Let's Talk

A Resource Book for Tutoring Conversational English

Level 4 Advanced

Version 1

fáilte isteach

Welcoming Migrants through Conversational English Classes

Let's Talk

A Resource Book for Tutoring Conversational English

Level 4 | Advanced

Fáilte Isteach
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Foreword

It is a privilege to write the foreword to **Let's Talk: A Resource Book for Tutoring Conversational English** and to endorse this engaging series of Fáilte Isteach learning materials which promote inclusion through linguistic and cultural exchange in communities across Ireland. This series of resources reflects the aims of Fáilte Isteach to support the integration of people from migrant backgrounds and to nurture intercultural understanding within local communities. These resources provide a wide range of activities which support language learning and foster a sense of belonging. Their learner-centred approach and inclusive focus thus contribute to creating welcome. The flexible nature of the resources also ensures that they can be adapted in multiple ways to respond to the individual needs of learners and the specific dynamics of local communities. In addition, the resources highlight the mutual learning that occurs in Fáilte Isteach classes and raise awareness of issues faced by people from migrant backgrounds in Ireland, including those who have experienced forced displacement.

This series of conversational resources epitomises the work of Fáilte Isteach in community-building at a local level. This is essential given the diversity of Ireland today, considering the need to recognise multilingualism and the cultural knowledge which people from migrant backgrounds bring to this country. There is also a significant need for meaningful communication and the development of understanding within communities. Hence the importance of Fáilte Isteach as a community-based network which supports people to navigate Irish society and facilitates a two-way process of learning and sharing. Research that I have conducted with Fáilte Isteach, through the Irish Research Council's New Foundations Programme, has demonstrated the value of informal social interaction in the development of community connections. This is also evident in the conversation classes I organise in Trinity College Dublin as part of the University of Sanctuary initiative. Fáilte Isteach volunteer tutors therefore play a vital role in promoting social inclusion and enable people who are new to Ireland to feel at home here. The growth of Fáilte Isteach over the last two decades is further testimony to how it has become an integral part of rural and urban communities across the country.

This new series of resources is another positive step in the journey of Fáilte Isteach and one which, no doubt, will enable learners and tutors to engage in interactive and enriching conversations that bring people together on a very human level. I would like to congratulate and commend the Fáilte Isteach team on their knowledgeable and sensitive approach to this inspiring series. I am sure that all who use this book will find it a valuable source of ideas for conversations that send out a powerful message.



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How to use the book

Welcome to **Let's Talk: A Resource Book for Tutoring Conversational English**. This workbook is designed to help you support learners at advanced level as they build confidence in spoken English. Fáilte Isteach's unique approach, based on volunteer–led, community–based conversational English classes, creates an inclusive environment where learners feel supported and empowered. This book will help you deliver interactive, engaging lessons that reflect the real-life scenarios learners face in Ireland, while fostering a sense of belonging and community.

Fáilte Isteach classes are built around informal, relaxed learning. **Let's Talk** is structured to mirror that ethos, providing a flexible approach that encourages fluency, confidence and engagement. The book is divided into units, each offering conversation ideas on specific topics, as well as language boxes with useful vocabulary, tutor tips and activities (with step-by-step guidance for running each one). The goal of each unit is clearly defined, allowing you to focus on key language skills while ensuring that every class is meaningful and achievable.

One of the key strengths of this book is its focus on real-life scenarios. Activities are designed around situations learners will encounter in Ireland, from everyday conversations about public transport to cultural discussions that promote understanding and inclusion. This approach is not just about teaching English; it's about helping learners integrate into their new community, understand practical matters of life in Ireland, and build connections with others.

The activities in this book are dynamic and interactive, often encouraging learners to work in pairs or small groups. Each one is designed to be fun, energetic, and promote teamwork, allowing learners to practise conversational skills in a supportive, positive environment. As a tutor, you'll play a vital role in guiding learners and helping them to feel comfortable and confident.

In addition to activities, **Let's Talk: A Resource Book for Tutoring Conversational English** includes advice on how to create the right classroom atmosphere, where participation is encouraged and feedback boosts learners' confidence. Keeping the vibe upbeat is key to maintaining engagement, especially for learners who may feel isolated to begin with, or uncertain about their language abilities.

The book is visual, with cards, pictures and other aids that you can build into your lessons. These materials enhance the activities and provide visual context for vocabulary, making lessons more engaging and accessible.

Fáilte Isteach's success lies in the warmth and inclusivity of its classes, supported by teams of dedicated volunteers across Ireland's diverse communities. This book is part of that ongoing mission—to provide language skills, reduce isolation, and help build a sense of community. As a tutor, whether you start at the beginning or dip in and out for inspiration, this book will help you deliver meaningful, enjoyable and effective classes that make a real difference.

Unit 1

First impressions and appearances

Conversation focus

Talking about first impressions and appearances

Conversation ideas

Goal: To introduce learners to one another and practise asking and answering personal questions.

Resources: Activity 1 on page 9.

1 *Talking about first impressions*

Method:
This activity works well on the first day of class or when welcoming new learners or tutors.

Begin with a short introduction and ask learners to turn to Activity 1 on page 9.

Working in pairs, learners take turns asking and answering the questions. Explain that they can choose which questions to answer and do not need to share personal information they are uncomfortable discussing.

When finished, invite learners to introduce their partner to the group, sharing their name and two interesting facts they have learned.

Encourage learners to ask follow-up questions to keep the conversation going.

Tutor tip

Be sensitive when discussing personal information such as age, marital status or family circumstances. Learners should always feel comfortable choosing what they wish to share.



2 *Everyone is unique*

Goal: To develop vocabulary for describing physical appearances.

Resources: Activity 2 on page 9.

Method:
Ask learners to look at the illustrated people in Activity 2.

Introduce the vocabulary in the language box, checking understanding and pronunciation where necessary.

Working in pairs, learners take turns describing the people in the illustrations. Encourage them to use the vocabulary provided, along with any additional descriptive words they know.

As an extension, one learner can describe a person in the illustration while their partner guesses who it is.

Finish by discussing how we can describe people's appearances politely and respectfully.

3 *Proverbs and life lessons*

Goal: To explore common proverbs and discuss their meanings and relevance to everyday life.

Resources: Activity 3 on page 10.

Method
Begin by asking learners if they know what a proverb is.

Explain that a proverb is **a short, well-known saying that often offers advice or expresses traditional wisdom.**

Share an example, such as "Laughter is the best medicine", and ask learners what they think it means.

Ask learners to turn to Activity 3 on page 10. Working in pairs, they match the sentence halves to complete the proverbs.

Review the answers together, checking understanding of any unfamiliar words or expressions.

Invite learners to choose their favourite proverb and explain why it appeals to them.

Finish by asking learners if they know similar proverbs or sayings from their own languages or cultures. Encourage them to share and explain their meanings.

Remind learners that proverbs do not always translate directly between languages, but often express similar ideas or values.

4 *You and your community*

Goal: To discuss social behaviour and how customs may differ between individuals and communities.

Resources: Activity 4 on page 10.

Method:
Ask learners to work in pairs and discuss the questions in Activity 4.

Begin by modelling the first question: "How do you greet your close friends?"

Encourage learners to compare their experiences and explain their answers. Allow time for a wider group discussion about how social behaviour can vary depending on the situation, community or individual.

5 *Cultural differences from around the world*

Goal: To explore everyday customs and traditions in different countries and communities.

Resources: Activity 5 on page 11.

Method:
Ask learners to read the examples of everyday customs from around the world.

Check that learners understand any unfamiliar vocabulary, then invite them to discuss which customs they recognise and whether they have experienced similar traditions.

Using the discussion questions in Activity 5, encourage learners to share examples from their own experiences and compare them with customs they have encountered in Ireland.

Remind learners that customs can vary within countries, communities and families, and that there is no single way of behaving that represents an entire culture.

6 *Comparing social customs*

Goal: To compare attitudes towards everyday social behaviours in Ireland and other countries.

Resources: Activity 6 on page 12.

Method:
Ask learners to look at the behaviours listed in the table in Activity 6.

Working individually or in pairs, learners consider whether each behaviour is generally acceptable in Ireland and in their home country. Encourage them to use "It depends" where appropriate.

Ask learners to compare their answers with a partner and explain any differences.

Finish with a group discussion, highlighting how expectations can vary depending on the situation, personal experience and cultural background.

Tutor tip

When talking about appearance and first impressions, be mindful that learners may come from cultures where discussing age, marital status, or physical features is considered private. Encourage learners to share only what they feel comfortable with, and model this by giving simple, light-hearted examples yourself first.

If a discussion touches on cultural differences or stereotypes, guide learners to focus on curiosity rather than judgment — for example, by asking "Why do you think it's done that way?" or "What might this mean in your culture?"

These early lessons are a great opportunity to build trust. Emphasise that there are no "right" or "wrong" answers — just different ways of seeing the world.

Activity 1: Talking about first impressions

Work with a partner. Take turns asking and answering some of the example questions below.

Ask your partner follow-up questions to learn more about them.

When you have finished, introduce your partner to the group.

1. What is your name?
2. Where are you from?
3. How old are you?
4. Do you have children?
5. What do you like to do in your free time?
6. What kind of music do you like?

When you have finished, share what you learned with someone else in the group or with your tutor.

Activity 2: Everyone is unique

We all look different. Use the vocabulary below to describe the people in the illustrations.

Work with a partner. Choose one person and describe their appearance without saying their name. Can your partner guess who you are describing?

Take turns describing different people.

Body	Face	Hair	Facial expressions and emotions
Tall	Big/small eyes	Straight	Friendly
Short	Blue eyes	Curly	Serious
Athletic	Eyebrows	Wavy	Kind
Slim	Green eyes	Long	Confident
Well-built	Brown eyes	Short	Shy
Muscular	Nose	Bald	Happy
Average build	Lips	Ponytail	Tired
Broad shoulders	Ears	Fringe / bangs	Relaxed
Curvy	Freckles	Plaits / braids	Excited
Petite	Dimples	Bun	Polite
Fit	Wrinkles	Dyed / coloured	Calm
Stocky	Beard	Shoulder-length	Thoughtful
	Moustache	Shaved	Surprised
		Highlights	Angry



Lucy



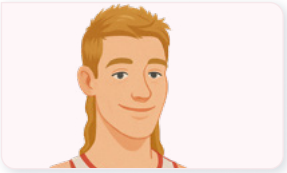
Victor



Layla



Luke



Owen



Bella



Samuel



Audrey

Activity 3: Proverbs and life lessons

Match the sentence halves below to complete the proverbs. Discuss what each proverb means with your partner. Which one is your favourite, and why?

A proverb is a commonly known saying that expresses a general truth, offers advice, or reflects cultural wisdom.

Match the sentence halves below to complete the proverb:

Laughter is...	a river without water.
You don't have to be perfect...	it's also about what you're thinking and saying.
A life without health is like...	to be worthy of respect.
The greatest glory in living lies not in never falling...	it doesn't just happen.
Good health and good sense...	two great blessings.
Health is not just about what you're doing...	it is incomplete.
If your compassion does not include yourself...	the best medicine.
Self-care takes effort...	but in rising every time we fall.

Which one is your favourite? Discuss with your partner.

Activity 4. You and your community

We all have different ideas about what is acceptable or appropriate behaviour. These ideas are influenced by our personal experiences, families, communities and cultural backgrounds.

Work with a partner and discuss the questions below.

Compare your answers. Do you have similar views, or are there differences?

Discuss how behaviour might change depending on the situation or the people involved.

1. How do you greet your close friends?
2. How do you treat older people?
3. Do you change how you behave when you are at work? Do you speak to your boss in the same way you speak to your colleague?
4. Do you wear specific clothes on certain days of the week or during certain times of the year?
5. When you go to a friend's house for dinner, do you bring a gift, or something to eat or drink?
6. Is it acceptable to be late?

Activity 5. Cultural differences from around the world

People around the world have different customs and traditions. These can influence how we greet others, socialise and behave in everyday situations. Customs can also vary between families, communities and generations within the same country.









Here are some examples:

- **Japan:** Bowing is a traditional way of greeting someone or showing respect. The depth of the bow can depend on the situation and the relationship between the people.
- **France:** Kissing on the cheek is a common way of greeting friends and family in some regions, although the number of kisses and customs vary.
- **India:** In many homes, people remove their shoes before entering. This is also a custom in several other countries.
- **Ireland:** People often make small talk about the weather, particularly when meeting someone for the first time.

Discussion questions:

1. Which of these customs are familiar to you?
2. How do people usually greet friends, family members and strangers in your country?
3. Are there different customs for visiting someone's home?
4. What behaviours are considered polite or impolite where you come from?
5. Have you noticed any differences between social customs in Ireland and your home country?
6. Do customs vary between different generations or regions in your country?
7. Have you ever experienced culture shock? What happened?
8. Why is it important to avoid making assumptions about people based on their nationality?

Activity 6. Comparing social customs

Look at the behaviours listed in the table below.

Think about whether each behaviour is generally considered acceptable in Ireland and in your home country.

Write **Yes, No** or **It depends** for each behaviour.

Work with a partner and compare your answers. If you choose "It depends", explain when or why the behaviour might be acceptable.

Remember that customs can vary between individuals, families and communities, even within the same country.

		My country	Ireland
1	Holding hands with someone		
2	Shouting across the street to someone		
3	Looking at yourself in a store window		
4	Having an argument in public with your friend or partner.		
5	Drinking alcohol		
6	Eating while walking		
7	Kissing your partner		
8	Spitting in public		
9	Blowing your nose in public		
10	Crying in public		
11	Walking around without a shirt		
12	Singing in public		

Unit 2
Socialising

Conversation focus

Talking about socialising

D

The language box

Personality words	Useful verbs and phrases	Describing social preferences
introvert	to hang out (with friends)	I like being around people.
extrovert	to meet up	I prefer small groups.
shy	to go out	I enjoy meeting new people.
sociable	to stay in	I need some quiet time after socialising.
talkative	to make new friends	I like spending time with family.
quiet	to spend time together	
outgoing	to have a chat	
friendly	to catch up	
reserved	to invite someone	
easy-going	to join a group	

Conversation ideas

1 *Places to socialise*

Goal: to introduce the topic of socialising

Resources: Activity 1 on page 16

Method: Socialising around the world
Ask learners to think of three ways that socialising in their home country differs from socialising in Ireland.

Use these questions:

- Do people usually socialise in small groups or large gatherings?
- What are your favourite activities to do when meeting friends?
- Do you prefer going out during the day or at night?
- What's your favourite place to socialise in the town/city you live in now?

Once learners have warmed up, ask them to turn to Activity 1 on page 16.

2 *Are you an introvert or an extrovert?*

Goal: To have learners complete a quiz with the partners.

Resources: Activity 2 on page 17.

Method

Our personality has a big influence on how we socialise. Some people love spending time in big groups and gain energy from socialising—these people are called extroverts. Others prefer spending time alone or in smaller groups, as socialising too much can be tiring—these people are called introverts.

Tutor tip

There is no "better" way to be — introvert and extrovert are simply words that describe how people prefer to socialise and where they get their energy. Many people are a mix of both. Encourage learners to see these differences as normal and valuable.

Steps

1. Have learners read the questions in the quiz. Ask if they need any words explained.
2. Assign partners. Partner A will guess Partner B's answers, and vice versa.
3. Once finished, partners interview each other to check if their guesses were correct.
4. Count the number of True and False answers.

3 *Small talk*

Goal: To have learners practise small talk.

Resources: Activity 3 on page 18.

Method

At the beginning of the unit, ask learners the questions below, encouraging a group discussion. Below are some possible answers, but learners may have more ideas.

Ask learners to circle the situation that is least likely to produce small talk.
Small talk can happen anywhere, so there is no definitive 'right' answer. Hopefully this activity will generate some debate for learners.

1. Who makes small talk?

- People who don't know each other
- Close friends
- Parents and children
- People who are acquaintances

2. When do people use small talk?

- In an office
- In a lift
- On the train/bus
- On Zoom
- In a business meeting
- In a classroom

3. What topics do people discuss in small talk?

- Movies and TV shows
- The news and weather
- Sports
- Travel
- Food
- Work

4. Why do people make small talk?

- To break the silence
- To pass the time
- To get to know someone

4 *Small talk questions*

Goal: To give learners further opportunities to practise making small talk.

Resources: Activity 4 on page 19.

Method
Learners look at the examples and think of their own questions alone or in pairs. They compare their questions with the group; learners then practise making small talk in pairs.

Partner A and Partner B talk for 5 minutes (or until the conversation ends naturally). Learners then switch partners and repeat the activity.

5 *Dinner at someone's house*

Goal: To compare social etiquette in Ireland with learners' home countries.

Resources: Activity 5 on page 20.

Method
Ask learners these questions to start the discussion:

- In your home country, is it common to go to a friend's house for dinner?
- Is this only for special occasions (for example, birthdays), or is it a normal social activity?
- Do you prefer being a guest or a host? Why?

Ask learners to fill in the chart and compare their answers with a partner. Then, discuss the answers together as a group.

The tutor can share some information about social customs in Ireland — for example, how people might invite friends or neighbours for dinner, or how long before the meal guests usually arrive.

In Ireland, people often like to bring a small gesture of thanks when visiting someone's home — for example, chocolates, flowers, or something to share with the meal — but this isn't always expected.
It can also be interesting to talk about what kind of gifts are common (or not appropriate) in learners' home countries.

Tutor tip

Some learners may identify strongly as introverts or extroverts, while others might not have heard these words before. Keep the discussion light and positive — it's about preferences, not personality types.

If quieter learners seem hesitant, invite them to share through pair work first, or by writing a few ideas before speaking. Extroverted learners can be encouraged to help create space for others to contribute.

Remind everyone that there's no right or wrong way to socialise — we all connect in different ways.

Try this at home

Think about how people in Ireland invite others to their homes or say thank you after a meal.

Notice any polite phrases you hear, such as "Thanks for having me" or "It was lovely to see you."

If you're comfortable, try using one of these phrases the next time you visit someone — or practise how you would invite a friend for coffee or dinner.

You can share what you noticed or learned in the next class.



Activity 1. Where do you like to socialise?

Rank the options from 1 to 12, with 1 being your favourite place to socialise and 12 being the least favourite. Then, compare with a partner.

	Your rating	Your partner's rating
At a coffee shop		
At your house		
At your friend's house		
In a restaurant		
At the pub		
At a sporting event		
Shopping		
Going for a walk		
A place of worship		
On Zoom		
In a nightclub		
In a park		

Activity 2. Are you an introvert or extrovert?

Guess whether your partner would answer True or False to each of the questions below. Then, check if you were correct.

	True or false?	Is your guess correct?
I prefer talking to one person instead of talking to a group.		
I like writing about my ideas more than I like talking about them.		
I enjoy being alone.		
I don't want to be famous.		
I don't like small talk. I like to talk more deeply about things that interest me.		
People tell me I am a good listener.		
I don't take a lot of risks.		
I prefer working with few interruptions.		
I like to celebrate my birthday with two or three friends. I don't like big parties.		
People describe me as "quiet".		
I don't like showing my work until it's finished.		
I don't like conflict or arguing.		
I do my best work alone.		
I usually think before I speak.		
I feel exhausted after socialising, even if I enjoyed myself.		
I prefer a weekend with absolutely nothing scheduled to one with too many plans.		
I don't like multi-tasking. I like to focus on one thing at a time.		
I can concentrate easily.		

Activity 3. Small talk

What is small talk?

Discuss with a partner:

- When do people use small talk?
- Why do people make small talk?

Small talk exercise: Circle the situation in each box that is least likely to have small talk.

Who makes small talk?	People who do not know each other Close friends Talking to a doctor about our medical history. People who are acquaintances
What do people talk about?	Movies and TV shows The weather Sports Travel Financial planning Work
Where do people make small talk?	In an office In a lift On the train or bus On Zoom In a formal business meeting In a classroom
Why do people make small talk?	To break the silence To pass time To get to know someone To ask for money

Is small talk the same in your country? Are there certain things you do or don't talk about?

Activity 4: Small talk topics and questions

Look at the following examples of small talk topics and questions.

Weather
- Lovely weather, isn't it?
- It looks like rain later.
- Have you noticed how mild it's been this week?

Sports
- Did you see the hurling match last night?
- Who do you think will win this weekend?
- Do you play or just watch sports?

Hobbies and pastimes
- Do you watch Netflix? Have you seen anything good recently?
- What do you like to do in your free time?
- Do you prefer relaxing at home or going out?

Food and restaurants
- Have you tried that new café in town?
- Do you know any good Indian or Italian restaurants nearby?
- What's your favourite dish to cook or eat out?

Think of two small talk questions for each topic:

| Music |	1. _____	2. _____ |
| Holidays |	1. _____	2. _____ |
| Sightseeing |	1. _____	2. _____ |
| Your choice |	1. _____	2. _____ |
| Films |	1. _____	2. _____ |
| News & Current Events|	1. _____	2. _____ |

Challenge:
You have two minutes to make small talk with each partner. See how many topics you can cover in that time!

Remember to keep the conversation going by asking follow-up questions like *"Really?"*, *"What about you?"* or *"That sounds interesting — tell me more!"*

Tutor tip

Small talk can feel challenging for some learners, especially those who are shy or unsure what to say. Encourage everyone to focus on showing interest rather than giving long answers — short responses with follow-up questions help keep conversation natural.

Model a quick exchange first to show how to ask and respond:
- "Do you like music?" — "Yes, I do! I love traditional Irish music. What about you?"

Pair more confident speakers with quieter ones and rotate partners so everyone practises with different people.

If learners get stuck, remind them to use friendly fillers like *"That's nice," "Really?"* or *"I didn't know that!"* — these make conversation sound warm and natural.

Finish by asking which questions started the best conversations and why.

Activity 5. Dinner at a friend's house

Imagine you're invited to dinner at a friend's house. With your partner, fill in the chart below, then compare your answers in the group.

	My country	Partner's country	Ireland
What time do they invite you for dinner?			
What time do you show up?			
Do you bring a gift? If yes, what? If no, why not?			
What happens before you eat?			
Where do people sit at the table?			
Are people served or do they help themselves?			
Do you start eating as soon as you're served?			
Where do you put your hands when you're not eating?			
Is it ok to refuse something you don't want to eat?			
Do you eat everything on your plate?			
If you don't want any more food, how do you show this?			
Is it okay to burp after dinner?			
Is it okay to make noises while you're eating?			
What do you do after dinner?			
How do you know when to leave?			

Compare your answers in the group. Your tutor will explain Irish customs around dinner invitations.



Try this at home

How to get better at small talk

Here's an easy way to remember common small talk topics — think of the word **FORM:**

F — Do you have **family** here? Where are they from? How long have you lived in Ireland?

O — **Occupation**: What do you do for work or study? What's your job like?

R — What do you like to do in your **free time**? Have you watched or read anything good recently?

M — Have you seen any good **films** or shows lately? What kind of **music** do you like?

And if you can't think of anything else to say — the weather is always a good backup topic in Ireland!

Small talk tips

Be curious: Ask follow-up questions to show interest.

Share a little: Give short answers, then ask about the other person.

Use open questions: Start with "what," "where," "how," or "why".

Body language matters: Smile, make eye contact, and nod while listening.

Put phones away: It's easier to connect when both people are present.

Challenge:
Try starting a short conversation this week — maybe at work, in a shop, or before class.

Next time you meet, tell the group how it went and what you learned.

Unit 3
Jobs

Conversation focus

Talking about different kinds of jobs

Conversation ideas

1 *Types of jobs*

Goal: To have learners brainstorm the names of jobs.

Resources: Activity 1 on page 25.

Method
Start by asking learners to name a few common jobs they know. Write some examples on the board and check pronunciation together.

Next, explain that learners will work in pairs or small groups to think of **two jobs for each category** in the chart (for example: *"Jobs that are mostly outside," "Jobs that are exciting,"* etc.).

Encourage discussion as they work:
- Ask questions like *"Why do you think this job is exciting?"* or *"Would you like to do that job?"*
- Remind them it's okay to guess or check with others if they're unsure of a job's category.

Once groups have completed their charts, review the answers together as a class. Compare ideas and highlight any new or useful job vocabulary (for example, builder, nurse, cleaner, engineer, artist).

To extend the discussion, ask learners:
- Which job would you most like to do?
- Which job do you think is the hardest?
- Which job do you think helps people the most?

2 *Jobs and personal experience*

Goal: To learn about learners' employment experiences and future job plans.

Resources: Activity 2 on page 25.

Method
This activity can be done in pairs, small groups, or as a full-class discussion.
- Ask learners to talk about jobs they had in their home country.
- Discuss jobs they would like to have in Ireland.
- Encourage learners to compare their past and future work experiences.

3 *Making an impression at a job interview*

Goal: To explore strategies for making a good impression in a job interview.

Resources: Activity 3 on page 25.

Method
Ask learners to imagine they have a job interview in Ireland. Use the thought bubbles in Activity 3 on page 23 to guide the discussion.



4 *Question types*

Goal: To examine the type of questions asked in a job interview.

Resources: Activity 4 on page 26.

Method
Begin by reminding learners that first impressions are important in many situations — including job interviews. Ask them what they think makes a good first impression (for example, being on time, smiling, dressing appropriately, greeting politely).

Next, have learners look at the pictures in Activity 4 and discuss what is happening in each one. Ask:

- What do you think the person is doing?
- What are the steps in the job interview process?

Then, ask learners to complete Activity 4 with a partner. When they have finished, discuss the answers as a group.

Explain that employers in Ireland must follow employment equality legislation and that interview questions should be relevant to the role and non-discriminatory.

Encourage learners to compare this with interview experiences or expectations in their own countries.

5 *Getting ready for a job interview*

Goal: To learn the language and structure of a job interview.

Resources: Activity 5 on page 27 and Activity 6 on page 28.

Method
Ask learners to work in pairs to **unscramble the interview sentences** from Activity 5 on page 27.

Once completed, ask learners to roleplay the dialogue in Activity 6 on page 28.

Encourage pairs to **practise the dialogue aloud**, swapping roles between interviewer and interviewee.

Learners can **personalise the conversation** by adding their own details, such as job type or experience.

6 *Practising job interviews*

Goal: To help learners reflect on their personal skills and practise attending a job interview.

Resources: Activity 7 on pages 28–29.

Method

Step 1: Brainstorming jobs and skills

1. As a group, brainstorm four jobs that learners could apply for (for example: cleaner, waiter, kitchen porter, nanny, construction worker, teacher assistant).
2. Write the job names at the top of four columns.
3. Ask learners to list the **skills needed** for each job and add them under the correct column.
4. Individually, learners write down their own **experience or training** that matches these skills.
5. Discuss as a group which skills are most useful for finding work in Ireland.

Step 2: Roleplay interviews

The format of the roleplay depends on class size:

Option 1: Rotating interviews (for larger groups)

- Divide learners into two groups — interviewers and interviewees.
- Set up chairs facing each other in pairs.
- Assign each interviewer a job type (for example, kitchen porter or teacher assistant).
- Each interviewer conducts four short interviews (about 5 minutes each).
- After each round, interviewees rotate to a new interviewer.
- At the end, interviewers share which candidate they would hire and why.

Option 2: Paired Interviews (for smaller groups)

- Learners work in pairs.
- Each person takes turns being the interviewer and the interviewee for two different jobs.

Tutor tip

Using Roleplay

Roleplay is an effective and enjoyable way to prepare for real-life situations such as job interviews. Encourage learners to be creative with how they present themselves — this helps build confidence and makes the exercise feel realistic.

Try this at home

Look at the sample CV on pages 30–31.

Think about your own work experience, education, and skills — what could you include if you were applying for a job in Ireland?

If you already have a CV, check that:

- Your contact details are up to date.
- Your skills and experience are clearly listed.
- Your English is clear and easy to read.

If you don't have a CV yet, try writing a short list of your work experience and strengths to share in the next class.

You can also practise short interview answers at home — for example:

- Tell me about yourself.
- Why would you like this job?

Activity 1. Types of job

With your partner or small group, think of two jobs for each category:

Jobs that are mostly outside	Jobs that are repetitive or boring	Jobs that need a lot of training	Jobs that need very little training	Jobs that are exciting
Jobs that young children dream about doing	Jobs that allow you to work from home	Jobs that are essential	Jobs you would love to do	Jobs you would hate to do

Activity 2. Jobs discussion

Discuss with a partner:

- What was your first job?
- What jobs did you have in your home country?
- Do you want to work in Ireland? If so, what kind of job?

"All work is good work." Do you agree or disagree? Explain your answer.

Activity 3. First impressions at a job interview

Discuss these job interview topics in a group:

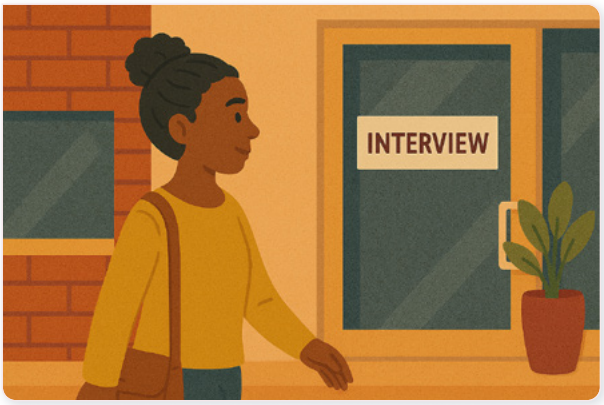
- What do you say about yourself?
- What do you bring to an interview?
- How do you show you would be a good employee?
- How can you demonstrate enthusiasm for the job?
- What will you wear?
- Is it a good idea to arrive early?
- Will you ask any questions?

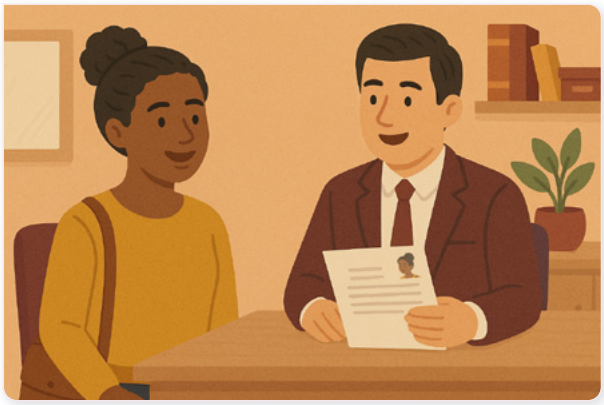
Activity 4. Job interviews and legal questions

Look at the pictures. What are the steps in the job interview process?









Job Interviews in Ireland

In Ireland, everyone should have a fair chance when applying for a job. Employers must follow equality laws and must not discriminate against job applicants.

✖

Questions employers should generally avoid

Interviewers should not ask personal questions that could lead to discrimination, such as:

- How old are you?
- Are you married?
- Do you have children?
- What religion are you?
- Where were you born?
- Do you have a disability?
- What is your sexual orientation?

✔

Questions employers can ask

Interviewers can ask questions related to the job, such as:

- What skills do you have?
- What work experience do you have?
- Why do you want this job?
- What are your strengths?
- How would you deal with a difficult situation at work?
- What days and hours can you work?
- What languages do you speak?

Remember: Employers should focus on your ability to do the job. Some personal information may be relevant in particular circumstances, but questions must be lawful and appropriate.

Activity 5. Unscramble the sentences

Example:

- Original: nice/ Good morning,/ to/ you./ meet/
- Corrected: Good morning, nice to meet you.

Now, unscramble these sentences:

A. have/ any questions?/ Do you

_____

B. applying/ for the / kitchen porter? / You're/ position/ of

_____

C. your/ tell me/ you/ previous work experience, /Can/ about/ please?

_____

D. you/ now? / working / Are

_____

E. you/ in a team?/ Do / work well

_____

F. start?/ could/ When / you

_____

G. do/ this job?/ you want/ Why

_____

H. a few questions./ would/ to ask/ I/ you/ like/

_____

I. do you have/ help you/ What skills/ that/ in this job?/ would

_____

J. €15 per hour/ Fridays. / and work / Mondays to / You'll get/ from 4 to 11.

_____

K. would /You/start/ on Monday.

_____

Activity 6. Job interview roleplay

Practise reading the dialogue aloud, swapping roles between interviewer and interviewee.

Interviewer: Good morning, nice to meet you.
Interviewee: Good morning. Nice to meet you too.

Interviewer: You're applying for the position of kitchen porter?
Interviewee: Yes, that's right.

Interviewer: I'd like to ask you a few questions.
Interviewee: Absolutely. I'll do my best to answer them.

Interviewer: Are you working now?
Interviewee: No, not at the moment.

Interviewer: Can you tell me about your previous work experience?
Interviewee: Yes, of course. My last job was as a kitchen porter at a pub.

Interviewer: What skills would help you in this job?
Interviewee: I learn very quickly. I'm always on time, never late. I am a hard worker and I am very polite. And I've done this work before so I know what to expect.

Interviewer: Why do you want this job?
Interviewee: I would like the job because this is a good organisation to work for. My schedule is flexible. I can work lunch times and in the evenings; the hours are good for me.

Interviewer: Do you work well in a team?
Interviewee: Yes. I like working with other people. I work well alone too.

Interviewer: When could you start?
Interviewee: I could start tomorrow if you like.

Interviewer: You'll get €15 per hour and work Mondays to Fridays from 4 to 11.
Interviewee: That sounds good. Thank you for letting me know.

Interviewer: Would you start on Monday?
Interviewee: That's fine. Thank you very much.

Interviewer: Thank you. Goodbye.



Activity 7. Job interview practise session

Working as a group, think of four jobs that you could apply for. Write them in the top square of each column.

Think of the skills that you would need for each job. List them in the columns below.

1	2	3	4

Working alone, think about the experience or training you have for each skill. Write these in the boxes below.

Work in pairs, imagine you are interviewing for a job. Carry out a five minute interview for the position.

Partner A is the interviewer, Partner B is the interviewee.

Tutor tip

Encourage learners to focus on tone and confidence as much as accuracy. When practising the dialogue, remind them to smile, make eye contact, and speak clearly—just like in a real interview. After each practice, ask the "interviewer" to share one positive comment about their partner's performance. This builds confidence and reinforces good communication habits.

Name Surname

24 Oakfield Road, Dublin 15
Phone: 081 123 4567
Email: myname@email.com



PROFILE

I am a reliable and hardworking person with experience in customer service and hospitality. I enjoy working as part of a team and take pride in doing my job well. I am flexible, organised, and always willing to learn new skills.

SKILLS

- Excellent communication and organisational skills
- Experience managing office tasks and documentation
- Confident using Microsoft Word, Excel, and email
- Strong problem-solving and teamwork abilities
- Fluent in Dari and English; basic Pashto and Urdu
- Experienced in working with international organisations and diverse communities

LANGUAGES

- Dari – Native
- English – Upper Intermediate (B2)
- Pashto – Basic
- Urdu – Basic

EMPLOYMENT HISTORY

Administrative Assistant – NGO Support Centre, Kabul, Afghanistan
January 2018 – August 2021

- Managed daily office operations, scheduling, and correspondence
- Supported project teams with data entry, reporting, and logistics
- Assisted with community outreach and translation for English-speaking staff

Teacher – Hope Secondary School, Kabul, Afghanistan
March 2014 – December 2017

- Taught English and Social Studies to classes of up to 30 students
- Designed lesson plans and assessments to improve language learning
- Worked closely with parents and colleagues to support student progress

Volunteer – Community Integration Project, Dublin, Ireland
February 2023 – Present

- Assist with English conversation sessions for new arrivals
- Help coordinate community events and cultural activities
- Support learners in understanding Irish social and work culture

EDUCATION

Bachelor's Degree in Education
Kabul University, Afghanistan – Graduated 2013

Professional Development: Office Administration Course
City of Dublin ETB – 2022

English for Work (Level B2)
Adult Learning Centre, Dublin – 2023



PROFILE

SKILLS

LANGUAGES

EMPLOYMENT HISTORY

EDUCATION

Unit 4
Honesty

Conversation focus

Talking about honesty, white lies and how we manage truth in everyday life

Conversation ideas

1 *What is honesty?*

Method

Ask learners: Which qualities are most important to you in a friend, a partner, and a co-worker?

Show learners the four words in Activity 1:

- Honest
- Intelligent
- Funny
- Good looks

Check understanding by asking for simple definitions or examples.

Have learners rank the four characteristics from most important to least important.

Ask learners to explain their choices in pairs or as a class discussion.

Finish by completing the questions in Activity 1 on page 35.

Goal: To introduce the concept of honesty.

Resources: Activity 1 on page 35.

Tutor tip

Discussions about personal values can be sensitive. Remind learners there are no right or wrong answers — everyone's priorities are different. Encourage them to listen respectfully and use phrases like "I think..." or "In my opinion..." to share ideas politely. This helps build confidence expressing opinions in English while practising real-life communication skills.



2 *How honest are you?*

Goal: To continue a discussion about honesty.

Resources: Activity 2 page 35.

Method
Show learners the picture of the honesty box in Activity 2 on page 35.

Explain that people can take a bottle and are trusted to leave money in the box — there is no one watching.

Ask the group:

- Do you think most people take the water and leave money?
- Do you think some people take water without paying?
- What percentage of people do you think pay honestly?

Fun fact:
A study at Dublin Airport (2014) found that 92% of people who took water from an honesty box paid for it.

Quick discussion questions:

- Do you think people are mostly honest?
- Are people honest about the same things in every culture?
- Can someone be an honest person but still tell small lies sometimes?

3 *Dishonesty*

Goal: To introduce the concept of dishonesty

Resources: Activity 3 on page 36.

.Method:
After discussing honesty, introduce the idea of dishonesty.

Ask learners to complete the table in Activity 3 — individually or in pairs — by ticking how acceptable or unacceptable they think each situation is.

Encourage them to compare answers and explain their opinions briefly.

Keep the tone light and remind the group that there are no right or wrong answers.

If the discussion becomes personal, move on to the next question or activity.

4 *Telling the truth with sensitivity*

Goal: To talk about how to tell the truth with sensitivity.

Resources: Activity 4 on page 37.

Method:
In pairs, learners decide whether white lies are acceptable and suggest polite ways to tell the truth. They also explore good examples of white lies in conversation.

5 *Cheating for good grades*

Goal: Discuss the four questions with your learners in a group.

Resources: Activity 5 on page 37.

Method
Ask learners to read the article on page 37 and answer these questions:

Here are some suggested follow-up questions:

- What should happen to learners who cheat?
- Have you ever cheated on a test? If yes, how?

6 *Two truths and a lie*

Goal: To encourage learners to practise speaking about themselves and to build confidence using personal information in conversation.

Resources: Answer the questions in Activity 6 on page 38.

Method
This is a classic game. Learners say, or write, three things about themselves. Two of them should be true, and one of them should be a lie. You may want to demonstrate this one with three sentences about yourself. Depending onthe size of your group, you can do the activity in small groups or as one large group. You can also have learners work in pairs. Remind learners before you start that this game is just a bit of fun, so keep things light.

7 *Who's not telling the truth?*

Goal: Another quick game to get learners interacting.

Resources: You will need some paper and a pencil.

Method
Write *"Truth"* on all papers except one, which says *"Not true"*.

Learners select a paper at random.

Going around the table, learners ask each other one question (for example: *"Do you like Galway?"* or *"Have you lived in another country?"*).

The learners with *Truth* must answer honestly. The learner with *Not true* must make up answers.

After two rounds, everyone guesses who they think the *Not true* person is.

For groups that know each other well, make the questions a little more creative or abstract to make it harder.

Remind everyone that this is just for fun — keep things light and friendly!

Activity 1. Honesty

Which of these traits are most important to you in a friend, a partner and a co-worker?

Honesty	# _____
Intelligence	# _____
Sense of humour	# _____
Good looks	# _____

Rate them from 1 to 4. Be prepared to give reasons for your answer.

Activity 2. How honest are you?

Look at the picture below. What do you see?



This is the water station at Dublin Airport. Passengers can take a bottle and leave €1 in the box. Do you think many people take the water and leave money in the box? Do you think many people take the water and don't pay?

Quick discussion

- Do you think people are mostly honest?
- Do people tend to be honest about the same things?
- Do you think an honest person is always honest?
- Are you an honest person?

Activity 3. When is dishonesty ok?

Put a tick (tick symbol) in the box to show your opinion.

		Very acceptable	Somewhat acceptable	Ok in certain situations	Somewhat unacceptable	Very unacceptable
1	Using the train or the LUAS without buying a ticket.					
2	Borrowing things without the owner's permission.					
3	Downloading books, TV shows, movies or computer software without paying for them.					
4	Making your life look more exciting than it is on Facebook or Instagram.					
5	Telling someone that you are much younger/older than you really are.					
6	Cheating on a test in secondary school or university.					
7	Pretending you are sick so you don't have to go to work/school.					
8	Not telling the waiter/waitress that they've undercharged you for their meal.					
9	Reading your children's text messages on their phone without asking permission.					
10	Reading your partner's text messages on their phone without their permission.					

Is lying always bad?

Activity 4. Telling the truth with sensitivity

Example situations:

- A friend dyed their hair bright red, and you don't like it. They ask, "How does it look?"
- A friend made a fruit cake, but you don't like fruit cake. They ask, "How does it taste?"
- Your mother gives you a jumper you already own for your birthday. What do you say?
- A friend invites you to go out with their friends, but you are tired and prefer to stay home. What do you say?

Activity 5: Cheating for good grades

Questions for discussion:

1. Why do you think some students feel pressure to cheat?
2. What is the difference between helping someone learn and doing their work for them?
3. How can technology help students learn honestly?
4. What consequences do you think are appropriate when someone cheats?
5. How can schools and colleges encourage academic honesty?

Academic honesty: Why does it matter?

Academic honesty means completing your own work and acknowledging ideas or information taken from other sources. Schools, colleges and universities expect learners to follow rules about exams, assignments and the use of outside help.

Cheating can take different forms. For example, a student might copy another person's answers, use unauthorised materials during an exam or submit work completed by someone else.

Some websites offer to write assignments for students in exchange for payment. These are sometimes called essay mills. In Ireland, providing or advertising certain services that facilitate academic cheating is prohibited by law.

Technology has also created new challenges. Online resources and artificial intelligence can support learning, but students need to understand their institution's rules about how these tools may be used.

The consequences of academic misconduct depend on the circumstances and the institution's procedures. They may include having to repeat an assignment, losing marks or facing disciplinary action.

Explore the following questions:

- How many learners have cheated on tests?
- What is an essay mill?
- What should happen to learners who cheat?
- Have you ever cheated on a test in school? If yes, how?

Activity 6: Two truths and a lie

Are you a good liar?

Talk about, or write down in the space below, three sentences about yourself. Two of them should be true and one of them should be a lie.

1

2

3

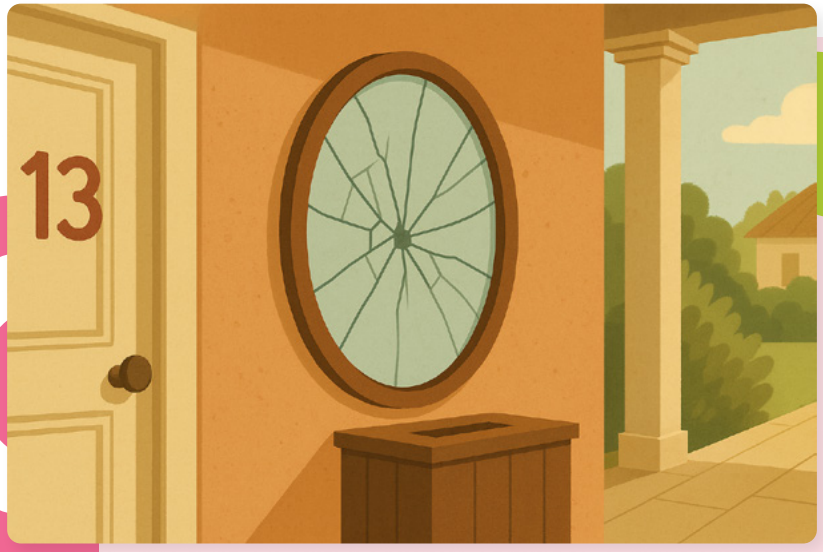
Read out your sentences to the group. Your group members will ask you questions about each statement (who, what, where, when, etc...) before they guess which ones are true and which are lies.

Unit 5
Superstitions and beliefs

Conversation focus

Talking about superstitions in Ireland and other cultures

Preparation before class
Photocopy the five short readings about Irish lucky charms on page 47. Cut them into separate sections so that each learner or small group can work with a different lucky charm.



Conversation ideas

1 *Your beliefs*

Goal: Get learners to reflect on their beliefs.

Resources: Activity 1 and 2 on page 42.

Method

1. Begin by asking: What does it mean to believe in something? Encourage learners to share simple definitions or examples from their own experience.
2. Ask learners to write down three or four words that come to mind when they hear the word belief. Discuss similarities and differences in their ideas.
3. Learners then list three things they believe in and share with the group. Invite them to explain briefly why these beliefs are important or meaningful to them.
4. As a follow-up, ask if their beliefs come from family, culture, religion, or personal experience.

Prompt questions:

- Do you think beliefs can change over time?
- Are there any beliefs you share with most people in your country?
- Are there any beliefs that are different or unusual where you come from?

What kinds of beliefs do people have?

- Religious beliefs (God, faith, the evil eye, ghosts)
- Philosophical beliefs (democracy, world peace, friendship)
- Superstitions (fairies, luck, signs of bad luck)
- Other beliefs (aliens, spirits, karma, destiny)

2 *Superstitions in Ireland*

Goal: Introduces Irish superstitions and the first conditional.

Resources: Activity 3 on page 42.

Method

Turn to Activity 3 on page 42. Ask learners to work individually or in pairs to match each superstition with its ending, then check answers together and discuss whether they have heard or believe in any similar superstitions.

Answers:

(1h) Giving something sharp to a friend can 'cut' your friendship.
(2k) Seeing a single magpie brings sorrow to the passerby.
(3a) If you find a half-penny, you'll have good luck.
(4e) Disturb a fairy fort (especially at the start of May when the fairies are at their worst) at your peril.
(5i) When your nose is itchy, it's a sign of a fight to come.
(6b) If a candle doesn't burn in the window throughout Christmas, bad luck will come to the house the following year.
(7j) If the palm of your left hand is itchy, money is coming to you.
(8c) If you knock over your chair while standing up, something bad will happen.
(9d) If you break a looking glass, you'll have seven years of bad luck.
(10f) When a bird does a poo on you, it's good luck.
(11g) A cross on the soda bread lets the devil out.

3 *Irish lucky charms*

Goal: Learners discuss traditional Irish lucky charms.

Resources: Activity 5 on page 45 (additional reading on page 47).

Method

1. Ask learners to look at the five lucky charms pictured on page 45 and match each picture to its name.
2. Invite learners to discuss what they already know about the charms and what they might represent.
3. Give each learner or small group one of the short readings from page 47.
4. Allow time to read and discuss the information, checking any unfamiliar vocabulary.
5. Ask learners to share what they have learned about their lucky charm with the rest of the group.
6. Finish by discussing whether similar lucky charms or traditions exist in learners' home countries.

Tutor tip

Encourage learners to compare Irish superstitions with those from their own countries. This not only builds vocabulary but also sparks lively discussion about cultural traditions and beliefs. If some learners are unfamiliar with Irish sayings or symbols, take a moment to explain or show pictures (for example, a magpie or soda bread).

4 *Personal lucky charms*

Goal: Learners discuss personal lucky charms.

Resources: Activity 6 on page 46.

Method

Explore the following questions:

- Do you have a lucky charm?
- Where did you get it?
- How long have you had it?When does it bring you luck?

5 *International superstitions*

Goal: Introduce and practise the first conditional and talk about international superstitions

Resources: Activity 4 on page 43.

Method

1. Draw learners' attention to sentences 3, 6, 7, 8, and 9 from Activity 3.
2. Ask learners what they notice about the grammar.
3. Explain the first conditional.

Tutor tip

We use the first conditional to talk about something that is possible or likely to happen in the future, and what will happen as a result.

Structure: If + present simple, will + base verb.

Example: If it rains tomorrow, I will stay at home.

Examples:

If you drop it, it will break.
If it rains tomorrow, I'll stay home.

Have learners note the comma: if the sentence is written with the if in the middle, there is no comma.

I'll stay home **if it rains tomorrow**.
It will break **if you drop it.**

This activity is another matching exercise, but the matching is really just for fun - it is unlikely that a learner will be able to make an accurate guess of the superstition; the matching exercise is just an engaging way to start a conversation about international superstitions.

Activity 4 Completed list of international superstitions. (The correct version of these phrases is also printed on page 44 to make it easier for learners to find them.

- If you wear red during a storm, you'll attract lightning. (The Philippines)
- If you wash your hair before a test, you'll forget everything you learned. (South Korea)
- If you place bread upside down, you'll have bad luck. (Italy)
- If someone sweeps your feet with a broom, you'll be single forever. (Brazil)
- If you sit at the corner of a table, you'll never get married. (Italy)
- If women eat goat meat, they'll grow hair on their face. (Rwanda)
- If you give your girlfriend shoes, she'll run away. (Korea)
- If you jump over a child, they will be short forever. (Turkey)
- If you whistle at the sun, it will rain. (Norway)
- If you get a haircut on Tuesday, you'll have bad luck. (India)

Learners can discuss whether they have similar sayings in their own country. Then they can think about and discuss similar sayings and what brings good luck and bad luck in their own country. They can write a statement with a saying from their country translated into English.

Try this at home

Learners can read and learn about creating their own luck. If you still have time you can have them read this section and discuss which statements they agree with or disagree with. You could also go over this activity at the start of their next class.

Activity 1: Your beliefs

Take a minute to think alone.

- What three or four words come to mind when you hear the word belief?
- What are three things you believe in?
- Now, share your ideas with a group.

Activity 2: More beliefs

- What things did you believe in as a child that you no longer believe in?
- Is there anything you believe now that you didn't believe in when you were younger?

Activity 3: Irish Superstitions

Below are 11 Irish superstitions that many people still believe. Match the first part of the superstition with the correct ending.

1. Giving something sharp to a friend	a) you'll have good luck.
2. Seeing a single magpie	b) bad luck will come to the house the following year.
3. If you find a half-penny	c) something bad will happen.
4. Disturb a fairy fort	d) you'll have seven years of bad luck.
5. When your nose is itchy	e) at your peril.
6. If a candle doesn't burn in the window throughout Christmas	f) is good luck.
7. If the palm of your left hand is itchy	g) lets the devil out.
8. If you knock over your chair while standing up	h) can 'cut' your friendship.
9. If you break a looking glass	i) it's a sign of a fight to come.
10. Having a bird poop on you	j) money is coming to you.
11. A cross on the soda bread	k) brings sorrow to the passerby.

Language box

Look at sentences 3, 6, 7, 8 and 9. What do you notice about their structure?

We call this structure the first conditional; it describes situations that are always true are likely to happen.

If + present verb, will + base verb.

If you drop it, it will break.

If it rains tomorrow, I'll stay home.

Activity 4: International superstitions

Complete each sentence by guessing what happens.

If you wear red during a storm, _____

If you wash your hair before a test, _____

If you place bread upside down, _____

If someone sweeps your feet with a broom, _____

If you sit at the corner of a table, _____

If women eat goat meat, _____

If you give your girlfriend shoes, _____

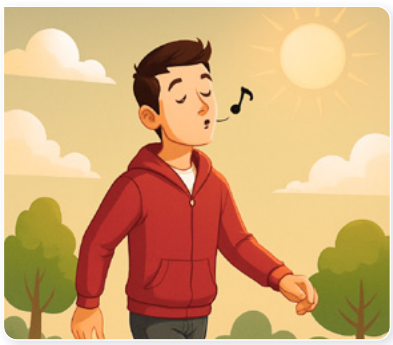
If you jump over a child, _____

If you whistle at the sun, _____

If you get a haircut on Tuesday, _____

Turn to page 42 to reveal the answers.








Answers to Activity 4

If you wear red during a storm, you'll attract lightning. (The Philippines)

If you wash your hair before a test, you'll forget everything you learned. (South Korea)

If you place bread upside down, you'll have bad luck. (Italy)

If someone sweeps your feet with a broom, you'll be single forever. (Brazil)

If you sit at the corner of a table, you'll never get married. (Italy)

If women eat goat meat, they'll grow hair on their face. (Rwanda)

m If you give your girlfriend shoes, she'll run away. (Korea)

If you jump over a child, they will be short forever. (Turkey)

If you whistle at the sun, it will rain. (Norway)

If you get a haircut on Tuesday, you'll have bad luck. (India)

Discussion points

Do you have similar sayings in your country?

What brings good luck or bad luck in your culture?

Write down one or two superstitions from your country below.

Activity 5: Irish lucky charms

Below are five traditional Irish lucky charms. Match the pictures with their names:

Leprechaun Horseshoe Four Leaf Clover Lucky penny The Child of Prague











Discussion points

- Do you know anything about these lucky charms?
- What do you think they are used for?
- When are they most commonly used?

Activity 6: Personal lucky charms

Many Irish people have traditional lucky charms, such as:

- Horseshoes
- The Child of Prague
- A lucky penny

Others have personal lucky charms, such as:

- A special pen or pencil for exams
- A lucky suit or dress
- A watch or ring passed down from a grandparent

Think of a lucky charm you or someone in your family has.

- Where did you get it?
- How long have you had it?
- When does it bring you luck?
- How many times has it worked for you?

Take five minutes to write some notes, then share with your group.

Leprechaun
Horseshoe
Four leaf clover
Luck Penny
The Child of Prague

Activity 5: Group readings | Irish lucky charms

Leprechaun
A leprechaun is a tiny fairy-like little person. Many Irish people believe a leprechaun charm brings good luck. Long ago, people thought leprechauns were real. According to legend, if you caught a leprechaun, you could trade his freedom for three wishes or for his hidden treasure. It is said that a leprechaun's pot of gold can be found at the end of a rainbow.

Horseshoe
Horseshoes have been used as charms for over 1,000 years. Their power comes from what they are made of—iron is believed to keep fairies and witches away.

- Hanging a horseshoe over your door is thought to protect your home from evil.
- Sailors nailed a horseshoe to the mast to avoid storms.
- On her wedding day, an Irish bride might carry a porcelain horseshoe or hang one at the reception hall for good luck.
- Don't hang it upside down—the luck will run out!



Four-Leaf Clover
The traditional Irish shamrock has three leaves, representing:

- Faith
- Hope
- Love

A four-leaf clover is rare and difficult to find. The fourth leaf represents luck.

- Celtic priests believed four-leaf clovers could protect people from evil spirits and help them see fairies.
- Ireland also has a five-leaf clover, which is even rarer. The fifth leaf represents money—so if you find one, buy a EuroMillions ticket!



Lucky Penny



- The lucky penny comes from an old Irish tradition.
- When selling a cow, the buyer and seller shook hands, and the seller returned one penny to the buyer for good luck.
- If they didn't, both would have bad luck.
- Today, it is still common to receive a lucky penny when buying a car or house.
- Many people also put a lucky penny in a purse or wallet when giving it as a gift.

The Child of Prague
The Child of Prague is a statue of baby Jesus dressed in fancy clothes. It is found in many traditional Irish homes.

- It is mainly associated with weddings. If you place the Child of Prague in your garden before your wedding, it is believed that it won't rain on the day.
- The tradition is 300–400 years old, but no one knows exactly how it started.
- Placement varies by region: some put the statue under a bush, others bury it in the ground, and some place it in the doorway of a church or home.
- If the statue's neck breaks, it is considered even luckier!
- Some people even keep one in their car for good luck.





Unit 6
Staying healthy

Conversation focus

Talking about ways to stay healthy and maintain a good quality of life.

The language box

Health, Healthy, Healthier
These three words often cause confusion for learners:

- Health → noun (e.g., Good health is important.)
- Healthy → adjective

Describes a person who has good health (e.g., He looks very healthy.)

Describes something good for your health (e.g., A healthy diet includes fruit and vegetables.)

- Healthier → comparative adjective (e.g., A salad is usually healthier than a hamburger.)

Conversation ideas

1 *Lifestyle choices*

Method
Learners discuss things that contribute to good health and bad health.

In pairs, they brainstorm and write ideas around the stars.

The tutor leads a class discussion to expand on the list.

Goal: Brainstorm ideas about what is good or bad for your health.

Resources: Activity 1 on page 50.

2 *Staying fit and healthy*

Method

Learners rate different health-related activities in order of importance.

They compare their answers with a partner.

The tutor facilitates a class discussion.

Goal: Discuss what is most important for staying healthy.

Resources: Activity 2 on page 51.

3 *How to feel great in 15 minutes or less*

Method

Learners will give each other advice on how they can feel good and stay healthy.

Learners review psychologists' advice on how to feel better in 20 minutes or less.

They discuss which tips might work for them and whether they have tried any of these ideas before.

The tutor uses the headings as prompts for deeper discussion.

Goal: Explore ways to improve mood and well-being quickly.

Resources: Activity 3 and 4 on page 52.

4 *Giving friendly advice*

Method

Learners look at examples of "should" in giving advice.

The tutor clarifies that "should" has multiple meanings but that today's focus is on advice.

Learners discuss everyday problems and suggest advice for each situation.

As an option, learners can bring in real-life problems they'd like advice on.

Goal: Practise giving advice using "should".

Resources: Activity 5 on page 53.



Activity 1. Lifestyle choices

Brainstorm with a partner: What things are good for your health? What things are bad for your health?

Write your answers below.





Activity 2. Keeping fit and healthy

There are many things you can do to stay fit and healthy. Below are 12 suggestions.

Rank them from 1 to 12 (#1 = most important, #12 = least important).

	My rating	My partner's rating	Combined rating
Get seven to nine hours sleep a night			
Eat fruit and vegetables everyday			
Drink lots of water			
Exercise or play sports 3 to 5 times a week			
Avoid stress			
Limit alcohol consumption			
Eat less meat			
Spend time with friends			
Get a health screening at least once a year			
Don't smoke			
Meditate			
Eat a healthy breakfast			

Activity 3. Feeling great in 20 minutes or less

What can you do to make yourself feel better when you are having a tough day? Here are some examples from psychologists.

What can you do to improve your mood on a tough day? Below are some psychologist-approved ideas.

Breathe deeply: Clear your mind
- Deep breathing
- Meditation
- Mindfulness

Spend time in nature
- Walking or hiking
- Visiting natural beauty spots
- Spending time in a public garden

Practise gratitude
- Focus on the positive
- Make a list of things that are going well

Listen to music
- Put on a song to change your mood

Complete a task you've been avoiding
- Doing something difficult or unpleasant can bring relief

Check in on friend
- Making someone else feel better can boost your own mood
- Contacting someone who is lonely or isolated can be rewarding

Activity 4: Feeling great in 20 minutes or less: discussion

- Do you think any of these ideas would work for you?
- Which of these ideas would be easiest to try on a busy day?
- Which ones cost nothing and can be done anywhere?
- Do you think these ideas work better alone or with other people?
- Are there any activities here that are common in your culture?

Discuss these ideas with your group and encourage learners to write new vocabulary in a notebook.

Tutor tip

Keep the discussion practical and non-judgemental: encourage learners to share small, realistic habits that work for them, and remind the group that "healthy" looks different for everyone depending on lifestyle, culture, age, and circumstances.

Activity 5. Giving friendly advice

We often use "should" to give advice. Look at the table to see how it works.

Giving advice with should and shouldn't

We use **should** to give advice or make a suggestion.
We use **shouldn't** to advise someone not to do something.

Structure: Subject + should/shouldn't + base verb.

Examples:

- You should get some exercise.
- He should drink more water.
- We should practise English every day.
- You shouldn't smoke.
- She shouldn't spend too much time on her phone.
- They shouldn't skip meals if they are hungry.

Questions: Should + subject + base verb?

- Should I join a gym?
- Should we go for a walk?
- Should I ask for help?

Important: We do not add to after should or shouldn't.

I/You/he/she etc. _ _ should _ _ _ _ go for a walk / listen to this song / try meditation

I/You/he/she etc. _ _ shouldn't _ _ go out without a coat in cold weather / spend too much time on social media.

Work together. What advice can you give regarding these everyday problems?

Examples:

- Problem: My phone is nearly out of battery. Solution: You should plug it in to charge.
- Problem: I need to find a bank. Solution: You should ask someone to tell you where it is.

Explore solutions to these problems:

- I want to visit a place of natural beauty.
- I need to top up my Leap card.
- I sometimes have trouble falling asleep.
- I need to look for a new job
- My back is sore and I need help.
- I found a sick animal.
- I would like to see some Irish movies.
- I need more ways to practise my English.

Unit 7

Traditional Irish food

Conversation focus

Talking about traditional Irish food and comparing it with food from learners' home countries.

The language box

Taste:	Texture:	Words to describe food:	Other useful words:
sweet	crunchy	delicious	homemade
savoury	chewy	nourishing	simple
salty	crispy	comforting	traditional
bitter	tender	satisfying	
mild	dry	wholesome	
strong	creamy	nutritious	
smoky	flaky	indulgent	
		heavy	
		bland	
		overrated	
		disgusting.	

Conversation ideas

1 *Traditional Irish food*

Method
Tell the class that today you're going to talk about traditional Irish food. In pairs, learners can look at the pictures on page 57 and list any Irish foods or drinks they know. Then, as a group, discuss their answers and see how many dishes they can name. Provide extra vocabulary if needed, or delve into regional-specific terms.

Example:
Usually everyone knows Guinness, a popular brand of Irish stout. If your class is based in Cork, learners may be more familiar with Murphy's.

Goal: Learners think about Irish food and drinks they may have heard of or tried.

Resources: Activity 1 on page 58.



2 *Describing food*

Goal: Introduce adjectives used to describe food.

Resources: Activity 2 on page 60.

Method
Ask learners to look at the words on page 60 and, individually or in pairs, invite them to match the food word with the definition. Encourage learners to guess what the word means before using a dictionary or asking a tutor.

When learners are satisfied that they know the meaning of the 'taste' words, you can begin to talk about texture. Tell learners that the 'texture' of food refers to the way it feels in our mouth. Ask learners to look at the words in Activity 2 related to texture and think of a food that has this texture. If learners are hesitant or unsure of what to do, you can ask them to list some of their favourite and least favourite foods, asking periodically, ...'and what texture does that food have?'

3 *Irish cuisine quiz*

Goal: Learners test their knowledge of Irish food.

Resources: Activity 3 on page 61.

Method
Ask learners to complete Activity 3 on page 61 in pairs or small groups. Encourage them to discuss their answers and explain their choices.

Review the answers together, but do not reveal the answers to questions 2, 3, 4, 5, 7 and 11 at this stage. Learners will explore these topics further in the readings on pages 62–63.

After completing the readings, return to the quiz and discuss the remaining answers as a group.

1. False. Guinness is ruby red.
2. True. Answer in the reading.
3. True. Answer in the reading.
4. True. Answer in the reading.
5. True. Answer in the reading.
6. True. Galway has the world's oldest Oyster Festival. It's also the second most internationally famous Irish festival after St. Patrick's Day and one of the biggest on Ireland's social calendar.
7. False. Answer in the reading.
8. False. Irish potato candy is made in the United States. Irish potato candy is not Irish and is not made with potatoes! This American dish comes in many forms. Search the internet for 'Irish potato candy' to find out more.
9. True.
10. False. Before the potato, the most popular foods in Ireland were corn and dairy products. (You might have to explain the term 'dairy'.)
11. True. Answer in the reading.

4 *Irish dishes*

Method
Each learner reads about one Irish dish in the Activity 4 Food Chart, takes notes, and then presents it to the group without reading aloud. As they present, the other learners can fill in their charts if they want to.

Goal: Learners read about, present, and discuss Irish dishes.

Resources: Activity 4 on pages 62 and 63.

5 *Talking about food*

Method
Learners work in pairs or small groups to answer questions about food in Ireland and their home countries. If time allows, discuss Irish seafood and how living on an island influences Irish cuisine.

Goal: Learners discuss Irish food and food from their own cultures.

Resources: Activity 5 on page 64.

Seafood and shellfish

Fish and chips is one of the most popular seafood dishes in Ireland, but there are many others worth trying. Shellfish is especially popular, with oysters on the West Coast, clams in Connemara, and prawns in Dublin.

Irish people also eat a variety of fish, with cod, salmon, and haddock being the most common.

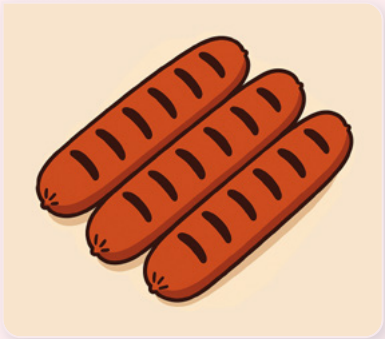
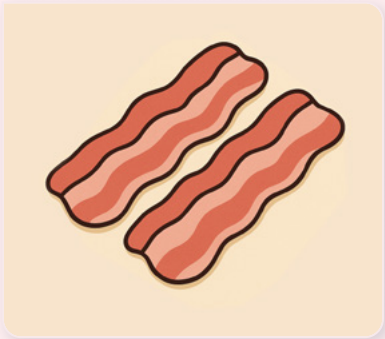
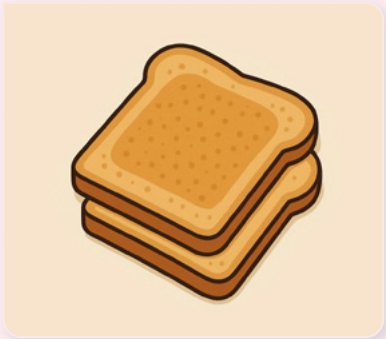
Seafood coddle is a hearty stew made with leftover fish, potatoes, leeks, garlic, and a few herbs.

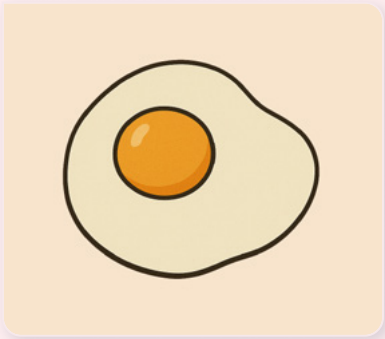
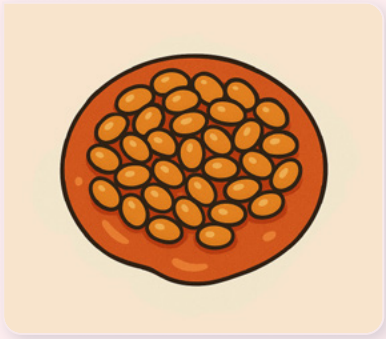
Fish chowder, once considered a simple, inexpensive dish, is traditionally made with cream and leftover fish. Modern versions often include wine, vegetables, and additional herbs.

Irish fish cakes are made by combining mashed potatoes, leftover fish, and herbs. The mixture is shaped into round cakes, coated in breadcrumbs, and fried in butter or oil.

Tutor tip

Language learning is a process of repetition—learners often need to encounter words multiple times before they truly retain them. So, don't be surprised (or frustrated!) if they struggle to recall vocabulary that has come up in conversation before.



6 *Talking about breakfast*

Method
Ask learners to look at the picture of an Irish fry-up on page 63. See if they can name any of the ingredients and ask if they have ever had a breakfast like this one in Ireland. If it helps, you can show learners the images on this page to become familiar with the individual ingredients.

Goal: Discuss the Irish fry and compare it to breakfasts in learners' home countries.

Resources: Activity 6 on page 65.

Activity 1. Brainstorm Irish food and drink

delete and replace with:

Read each statement about Irish food. Circle True if you think it is correct or False if you think it is incorrect.

Compare your answers with a partner and explain your choices.

Your tutor will discuss some of the answers with you. You will discover others in the readings on pages 62–63.

Food
Drink

















Activity 2. Describing Irish food

sweet, savoury, bitter, salty, mild, strong, smoky

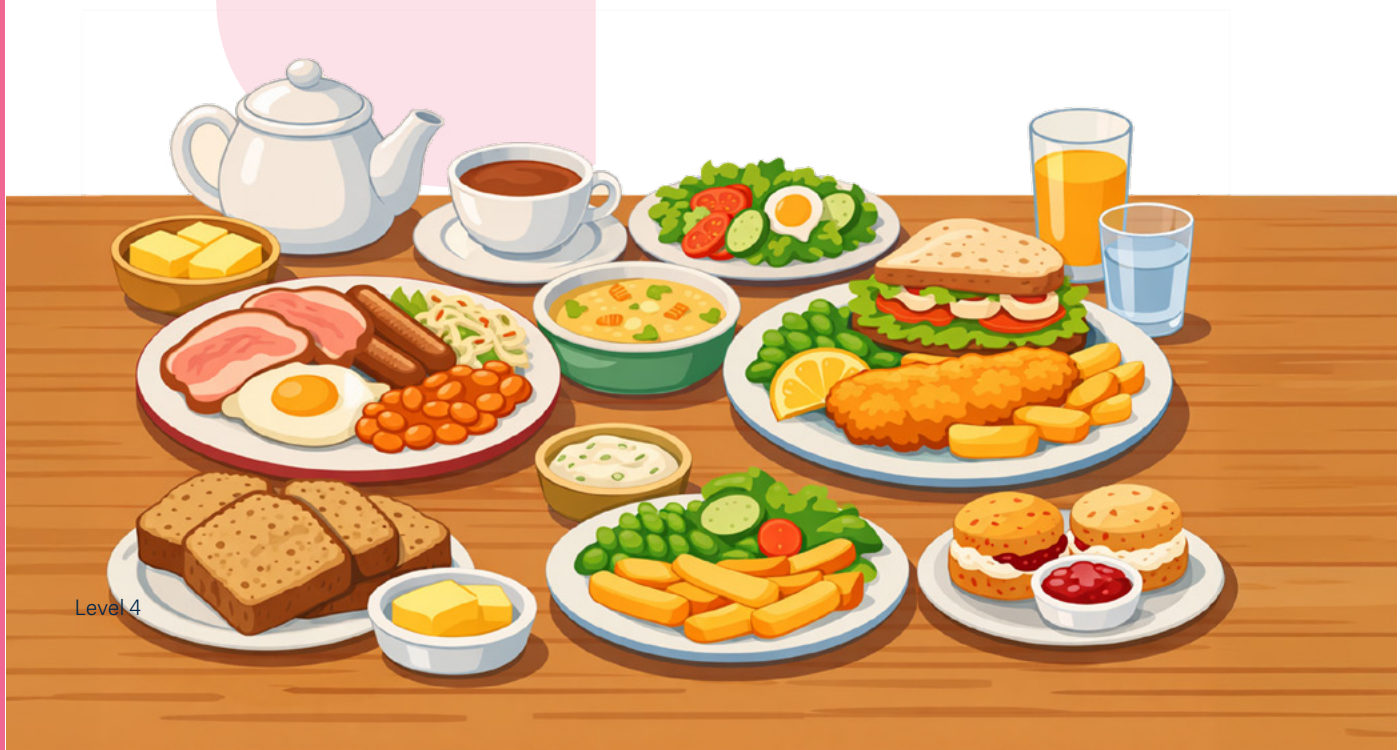
- a deep, rich taste that feels natural and grounded.
- a food with a gentle flavor
- having the pleasant taste characteristic of sugar
- sharp, strong, sometimes unpleasant flavor, like coffee or very dark chocolate,
- food that tastes like it has a lot of salt
- a taste that is very noticeable, powerful or intense
- a deep flavor that is not salty or spicy

Texture:

crunchy	crispy	dry	flaky
chewy	tender	creamy	

Tutor tip

Encourage learners to use the food as a starting point for real conversation rather than vocabulary testing. Ask follow-up questions such as *"When do you eat this?"*, *"Is this common in your country?"* or *"Do you like this or not?"* Model short, natural answers first, then let learners personalise them. Accept approximate language and reformulate gently rather than correcting mid-sentence.



Activity 3. True or False?

Circle 'True' if you think the statement is correct, an' false' if you think the statement is incorrect

Answers are on page 53.

Guinness is black.	True or false
An Irish drink can help you look younger.	True or false
A traditional Irish food can help tell your future.	True or false
Someone wrote a song about one Irish food.	True or false
Irish food was served on the *Titanic.*	True or false
A city in Ireland has the oldest oyster festival in the world.	True or false
The most popular Irish food is fish and chips.	True or false
Limerick is famous for making Irish potato candy.	True or false
Sometimes Irish people eat two potato dishes in one meal.	True or false
Before the potato, the most popular food in Ireland was carrots.	True or false
Ireland has two superfoods that are good for your health.	True or false

Activity 4. Readings



1. Buttermilk
A by-product of Irish butter, buttermilk has a slightly sour tast and is traditionally used in drinks, baking and cooking. It can be drunk plain, added to smoothies, or used in recipes. In Ireland, buttermilk was sometimes used as a traditional home remedy, especially after great celebrations like weddings, wakes and festivals.

Homemade buttermilk is also great for the skin: in the past young Irish women washed their faces in buttermilk to improve their complexions.

2. Soda bread
Many Irish families have their own recipes for soda bread, passed down through the generations. It has a thick hard crust and is great with butter, homemade jam and a cup of tea. It's also known as cake, cake bread or soda cake. There are two types: white or brown (wholemeal); brown is the most popular in all of Ireland. The classic recipe has just four ingredients: flour, salt, bread soda (bicarbonate of soda) and buttermilk.

Fun fact: Irish soda bread has a cross on top—some say it keeps away the devil or bad luck! Actually, during baking, the slashes help the bread expand without cracking.





3. Irish stew
One of Ireland's best-known traditional dishes—a slow-cooked stew of mutton, potatoes, onions, and water. Modern versions add carrots, turnips, parsley, and Guinness.

Fun fact: Irish stew was served on the Titanic—but only in third class!



4. Colcannon
A mashed potato dish with cabbage or kale. Traditionally eaten at Halloween, it sometimes contains hidden prizes (like a ring or a thimble). It traditionally contains mashed potatoes, kale or cabbage, milk or cream, butter, salt and pepper. Some also add spring onions, leeks, onions, chives and parsley.

Fun fact: There's a famous Colcannon song You can find it by searching 'Colcannon song' by Mary Black on Youtube.



5. Carrageen
Carrageen, or Irish Moss, is a an edible seaweed traditionally used in Irish cooking. Once a household staple, it was valued for its medicinal properties and vitamin content, used to treat coughs, sore throats, and chest problems.

Fun fact: Traditionally, it was boiled in milk, thickened, and sweetened with honey, then served with fruit. Today, you'll find it in cinnamon ice cream and other modern desserts.

6. Bacon and cabbage with parsley sauce
A classic Irish comfort food, especially for St Patrick's Day. It's traditionally served boiled with a parsley sauce made from milk, flour, butter, parsley, salt, and pepper.

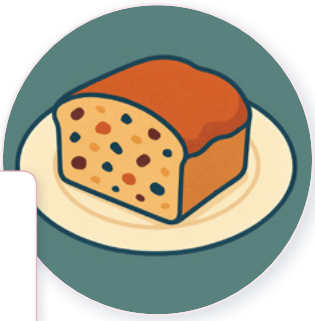




7. Black and white pudding
Black pudding is a traditional sausage made from pig's blood, oatmeal, pork fat or beef suet, onion, milk, salt, and spices. White pudding is similar but contains no blood. A vegetarian version can be made using black beans and mushrooms.

It can be grilled, fried, baked, or boiled and is a staple of the Irish breakfast. Modern chefs have experimented with it in dishes like black pudding and goat's cheese pizza.

Fun fact: Black pudding dates back over 3,000 years, with a mention in Homer's Odyssey.



8. Barmbrack
A sweet raisin bread, usually eaten with butter and tea. It's also part of a Halloween fortune-telling game.

Fun fact: Inside the bread, different objects predict your future: Ring: You'll marry soon!

Activity 5. Irish cuisine

Cuisine means a country's style of cooking.

Examples:

- Irish cuisine uses a lot of potatoes
- Italian cuisine uses a lot of tomatoes
- Indian cuisine uses a lot of spices

Describe the cuisine in your country: _____

_____

_____

_____

Now, complete the chart as you read about Irish food.

	Name	Important information	Fun fact
1			
2			
3			
4			
5			
6			
7			
8			



Activity 6. A hearty breakfast

Look at the picture of an Irish Fry. What foods do you see?

Describe the breakfast using the words you learned today:

Challenge: Ireland's greatest gift to world cuisine

What is Ireland's greatest gift to world cuisine?

Hint: It changed how people eat potatoes forever!
Discuss with a friend and guess!

Activity 7. The food you like

Answer the questions about your food experiences. Then, compare answers with a partner.

Tutor/Learner	Learner A	Learner B
How many Irish dishes have you tried?		
Which ones would you like to try? Why?		
What are some traditional dishes in your country?		
Do you have a special food for birthdays, weddings, and national holidays?		
Is there a food you eat at every meal?		
Is there a food you miss the most?		
Can you cook? If yes, what is your best dish?		
Who usually cooks in your culture? Do men and women both cook for their families?		

Try this at home

Foraging for food

Foraging means finding wild food in nature. In Ireland, people sometimes gather foods such as blackberries and wild garlic.

Blackberries: Usually found in hedgerows in late summer and autumn. They can be used in jams, cakes and desserts.

Wild garlic: Usually grows in spring, often in woodland areas. It is sometimes used in soups and pesto.

Stay safe: Never eat a wild plant unless you are completely certain what it is. Some poisonous plants look similar to edible ones. Avoid picking food near busy roads or areas that may have been sprayed with chemicals. Always check whether you have permission to forage.

"Are there any wild foods that people traditionally gather in your country?"

Want to learn more about Irish food? Search online for:
Champ | Boxty | Potato farls | Coddle | Irish fry

Unit 8
Education in Ireland

Conversation focus

Introducing learners to the education system in Ireland



Conversation ideas

1 *Comparing educational settings*

Goal: Identify what learners already know about classrooms and compare learning environments.

Resources: Activity 1 on page 69 & Activity 2 on page 70.

Method
Start by asking learners to look at the classroom pictures in Activity 1 on page 69, and describe what they can see (students, teacher, objects, layout).

Invite learners to compare the classrooms with schools in their own country. Do any look similar? Why or why not?

Next move to Activity 2 on page 70. Discuss as a group what is common or uncommon in an Irish classroom.

Match the words in the language box to objects in the pictures. Learners can work in pairs to find and circle items.

2 *The learning experience*

Goal: Compare education styles in different countries.

Resources: Activity 3 on page 71.

Method
Turn to Activity 3 on page 71 and read the statements as a group or in learner pairs. Encourage learners to share which statements are true or false for their school experience.

3 *The Irish education system*

Cut up reading strips for **Activity 4: The Irish education system**

Goal: Learn how the Irish education system works.

Resources: Activity 4 on page 72.

Method
The tool used in this activity is called a KWL chart (pronounced Cool). K stands for 'know', W for 'want to know' and L for 'learned'. In the first box learners write down five things they know about the topic, in the second box they write down five things they want to know about the topic.

Step 1:
Introduce the KWL chart (Know, Want to know, Learned).

Step 2:
In pairs, learners write down five things they already know about Irish education system (K column).

Step 3:
Learners write five things they want to know (W column).

Step 4:
Distribute reading strips on different aspects of Irish education (ideally one per learner). Learners take notes and present their section to the group.

Step 5:
Fill in the L (Learned) column with new information.

4 *Your learning journey*

Goal: Reflect on personal learning preferences.

Resources: Activity 5 on page 73.

Method
Discuss how learners like to learn:

- By watching, listening, or doing?
- Online or face-to-face?
- Alone or in a group?
- With a personal tutor or in a large class?

Share study tips as a group. Here are some things you might introduce as a discussion point: learners use music, notes, drawings, or post-it reminders?

Discuss what learners would want to learn if they had the chance.

Activity 1. Comparing classrooms

Try asking your group some of the following questions:

- Did you go to school when you were young?
- What was your school like?
- How many students were in your class?
- What subjects did you study?
- Who was your favourite teacher? Why?

Next, try some deeper discussion questions like:

- How is schooling different today compared to when you were young?
- Are teachers strict in your country?
- How do students show respect to teachers?
- Is education free in your country?
- Do boys and girls study together?













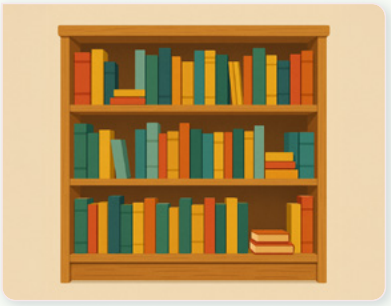
Activity 2. Language box

Work with a partner. Which items are in classrooms in your country?
Which do you think are in Irish classrooms?

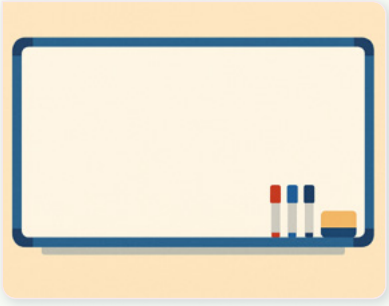
benches	internet connection	textbooks
blackboard	newspapers	toys
bookshelves	projector	video player
chairs	posters	uniforms
coat hooks	maps	whiteboard
computers	SMART board	noticeboard
desks	tables	clock
easel	tablets	bin

Which of these things can you see in the pictures above?











Activity 3. The learning experience

Which of these statements are true about your country? Tick which ones are true or false for you.

	True	False
Learners stand up when the teacher enters.		
Learners call the teacher Sir or Madam.		
Learners wear uniforms.		
The teacher talks most of the time.		
Learners are encouraged to ask questions and share opinions.		
The teacher only follows the textbook.		
Learners mostly work alone.		
Learners often work in groups.		
Learners sit at desks facing the teacher.		
Tablets/smartphones are sometimes used in class.		
Exams are written only.		
Exams are both written and oral.		
Cheating is common during exams.		
Teachers are very strict.		








Activity 4: The Irish education system

Key points
Education in Ireland is compulsory for children aged **6 to 16**, or until they complete **three years of second-level education**.

Assign learners a section to read or discuss as a group.

Early childhood education

Children in Ireland may attend preschool before starting primary school.

A **Naíonra** is a preschool where children learn and play through the Irish language.

The Early Childhood Care and Education (ECCE) programme provides free preschool education for eligible children for three hours per day, five days per week, during the programme year.

Most children begin primary school at the age of four or five, although compulsory education begins at age six.

Primary (first-level) education

Most children begin primary school (national school) at age **4 or 5**.

Primary school lasts **8 years:** ■ 2 infant classes ■ 1st to 6th class

There are different types of primary schools, including:

- Denominational (often Catholic)
- Multi-denominational
- Irish-medium (Gaelscoileanna)
- Special schools
- Private schools

Education in **state primary schools is free.**

Second-level education

Secondary school has two stages:

Junior Cycle – 3 years
Students complete the Junior Cycle examination at the end.

Senior Cycle – 2 to 3 years
Many students take an optional Transition Year, where they try new subjects and gain work experience. There are no state exams in Transition Year.

Leaving Certificate programmes

In the final years, students choose one of the following:

- **Leaving Certificate** – prepares students for university
- **Leaving Certificate Vocational Programme (LCVP)** – combines academic study with business and work skills
- **Leaving Certificate Applied (LCA)** – focuses on practical learning and job skills

Third-level education

Third-level education includes universities, technological universities and other higher education institutions.

Students can study for qualifications such as bachelor's degrees, master's degrees and doctorates.

Tuition fees

Many eligible students can have their undergraduate tuition fees covered under Ireland's Free Fees Initiative. However, eligibility depends on factors including residency, nationality or immigration status, and previous education.

Students may still need to pay a student contribution or other charges.

Financial support may be available through Student Universal Support Ireland (SUSI) and other schemes, depending on eligibility.

For current information, visit www.susi.ie or www.gov.ie.

Further and adult education

Not everyone follows a traditional education path.

Many people return to education later for training or new skills.

Programmes are available for:

- Adults continuing education
- Early school leavers returning to study
- People who want to gain employment skills

Fill in the K (Know) column—write five things you know about Irish education.
Fill in the W (Want to know) column—write five things you want to learn.

Read the strip assigned to you, take notes, and present it to the group.
After discussion, fill in the L (Learned) column with new information.

Know	Want to Know	Learn

Discussion question
Is this education system similar to the system in your country? How is it different?

Tutor tip

To find out more about the International Protection Student Scheme, and other supports for migrant learners, please visit www.gov.ie

To learn more about Student Universal Support grants, please visit SUSI.ie

Activity 5. Your learning

Discuss:

- How do you like to learn? (By reading/watching/listening/doing? Or a combination?)
- Do you like to learn online or face-to-face? Alone or in a group?
- What subjects or skills would you like to learn? Write down a list below.
- Homework: Can you find any free online courses for the topics you're interested in? Try our links in the Try this at home section.

Unit 9
Voting

Conversation focus

Talking about voting and democracy

The language box

democracy	political party	candidate
vote	county council	polling station
ballot	election	Taoiseach

Conversation ideas

1 *Voting and politics*

Method
Learners work together to match pictures with definitions in Activity 1 on page 77. Some may already know the terms, while others may be unfamiliar. Encourage discussion and explanation among learners.

Goal: Introduce key voting and political terms.

Resources: Activity 1 on page 77.

2 *Your voice*

Method
Turn to Activity 2 on page 77 and show learners the image. Ask "what do you think this person doing?" Use the follow up questions within the Activity to promote more discussion.

In Activity 3, learners discuss:

- Whether it is important to vote. Why or why not might someone vote?
- Whether learners have voted in Ireland before. Would they like to? If not, why not?
- The fact that anyone over 18 can vote in local elections in Ireland.

Goal: Explore past voting experiences and opinions on voting

Resources: Activity 2 on page 77 & Activity 3 on page 78.

3 *What do you think of....?*

Goal: Get learners to express opinions on different issues.

Resources: Activity 4 on page 79.

Method
Review the opinion phrases below:

- I'm for it. / I'm in favour of it.
- I don't care. / It doesn't concern me.
- I'm against it. / I'm opposed to it.

Step 1. In Activity 4, learners read the list of topics and ask about any unfamiliar words.

Step 2. Learners work in pairs to discuss each topic, using the question:

- What do you think of_____?

Encourage learners to give reasons for their opinions where possible.

Step 3. After their discussions, pairs choose the five topics they think are most important and share their ideas with the group to create a class top five.

4 *How people in Ireland vote*

Goal: Help learners understand how voting works in Ireland and practise talking about the voting process.

Resources: Activity 5, 6, 7 on pages 80–82.

Method
Introduce the topic by showing a picture of a ballot box and eliciting key vocabulary such as vote, ballot and election. Briefly explain that Ireland uses a ranked choice voting system, where voters number candidates in order of preference.

Activity 5 — Understanding voting
Learners explore key voting vocabulary and how proportional representation by single transferable vote (PR-STV) works in Ireland.
Turn to Activity 5 on page 80.

Activity 6 — Practising voting
Learners take part in a class vote by ranking their favourite snacks.
Turn to Activity 6 on page 81.

Activity 7 — Voting steps
Learners put the steps of voting in Ireland in order and discuss the process.
Turn to Activity 7 on page 82 .

Tutor tip

Use this activity to raise awareness of how voting works in Ireland and to encourage questions. Invite learners to share what they already know or are curious about, and remind them that learning about civic systems is useful even if they choose not to take part. For anyone interested in learning more about registering to vote in Ireland, you can mention **CheckTheRegister.ie** as an official source of information.

5 *Completing a ballot paper*

Goal: Help learners understand how to complete a ballot paper and practise ranking candidates.

Resources: Activity 8 on pages 82–83.

Method
Show learners the sample ballot paper on page 83. You can photocopy this page and give each learner a 'ballot' to complete.

Ask learners what they notice first (names, photos, parties, boxes for numbers). Elicit or pre-teach key vocabulary such as candidate, party, ballot paper and vote.

Explain that in Ireland, voters do not choose just one person. Instead, they number candidates in order of preference.

Read through the candidate blurbs on page 82 as a group. Now, ask learners to fill in their ballot paper individually:

- Write 1 beside your first choice
- Write 2 beside your second choice
- Write 3 beside your third choice

When finished, learners compare their choices in pairs and explain their preferences using simple opinion language (e.g. I chose… because…).

If appropriate, collect the ballots and briefly show how first-choice votes are counted to find the most popular candidate.

Keep the focus on understanding the ballot layout and practising the ranking system rather than detailed vote counting.

Tutor tip

Remind learners that this activity is just for fun and designed to practise language and voting vocabulary. The candidates and issues are fictional, and learners are not being asked to share real political views. Keep the focus on discussion, ranking and expressing opinions in a relaxed way.

Try this at home

Ask learners to notice one example of politics or civic life in everyday life during the week. This could be a news headline, a poster, a conversation, or something they hear on the radio or online. Next week, invite them to describe what they noticed and how it made them feel, using simple language. Sharing is optional.

Activity 1: Politics and voting

Match these words with their meanings:

Policy	The box where people place their votes.
Candidate	A small book or paper with information.
Election campaign	A person running for election.
Party	The place where voting happens.
Ballot Box	The activities and efforts of a candidate or political party to persuade people to vote for them in an election.
Leaflet	An area of a country that can elect a representative.
Polling station	A group of people who share similar political ideas and work together to get elected and influence how a country is governed.
Canvassing	Visiting or speaking to people to ask for their support and encourage them to vote for a candidate or political party in an election.
Election poster	A plan or proposal that a political party wants to introduce or put into action.
Constituency	A poster used by a candidate or political party to encourage people to vote for them in an election.

Activity 2. Your voice

What's this person doing?

What is the piece of paper called?

Discussion prompt:
How often do people vote in your country? Do most people vote?



Activity 3. Voting

Discuss with a partner: Is voting important? Why or why not?

Would you like to vote in Ireland?

What are some of the reasons why a person may decide not to vote.

If you would like to write your ideas, use the box below.

Reasons for voting	Reasons for not voting

Activity 4. What do you think of_____?

With your partner, discuss how you both feel about the following topics. Then choose the **top five topics** you are most interested in and explain why.

I'm for it.	I don't really care	I'm against it.
I'm in favour of it.	It doesn't concern me.	I'm opposed to it.

	Partner's opinion	Reason
Free public transport		
More parks and green spaces		
Building new sports centres		
More adult education courses		
Community festivals		
Recycling programmes		
Cleaner streets		
More libraries		
Better public transport		
More childcare services		
Free healthcare services		
Building playgrounds		
More community cafés		

Activity 5. How people in Ireland vote

Look at the picture.

What is the person doing?
(The person is voting.)

What is the white paper called?
(It is called a ballot paper.)

People vote by putting a ballot paper in a ballot box.

In Ireland, people can vote in elections.

Instead of choosing one person, voters can **rank candidates**:

- Write 1 for your first choice
- Write 2 for your second choice
- Write 3 for your third choice

This is called **ranked choice voting**.

Now, let's see how votes are counted—let's try an activity!



Tutor tip

Discuss voting sensitively

Voting can be a personal or sensitive topic for some learners. Not everyone has had the opportunity to vote in their home country, and some may come from places where elections are unsafe, unfair, or politically charged.

Avoid putting learners on the spot about their political views or past experiences. Instead, keep the discussion general and optional.

You can:

- Focus on how voting works rather than who people vote for
- Use phrases like "In some countries..." instead of asking individuals directly
- Remind learners they can choose not to share personal experiences

If discussing Ireland, you might simply explain that voting is confidential and that eligibility depends on citizenship and election type.

The aim is to build vocabulary and understanding — not to debate politics.

Activity 6. Voting for class snacks

Photocopy this 'snack ballot paper' and give each learner a copy. Ask learners to vote for their favourite snacks using ratings 1-6!

- 1 = favourite
- 2 = second favourite
- 3 = third favourite

	Snack	Rate
 Croissants		
 Chocolate chip cookies		
 Scones		
 Cupcakes		
 Fruit		
 Vegetables		

Activity 7. How to vote in Ireland.

Put these steps in the correct order.

Go to polling station. .....

Council is elected. .....

Get a ballot in the post. .....

Show identification. .....

Ballots are counted .....

Fill in the ballot. .....

Register to vote. .....

Cast your vote. .....

Activity 8. Get a ballot paper

ADEYEMI – Social Justice Party

Supports improving public health services and community wellbeing.

BYRNE – Green Alliance

Focuses on protecting the environment and creating more green spaces.

DALY – Non-Party

Wants to support local businesses and town development.

HASSAN – Social Justice Party

Advocates for youth services and community education.

KELLY – The Labour Group

Supports workers' rights and better public services.

KOWALSKA – Community First

Interested in healthcare services and support for older people.

OKAFOR – Community First

Focuses on community development and employment opportunities.

O'BRIEN – Community Progress Party

Interested in transport, infrastructure and road improvements.

INSTRUCTIONS

1. Vote by writing numbers in the boxes beside the candidates.
2. Write 1 for your first choice, 2 for your second choice, and so on.
3. You may vote for as many or as few candidates as you wish.
4. Fold the ballot paper to conceal your vote and place it in the ballot box.

ADEYEMI – SOCIAL JUSTICE PARTY

Tola Adeyemi
Public Health Worker



BYRNE – GREEN ALLIANCE

Aoife Byrne
Environmental Officer



DALY – NON-PARTY

Mark Daly
Café Owner



HASSAN – SOCIAL JUSTICE PARTY

Leila Hassan
Youth Worker



KELLY – THE LABOUR GROUP

Tom Kelly
Trade Union Representative



KOWALSKA – COMMUNITY FIRST

Anna Kowalska
Healthcare Assistant



OKAFOR – COMMUNITY FIRST

Chinedu Okafor
Community Development Worker



O'BRIEN – COMMUNITY PROGRESS PARTY

Patrick O'Brien
Civil Engineer



Irish citizens: Can vote in local, general, European and presidential elections and referendums, subject to the relevant eligibility and registration requirements.

British citizens: Can vote in local and Dáil/general elections in Ireland, but not in European or presidential elections or referendums.

Citizens of other EU countries: Can vote in local and European Parliament elections in Ireland, subject to registration requirements.

Citizens of countries outside the EU and UK: Can vote in local elections if they meet the residence, age and registration requirements.

Voting eligibility can vary by election. For further information, visit www.electoralcommission.ie or www.checktheregister.ie.

Unit 10

Music in Ireland

Conversation focus

Sharing musical tastes, habits, and experiences, and learning how music is part of everyday life in Ireland.



Conversation ideas

1 *Are you in tune?*

Goal: To see how well learners can guess their partner's musical taste.

Resources: Activity 1 on page 88.

Method

Put learners in pairs. Explain that they will guess their partner's answers to a short music quiz.

First, learners work alone and circle the answers they think their partner will choose.

Next, partners take turns asking the questions and checking the answers. Learners mark **Yes** for correct guesses and **No** for incorrect guesses.

When finished, learners count their correct guesses and check their score.

Finish with a short group discussion about any surprising answers.

Tutor tip

Model the activity with one question before learners begin. Encourage follow-up questions (for example, Why do you like that music? or When do you listen to it?) to extend the conversation and keep the focus on speaking rather than scoring.



2 *Your musical tastes*

Goal: To encourage discussion about musical preferences.

Resources: Activity 2 on page 89.

Method
Put learners in pairs. Ask them to take turns asking and answering the questions about their musical tastes.

Encourage learners to give short reasons or examples where possible (for example: I listen to pop music when I'm happy because it gives me energy).

Bring the discussion back to the full group and invite volunteers to share one interesting or surprising thing about their partner's answers.

3 *Irish music*

Goal: To introduce learners to the themes of Irish music.

Resources: Activity 3 on page 89.

Method
In pairs, ask learners to brainstorm what they already know about Irish music. They can use the star diagram to note ideas such as singers, bands, instruments, dancing, or places where music is played.

Next, ask learners to discuss what songwriters in their own country usually write about. Encourage comparison by asking if these themes are similar to or different from Irish music.

Finish with a short whole-group discussion, inviting learners to share examples or opinions. Use the challenge question to spark debate rather than to find one "correct" answer.

4 *U2 information gap*

Goal: To introduce learners to facts about U2

Resources: Activity 4 on pages 90–92

Method
Show a picture of the band on stage pn page 90, and ask your learners if they recognise them.

Explain that learners will learn about U2 by asking and answering questions in pairs.

Photocopy pages **91 and 92** and give one page to each learner in a pair (Partner A and Partner B).

Activity steps:

- Before starting, you may wish to work through the vocabulary on page 90 with the group.
- Learners work in pairs (Partner A and Partner B).
- Each partner has a text with different information missing.
- Partners take turns asking for and giving information to complete their text.
- When finished, learners check their completed text together.

Answers to Activity 4 Information gap:
U2 is an Irish rock band. The four members of the band are lead singer Bono (born Paul David Hewson), lead guitarist The Edge (born David Howell Evans), bassist Adam Clayton, and drummer Larry Mullen Jr. U2 is a very popular international band and has been since the 1980s. They have sold more than 170 million albums and have won 22 Grammy Awards. This is more than any other rock band.

U2 formed in Dublin in 1976. At that stage they were more popular for playing live shows than for releasing albums. This changed with their hit record in 1987, The Joshua Tree. Their popularity continued throughout the 1990s with albums Achtung Baby, Zooropa and Pop.

In the 21st century, they are still very popular and successful. They also help people and are involved in charity groups such as Amnesty International, Make Poverty History, and the ONE Campaign.

Tutor tip

To extend this activity, ask learners to work in the same pairs and create a short information-gap text about a singer or band they like. Each learner writes 3–4 facts, leaving key information blank. Partners then swap texts and ask questions to complete the gaps. This keeps the structure familiar while encouraging learners to talk about their own musical interests and practise question forms in a more personal way.

5 *Days like this*

Goal: To encourage learners to reflect on everyday moments of ease and well-being

Resources: Activity 5 on page 93 and Activity 6 on page 94.

Method for Activity 5 on page 93
Begin by asking learners to think about a good day — a day when life feels easier or calmer. Encourage them to share ideas in pairs (for example: how they feel, who they are with, and what is not happening on that day).

Method for Activity 6 on page 94
Explain that they are going to work with a song that describes days like this — not perfect or special days, but ordinary days when worries fade and things go more smoothly.

After completing the tasks and prompts, discuss the song as a group. Focus on how Van Morrison describes a "good day" and what he says is absent (worry, pressure, conflict). Invite learners to compare this idea with their own good days and reflect on similarities and differences.

If possible, play the song in class or encourage learners to listen to it at home.

6 *Music exchange*

Goal: To practise speaking by sharing favourite songs

Resources: Activity 7 on page 95

Method
Photocopy **Activity 7 on page 95** and give one copy to each learner.

Ask learners to write a list of **three favourite songs**, including the song title and artist.

Learners then exchange their lists with a partner or small group and note down any songs they would like to listen to.

Encourage learners to find and listen to their classmates' recommendations at home and to share anything they enjoyed in the next class.

Try this at home

Ask learners to choose **one or two songs** to listen to on YouTube (from the list provided in Activity 7 or their own choice).

Ask learners to think about the questions below as they listen:

- Do you like the song?
- How does it make you feel?
- Would you listen to it again?

For the next class, encourage learners to be ready to say a few words about one song you listened to. They can talk about the music, the singer, or simply whether they liked it or not.

Activity 1: Are you in tune?

Predict your partner's answers. Write Yes for each correct guess and No for each incorrect guess.

	Name	Correct: Yes or No
1	**Q. How often do you listen to music?** A. Every day. B. Once a week. C. Rarely.	
2	**Q. Do you listen to music at home?** A. Yes, I do. B. No, I don't.	
3	**Q. Where do you get your music?** A. Streaming platforms B. Record stores C. Other	
4	**Q. What do you think of opera?** A. It's boring. B. It's wonderful. C. It's okay.	
5	**Q. Do you sing while you do housework?** A. Yes. B. No. C. Sometimes.	
6	**Q. What do you think life would be like without music?** A. Boring. B. Sad. C. Peaceful.	
7	**Q. Do you remember song lyrics?** A. Yes, I do. B. No, I don't.	
8	**Q. How often do you listen to classical music?** A. Often. B. Sometimes. C. Rarely.	
9	**Q. How often do you listen to music while you are working?** A. Always. B. Sometimes. C.Rarely.	
10	**. Do you play a musical instrument?** A. Yes, I do. B. No, I don't.	
11	**Q. Do you like the same music as your parents?** A. Yes, I do. B. No, I don't.	
12	**Q. Do you listen to new music?** A. Always B. Sometimes C. Never	

Score 1-5	Score 6-9	Score 10-12
You're still getting to know your partner	You know your partner well or you are a good guesser.	Amazing!

Activity 2: Your musical tastes

What music do you listen to when you're: happy, sad, at a party, in the car, studying, in love?

What's your favourite decade of pop music?

50s 60s 70s 80s 90s 00s 10s

Who is your all-time favourite singer/band?

What was the first music you ever bought?

Activity 3. Irish music

Brainstorm with a partner: Use the star below to write what you know about Irish music.

Discussion prompts:

- What do you know about Irish music? (Singers, bands, songs, dancing, etc.)
- What do songwriters in your country write about?
- Are the themes the same as in Irish music?

Challenge question:

Who is the most famous Irish band of all time?





Activity 4: Information gap vocabulary

Activity 4: Information gap vocabulary

- Bono
- bass guitarist
- 1980s
- Grammy Awards
- lead singer
- The Joshua Tree
- 22
- 1976
- tour
- perform
- Amnesty International
- Make Poverty History
- ONE campaign
- rock band
- Dublin
- albums
- single

Photocopy pages 89 and 90 and share with pairs in your group. Encourage learners to ask each other question in their pairs to uncover the answers and fill in the gaps. The vocabulary above will also help them complete the task.

Tutor tip

This U2 information-gap activity can be a starting point for wider conversations about music. After completing the gaps, invite learners to talk about bands or singers they like, music from their own country, or songs that are important to them. You could ask learners when they listen to music (at home, while travelling, at celebrations), how music makes them feel, or whether they prefer live concerts or recorded music. For extra practice, ask learners to describe a favourite song or musician using similar questions, or to compare U2 with a band they know.

Activity 4: U2 Information gap

Partner A

U2 is an Irish rock band. The four members of the band are lead singer _____ (born Paul David Hewson), lead guitarist The Edge (born David Howell Evans), _____ Adam Clayton, and drummer Larry Mullen Jr. U2 is a very popular international band and have been since the _____. They have sold more than 170 million albums and have won _____ Grammy Awards. This is more than any other rock band.

U2 formed in Dublin in _____. At that stage, they were more popular for playing live shows than for releasing albums. This changed with their hit record in 1987, _____. Their popularity continued throughout the 1990s with albums Achtung Baby, Zooropa and Pop.

In the 21st century, they are still very popular and successful. They also help people and are involved in charities such as _____, _____, and the _____.

Activity 4: U2 Information gap

Partner B

U2 is an Irish rock band. The four members of the band are lead singer Bono (born Paul David Hewson), lead guitarist _____ (born David Howell Evans), bassist Adam Clayton, and _____ Larry Mullen Jr. U2 is a very popular international band and have been since the 1980s. They have sold more than _____and have won 22 Grammy Awards. This is more than any other rock band.

U2 formed in _____ in 1976. At that stage they were more popular for playing live shows than for releasing albums. This changed with their hit record in _____, The Joshua Tree. Their popularity continued throughout the 1990s with albums Achtung Baby, Zooropa and Pop.

In the 21st century, they are still very popular and successful. They also help people and are involved in _____such as Amnesty International, Make Poverty History, and the ONE Campaign.



Activity 5: Days like this — a good day

Discuss in pairs

Think about **a good day** — a day when life feels a little easier or calmer.

- Where are you on a good day? (at home, outside, somewhere quiet, somewhere familiar)
- What do you usually do on a good day?
- What don't you have to do on a good day?
- Who are you with on a good day?
- Is there anyone you avoid on a good day?
- How do you feel on a good day? (calm, relaxed, hopeful, safe, content)
- On a good day, there is / there are no _____.
- What helps make a day feel better for you? (music, rest, talking, walking, prayer)
- Who gives you good advice or support when you need it?

Remind learners they can answer only the questions they feel comfortable with.

Tutor tip

Some learners may find it difficult to talk about a "perfect day". Encourage learners to think instead about **a good day or an easier day**, and reassure them that there are no right or wrong answers. Make it clear that learners can skip any question or speak in general terms rather than personal detail. If needed, model neutral examples (for example, "a good day is when there is less stress" or "when people are kind") and allow learners to talk about everyday moments rather than past experiences. Creating choice and flexibility helps keep the conversation safe and inclusive.

Activity 6: Listening to music

Choose an Irish song to listen to with your group. Days Like This by Van Morrison is one possible example.

Before listening:

1. What do you think the title means?
2. What kind of mood do you expect from the song?
3. What words might you hear in a song about good and difficult days?

While listening:

1. Write down three words or phrases you recognise.
2. Is the song mainly positive, negative or a mixture of both?
3. Does the mood change as the song progresses?

After listening:

1. What do you think the song is about?
2. What feelings does the music express?
3. Do you know a song in your own language with a similar message?
4. Describe a song that always puts you in a good mood.

Tutor tip

Play an authorised recording of the song. Encourage learners to focus on meaning, mood and the language they recognise rather than understanding every word.



Activity 7: Music exchange

Share your favourites

Choose three songs you enjoy and would like your classmates to listen to. Write the song title and artist for each one.

Exchange your list with a partner or small group and note down any songs you would like to explore later.

If possible, listen to your classmates' recommendations at home.

Songs to explore

My songs

My classmates recommendations

Unit 11

Going to the library

Conversation focus

Learn about library services, practise key library language, and understand how to get and use a library card.

Conversation ideas

The language box

author	fiction	photocopying
title	non-fiction	self-service machine
borrow (check out)	biography	late fee
return	children's section	reservation
renew	reference section	hold request
due date	quiet area	shelf
library card	study space	photo ID
membership	computer access	proof of address
librarian	internet	opening hours
service desk	printing	

Tutor tip

Before starting the discussion, ask learners if they have ever visited a library in Ireland or in their home country. Use the language box to pre-teach key words, and encourage learners to share real experiences, such as borrowing books, using computers, or joining the library. If possible, bring in a library card or show a local library website to make the conversation more concrete and relevant.



1 *Picture prompt: Talking about the library*

Goal: Introduce the basic vocabulary and find out what learners know about the library

Resources: Activity 1 on page 100.

Method
Turn to Activity 1 on page 100. Show the picture of the library interior. Give learners a moment to look, then ask:

- *Where is this? What can you see?*

Once learners identify it as a library, ask them to work in pairs:

- *What can you do at a library?* Use the picture to help you think of at least five things.
- Elicit ideas as a whole group and write key words on the board as they come up. Expand briefly on answers if needed, using learners' own experiences where possible.
- If appropriate, show examples of online library services (such as digital magazines or newspapers) and explain that libraries offer both in-person and online services.

Finish by asking:
Where is your local library? Are any of you members?

2 *Library vocabulary*

Goal: Introduce key vocabulary definitions

Resources: Activity 2 on page 101.

Method
Ask learners to work in pairs. Have them match each key word with its definition on page 101. Encourage them to discuss their choices and explain their reasons.

Check answers together as a group, clarifying meaning and pronunciation where needed. Use quick examples or questions to check understanding (e.g. *When do you check a book out? Where do you return books?*).

Answers

1. author (e)
2. catalogue (d)
3. borrow (check out) (i)
4. circulation desk (f)
5. due date (k)
6. librarian (g)
7. biography (j)
8. fiction (b)
9. non-fiction (c)
10. reference (a)
11. atlas (h)

3 *Half a crossword*

Goal: To practise vocabulary and asking question.

Resources: Activity 3 on pages 102 and 103.

Method
Put learners into pairs. Photocopy pages 102 and 103. Give each learner in each pair a different page so that each person has half of the crossword.

First, ask learners to work alone. They read the clues on their own crossword and write in the answers they already know.

Next, learners take turns asking their partner for the missing answers. The partner reads out the definition, and the learner writes the word in their crossword.

Model the exchange if needed, for example:

- *What's 2 across?*
- *It means taking library items home for a short time.*
- *Borrow.*

Learners continue taking turns until both crosswords are complete.

4 *Exploring genres*

Goal: To expand vocabulary.

Resources: Activities 4 & 5 on pages 104 and 105.

Method
Ask learners to look at the pictures of the different book covers on page 104. As a group, invite them to call out what they can see (for example: *horse, cowboy, robot, detective*). Write key words on the board as they come up.

Next, ask learners to match each book cover to the correct genre or type of book. They can work alone or in pairs.

Check answers together, encouraging learners to explain their choices using simple reasons (e.g. *It has a robot, so it's science fiction*).

Finish by asking learners to rank the books from 1–10, from favourite to least favourite, and briefly share their choices with a partner or the group.

Activity 4 answers:

- a (3)
- b (9)
- c (4)
- d (7)
- e (6)
- f (5)
- g (1)
- h (2)
- i (8)
- j (10)

5 *Joining the Library*

Goal: To practise applying for a library card.

Resources: Activity 6 on page 105.

Method
Tell learners they will read a conversation about applying for a library card. In pairs, ask them to put the dialogue in the correct order.

Check answers together, then have learners practise the dialogue in pairs. Ask them to change roles and repeat, then switch partners and perform the dialogue from memory.

Activity 6 answers:

Akilah: Hello.

Librarian: Hello. How can I help you today?

Akilah: I'd like to apply for a library card.

Librarian: Certainly do you have any identification?

Akilah: Yes. I have a passport and an electricity bill.

Librarian: That's fine. Fill out this application please.

Akilah: Here you are.

Librarian: Okay. This looks good. Here's your card. Please sign the back of it.

Akilah: Okay. I've signed it.

Librarian: You can check out books now.

Akilah: Where are your mystery books?

Librarian: In that row over there.

Akilah: Thanks!

6 *Role play*

Goal: To practise real-life language for using library services and asking for help.

Resources: Activity 8 on page on pages 106 and 107.

Method
Put learners in pairs and give each pair a library situation from page 106. Ask learners to prepare and role-play a short conversation between a library user and a librarian.

Encourage learners to use the language support on page 107 to help them ask questions, explain problems, and respond naturally. Ask learners to switch roles and practise again using different words or a new situation.



Activity 1: Where is this?

Where is the library in your town or city?

Are you a member of the library?

Work with a partner. Use the pictures to help you think about what you can do at a library. Together, think of five things you can do there.

If you wish, write your ideas in the space below.

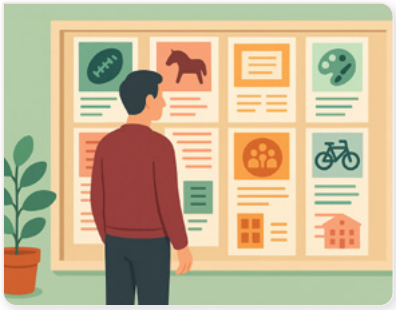












Activity 2: Match the definition

1. author	a) section in the library for encyclopaedias, dictionaries, atlases, etc
2. catalogue	b) stories about people and events that are not real
3. borrow (check out)	c) true stories, facts
4. circulation desk	d) the record list of all the books
5. due date	e) the person who writes the text of the book
6. librarian	f) the place where library materials are checked out to be borrowed
7. biography	g) the professional who answers questions in the library
8. fiction	h) collection of maps
9. non-fiction	i) to take home library materials for a short time
10. reference	j) life stories of famous people
11. atlas	k) the date you must return your library materials

Activity 3: Half a crossword

Learner A

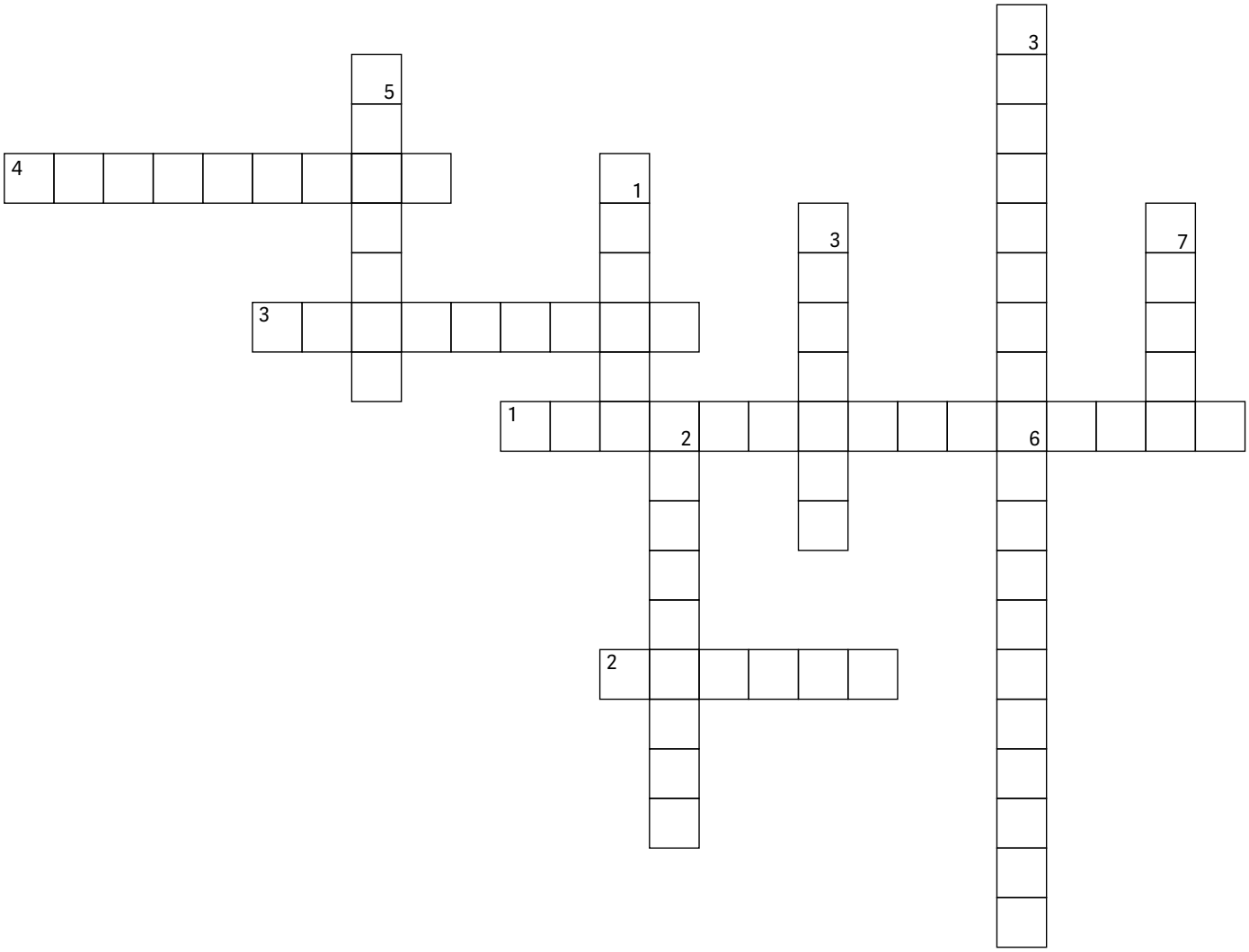
Look at the definitions. Write the word in the crossword. Then ask your partner for the missing words

Across

- the place where library materials are checked out to be borrowed
- ask your partner
- life stories of famous people
- ask your partner

Down

- ask your partner
- the record list of all the books
- ask your partner
- the professional who answers questions in the library
- ask your partner
- true stories, facts
- ask your partner



Learner B

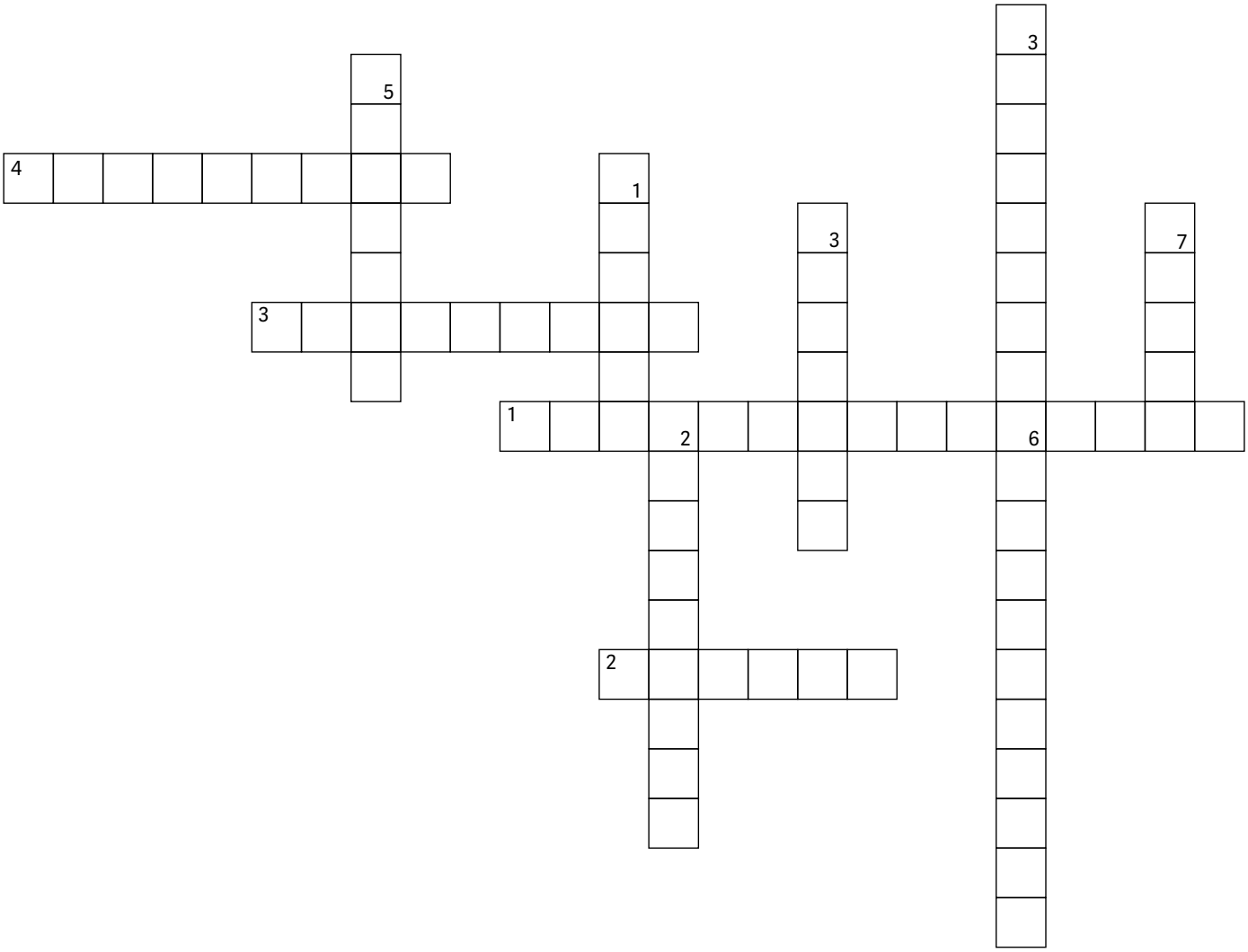
Look at the definitions. Write the word in the crossword. Then ask your partner for the missing words

Across

- ask your partner
- to take home library materials for a short time
- ask your partner
- section in the library for encyclopaedias, dictionaries, atlases, etc

Down

- the person who writes the text of the book
- ask your partner
- the date you must return your library materials
- ask your partner
- stories about people and events that are not real
- ask your partner
- collection of maps

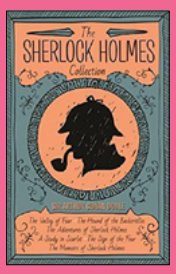


Activity 4: Exploring genres

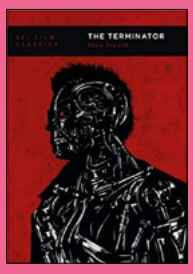
Let's look at different types of books. There are two main categories: **fiction** and **non-fiction**.

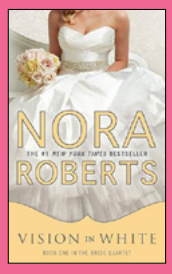
Look at the book covers below. Decide which **genre** each book belongs to.

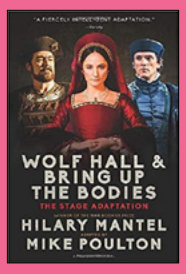
Match each book to the correct genre using the descriptions below. You can work on your own or with a partner.

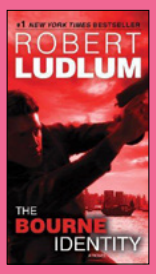


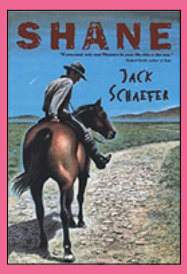


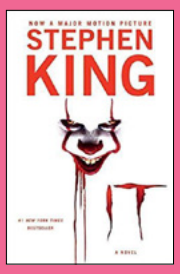


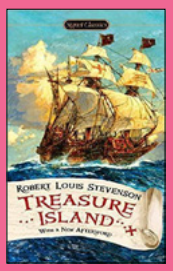


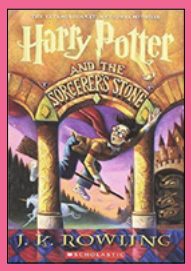












Fiction tells an imaginary or made-up story.

Non-fiction is about real people, real events, or real information.

Match the book to the genre

- A Western: A story with cowboys in the United States in the 1800s
- Horror Novel: A story that scares the reader
- Mystery Novel/Detective Story: A story where the reader has to solve a puzzle
- Science Fiction: A story about the future, technology, space travel or time travel
- Thriller/Suspense: A story with a lot of action, a murder, crime or spy story
- Historical: A story about people in the past
- Romance: A love story about love and relationships
- Adventure: A journey to someplace new, a search for treasure
- Fantasy: An adventure story with wizards, elves, giants, magic
- Young Adult: A story written for readers from 12 to 18 years of age

Activity 5: Rate your favourite genre

If you don't read books, you can say which genre you would be most interested in reading

Rate these genres from 1 to 10, with 1 as your favourite genre and 10 as your least favourite. Compare choices with a partner. Ask them which genre they like best/least and why.

Genre	Rating from
Western	
Horror	
Mystery/Detective	
Science Fiction	
Thriller/Suspense	
Historical	
Romance	
Adventure	
Fantasy	
Young Adult	

Activity 6: Joining the library

Put the sentences in the correct order.

Akilah: Hello.	1
Librarian: You can check out books now.	
Akilah: Yes. I have a passport and an electricity bill.	
Librarian: Okay. This looks good. Here's your card. Please sign the back of it.	
Librarian: Certainly do you have any identification?	
Akilah: Okay. I've signed it.	
Librarian: That's fine. Fill out this application please.	
Librarian: In that row over there.	
Akilah: I'd like to apply for a library card.	
Akilah: Thanks!	
Akilah: Where are your **mystery** books?	
Akilah: Here you are.	
Librarian: Hello. How can I help you today?	

Practice the dialogue with your partner. Change the word **mystery** for your favourite kind of book.

Activity 7: Library situations

Lost library card

"You can't find your card. W hat do you say?"

Lost library book

"You have lost a library book. Ask the librarian what you should do."

Joining without proof of address

"You are new. What ID do you have?"

Renewing a book

"You want to keep a book for longer."

Books for children

"You want books for a child learning English."

Using a computer

"You need internet access."

Finding a book

"You are looking for mystery books."

Returning books

"You're not sure where to return them."

Language support for library role plays (Activity 7)

Useful phrases: asking for help

- I'd like to…
- Could you help me, please?
- I'm looking for…
- I'm not sure how to…
- Can you explain this, please?
- Do I need to…?
- What do I need to bring?
- Is it possible to…?
- How does this work?

Talking about problems

- I lost my library card.
- I think this book is late.
- I've lost a library book.
- I can't find the book I want.
- I'm new here.
- I don't have proof of address yet.
- I forgot my card.
- I made a mistake.

Borrowing, returning, and renewing

- I'd like to borrow this book.
- When is it due back?
- Can I renew it?
- How long can I keep it?
- Where do I return books?
- Can I return this today?
- What should I do if I lose a book?

Librarian responses

- That's no problem.
- You'll need a library card.
- You can fill in this form.
- You can renew it online.
- It's due back next week.
- There's no charge.
- The books are over there.
- Let me check that for you.

Role-play prompts

- Who are you? (new member, parent, student)
- What is the problem?
- What question will you ask first?
- What information do you need?
- What does the librarian say?
- Can you ask the question in a different way?



- Ask the same question using different words.
- Swap roles and try again.
- Add one extra question to the conversation

Unit 12

Life and culture in Ireland

Conversation focus

Talking about common ideas, stereotypes, and everyday experiences of Irish culture.

Conversation ideas

1 *Discussing Irish culture*

Method

This activity can be done in pairs or individually, depending on group size. Give learners 5 minutes to add as many ideas as they can to the chart, drawing on what they already know, have seen, or have heard about Ireland and Irish culture.

Bring the group together and compare ideas. Encourage learners to explain where their ideas come from (media, personal experience, stories from others). If stereotypes appear, note them without correcting immediately. Use these ideas as a starting point for discussion in the next section, focusing on how perceptions are formed and how experiences can differ.

Goal: To see what learners already know

Resources: Activity 1 on page 111.



2 *Exploring stereotypes about Ireland*

Goal: To see what learners believe about Ireland

Resources: Activity 2 on page 111 & Activity 3 on page 112.

Method
Ask learners to read the statements on page 111 and decide whether they think each one is true or false, based on what they have heard or experienced.

Explain that the statements are common generalisations about Ireland. Some contain an element of truth, while others are exaggerated, outdated or subjective.

Learners compare their answers in pairs and explain their reasoning.

Next, ask learners to read the article on page 112 and identify which stereotypes it discusses or challenges.

Tutor tip

There are no definitive answers to many of these statements. Encourage learners to distinguish between facts, opinions and stereotypes. Avoid presenting personality traits or cultural behaviours as characteristics shared by all Irish people.

Where statements involve measurable facts, such as population age or religious affiliation, these should be checked against current statistics rather than treated as fixed cultural truths.

Invite learners to compare these stereotypes with ideas about their own countries, focusing on what feels accurate, outdated, or surprising.

3 *Challenging stereotypes about our own countries*

Goal: To have learners discuss and challenge stereotypes

Resources: Activity 4 on page 113.

Method
Learners complete the chart individually or in pairs, focusing on common stereotypes about their own country. They then share selected examples and reflect on where these ideas come from and how accurate they feel.



4 *Ancient Ireland*

Goal: To make learners familiar with some of Ireland's history

Resources: Activity 5 and 6 on page 114.

Method
Learners first guess the answers to the questions in Activity 5 on page 114. Can they name any of the images? Read Activity 6 to check their ideas and discuss the answers together, comparing Ireland's history with their own country where relevant.

5 *Information gap*

Goal: To have learners complete a reading about St Patrick and Newgrange

Resources: Photocopy Activity 7 on pages 115 and 116.

Method
Put learners into pairs. Each learner reads a different short text (about St Patrick or Newgrange) silently. Check any key vocabulary first.

Learners then ask each other questions to find the missing information and complete the activity. They take turns asking and answering until finished.

For example:
A: Where was St. Patrick born?

Go through the answers together. If time allows, invite learners to talk briefly about a famous person or place from their own country.

Tutor note: You may find it helpful to photocopy pages 115–116 so each learner receives only one text.







Activity 1: What do you know about Ireland?

With a partner, see how many things you can remember for each category. If you like, you can write them down.

History _____

Food _____

Religion _____

People _____

Other _____

Activity 2: Exploring stereotypes about Ireland

Read the statements below. Do you think they are true, false or somewhere in between? Compare your answers with a partner and explain your choices. You will explore some of these ideas further in the next activity.

	It depends	True	False
Most Irish people have red hair.			
The Irish are big drinkers.			
The Irish love potatoes.			
The Irish are very religious.			
The Irish are very friendly.			
The Irish love coffee more than tea.			
The Irish enjoy the craic.			
Everyone's favourite colour is green.			
Ireland is one of the happiest countries in the world.			
Ireland has the youngest population in Europe.			
Irish people are very direct, and usually say exactly what they are thinking.			
There are more people of Irish descent living outside of Ireland than Irish people living in Ireland			

Activity 3: Read the article 'Ireland: The land of Leprechauns?'

Mention Ireland to people abroad and a familiar set of images tends to appear almost immediately. Leprechauns, for one. Small men in green, red hair, a pot of gold somewhere nearby. They are part of Irish folklore, of course, but mostly in the way nursery rhymes or fairy tales are part of childhood. Recognisable, occasionally useful for tourism, but not something anyone expects to encounter on the way to work.

For many Irish people, being asked about leprechauns is less amusing than it sounds. Not because folklore is embarrassing, but because it often comes bundled with a wider set of assumptions. That everyone looks the same. That Irish life is frozen somewhere between old stories, pubs, and potatoes. That the country itself hasn't really changed.

Take pubs, for example. Yes, pubs matter. They are places to meet, to talk, to watch sport, to mark occasions. But the idea that all Irish people love alcohol, or even drink at all, is wide of the mark. A growing number of people don't drink, and plenty of others treat the pub as a social space rather than a drinking one. Coffee shops, meanwhile, are everywhere. Tea still has its place, but Ireland's enthusiasm for coffee would surprise anyone still picturing a nation permanently holding a mug of black tea.

Religion is another area where the stereotype lags behind reality. Ireland was once deeply shaped by religious institutions, but that influence has declined sharply over the past few decades. Today, many people identify as Catholic but rarely attend church. Others belong to different faiths, and many have none at all. Modern Ireland is far more mixed, more questioning, and more diverse than older images suggest.

Some stereotypes do linger because they contain a grain of truth. Irish people often do value conversation, humour, and what is loosely called "the craic". There is a cultural comfort with talk, with storytelling, with not taking everything too seriously. But even this plays out in different ways, depending on age, place, and personality.

Like most stereotypes, the problem is not that they exist, but that they flatten everything into a single story. Ireland today is shaped by migration, rapid social change, and constant negotiation between past and present. It is not one thing, and never really was.

If stereotypes tell us anything, it is often more about how countries are imagined from afar than how they are actually lived in.

This text was written for learning purposes.

1. Which ideas in the article surprised you most?
2. Which stereotypes about Ireland do you think are most inaccurate?
3. Are there similar stereotypes about your own country?



Activity 4: Stereotypes about your country

Work alone. Think for a moment about your country. If you like, you can answer the questions below.

What do people know about your country?

Question	Notes
What is the most famous food?	
What are the most famous places?	
What assumptions do people sometimes make about people from your country? Are these accurate?	
What do people say that people from your country are like? For example, are they rude or polite? Direct or indirect?	
What are the famous traditions, legends, or stories about your country?	
What other things do people say about your country or the people there?	

Are these things all true about your country? Is there anything that is just a stereotype?

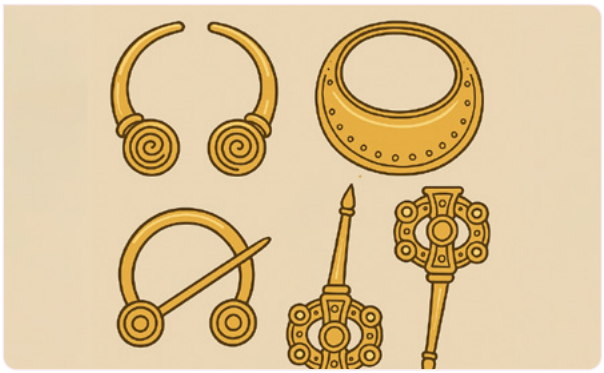
Let's talk about it.

Now work with your partner or your group. Tell them about what people say about your country, what is true and what is just a stereotype.









Activity 5: Thinking about Ireland's past

Can you guess when these things happened in Ireland?

Work with a partner. Discuss the questions below and make your best guesses. Then read Activity 6 to see how close you were.

1. When did people first visit Ireland?
2. When did hunter-gatherer communities become established in Ireland?
3. When did farming begin in Ireland?
4. What kinds of monuments did people build during the Stone Age?
5. When did the Bronze Age begin in Ireland?
6. What kinds of objects did people make from bronze and gold?

Discuss: Which fact about ancient Ireland surprised you the most?

Activity 6: Ancient Ireland

People have lived in Ireland for thousands of years. Evidence suggests that humans visited Ireland more than 12,000 years ago, while hunter-gatherer communities became established during the Mesolithic period.

These early communities relied on hunting, fishing and gathering wild foods.

Around 4000 BC, farming became established in Ireland. People began growing crops, keeping animals and building more permanent settlements.

During the Stone Age, communities also built impressive monuments, including passage tombs. Some of these monuments can still be visited today.

Around 2500 BC, the Bronze Age began in Ireland. Metal tools, weapons and jewellery became increasingly important. Skilled craftspeople made beautiful objects from bronze and gold.

These discoveries help archaeologists understand how people lived, worked and expressed their beliefs in ancient Ireland.

Activity 7: Information Gap



Partner A

Saint Patrick is the person everyone thinks of when they think of Ireland. But St Patrick wasn't Irish. He was born in _____ . He first arrived around 432AD when he was about ___ years old. At that time, he had been kidnapped from his family, brought to Ireland and forced into _____ by Irish pirates. He escaped ___ years later and returned to Britain. But instead of staying there, he decided to return to Ireland and focus on converting Irish people to_____. There is a popular legend about St Patrick being responsible for driving the snakes out of Ireland. It says that when they attacked him, he drove them _____. There is no evidence that native snakes lived in Ireland after the last Ice Age. However, the legend persists, and if you look for them, it is easy to find pictures of St Patrick and the snakes.

But if you really want to explore Irish history, you'll need to go back further than the legend of St. Patrick. A good place to start is Newgrange, located in Ireland's_____. Newgrange was constructed around 5,200 years ago by Stone Age farmers. It is ____ metres wide and 13 metres high, and it is still standing today! Newgrange is a passage tomb, but also appeared to have a lot of significance for the people at that time for _____ and spiritual reasons. In fact, we are still trying to understand exactly what Newgrange was used for. Newgrange is older than_____, a famous monument in England, and older than the Pyramids of Giza in Egypt.

Activity 7: Information gap



Partner B

Saint Patrick is the person everyone thinks of when they think of Ireland. But St Patrick wasn't Irish. He was born in Roman Britain. He first arrived around _____ when he was about 16 years old. At that time, he had been kidnapped from his family in Britain, brought to Ireland and forced into slavery by _____. He escaped six years later and returned to_____. But instead of staying there, he decided to return to Ireland and focus on converting Irish people to Christianity. There is a popular legend about St Patrick being responsible for driving the _____ out of Ireland. It says that when they attacked him, he drove them into the sea. There is no evidence that native snakes lived in Ireland after the last_____. However, the legend persists, and if you look for them, it is easy to find pictures of St Patrick and the snakes.

But if you really want to explore Irish history, you'll need to go back further than the legend of St. Patrick. A good place to start is Newgrange, located in Ireland's Boyne Valley. Newgrange was constructed around _____ years ago by Stone Age farmers. It is 85 metres wide and ____ metres high, and it is still standing today! Newgrange is a passage tomb, but also appeared to have a lot of significance for the people at that time for astrological and _____ reasons. In fact, we are still trying to understand exactly what Newgrange was used for. Newgrange is older than Stonehenge, a famous monument in England, and older than the_____.

