

Discuss the article above. Do you think it would be easier for some people rather than others to develop new habits? Tell us about one time you went "off track" with your habits – what did you do to start it again? Give some advice – blending the article above and your own experience – to a person attempting to form a new habit.

Lesson Two: Breaking those bad habits



Getting Started

Read the article below from www.drphil.com. Dr Phil is an American self-help guru. You may have seen him on television – do you recognise him from the picture below? He writes here about how to break bad habits.

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

BAD HABITS? DR PHIL WEIGHS IN ...

One thing that psychologists have begun to understand is that a lot of our everyday behaviour is caused by circumstances in the world. Think about these common habits (that are usually good behaviours)

- When your phone rings, you naturally go to answer it.
- When you approach a red traffic light, you bring your car to a stop.
- When you go to the store to buy detergent, you usually buy the same brand every time.

Your bad habits are often related to specific situations as well.

- You might eat well at home, but order a large burger and fries at a restaurant.
- You might drink too much when you spend time with particular friends.
- You might find that you smoke a cigarette whenever you get home in the evening.
- You might bite your nails when you sit at your desk at home.



Why do habits repeat in this way? Your habit learning system is trying to find things that you do all the time and learn to do them automatically so that you don't have to think about them.

An obvious way to help yourself break a bad habit, then, is to avoid the situations in which you usually carry out your bad habit. Not all situations can be avoided, though. If you often smoke at work, then you cannot stop working just so that you can quit smoking. If you bite your nails in bed, you can't stop going to sleep. What can you do when you can't avoid the situations where you often carry out your bad habits?

Instead, you should try to replace your behaviour with something else. If you are trying to quit biting your nails, try another behaviour instead. If you bite your nails in bed, then try doing something else that will keep your hands busy when you get ready to go to sleep. For example, you could give yourself a manicure before bed, or maybe do a crossword puzzle before going to sleep. That is, by replacing your bad behaviour with a good one, you will eventually create a good habit where there was only a bad one before.

Finally, remember that overcoming a bad habit takes time. It probably took a while to develop the bad habit, you shouldn't think that it will go away quickly. Your goal in the end is not to successfully fight your bad habit, but instead to create good habits so that you do not have to think about the behaviour any more at all.



Two Minute Talk

What do you think of Dr Phil's idea of "replacing old (bad) habits with new ones"? Do you think there is some sense in it? Has it worked for you? How could it work for someone trying to give up smoking or stick to a diet? Discuss this, and other issues in the article, with your classmates.



Two Minute Talk

In the box below, write down some bad habits you would like to change and think of more positive habits you could use to replace them.

BAD HABIT	GOOD HABIT
X	✓

Lesson Three: Quantifiers



Getting Started

A quantifier is a word or phrase that allows us to describe how much of a thing there is, how often an event happens etc. Read the three ladies' stories below. Which is the more common experience in your home country? Which do you think is the more common experience in Ireland?

Lily, Lawyer, Lyon

I didn't use to have *much time/many time* for anything because I was working *too much/too many* hours - 45 or more a week. But the government in France decided that people should only work 35 hours a week. So nowadays I have *plenty of/plenty time* for my friends and myself. I play tennis two evenings a week and I finish work at lunchtime on Friday so it's easy to have long weekends. I have to say that I am much happier now. I think that when you have the time to enjoy your personal life, you work much better.



Di, Store Assistant, Tokyo

I am happy with my work/life balance because I've chosen a lifestyle that I like and that gives me quite *a lot/quite* of free time. My father on the other hand works over seventy hours a week for a car company, which I think is madness. *Lots of/Much of* Japanese people do the same. There's an expression in Japanese, Karoshi, which means 'dying because you work *too many/too much*'. But I think my generation is different. We don't want work dictating our lives. I work *a few/a little* hours a day in a store and that gives me enough money to live. I spend the rest of my time seeing my friends and drawing.

Jan, Project Manager, Boston

I'm not happy with my work/life balance at all. I work at least fifty or sixty hours a week so I don't have *any time/no time* at all for my personal life. I hardly ever see my children. I worked out a system with my wife - we communicate by leaving messages on the fridge. . . We rarely see each other because we work different hours. Another thing is I eat very badly because my 'lunch hour' (about 10 minutes) isn't *enough long/long enough* for me to have a proper meal. I admit, I earn *a lot of/a lot* money but I don't have *enough time/time enough*. I don't know if it's worth it.



Two Minute Talk

Once more read through the pieces on the previous page. Pay particular attention to the words in *italics*. Choose the correct option in each case. They are all quantifiers. If you are not sure, try saying the sentence aloud – which one *sounds* correct?



Key Language

Look at the explanation of quantifiers below. Work through it with your tutor. Put each one in a sentence to show that you understand.

Large quantities

Are there **many** restaurants here?

She has **a lot of** money.

I have **lots of** friends.

He eats **a lot**.

Do you watch **much** TV?

Don't run. We have **plenty of** time.

-we use *a lot of / lots of* in positive sentences (+)

-use *a lot* when there is no noun,

e.g., *I talk a lot.*

-*much / many* are used in negative sentences (-) and questions (?) but you can also use *a lot of*.

-*plenty of* = *as much as we need or more*

Small quantities

Hurry up. We have **very little** time.

A: Would you like some chocolate?

B: Just **a little** please.

- use *little* + uncountable nouns, *few* + plural countable nouns.

- a little, a few = some, not a lot

-very little, very few = not much / many

More than you want / need

too much

too many

Zero quantity

There **isn't any** room in the car.

There's **no** room in the car.

A: How much money do you have?

B: **None**.

- use **any** for zero quantity with a negative verb.

-use **no** with a positive verb.

Less than you want / need

There aren't **enough** bins.

The buses aren't **frequent enough**.





Language Builder

Work in pairs. Use the language you learned above in the 'Key Language' section. Discover and learn more about your fellow students (and tutor, perhaps!) by answering the following questions:

How much time do you have?

- to see your friends
- for yourself
- to follow your hobby / passion
- to exercise
- to relax

How much do you have?

- energy
- work / school work



Language Builder

Working again with quantifiers, underline the correct answer in the sentences below. When you have underlined it, explain to your tutor why it is the correct answer.

Example: This painting is *too much* / too expensive.

1. I don't think there are *people enough* / *enough people* in my hip hop class.
2. We've had *a lot of* / *lots of* rain recently.
3. Nobody likes her. She has *very little* / *very few* friends.
4. A: Do you speak Arabic? B: Yes *a few* / *a little*.
5. He *works a lot* / *much*. At least nine hours a day.
6. I don't have *no time* / *any time* for myself.
7. I *have no* / *don't have any* time.



Lesson Four: Language booster



Getting Started

Look at the list of words on the left below. Do you know what some / any of them mean? Explain them to your tutor / partner by putting each word in a sentence. Then match a word on the left with an appropriate phrase on the right to form a common expression.

BAN	teacher's salaries
REDUCE	national products abroad
PROMOTE	people to do more sport
PROTECT	smoking in streets and parks
INCREASE	wildlife
ENCOURAGE	unemployment

Now fill in the definitions in the spaces below ...



1. _____ to defend somebody or something,
e.g. *we need to ... this species because they're becoming extinct.*
2. _____ to say something is not allowed, usually by law,
e.g. *we want a total on guns.*
3. _____ to help something to happen or develop,
e.g. *the meeting helped to better relations.*
4. _____ influence somebody in a positive way,
e.g. *I ...young people to do more sport*
5. _____ to make something smaller,
e.g. *we need to..... pollution.*
6. _____ to make something bigger,
e.g. *we are shocked at the in gang crime.*



Language Builder

Below are a series of verbs, adjectives and suffixes. Can you match a verb or adjective with each suffix to make a noun? Pick a verb / adjective and see which suffix fits!



-ment

-ion

-al

-ness

-ation

-ity



Two Minute Talk

Work in pairs or in a small group. Use as much of the language you have learned above as possible. Imagine that your local large city is planning to do the following things:

- ban loud music in bars and clubs
- use speed bumps and police cameras to control speed
- reduce the speed limit in the city to 30km/h
- move all big supermarkets outside the city
- encourage local shops and ban multinational chain stores
- ban all fast-food restaurants
- promote small family restaurants
- ban cars from the city centre
- create more pedestrian zones
- create more green areas and plant more trees



Tick the ones you agree with and cross the ones you disagree with. Get ready to explain your choices.



Two Minute Talk

Work in groups. Imagine you are at a meeting to discuss each proposal and then vote for or against it.

Examples of language to use:

I'm for / against ... (banning, increasing, reducing)

I think / I don't think it would be a good idea (to create, to reduce, to ban)

I don't think that would work.

The problem with (promoting, moving, using) is that...

That would (definitely, really) make a difference.



Revision

Using the language you have learned in this unit, complete the following fun revision exercises. See how much new language you can show off! Work with these for homework or with your tutor / partner in the classroom.



Now You're Talking

Imagine that a friend of yours in your home country is struggling to break a bad habit. Write an email advising him/her what the best way is to break the habit. Refer to the articles above for vocabulary and to the 'Key Language' too. Be creative and have fun with your suggestions. What *good* habit could he/she take up instead?



Now You're Talking

Is there some invention / public facility that exists in your country that we don't have in Ireland? Write a letter to the local newspaper describing this invention / facility. How does it make life better? Why should we have it here in Ireland? Can you convince your teacher that we would be better off with it? Good luck!

MODULE 10 'Cinema'

Following this Module you will know:
Vocabulary and expressions about films.
The passive voice.

Lesson One: Talking about the cinema



Getting Started

Do you have a favourite movie, type of movie, or favourite director? What was the last movie you saw? Do you enjoy children's movies with your children? Have you seen any good Irish movies? What is the most famous movie in your home country – tell us about it.



Language Builder

Below are words related to movie-making. On the left are descriptions, on the right are definitions. Read them aloud and match a description to each definition.

the person who makes a film	the film crew
all the actors in a film	the soundtrack
all the people who make a film	extras
filmed in a real place (not a studio)	a documentary
the music from a film	the cast
actors who are not famous and only appear briefly	on location
a film that follows real-life events	the director

Now, with your partner, use most of the words above to describe your favourite film in more detail.



Now You're Talking

Use the discussion points in the four boxes below to have conversations about movies and cinema. Say all of the phrases aloud. Ask if there are any words you don't know. Use these discussions to get to know your classmates better.

1. Think of a really good film you've seen this year.

Where was it set?

When?

By whom was it directed?

Did it have a good plot?

What was the soundtrack like?

3. Can you think of a film which...

made you laugh a lot?

made you cry?

sent you to sleep?

made you feel good?

you've seen several times?

made you buy the soundtrack?

2. Do you prefer...

seeing foreign films dubbed or with subtitles?

films from your own country or American films?

seeing films on TV or DVD or in the cinema?

4. Have you ever...

met an actor or director?

used a video camera?

appeared in a film?

seen a film being made?



5 Minute Game

Imagine that a movie is being made about your life so far. You get to control the project! Who will the director be? And what type of movie? Where will it be filmed? Will it be a comedy? An action movie? And most importantly ... which actor/actress will play you?? Work in pairs or in a group for this activity.

Lesson Two: The passive voice



Getting Started

Do you listen to the news on Irish radio or watch the news on television at night? The passive voice is used a lot in this context. It is a different way of speaking about events. Instead of saying with the active voice: "John assaulted Peter" news writers write "Peter was assaulted". Instead of saying "Ms Daly stole the money" news writers write "The money was stolen". We use this construction a lot to place emphasis on the *action* and not on the *person carrying out* the action. Can you think of any other examples? Have you heard any on the radio?



Key Language

Compare the active and passive modes in the present simple and past simple:

Active: Somebody cleans the office every day.

Passive: The office is cleaned every day.

Active: Somebody cleaned the office yesterday.

Passive: The office was cleaned yesterday.

The way we form the passive tense, then, is:

			+ Past Participle	
Present Simple	am / is / are	(not)	cleaned invented	done built
Past Simple	was / were	(not)	Injured	taken

(Note: to form the past participle of regular verbs just add **-ed**.)



Language Builder

Complete the exercises below using the language you have just learned. Do this in pairs or alone. If you do it alone, compare your answers when you finish.

Make sentences using the passive voice and the words in brackets – present simple passive:

- (the office / clean / every day) The office is cleaned every day.
- (these rooms / clean / every day?) Are these rooms cleaned every day?

3. (glass / make / from sand) _____
4. (envelopes / sell / in a post office) _____
5. (your bicycle / not use / very often) _____
6. (we / allow / sit here?) _____
7. (how / your name / pronounce?) _____

Make sentences using the passive voice and the words in brackets – past simple passive

1. (the house / clean / yesterday) The house was cleaned yesterday.
2. (the office / paint / last month) The office _____
3. (three people / injure / in the accident) _____
4. (my car / steal / a few days ago) _____
5. (when / this bridge / build?) _____
6. (you / invite / to the celebration last week?) _____
7. (how / these windows / break?) _____
8. (I / not / wake up / by the noise) _____



Two Minute Talk

Compare answers with your partner or tutor. Read the sentences aloud and be sure that you understand each word before moving on.



Language Builder

Look at the sentences below and on the next page. With sentence 1-4, circle the correct form of the verb. In sentences 5-10, see if you can find a mistake. If you find a mistake, write the correct version beside the original.

1. English **also speaks / is also spoken** in New Zealand and Australia.
2. We **spent / were spent** too much money on holidays last summer.
3. Jaguars **don't make / aren't made** in the U.S.A.
4. The factory **produces / is produced** thousands of sports shoes and most of them **export / are exported**.
5. Our passports were taking by a woman in uniform.

6. Three men were arrested last night when they tried to break into the Museum.

7. Stamps can be buying at the post office.

8. Peter's car has be stolen from the car park.

9. I have been invited to Helen's party.

10. The new library won't be building in the city centre.



Two Minute Talk

Once again, compare answers with your partner or tutor. Read the sentences aloud and be sure that you understand each word before moving on.



Language Builder

The following exercise contains some interesting facts! Make the correct sentences using either the present simple passive or past simple passive.

1. In Britain a car _____ every twenty seconds.
2. The internet _____ by an Englishman named Tim Berners Lee.
3. During the Second World War, the Oscars _____ of wood.
4. Fish and chips _____ over to England by the Polish.
5. Casper the Friendly Ghost _____ Gaspar in Brazil.
6. Typewriters _____ to help blind people to write.
7. 1.3 billion Coca-Colas _____ every single day.
8. The yoyo _____ originally _____ as a weapon in the jungles of the Phillipines.
9. About 900 million Big Macs _____ each year.
10. The heart of a shrimp _____ in its head.
11. On average 100 people _____ by choking on a pen every year.
12. The electric chair _____ by a dentist.



Now You're Talking

Look again at the sentences above and complete the following exercises with a partner:

- (a.) Re-write the sentences so that they are *active*. i.e. No. 2: An English man named Tim Berners Lee invented the internet.
- (b.) Discuss the facts in the sentences above. Do any surprise you? Can you think of any other amazing fact? – if so, put it in the passive voice.
- (c.) Write five true sentences about yourself and give them to your partner. He / She should make them passive while you do the same with their sentences.

MODULE 11 'A life-changing event'

Following this Module you will:

Have discussed the role of luck in various situations.

Be able to talk about life-changing moments.

Have tested and revised a range of vocabulary.



Getting Started

Have you ever had a major event change the course of your life? Was it private or a public event? What was it? Did you think it was a good thing at the time? And do you still have the same opinion.

Lesson One: A stroke of luck



Getting Started

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

CAROL LORAN STILL WORKS IN LOCAL BOOKIES ... A YEAR AFTER WINNING 5 MILLION!

(adapted from www.independent.ie)

The 40-year-old mother of five from Mullingar still works part-time at Boylesports in the Westmeath town and has no plans to leave:

"People say 'I can't believe you're still working'," she said. "People think I'm crazy."

But Ms Loran said she loves her job, where she started off as a cleaner and moved up to cashier.

And while she hardly needs the money, she said she looks forward to the 30 hours she devotes to the shop each week and the regular customers who look to her as "Lady Luck" when they're having a flutter.

Even when she found out that she and her former boyfriend, Kevin Geoghegan, had won €10.5m between them after splitting a €4 ticket in the mid-week National Lottery draw in May 2013, she went back to work as normal.

She hasn't even had a peek at her bank account even though the annual interest alone would add several digits to the already hefty balance.



"It still hasn't sunk in," she told the Irish Independent.

Apart from taking her five sons – Antony (25), Ian (23), Jamie (20), Christopher (17) and Ethan (9) – on a two-week trip to the Canary Islands, Ms Loran said the only indulgence she had allowed herself was a new car.

"I've never had a new car in my life," she said of splashing out on a Volvo S-60 last year. "It's a flashy car for me."

But she still lives in the same five-bedroom semi-detached house where she brought up her sons and still shops at Penneys and Dunnes Stores.

She does, however, treat herself to lunch now when she's working.

"I buy my lunch now, maybe a salad roll from Spar," she said.

But she insists there is no pressing need for her to rush out and buy a new house or wardrobe or go on an exotic holiday knowing that the money will always be there.

"I don't go near my bank account but I have loads of time to enjoy it," she said.

"I've never allowed myself to dream before. But I don't think of it at all."

The most important thing, she said, is that people – especially her sons – treat her no differently than before she was a millionaire several times over.



Two Minute Talk

What do you think of Carol's decision? Would you have done the same thing? Do you think that winning the lottery is likely to change your life? Will Carol live unchanged for a long time? Or should she spend her money *immediately*? Have a discussion / debate among a small group of students about the best thing to do ...



Lesson Two: Language booster



Getting Started

Use the following exercises to have a discussion with your tutor / classmates. These exercises are designed so that you will use as much of your vocabulary and language skills as possible. Don't be shy, share your experiences with those near you.



Two Minute Talk

Think either of the best day of your life or the worst day. Describe it to your partner / tutor. Who was with you? Where were you and when was it? Can you tell us what made the day so good / bad? Share whatever you are comfortable sharing ... then listen to the others' experiences.



Language Builder

Match the words below with their definitions.

stare cover letter puddle bruise escalator to oversleep tube

- a) You write one of these when you apply for a job: _____
- b) A moving staircase that takes you up and down in a station or a shopping centre: _____
- c) A small pool of water, often found on a road after rain: _____
- d) To sleep longer than you should have, for example, when you have to go to work: _____
- e) A mark that you get on your body after you are hit or if you knock against something: _____
- f) Another word for metro or the underground: _____
- g) To look at someone, with your eyes wide open, usually because they shock you or you are attracted to them: _____



Language Builder

Work in pairs with your tutor or with a fellow student. Complete the chart below: adjectives, negative adjectives, adverbs and negative adverbs.

noun	adjective (+)	adjective (-)	adverb (+)	adverb (-)
luck	lucky	unlucky	luckily	unluckily
care				
comfort				
patience				
fortune				



Language Builder

Complete the sentences with the correct form of the noun in bold.

- 1 Sit _____, Then I will begin the story. **COMFORT**
- 2 I waited _____ for the arrival of the summer. **PATIENCE**
- 3 The city was beautiful but _____ it rained almost every day. **FORTUNE**
- 4 If the bus seats had been more _____ we would not feel so stiff after our journey. **COMFORT**
- 5 You wouldn't have lost your wallet if you hadn't been so _____. **CARE**
- 6 I must say you were quite _____ to have missed your flight by just 5 minutes. **LUCK**
- 7 Don't be so _____. She will call you tonight! **PATIENCE**
- 8 She fell off a boat last month but _____ she wasn't badly hurt. **LUCK**
- 9 If she had been more _____ she wouldn't have had the accident. **CARE**
- 10 It was freezing cold outside but _____ we all brought warm clothes. **FORTUNE**

Lesson Three: Life-changing!



Look at the photos and match them with the names on the right.

Do you know what these people are famous for?



Queen Rania of Jordan

Bernard Kouchner

Thierry Henry

Bono

Aung Sa Suu-Kyi

Read the article on the next page and write in the missing names.

Read the article again. Answer the questions

1. Who used their hero status to raise money? What are they trying to change?
2. Who used to be a politician? What was unusual about her /him?
3. Who was asked for help they couldn't give?
4. Who is trying to fight disease in young children?
5. Who had to choose between her job and her family? What did she choose?



Two Minute Talk

Think of a person you admire from three of the categories below:

FILM / TV
HISTORICAL
MUSIC / ART
SPORT
OTHER

Working in groups, talk about the people you have chosen. Explain to your group who they are, what they have done and why you admire them.



PEOPLE WHO CHANGE YOUR LIFE

A list of people called the Time 100 has been chosen. These are people who, according to the magazine, have a big impact on today's world and who inspire millions of people. This list includes a wide variety of people, from a queen to a footballer, from politicians to a multi-millionaire rock star.

A _____ is helping her husband to try to reconcile tradition with modernity in her country. Outside her country, along with Bill and Melinda Gates she's trying to make sure that children everywhere get vaccinated.



C _____, apart from being one of the world's biggest rock stars, is also Africa's biggest defender. The story surrounding the beginning of his work towards freeing Africa from hunger and poverty is an interesting one. When he was leaving a refugee camp, where he was working with his wife Ali, a man holding a baby approached him. The man said to him that this was his child and that he wanted him to take the child with him. 'If you do he will live' he said. 'Otherwise he will die'. He wasn't able to take the child then but has been helping people in Africa ever since.

E _____ has been under house arrest since 1989 for opposing military rule and fighting for human rights. As the moral leader of Burma she put her country before everything, including her family. U2 wrote the song Walk on to honour her. She had to make an unimaginable choice- either to be with her husband and sons in England and never be allowed back in Burma, or to stay in Burma but not to see her sons grow up and not to be with her husband when he died. She lives in Burma to this day.

B _____ one of the world's greatest footballers, has used his status on the football pitch to fight racism in football. After he saw black players from England being insulted by spectators he started the campaign 'Stand up. Speak out.' He has raised around \$16 million for anti-racism groups through the sale of black and white bracelets. In his opinion, you can't change the racists but you can make them less comfortable, if a silent majority of people stands up against them. He hopes that in a few years he will 'be able to watch a football match and not hear a single racist insult'.

D _____ is recognised for helping to save the boat people who escaped Vietnam. In the 'Operation Restore Hope' in Somalia he carried sacks of rice himself even though he was a French government minister. Nelson Mandela once said to him 'thank you for helping in matters which aren't your problem'. He co-founded doctors without borders which was awarded a 1999 Nobel Peace Prize.

Extra Exercises

Module One

In the following exercises put the verb into the **present continuous** or the **present simple**.

1. 'I'm sorry, _____ (I / not / understand). Can you speak more slowly?
2. It's late. _____ (I go) home now. _____ (you / come) with me?
3. What time _____ (your father / finish) work in the evenings?
4. You can turn off the radio. _____ (I / not / listen) to it.
5. 'Where's Paul?' 'In the kitchen. _____ (he / cook) something.'
6. Martin _____ (not / usually / drive) to work. He _____ (usually / walk).
7. Sue _____ (not / like) coffee. _____ (she / prefer) tea.

Module Five

For each situation ask a question using the words in brackets.

1. You have a friend who is learning Polish. You ask:
(how long / learn / Polish?) How long have you been learning Polish?
2. You have just arrived to meet a business contact. He is waiting for you. You ask:
(wait / long?) _____
3. You see somebody fishing by the river. You ask:
(catch / fish) _____
4. Some friends of yours are having a party next week. You ask:
(how many people / invite?) _____
5. A friend of yours is a teacher. You ask:
(how long / teach?) _____
6. You meet somebody who is a writer. You ask:
(how many books / write?) _____

Put the verb into the most suitable form, Present Perfect Simple or Present Perfect Continuous.

1. Where have you been? Have you been playing (you / play) tennis?
2. '_____ (you / ever / work) in a factory?' 'No, never'.
3. 'Liz is away on holiday.' 'Is she? Where _____ (she / go)?'
4. My sister is a musician. _____ (she / play) in several major venues.
5. 'Sorry I'm late'. 'That's alright. _____ (I / not / wait) long'.
6. 'Is it still raining?' 'No, _____ (it / stop)'.

Module Six

Use the two following exercises to practise some comparatives and superlatives:

One: The people in the room

This works best with a small group of students where they can compare themselves with each other. Ask students to conduct brief (3 mins) discussions during which they ask each other questions, for example, "How far do you live from the Fáilte Isteach venue", "How big is your family", "How young is your youngest brother / sister". Then each student must form sentences to report these newly discovered facts i.e. "Pavel has the youngest brother or sister of all of us ..."

Two: My family

As a variation of the game above, this works well to practise superlatives. With lower level students, you can combine superlatives with a revision of family vocabulary into a speaking activity. Students describe their family in this way ...

- The oldest person in my family
- The youngest person in my family
- The friendliest person in my family
- The funniest person in my family
- The nicest person in my family
- The meanest person in my family
- You can think of other categories too ...

You can extend the exercise at times by asking "Why is Joan the funniest person in your family? Can you give an example?"

Module Seven

Use a form of either “must” or “have to” to complete the following sentences. Explain your answer to your teacher if you can.

1. In Ireland, you don't _____ to go to school on a Sunday.
2. If you have a dog, you _____ take it for a walk every day.
3. You don't _____ to get married in a church – you can get married anywhere!
4. I _____ remember to buy my dad a birthday present.
5. Do I _____ get a visa to travel to China?

Module Ten

Make the correct sentences using either the present simple passive or past simple passive. In some examples here *both* tenses could be used.

1. (Lots of films / release / Hollywood / last year) _____
2. (Braveheart / make / Ireland / during the 1990s) _____
3. (Most movies / write / a team of writers / these days) _____

4. (Last weekend / Joe / take / cinema / as a surprise) _____

5. (So much popcorn / eat / during the childrens' film festival last month!) _____

6. (The Quiet Man, starring John Wayne / film / Ireland in the early 1950s.) _____

7. (Many English language films / dub / for release in Japan.) _____

8. (The lead actor / pay / much more than the extras) _____

9. (Each year / the Oscars / present / to the best actors and movies) _____

10. (In the mid-1990s / Pierce Brosnan / choose / to play James Bond) _____

Answer Key

Module One

Put in **am / is / are** or **do / don't / does / doesn't** to complete the sentences:

1. Excuse me, do you speak English?
2. 'Where's Ann?' 'I don't know.'
3. What's funny? Why are you laughing?
4. 'What does your sister do?' 'She's a dentist.'
5. It is raining. I don't want to go out in the rain.
6. 'Where do you come from?' 'Canada'.
7. How much does it cost to phone Poland?
8. George is a good football player but he doesn't play very often.

In the following exercises put the verb into the **present continuous** or the **present simple**.

1. Excuse me. Do you speak (you / speak) English?
2. 'Where's Tom?' 'He's having (he have) a shower'.
3. I don't watch (I / not / watch) television very often.
4. Listen! Somebody is singing (sing).
5. Sandra is tired. She wants (she / want) to go home now.
6. How often do you read (you / read) a newspaper?
7. 'Excuse me but you are sitting (you / sit) in my place'. 'Oh, I'm sorry'.

Can you choose the correct form of the verb? Work with a partner. Circle the correct form.

1. I think Irish people get / are getting fatter.
2. I usually have / I'm having breakfast at work.
3. I used to go to fast food restaurants but now
I prefer / am preferring something healthier.
4. I am drinking / I drink a lot of tea every day.

Module Two

Work with a partner. Choose the correct option. Explain why you think it's correct.

1. The wind blew / had blown away the leaves that we collected / had collected.
2. She threw / had thrown away the letter that she wrote / had written.
3. They showed / had shown me the pictures they took / had taken during their holidays.
4. In the evening, the children told / had told their daddy what they saw / had seen at the zoo.
5. The boy was / had been very sorry for what he did / had done.

Combine the two sentences.

1. I watched a movie from 5.00 until 7.00. You arrived at 6.45.
When you arrived, I was watching a movie.
2. My brother cycled to work this morning. Unfortunately, in the middle of his journey he had an accident.
When he was cycling to work this morning, he had an accident.
3. She left the office at 6.00 pm. I rang her at 6.30.
When I rang her, she had left the office.
4. My sister studied for the exam the night before. The exam went badly.
The exam went badly although my sister had studied the night before.
5. I only had four lessons. I passed my driving test.
When I passed my driving test, I had only had four lessons.

Complete the sentences with the correct form of the verbs in brackets ().

Last Friday I arranged (arrange) to meet my boyfriend at a restaurant. I **arrived** first and because it **was raining**, I went inside. After an hour my boyfriend **arrived**! His clothes **were** soaking wet and he was covered in mud. Apparently he **had been waiting** at a bus stop when a car **drove** straight through a puddle and **splashed** him from head to toe. The driver **refused** to let him on the bus and he **had been walking** since. He couldn't stay at the restaurant soaking wet so we **had to have** a take away at home instead.

Complete the story with the correct tense of the verbs in ().

I **got up** around seven o'clock, **had** a shower and **made** myself a cup of tea and some toast. After breakfast, I **put on** my clothes for work. It **didn't take** long as I **had ironed** them on Sunday night. I then **got ready** to leave the house. I **picked up** my lunch box containing some sandwiches I **had made** the night before. As I **was opening** the front door the phone **rang**. It was my sister. We **had arranged** to meet that evening for dinner but she **was calling** to say she **could not make** it because her car **had broken down** and she **needed to take** it to the garage.

Module Three

Complete the following sentences using the future "will" or future "going to":

1. A: Why are you turning on the television?
B: I'm going to watch the news. (I / watch)
2. A: Oh, I've just realised. I haven't got any money.
B: Haven't you? Well, don't worry. I'll lend you some. (I / lend)
3. A: I've got a headache.
B: Have you? Wait a second and I'll get an aspirin for you (I / get).
4. A: Why are you filling that bucket with water?
B: I'm going to wash the car. (I / wash)
5. A: I've decided to repaint this room.
B: Oh, have you? What colour are you going to paint it? (you / paint)
6. A: Where are you going? Are you going shopping?
B: Yes, I'm going to buy something for dinner. (I / buy)
7. A: I don't know how to use this camera.
B: It's easy. I'll show you. (I / show)
8. A: What would you like to eat?
B: I'll have a sandwich, please. (I / have)
9. A: Did you post that letter for me?
B: Oh, I'm sorry. I completely forgot. I will do it now. (I / do)
10. A: The ceiling in this room doesn't look very safe, does it?
B: No, it looks as if it will fall down. (it / fall)

Complete the following pieces of dialogue using either a form of 'will' or 'going to'. How does 'B' answer in each case?

1. A: We ran out of eggs.
B: That's fine. I'll get some. (get)
2. A: Can we meet tomorrow?
B: Sorry, I can't. I'm going to Galway this evening. (go)
3. A: Is the phone ringing?
B: Yeah. I will answer it. (answer)
4. A: Can we have pizza for lunch?
B: No, we're going to have spaghetti. I've already prepared the sauce. (have)
5. A: Do you want to come to the cinema with us?
B: Sorry I can't. I'm doing something tonight. (do)

Module Four

Tracy is applying for this job. Read the first part of her interview. The two speakers are the Manager (M) and Tracy (T). Complete the sentences with do, did, or have.

M Who do you work for now, Tracy?

T I work for InterEdit. We publish international relations and international business magazines. The company is based in Manchester.

M I see. And how long have you worked for them?

T I have worked there for nearly four years.

M And how long have you been in charge of South West Asia publications?

T For one and a half years.

M And what did you do before you were at InterEdit?

T I worked for Reuters world service.

Choose which form of the verb is correct – the past simple or the present perfect simple. Refer to the Key Language section above if you need to.

1. It stopped raining for a while, but now it's raining again. (stop)
2. The town is very different now. It has changed a lot. (change)
3. I did German at school, but I have forgotten most of it now. (forget)
4. The police arrested three people, but later let them go. (arrest)
5. What do you think of my English? Do you think it has improved? (improve)
6. A: Are you still reading the paper? B: No, I have finished with it. (finish)
7. I applied for a job as a tourist guide, but I wasn't successful. (apply)
8. Where's my bike? It was outside the house, but it's not there now. (be)

Module Five

Read the following situations and write sentences. Use these verbs: arrive, break, fall, go up, grow, improve, lose.

1. James is looking for his wallet. He can't find it. He has lost his wallet.
2. Margaret can't walk and her leg is in plaster. She has broken her leg.
3. Last week the Luas fare was 1.80. Now it is 2.00. The bus fare has gone up.
4. Maria's English wasn't very good. Now it is better. Her English has improved.
5. Dan didn't have a beard before. Now he has a beard. He has grown a beard.
6. This morning I was expecting a letter. Now I have it. The letter has arrived.
7. The temperature was 19 degrees. Now it is only 13. The temperature has fallen.

Complete these sentences. Use the verb in brackets plus just / already / yet:

1. Would you like something to eat? No thanks, I've just had lunch (I / just / have / lunch).
2. Do you know where Paddy is? Yes, I have just seen him. (I / just / see / him).
3. What time is Seán leaving? He has already left. (he / already / leave)
4. What was in Johnny's email to you? I don't know. I haven't read it yet. (I / not / read / it yet)
5. Is Áine coming to the cinema with us? No, she has already seen the film. (she / already / seen / the film)
6. Are your family here yet? Yes, they have just arrived. (they / just / arrive)
7. What does Michael think about your plan? We haven't told him yet. (we / not / tell / him yet).

Read the situations below and complete the sentences:

1. It is raining. The rain started two hours ago. It has been raining for two hours.
2. We are waiting for the bus. We started waiting 20 minutes ago. We have been waiting for 20 minutes.
3. I'm learning English with Fáilte Isteach. I started classes in September. I have been learning English with Fáilte Isteach since December.
4. Mary is working in Cork. She started working there on 18 January. She has been working in Cork since 18 January.
5. Our friends always spend their holidays in Killarney. They started going there years ago. They have been going on holidays to Killarney for years.
6. She has been looking for the motorway for more than an hour.
7. They have been living without electricity for two weeks!

8. The movie hasn't been running for ten minutes, but there's a commercial break already.
9. Are you tired? Yes, I have been playing tennis all morning.
10. Fabienne has been living in Galway since 2002.

The exercises below involve the Present Perfect Continuous and the Present Continuous (which you studied in a different unit). Can you tell which tense is correct and how to form it? Have a go alone, then in pairs.

1. Maria has been learning (Maria / learn) English for two years.
2. Hello, Tommy. I have been looking for you. (I / look) for you. Where have you been?
3. Why are you looking (you / look) at me like that? Stop it!
4. Linda is a teacher. She has been teaching (she / teach) for ten years.
5. I have been thinking (I / think) about what you said and I've decided to take your advice.
6. 'Is Pádraig on holiday this week?' 'No, he has been working (he / work)'.
7. Sinéad is very tired. She has been working (she / work) very hard recently.

Put the verb into a more suitable form, Present Perfect Simple (I have done) or Present Perfect Continuous (I have been doing):

1. Where have you been? Have you been playing (you / play) tennis?
2. Look! Somebody has broken (somebody / break) that window.
3. You look tired. Have you been working (you / work) hard?
4. 'Have you ever worked (you / ever / work) in a factory?' 'No, never'.
5. 'Áine is away on holiday'. 'Is she? Where has she gone (she / go)?'
6. My brother is an actor. He has appeared (he / appear) in several films.
7. 'Sorry I'm late'. 'That's alright. I have not been waiting (I / not / wait) long.'
8. I have lost (I / lose) my address book. Have you seen (you / see) it?

Module Six

Complete each sentence below with one word only:

- 1 He's not as clever as he thinks he is.
- 2 It's the best film I've seen in a long time.
- 3 She's the most selfish person I've ever met.
- 4 We don't see each other as often as we did before.
- 5 My father speaks more accurately than I do.
- 6 The journey took longer than we expected.

Put the adjectives in brackets in the correct form.

- 1 Australia is bigger than England.
- 2 I'm better now than yesterday.
- 3 She's got fewer friends than you because she doesn't care.
- 4 Cats are not as intelligent as dogs.
- 5 Peter played better than he did last week.
- 6 Who is the most talkative person in your family?
- 7 I think the Chinese language is the most difficult language in the world.
- 8 Can you show me the best restaurant in town?

Module Seven

Circle the correct piece of language in each of the sentences:

1. I don't think you *must* / *should* eat so much chocolate. It's bad for your health.
2. Children *should* / *must* behave well when they are in class.
3. If you feel sick you *should* / *must* stay at home.
4. We *mustn't* / *don't have to* hurry. We have plenty of time.
5. She's allergic to dairy products so she *mustn't* / *doesn't have to* eat anything made from milk.
6. We *must* / *had to* wait two hours at security and nearly missed our flight.
7. The exhibition was free so we *hadn't to* / *didn't have to* pay.
8. I *must* / *should* remember to write the report. My boss will be furious if I don't!

Module Eight

Complete each sentence below with a word or expression from the list.

after as soon as before if unless until when

After we have dinner, we could go to the cinema.

- 1 Unless you work harder, you won't pass the final exam.
- 2 I must write the date in my diary before I forget it.
- 3 I'll pay you back when I get my first salary.

- 4 I can't go unless you pay for my ticket. I'm broke.
- 5 She'll be very happy when she hears the news.
- 6 He wants to go on working until he's 60. Then he'll retire.
- 7 I must renew my passport before I go to New York.
- 8 This job is very urgent so please do it as soon as you can.

Complete the following sentences with either the present simple or will

Example: I'll give Peter your message when I see him. (see)

- 1 Don't forget to turn off the lights before you leave. (leave)
- 2 When Clara finds out what Rob has done, she will be furious. (be)
- 3 She won't like curry if she does not like spicy food. (not like)
- 4 If I see Liz, I will tell her you are looking for her. (tell)
- 5 Go to bed when the film finishes. (finish)
- 6 They will not get married until they find a place to live. (not get)
- 7 As soon as it stops raining, we will go out. (go)
- 8 Don't say anything until he tells you to. (tell)
- 9 We won't be able to find parking unless we get there early. (get)
- 10 I'll call you as soon as I arrive at his house. (arrive)

Write sentences below in the second conditional.

EXAMPLE: If you / tell her the truth, I'm sure she / understand.
If you told her the truth, I'm sure she would understand.

- 1 It would be better if you told him the truth.
- 2 She would not treat him like that if she really loved him.
- 3 The room would look bigger if we painted it white.
- 4 I would not buy that cat if I were you.
- 5 He would be more attractive if he wore nicer clothes.
- 6 If we didn't have children, we would travel more.
- 7 What would you do in this situation if you were me?
- 8 If I could live anywhere in the world, I would live in Croatia.

Should the sentences below be completed in the first conditional or the second conditional? You decide! Work through them with your tutor and explain why you have made each decision.

- 1 It'll be quicker if we get a taxi to the station. (get)
- 2 What would you do if you lost your job? (lose)
- 3 Where will she live if she gets the job in Madrid? (get)
- 4 If she didn't have to look after her brother, she would enjoy life more. (enjoy)
- 5 I'll be surprised if Mike doesn't get lost on his way here. (not get lost)
- 6 If you cycled regularly, you would feel better. (feel)
- 7 If you buy the food, I will cook tonight. (cook)
- 8 I think I'd be happier if I was living alone. (live)

Module Nine

Working again with quantifiers, underline the correct answer in the sentences below. When you have underlined it, explain to your tutor why it is the correct answer.

Example: This painting is *too much* / too expensive.

1. I don't think there are *people enough* / enough people in my hip hop class.
2. We've had *a lot of* / lots of rain recently.
3. Nobody likes her. She has *very little* / very few friends.
4. A: Do you speak Arabic? B: Yes *a few* / a little.
5. He works a lot / *much*. At least nine hours a day.
6. I don't have *no time* / any time for myself.
7. I have *no* / don't have any time.

Now fill in the definitions in the spaces below ...

1. Protect: to defend somebody or something,
e.g., we need to ... this species because they're becoming extinct.
2. Ban: to say something is not allowed, usually by law,
e.g. we want a total on guns.
3. Promote: to help something to happen or develop,
e.g. the meeting helped to better relations.
4. Encourage: influence somebody in a positive way,
e.g. Iyoung people to do more sport
5. Reduce: to make something smaller,
e.g. we need to..... pollution.
6. Increase: to make something bigger,
e.g. we are shocked at the in gang crime.

Module Ten

Make sentences using the passive voice and the words in brackets – present simple passive:

1. (the office / clean / every day) The office is cleaned every day.
2. (these rooms / clean / every day?) Are these rooms cleaned every day?
3. (glass / make / from sand) Glass is made from sand.
4. (envelopes / sell / in a post office) Envelopes are sold in a post office.
5. (your bicycle / not use / very often) Your bicycle is not used very often.
6. (we / allow / sit here?) Are we allowed to sit here?
7. (how / your name / pronounce?) How is your name pronounced?

Make sentences using the passive voice and the words in brackets – past simple passive:

1. (the house / clean / yesterday) The house was cleaned yesterday.
2. (the office / paint / last month) The office was painted last month.
3. (three people / injure / in the accident) Three people were injured in the accident.
4. (my car / steal / a few days ago) My car was stolen a few days ago.
5. (when / this bridge / build?) When was this bridge built?
6. (you / invite / to the celebration last week?) Were you invited to the celebration last week?
7. (how / these windows / break?) How were these windows broken?
8. (I / not / wake up / by the noise) I was not woken up by the noise.

With sentence 1-4, circle the correct form of the verb. In sentences 5-10, see if you can find a mistake. If you find a mistake, write the correct version beside the original.

1. English **also speaks / is also spoken** in New Zealand and Australia.
2. We **spent / were spent** too much money on holidays last summer.
3. Jaguars **don't make / aren't made** in the U.S.A.
4. The factory **produces / is produced** thousands of sports shoes and most of them **export / are exported**.
5. Our passports were taking by a woman in uniform.
Our passports were taken by a woman in uniform.
6. Three men were arrested last night when they tried to break into the Museum.
No mistake
7. Stamps can be buying at the post office.
Stamps can be bought at the post office.
8. Peter's car has be stolen from the car park.
Peter's car has been stolen from the car park.
9. I have been invited to Helen's party.
No mistake
10. The new library won't be building in the city centre.
The new library won't be built in the city centre.

Make the correct sentences using either the present simple passive or past simple passive.

1. In Britain a car is made every twenty seconds.
2. The internet was invented by an Englishman named Tim Berners Lee.
3. During the Second World War, the Oscars were made of wood.
4. Fish and chips were brought over to England by the Polish.
5. Casper the Friendly Ghost is called Gaspar in Brazil.
6. Typewriters were invented to help blind people to write.
7. 1.3 billion Coca-Colas are sold / drank / consumed every single day.
8. The yo-yo was originally used as a weapon in the jungles of the Phillipines.
9. About 900 million Big Macs are eaten each year.
10. The heart of a shrimp is found in its head.
11. On average 100 people are killed by choking on a pen every year.
12. The electric chair was invented by a dentist.

Module Eleven

Match the words below with their definitions.

stare cover letter puddle bruise escalator to oversleep tube

- a) You write one of these when you apply for a job: **cover letter**.
- b) A moving staircase that takes you up and down in a station or a shopping centre: **escalator**.
- c) A small pool of water, often found on a road after rain: **puddle**.
- d) To sleep longer than you should have, for example, when you have to go to work: **oversleep**.
- e) A mark that you get on your body after you are hit or if you knock against something: **bruise**.
- f) Another word for metro or the underground: **tube**.
- g) To look at someone, with your eyes wide open, usually because they shock you or you are attracted to them: **stare**.

Complete the sentences with the correct form of the noun in bold.

- 1 Sit comfortably. Then I will begin the story. **COMFORT**
- 2 I waited patiently for the arrival of the summer. **PATIENCE**
- 3 The city was beautiful but unfortunately it rained almost every day. **FORTUNE**
- 4 If the bus seats had been more comfortable we would not feel so stiff after our journey. **COMFORT**
- 5 You wouldn't have lost your wallet if you hadn't been so careless. **CARE**
- 6 I must say you were quite unlucky to have missed your flight by just 5 minutes. **LUCK**
- 7 Don't be so impatient. She will call you tonight! **PATIENCE**
- 8 She fell off a boat last month but luckily she wasn't badly hurt. **LUCK**
- 9 If she had been more careful she wouldn't have had the accident. **CARE**
- 10 It was freezing cold outside but fortunately we all brought warm clothes. **FORTUNE**

Extra Exercises (Answers)

In the following exercises put the verb into the **present continuous** or the **present simple**.

1. 'I'm sorry, I don't understand. Can you speak more slowly?
2. It's late. I'm going home now. Are you coming with me?
3. What time does your father finish work in the evenings?
4. You can turn off the radio. I'm not listening to it.
5. 'Where's Paul?' 'In the kitchen. He's cooking something.'
6. Martin doesn't usually drive to work. He usually walks.
7. Sue doesn't like coffee. She prefers tea.

For each situation ask a question using the words in brackets.

1. You have a friend who is learning Polish. You ask:
(how long / learn / Polish?) How long have you been learning Polish?
2. You have just arrived to meet a business contact. He is waiting for you. You ask:
(wait / long?) Have you been waiting long?
3. You see somebody fishing by the river. You ask:
(catch / fish) Have you caught any fish yet?
4. Some friends of yours are having a party next week. You ask:
(how many people / invite?) How many people have you invited?
5. A friend of yours is a teacher. You ask:
(how long / teach?) How long have you been teaching?
6. You meet somebody who is a writer. You ask:
(how many books / write?) How many books have you written?

Put the verb into the most suitable form, Present Perfect Simple or Present Perfect Continuous.

1. Where have you been? Have you been playing (you / play) tennis?
2. 'Have you ever worked (you / ever / work) in a factory?' 'No, never'.
3. 'Liz is away on holiday.' 'Is she? Where has she gone (she / go)?'
4. My sister is a musician. She has played (she / play) in several major venues.
5. 'Sorry I'm late'. 'That's alright. I have not been waiting (I / not / wait) long'.
6. 'Is it still raining?' 'No, it has stopped (it / stop)'.

Make the correct sentences using either the present simple passive or past simple passive. In some examples here *both* tenses could be used.

1. (Lots of films / release / Hollywood / last year) Lots of films were released in Hollywood last year.
2. (Braveheart / make / Ireland / during the 1990s) Braveheart was made in Ireland during the 1990s.
3. (Most movies / write / a team of writers / these days) Most movies are written by a team of writers these days.
4. (Last weekend / Joe / take / cinema / as a surprise) Last weekend Joe was taken to the cinema as a surprise.
5. (So much popcorn / eat / during the childrens' film festival last month!) So much popcorn was eaten during the children's festival last month!
6. (The Quiet Man, starring John Wayne / film / Ireland in the early 1950s.) The Quiet Man, starring John Wayne, was filmed in Ireland in the early 1950s.
7. (Many English language films / dub / for release in Japan.) Many English language films are dubbed for release in Japan.
8. (The lead actor / pay / much more than the extras) The lead actor is paid much more than the extras.
9. (Each year / the Oscars / present / to the best actors and movies) Each year the Oscars are presented to the best actors and movies.
10. (In the mid-1990s / Pierce Brosnan / choose / to play James Bond) In the mid-1990s Pierce Brosnan was chosen to play James Bond.

NOTES