Let's Talk

A Resource Book for Tutoring Conversational English

Levels 2 + 3

Lower-Intermediate
to Intermediate

fáilte isteach
Welcoming Migrants through Conversational English Classes

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A Resource Book for Tutoring Conversational English

Levels 2 + 3 | Lower-Intermediate to Intermediate

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.



Dr Bronagh Catibušic

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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 lower-intermediate to intermediate levels 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.



You'll notice the photocopy symbol throughout the book. This icon indicates that the page can be copied for learners. These pages are intended as handouts to support the activity.

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.

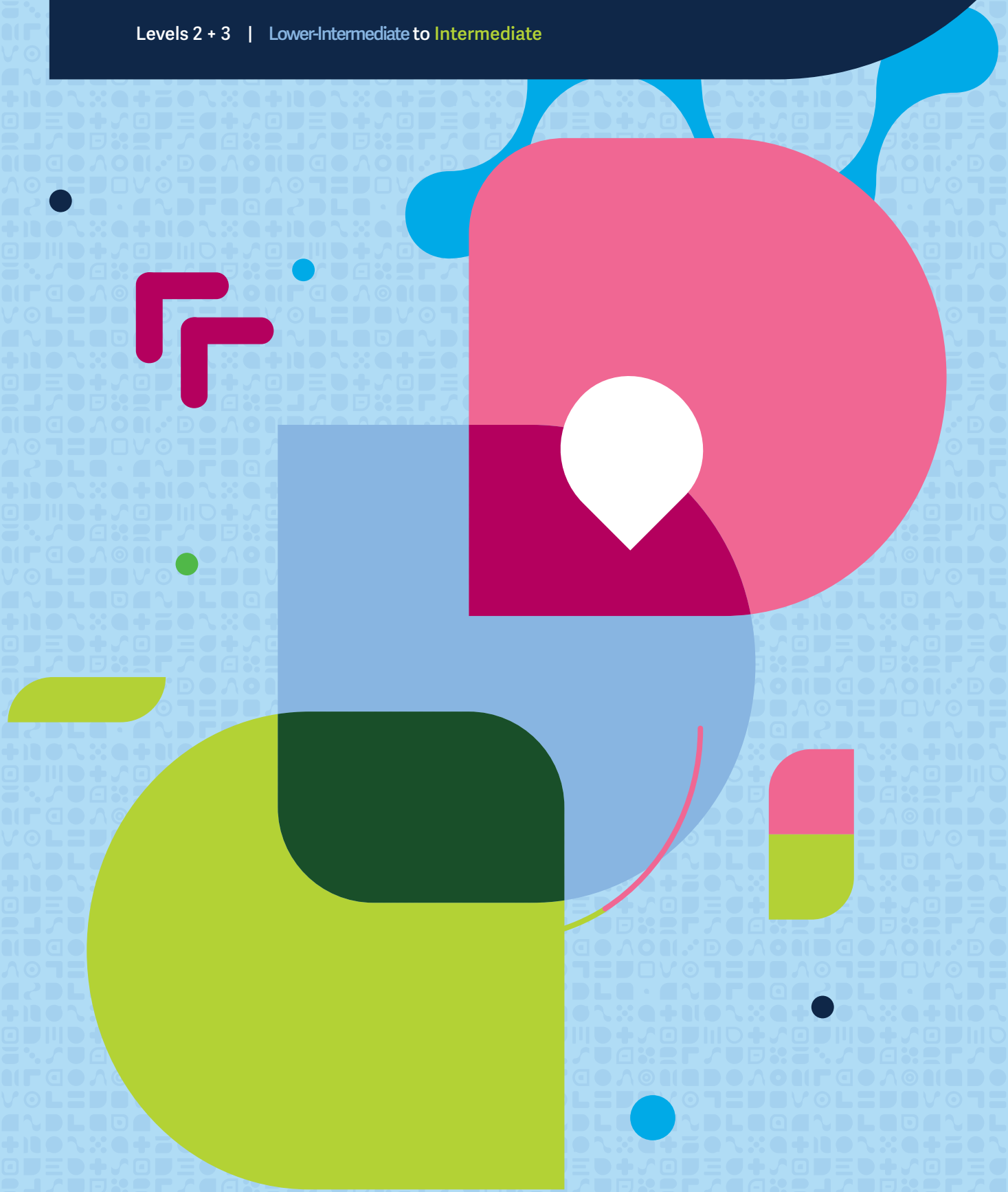
Fáilte Isteach's success lies in the warmth and inclusivity of its classes, supported by teams of dedicated volunteers across Ireland's diverse communities. This book is part of that ongoing mission—to provide language skills, reduce isolation, and help build a sense of community. As a tutor, whether 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.

Let's Talk

A Resource Book for Tutoring Conversational English

Getting started with conversation

Levels 2 + 3 | Lower-Intermediate to Intermediate



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Level 2

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Supporting learners with lower levels of English

Working with adult beginners can be an absolute joy. Jokes can be shared, laughter can be had, and close relationships can develop between tutors and learners, despite the language barrier.

But working with learners with lower levels of English can also be a huge challenge. Adults often lack confidence in their ability to learn, or are distracted by stress and personal problems. Some participants in Fáilte Isteach classes may be highly educated and literate in their first language, but others may not have had the opportunity to access formal education.

Every learner and every group is unique. However, there are some golden rules for teaching learners at lower levels. You may find these helpful to keep in mind if you are new to working with this level.



"Perfect is the enemy of good"

Although learners at this level do need help 'getting it right' they also need opportunities to develop their confidence in communicating. It's important to provide helpful and gentle correction, but it's equally important to tolerate errors and less-than-perfect pronunciation from your beginners as they find their feet.

"Two steps forward, one step back"

Learners at this level need lots of opportunities for repetition and review. You can support them by practising the same language in a variety of ways (that's what these conversation plans do). It can also be helpful to review last week's learning before introducing something new. You can do this by repeating a fun game or activity from the previous week as a stress-free way to refresh the memory.

"Slow and steady wins the race"

At higher levels, Fáilte Isteach groups will be able to have spontaneous conversations on topics you might not have planned for, and learners will often get great value and enjoyment from these moments. But at lower-intermediate level, it doesn't take long for learners to get overwhelmed by unknown words and phrases. If this sounds like your group, try working through some of the conversation plans here using the conversation ideas in the order they appear. The focus for each session will be intentionally quite narrow, but it will be achievable. Sometimes, less really is more!



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Unit 1

Talking about family

Conversation focus

Talking about family relationships

The language box

I have	a/an one two etc.	mother father sister(s) brother(s) son(s) daughter(s) child/children	grandmother(s) grandfather(s) aunt(s) uncle(s) cousin(s) niece(s) nephew(s)	is ____ years old is a ____ (job) live in _____ (place)
My	(relative)			

Language tip:

Using "a" and "an"

We use "a" and "an" before singular nouns (one thing or person).

Use "a" before words that begin with a consonant sound: a brother, a sister, a cousin, a teacher

Use "an" before words that begin with a vowel sound (a, e, i, o, u): an uncle, an aunt, an only child, an engineer

Example: I have a brother and an uncle.

Remember, it's the sound, and not the letter, that matters. For example, we say 'an hour' because the 'h' is silent. (Note: 'hour' is pronounced in the exact same way as 'our')

Tutor tip

Navigating emotional topics with learners in Fáilte Isteach

In Fáilte Isteach classes, certain topics may bring up strong and difficult emotions for our learners. For example, talking with learners about their lives before coming to Ireland can cause a feeling of homesickness, stress, or a sense of loss or grief. While it is important to discuss everyday topics like family, hobbies and routines, memories and past experiences, it is important to remember that even simple conversations can trigger discomfort. Here is some advice for supporting learners when sensitive topics arise.

Steer clear of topics likely to cause distress

Try to avoid topics such as war and persecution. In your role as tutor, it is advisable to avoid bringing up topics that relate directly to war and conflict. Many people who attend Fáilte Isteach classes are in Ireland because of unsafe conditions in their own country. In a lot of cases, learners would prefer not to talk about conflict situations at home, so do what you can to keep the discussion topics light. Learners may want to share difficult experiences, and that is fine – just make sure it is the learner who is leading the conversation.

Just be yourself

Even relatively mild, everyday topics can be emotionally difficult for some learners. Using open questions is a great way to give the learner space to respond in whatever way makes them feel comfortable and safe. If a learner does disclose a past trauma to the group, you don't need to respond in any special way: the best advice is to listen sympathetically, just as you would if one of your friends was telling you about a painful experience. We need to acknowledge the person's painful experience, and make sure they feel heard, before we move on with the conversation.

Don't be afraid to ask for help

Fáilte Isteach is committed to providing informal language support. Sometimes, our learners are struggling with things that we cannot help with. If you have a learner in your group who is struggling with mental health issues, financial problems, health problems, etc. please ask your coordinator for information on local services that will be able to help. If you are unsure about how to support a learner who is struggling, please contact a member of the Fáilte Isteach team and we will do whatever we can to improve the situation.

Conversation ideas

1 *A family tree*

Goal: This activity introduces vocabulary to talk about family relationships.

Resources: You will need the image of a ***family tree*** on page 15.

Start by using the image on page 15 (or use your own pictures, or a combination of both). Point to each one in turn and say the word or phrase out loud. Wait for your learners to repeat the words or phrases after you. Take your time with this, and give everybody a chance to repeat the words individually as well, as it's important everybody has the chance to try out the more difficult sounds.

After you have covered all of the words or phrases in order, point randomly at a few pictures without saying the word or phrase (use a 'questioning face' to hint that you want them to say the appropriate word or phrase). If nobody can remember or say the right word or phrase, you can give them a hint by using the first sound (for example, 'g' for grandmother). They might need a few seconds to recall the word each time.

Additional optional resources:
If you feel comfortable doing so, bring in photos of your own family to help introduce the topic. There is no need to share anything personal, and it is best to let learners lead on how much they would like to discuss their own families. You can also use the family tree on page 15 or move on to another topic if appropriate.

2 *Who am I?*

Start by drawing a large family tree with many different members. Encourage your learners to say the relationships out loud as they see them develop. Include three or four generations, and a range of options (aunts, uncles, grandparents, single people, children).

When the family tree is complete, tell learners to listen. Choose one of the figures on the family tree you have drawn and slowly say sentences that are relevant to that figure. For example, I have a sister. I have two children. I have one daughter... Help learners understand that you want them to guess by pointing to the family tree, shrugging your shoulders and using a 'questioning face'.

Goal: This activity encourages learners to talk about family relationships using a guessing game.

Resources: You will need either a big piece of paper to draw on or a whiteboard.

3 *Draw your family tree*

Give each learner a piece of paper and invite them to draw their family tree. This may take a little time, so allow space for quiet drawing. Once learners are ready, ask them to describe their family tree to a partner or the group.

Encourage the use of simple sentences to explain relationships (e.g. My sister lives in Germany. My mother was a teacher.) Learners may naturally want to share more details—support and gently guide this where appropriate.

Goal: This activity uses vocabulary to talk about learners' family relationships.

Resources: You will need blank pieces of paper for learners.

Tutor tip

This conversation may bring up some emotions, so be prepared to take a break or move on to a different topic to change the atmosphere afterwards if you think it wise. A good choice is to take out a game or topic you have previously covered together and repeat it to review. This will distract without being too challenging.

4 *Talk about family members*

This activity allows learners to talk about their family tree with one partner rather than the whole group. In a pair, learners may feel more comfortable trying to say a little more and practising using other words they know to give their partner more information. Depending on the dynamics of your group, it may also be a sensitive alternative to the draw your family tree activity.

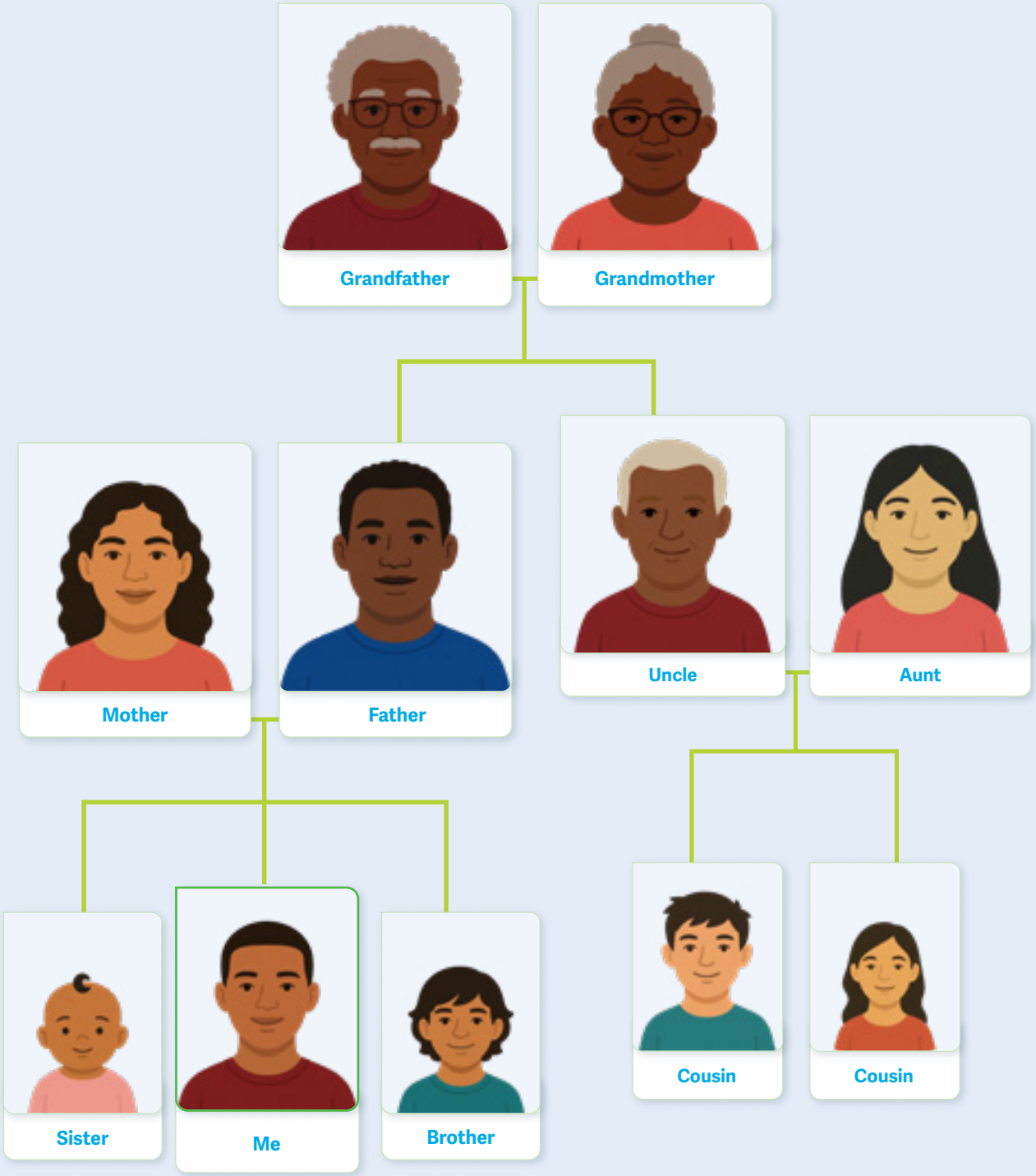
Goal: This idea uses vocabulary to talk about family relationships in pairs.

Resources: Learners will need the family tree they drew from Conversation idea 3 on page 14.

Start by putting learners in pairs/groups of three you think they will be reasonably comfortable in. Ask them to tell their partner about their families. Move around, helping with language and monitoring the atmosphere carefully.

A family tree image with three generations

For use with ***Conversation idea 1*** on page 13.



Unit 2

Dos and don’ts

Conversation focus

Talking about polite and impolite behaviour

The language box

In my country	it’s OK to it’s polite to it’s not OK to it’s rude to	arrive late drink alcohol spit on the ground blow my nose at the table cough near people ride a bicycle with no helmet talk loudly in the street play loud music in public smoke cigarettes vape kiss on the cheek in the street shake hands wear a hat inside eat on the bus or train + add any other behaviours you think it would be helpful to discuss
In Ireland		

Excuse me

Sorry

Please

Thank you/Thanks a million

No, thank you

Conversation ideas

1 *Is it polite in your country?*

Start by miming a few behaviours (e.g. slurping from a cup, eating noisily, putting your feet on the table) and asking learners if this is OK or not OK. Introduce the word 'polite' (write it where learners can see it and draw a smiling face next to it) and 'rude' (draw a frown/sad face).

Now draw a line and include 'OK/not OK' (which are not quite as strong as polite or rude). Use smiling faces or crosses and ticks to indicate the differences in meaning between them.

Rude Not OK OK Polite

Goal: This activity demonstrates how to say something is polite or rude in English, and vocabulary for some common behaviours.

Resources: You will need the pictures on page 19 and a piece of paper or whiteboard for writing.

Then use the pictures on page 19. Point to each one in turn and ask learners if this is OK or not OK, polite or rude. Expect some variation due to differences in cultural background and norms in learners' home countries. Show interest in the differences.

When you have been through all the pictures once, start again, saying clearly ***'In Ireland…'*** at the start. Tell learners about how each behaviour would be viewed in Ireland. They may want to know why. Often, there is no real explanation (it simply is or isn't the norm). Don't feel you have to have an explanation for everything — it's OK to shrug your shoulders as if to say ***'I don't know – it just is that way'.***

After you have determined what's OK or not OK in Ireland from the images in the learner book, add any other behaviours you feel are important using mime or other resources to help you communicate.

Different places, different views

Not everyone agrees on what is polite or rude—opinions often vary between countries, families, and even generations.

Encourage learners to:

- Share their own experiences
- Compare behaviours politely
- Listen with curiosity, not judgement

Try questions like:

- Is this OK in your country?
- Do older and younger people agree?

Tutor tip

It's a good idea to create a relaxed, open atmosphere for this session. The conversation may include a wide range of behaviours and cultural habits—some familiar, some new. Learners don't need to remember every word or phrase; what matters more is the discussion and the chance to compare different perspectives.

This activity isn't about telling people what they should or shouldn't do. Instead, it's about sharing what is usually considered polite or impolite in Ireland, and giving learners the tools to describe what's OK—or not OK—in different contexts. The key language here is how to talk about behaviour, not to judge it.

2 *What do I say when?*

Use this as a fun and interactive way to practise everyday social English. Begin with short, simple mime activities to help learners think about the kinds of polite phrases we use in real-life situations—like apologising, saying thank you, or making a request. If possible, demonstrate a few examples first and invite learners to guess the situation or phrase. Once the group is comfortable, you can build up to using full sentences and short role plays.

Goal: This activity helps learners learn some key words for being polite in common situations.

Preparation: You will need to think about what situations you want to introduce and how you will role play them in a way that is appropriate and comfortable for you. Some suggestions are offered below.

You could try:

- Ask a learner (preferably of the same gender as you) to stand. Carefully mime bumping into them as you walk past them (sorry).
- Hand something (preferably nice, like a box of biscuits) to a learner (thanks / thanks a million).
- Place something you need (a pen, milk) in front of a learner and use gesture to ask them to hand it to you (please).
- Stand behind a learner and mime wanting to get their attention (excuse me).
- Mime sneezing (bless you).
- Mime starting to cough and having to leave the table (excuse me / sorry).
- Mime arriving late and rushed (sorry).
- Being offered something and refusing (no, thank you).

If you feel your group is ready and will benefit from it, try extending the activity by practising short role plays using complete, polite phrases. This is especially useful for learners who are developing their confidence in speaking.

For example:

- Can I please have...
- Would you like some...
- No, thank you.
- Excuse me, could you pass the...
- Bless you!
- Thanks a million!
- Sorry, I'm late.

Focus on useful language for everyday situations—offering and accepting drinks, asking for help, excusing yourself, and responding kindly.

Tutor tip

There is huge variation across cultures as to what is considered rude and what is considered mannerly. For example, a simple gesture like 'thumbs up', which is very common in Ireland, has a pejorative meaning in West Asia. Similarly, spitting is generally thought to be disgusting in most parts of Europe, but in other cultures spitting is associated with cleansing, and does not make people uncomfortable. It is important that tutors give guidance to learners about what is and what isn't acceptable in Ireland; but always remember that there is no 'right' answer to questions about manners and politeness.











arrive late | drink alcohol | spit on the ground | blow my nose at the table | cough near people | ride a bicycle with no helmet | talk loudly in the street | play loud music in public | smoke cigarettes | vape | kiss in public | shake hands | wear a hat inside | eat on the bus or train

+ add any other behaviours you think it would be helpful to discuss.

Unit 3

Places in my town

Conversation focus

Talking about places in the local community

The language box

There is a There isn't a			in (+ name of your town) in (+ name of nearby towns)	
At the	park	playground	I you people	**Suggestions (adapt this list as appropriate)** play games exercise go for a walk buy meat/bread/fish/ food/clothes drink tea/coffee eat snacks/lunch/cake eat lunch/dinner sleep drink alcohol work see the doctor see a movie pray visit a grave/ go to a funeral study/learn live
	beach	town hall		
	woods	garda station		
	butcher	doctor's surgery		
	bakery	hospital		
	fishmonger	fire station		
	pharmacy	cinema		
	clothes shop	church		
	supermarket	mosque		
	café	cathedral		
	restaurant	cemetery		
	hotel	school		
	pub	office		
		house		

Conversation ideas

1 *There is/isn't a...*

Goal: This idea introduces vocabulary to talk about what places can be found in your town (and nearby towns).

Resources: You will need the images on page 24 and page 25. You will also need either a map of your town or a large piece of paper, or a whiteboard, where you can draw a basic map of the town.

If you have time, it's helpful to collect images of actual places in your local town (or take pictures of them on your phone). There may be specific statues, monuments, a castle or shops that are well-known local landmarks. Be prepared to add words to describe these to the vocabulary list as needed.

Start by using the pictures on page 24 (or use your own images, or a combination of both). Point to each one in turn and say the word or phrase out loud. Wait for your learners to repeat the words or phrases after you. Take your time with this, and give everybody a chance to repeat the words individually as well, as it's important everybody has the chance to try out the more difficult sounds.

After you have covered all of the words or phrases in order, point at a few pictures without saying the word or phrase (use a 'questioning face' to hint that you want them to say the appropriate word or phrase). If nobody can remember or say the right word or phrase, you can give them a hint by using the first sound (for example, 's' is for stadium). They might need a few seconds to recall the word each time.

Next, say ***'Let's talk about (+ name of your town)'***. Either spread out the map of your town so everyone can see it, or work together to draw a basic map of the main streets.

Ask questions: ***Is there a butcher? Is there a church?*** If learners say yes, have them try to point to the location(s) on the map. If learners don't know, point to the location for them (this will be useful information for them to learn!). Encourage any 'chat' or extra words they use at this point (e.g. they may want to use words they know to be more specific, for example, a big park, many supermarkets, a small church).

If there is something on the list that doesn't exist in your town, but exists in another town or city nearby, clarify that. For example: ***'There is a church in Athenry, but there isn't a cathedral. There is a cathedral in Galway'.***

Now try modelling and having learners repeat the full phrases. The first few times, emphasise that 'is' means positive and 'isn't' means negative by ***nodding your head yes or shaking your head no.***

There is a bakery in Ennis.

There isn't a mosque in Ennis.

Tutor tip

Don't worry if pronunciation isn't perfect—the goal at this stage is to help learners build confidence by practising simple sentence structures aloud. Focus on encouraging participation and clarity rather than accuracy. You can support pronunciation by modelling the phrase clearly, speaking slowly, and asking learners to repeat after you in small groups or individually. If some learners are struggling, try breaking the phrase into shorter chunks or clapping out the rhythm of the sentence. The key aim here is to help learners become comfortable saying several words together out loud, even if they don't get every sound exactly right.

2 *True or false?*

Start by writing ***True*** and ***False*** in large letters so that everyone can see.

First, point to ***True***, and clarify that it is positive by adding a tick, nodding your head and saying 'yes'. Next, point to ***False***, and clarify that it is negative by adding an X, shaking your head and saying 'no'.

Now say a true sentence about your town, for example: 'coffee shop/ there are many coffee shops'. Gesture to the words ***true*** or ***false*** with a 'questioning face'. Repeat the sentence again slowly if necessary. When learners correctly say ***'True'***, smile and confirm they are correct. Continue, this time with a false sentence. Repeat, several times.

After several turns, have learners take turns forming a sentence and testing the other group members to say true or false.

Goal: This activity practises some of the material from the previous activity in the form of a simple game.

Resources: The map of your town from the previous activity, and a piece of paper or whiteboard to write the words ***'True'*** and ***'False'*** on.

3 *What do people do there?*

Start by pointing to the picture of the park and asking ***'What do people do there?'*** If your learners are unsure, give them some examples using mime and gesture, for example, 'exercise', 'play football', 'sit in the sun'. Then point at the picture of the café and ask again, ***'What do people do there?'***.

If your group are able to write using the English alphabet, take some time to help your learners make notes of useful words or phrases that are new to them.

Now try modelling and having learners repeat the full phrases.

- ✓ At the park, people exercise.
- ✓ At the church, people pray.
- ✗ At the cinema, people buy bread.

If your group is doing well with this, you can adapt the True or False activity from *Conversation idea 2* to have a little more fun with this.

At the supermarket, people buy food. True or false?

Goal: This activity practises the words that were introduced in the previous activity and extends to talking about what happens in the various places.

Resources: You will need the images on pages 24 and 25 to help learners get a sense of the names of important buildings. The images on pages 26 and 27 can be used to talk a little bit more about what people do in each of the buildings.

4 *Talk about your town*

Ask learners to talk about the places in their town and what people do there. This is a great opportunity to build on earlier vocabulary and introduce useful new words (e.g. market, temple, port, river, lake). Encourage learners to describe what these places are for and why they are important.

Take time to support learners in finding the words they need—being able to describe where they are from can be a meaningful and confidence-building step. Use prompts and examples if needed, and don't be afraid to use tools like Google Translate or pictures to help with understanding. You might also find that this discussion brings up words and places that are specific to learners' home countries, so make space for sharing and cultural exchange.

Goal: This activity helps learners practise vocabulary from earlier lessons while encouraging them to speak about their own towns or places they know well. It supports fluency, builds confidence, and creates space for personal stories and cultural sharing.

Resources: No specific resources are needed for this activity. However, having a globe, a simple map of the world, or a world map can be useful for showing where learners are from. You could also invite learners to mark places on a whiteboard or sketch a simple map together as they talk.

Tutor tip

Emotional topics
Some conversations may touch on personal or emotional experiences. It's important to let learners share only what they feel comfortable sharing. Be ready to gently move on if a topic feels too sensitive.

For practical tips on handling emotional topics with care, see page 12.



Places in the community

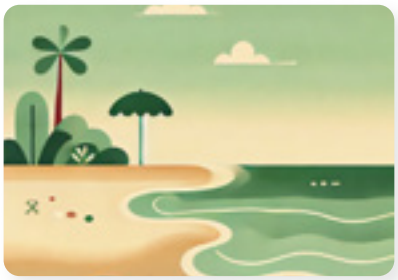
For use in ***Conversation idea 1*** on page 21













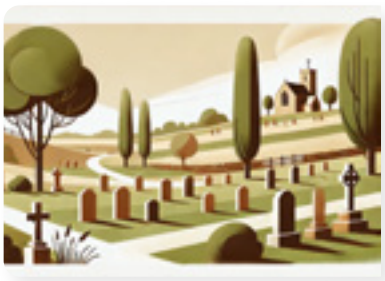












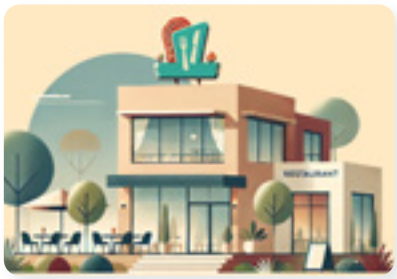






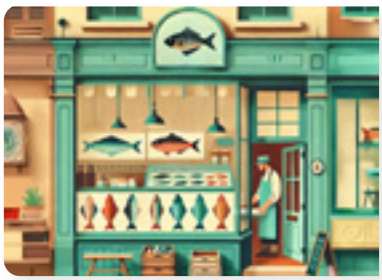


























Everyday activities

For use in ***Conversation idea 3*** on page 22













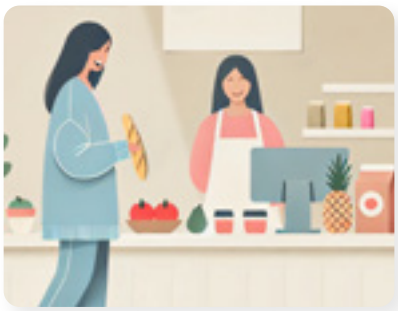

















SCHOOL







Unit 4
Directions

Conversation focus

Listening to and giving directions

The language box

turn right	Excuse me, where is the ____?
turn left	Excuse me, how do I find the ____?
go straight	Is it far from here?
take the first left	How long does it take to walk to the ___?
take the second right	Can you show me on the map?
go past the...	
go over the bridge	
cross the street	
it's on the right	
it's on the left	
it's next to the...	
it's opposite the...	
it's behind the...	
it's in front of the...	

Tutor tip

Prepositions for directions

Prepositions like **next to, opposite, in front of, behind,** and **near** often cause confusion for learners—but they're really important when describing where something is.

- Use gestures or quick sketches on the board to show meaning (e.g. draw two buildings to show next to or opposite).
- Encourage learners to describe their own local area using these phrases.
- Revisit these words often—they need repetition to stick!

Don't worry if learners mix them up at first—the goal is to build confidence through use, not perfection.



Conversation ideas

1 *Basic directions*

Start by using mime and gesture to introduce basic directions like 'turn right', 'turn left' and 'go straight ahead'. Use the images on page 31 to help you. Smile, nod and use gestures to encourage everyone. Depending on how well your group is managing with the basic vocabulary like 'turn right' and 'turn left', you may want to add in more complex vocabulary like 'there is a building at the top/bottom of the street'. Don't be afraid to gently correct or repeat a word or phrase a few times to help learners produce the correct sound.

Goal: The activity introduces basic vocabulary for directions.

Resources: You will need the images on page 31.

Take your time with this, repeat the words individually as well, because it's important that everybody has the chance to try out the more difficult sounds.

When everyone has had a chance to listen to the vocabulary for basic directions, and has had some practice pronouncing the words, try pointing to the pictures without saying the word, inviting learners to say the word on their own.

After you have pointed at the pictures a few times, gesture to one of the learners to indicate that it is their turn to point at a picture for the group to name. Encourage each group member to take a turn doing this.

If your group is confident with directions vocabulary, you can make the map more detailed by adding roundabouts, intersections, rivers, or other features to increase the challenge.

Language tip:

You may want to add specific phrases that are locally relevant to your town or city, and likely to be useful to your learners. For example, 'go through the tunnel', 'go up the stairs' or 'cross the railway line'. If so, try taking some photos of these places and bringing them to class on a mobile phone or device.

2 *Listening to directions*

Start by drawing the outline of streets to make a basic map of an imaginary town. If your group is strong and you can draw, you could add some roundabouts, intersections, and other interesting features like rivers. However, a simple grid pattern with two or three intersections will be fine for now!

Now start to add buildings up and down the main street. Encourage your learners to help you by suggesting where things should be—this will be good revision if you have previously worked through ***Unit 3: Places in my town.***

Goal: This idea helps learners get used to following basic directions.

Resources: You will need a large piece of paper or a whiteboard to draw a simple town map on.

When the map is full, and there are plenty of places, position a small movable marker (a coin or a pen lid) on one corner of the map. Ask your learners, ***"Excuse me, how do I find the supermarket?"***

Don't accept just pointing or mime. Encourage them to use the words and phrases you have practised, and let them slowly try to direct you. If they say 'turn right' instead of 'turn left' by accident, you should turn right — they will quickly self-correct.

Repeat a few times with different places. Then invite learners to move the marker while listening to your directions, then taking turns giving each other directions with you there for support.

3 *Excuse me, how do I find...?*

Start by putting learners in pairs or groups of three, and make sure everybody has a marker. Choose a spot on the map and make it clear that everybody starts here (this may even be where your class is taking place).

Encourage learners to take turns asking ***"Excuse me, how do I find the (+ place)?"*** and listening to and following each other's directions.

Goal: This activity helps learners get used to giving and following basic directions.

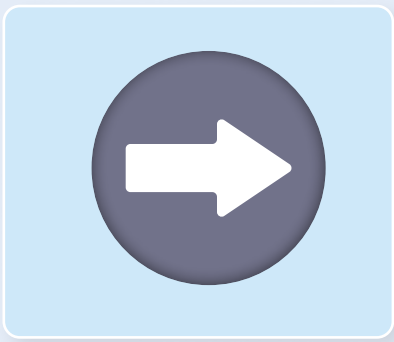
Resources: You will need several copies of a map of your town or town centre (this is usually available for free from the tourist office, or can be downloaded from the internet and photocopied).

Expect this to be harder than using the simple map you drew earlier, and be available to help supply specific vocabulary or phrases that might be needed to deal with the features of the real map.

Tutor tip

It's always a challenge using real, authentic materials with learners who have a low level of English. There are so many complicated and specific things that can come up! However, authentic materials are also highly motivating for learners. A good tip for dealing with this is to not worry too much about accuracy, pronunciation or grammar when using these types of resources. This is a good time to just practise communicating and getting your meaning across.

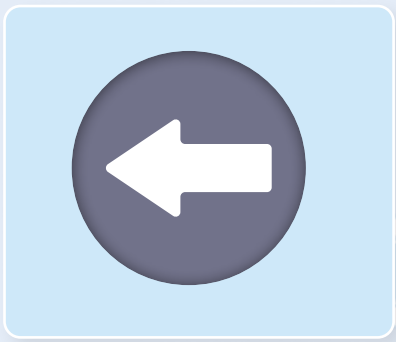
This is for use with ***Conversation idea 1*** on page 29



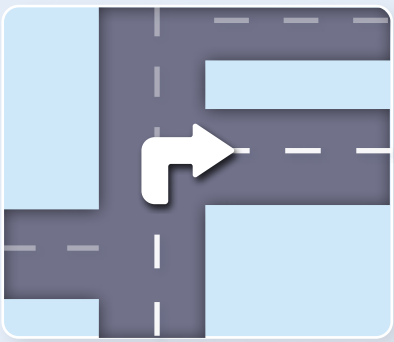
turn right



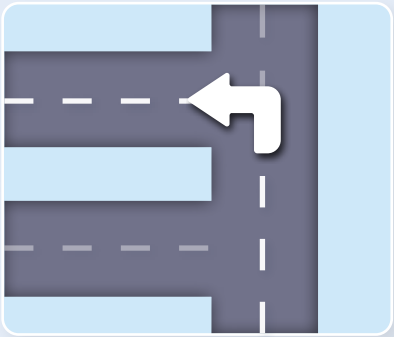
go straight



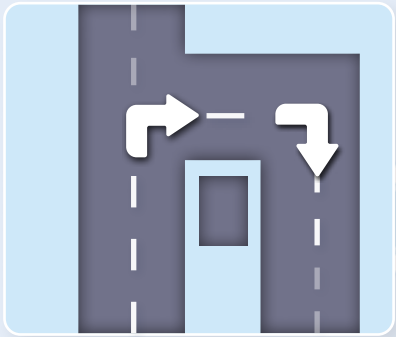
turn left



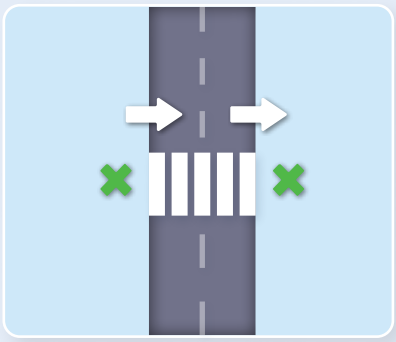
first right



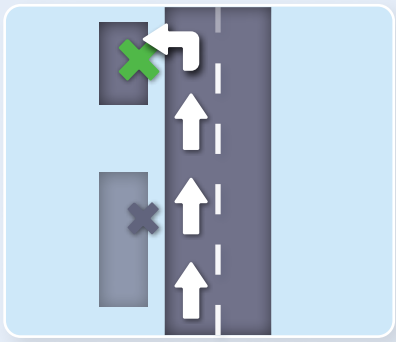
second left



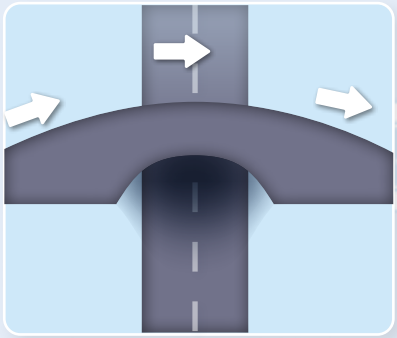
go around the corner



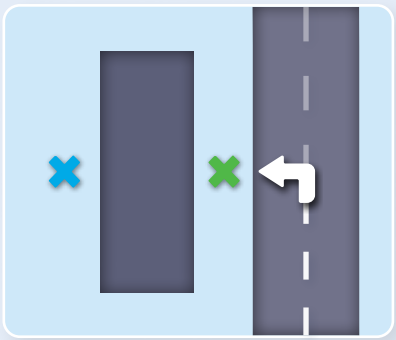
cross the road



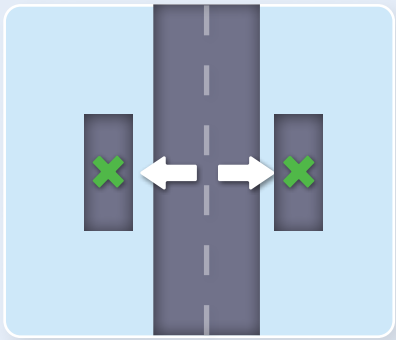
go past



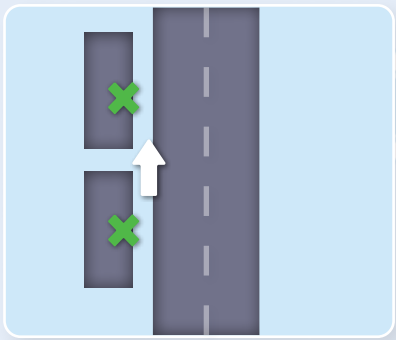
over the bridge



behind in front of



opposite



next to

Unit 5
Getting around

Conversation focus

Ways of getting around

The language box

walk / go on foot
cycle / ride a bike
drive a car
take a (number 7) bus
take the train
take a taxi
take a Luas
take the DART
take a tram
take a plane
take a ferry
get a lift
use a mobility scooter
use public transport

How far is it?
How long does it take?

Distances
100 / 500 metres
1 / 2 / 10 / 20 kilometres
not far
around the corner
a long way

Times
5 / 10 / 15 / 30 minutes
an hour
over an hour
half an hour
it depends on traffic
it's quicker by car / on foot / by bike



Conversation ideas

Goal: This activity practises the basic vocabulary and phrases for modes of transport, and introduces the idea of metres and kilometres for distance, and minutes and hours for duration.

Resources: A map of your town and a piece of paper or whiteboard. Other resources that may be helpful if you have easy access to them are a ruler (with centimetre markings) and a measuring tape.

1 *How do you get around town?*

Start by writing the following where everybody can see it.

How far is it?

1 cm	**centimetre**
1 m = 100 x 1 cm	**metre**
1 km = 1000 x 1 m	**kilometre**

Establish the meanings using the physical space around you (e.g. how far is it to the door?). Then, using the map, ask learners to guess how far the distance is between landmarks.

How long does it take?



Point to a clock, your watch, or the time on your mobile phone to help learners understand the question. Introduce the words minutes and hours if needed. Then, using the map, ask the question in relation to journeys between places in your town. Natural variations may arise (for example, walking: 1 hour; bus: 20 minutes), which can lead into your next question.

How do you get there?

Point to the pictures on page 35 of modes of transport. Ask learners questions in relation to journeys in the town of various distances.

Try putting it all together for each learner now.

Ahmed, how far is it from your house to class? (Point to distances to hint)

How long does it take? (Point to the clock to hint)

How do you get here? (Point to modes of transport on page 35 to hint)

Tutor tip

This may be quick and easy to explain if learners use the same system of measurement in their own country. However, if they are more familiar with the imperial system (inches, miles, etc.), you may need to allow more time. You may also need to spend extra time on spoken words, numbers, and physical demonstration, particularly if learners are not yet confident writing in the English alphabet.

2 *How do you get around Ireland?*

Start by showing the map of Ireland, and ask your learners how far they think it is between your town and another major city. Tell them the correct information, and then ask them if they know how they would get there and how long it would take.

Continue the discussion, being sure to include nearby towns and places that learners might realistically visit, as well as cities or towns that are further away but that they may have heard of.

Goal: This idea introduces the basic vocabulary and phrases for modes of transport.

Resources: You will need a map of Ireland.

Preparation tip:

A good tip for this lesson is to look up some distances between places in Ireland using Google Maps ahead of class. If you don't have access to the internet or don't feel comfortable using Google Maps, estimate the distances in advance.

3 *Modes of transport*

Start by using mime and gestures to introduce the basic phrases. Then use the images on page 35, pointing to each one in turn and saying the word or phrase clearly. Pause each time so learners can repeat after you.

Take your time and give everyone a chance to repeat the words individually. This helps all learners practise the more difficult sounds.

Once you have gone through all the words and phrases, point randomly to a few pictures without saying anything. Use a questioning facial expression to encourage learners to say the correct word or phrase.

Goal: This activity introduces the basic vocabulary and phrases for modes of transport.

Resources: You will need the images on page 35.

After doing this a few times, gesture to one of the learners to take a turn pointing to a picture for the group to name. Encourage each learner to have a turn.

Tutor tip

It's just as important for learners to practise asking questions as it is to answer them—especially when it comes to getting around. In real life, learners will often need to ask for help: directions, ticket prices, or transport times. Give plenty of space for practising simple questions like "Where is the bus stop?" or "How much is a ticket?" and model how tone and body language can help too. Pair work or role play (e.g. asking for information at a station) can help build confidence and make the language more memorable.

For use in ***Conversation idea 3*** on page 34



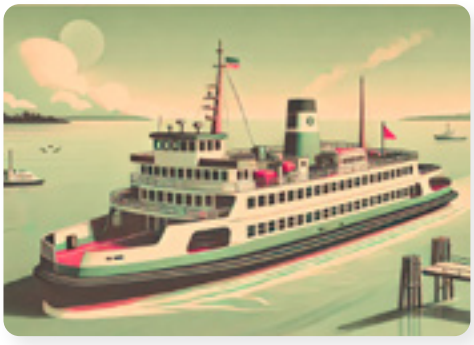














Unit 6

Places to go and things to do

Conversation focus

Talking about where to go locally, as well as what to do there and how to get there

The language box

For this lesson, you'll mostly be recycling the language from the previous three units. However, it's a good idea to add specific information about places to go and things to do in your town or nearby areas. Think about useful details—like opening times, ticket prices, or events—and any keywords learners might need help understanding.

Conversation ideas

1 *Places to go and things to do*

Start by asking learners where they have been in Ireland, and where they would like to go. Then slowly and systematically introduce them to some local places, encouraging learners who have been there to share what they know. Be sure to use the vocabulary and phrases learned in previous lessons as much as possible, going slowly. This is an opportunity for your learners to see the language they have been learning used in a fairly natural, authentic way to communicate about something real and locally relevant.

Use images from previous lessons.

Goal: This idea provides an opportunity to recycle words and phrases from the previous conversation plans, and help learners learn more about things to do where they live.

Resources: No specific resources needed, but it is helpful to bring in maps, brochures, pictures or information that will help communication about specific local places.



Every town, village and community in Ireland is unique.
This unit is an opportunity to help learners talk about what's special, useful or enjoyable about where they live.

Local businesses and beauty spots
You might bring in a menu from a local café, takeaway or shop to start a conversation. This is a great way to explore everyday language—ordering food, meeting a friend, or paying a bill. You could also show photos of local places people like to visit, such as a walking trail, a viewpoint, or a riverside bench.

Is there a landmark or hidden gem nearby?
Many places in Ireland have well-known sights, but learners may also enjoy hearing about the smaller, everyday places that locals love—like a peaceful park, a nice spot to watch the sunset, or a good place for a walk with kids.

A note on cost:
Some learners may be managing tight budgets or limited transport options. Try to focus on places and activities that are free or low-cost, and invite learners to share ideas that suit a range of circumstances.

Examples of language that might be useful:

go for a walk | have a picnic | walk by the river / canal | go to the beach
visit the park | go to the playground | visit the library | go to the market
listen to live music in the street | go window shopping | pick blackberries / apples
watch street performers | walk a dog | visit a free museum or gallery
feed the ducks | explore a forest / wood | take photos | sit outside a café
go to a community event | join a walking group

Unit 7

Parts of the body and common injuries

Conversation focus

Talking about parts of the body and common injuries

In particular, how to say you or somebody else has an injury.

The language box

I	have	a broken a sprained a sore a bruised a cut	head face eye nose ear mouth tooth (teeth) lip neck shoulder arm elbow wrist	hand finger thumb chest stomach back hip leg knee ankle foot (feet) toe
He She	has			

Grammar tip

Regular and irregular plurals

Most English plurals are formed by adding –s, –es or –ies (e.g. hand–hands, leg–legs, baby–babies, bus–buses). These are called regular plurals and are easy to explain and spot. However, a few body parts don't follow this rule.

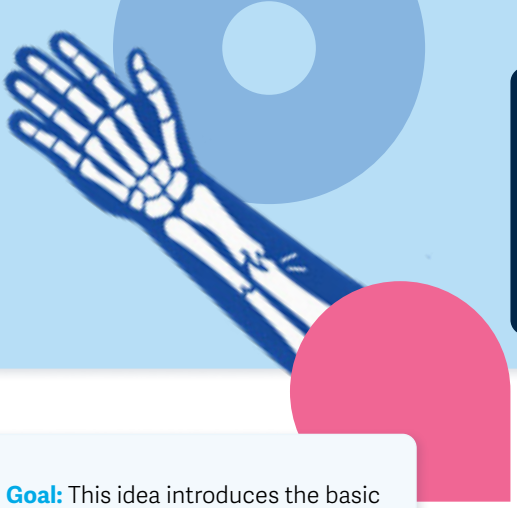
For example: foot → feet tooth → teeth

These are called irregular plurals. You don't need to explain the grammar rules in detail—just point them out and encourage learners to remember them as special cases.

Try saying: "One foot, two feet. It's different."

Use visuals, gestures, or repetition to help the words stick.

Conversation ideas



1 *Really bad drawings*

Method: Start by taking your time to draw a large (comically bad) picture of a person (don't worry about gender at this stage, or including every body part in the vocabulary box). If everybody is laughing, then they will be relaxed and ready to learn.

Take your time pointing to parts of your badly drawn person in turn and saying the word out loud, for example 'head'. If some learners know the word and say it for you, encourage them to do so. Wait for other learners to repeat the words or phrases after you. If you think there is any confusion (there might be if your drawing is really terrible) point to your own arm, hand, head etc. as well. Don't be afraid to gently correct or repeat a few times to help everyone get the sounds right – it doesn't have to be perfect pronunciation. It just needs to be good enough that most people would know what part of the body the learner is talking about.

Pause to signal a change of focus. Use your finger to indicate 'one'. Point to your eye and say 'eye'. Use your finger to indicate 'two'. Point to both eyes and say 'eyes' (exaggerating the 's' a little). Let your learners repeat after you. Repeat with other body parts.

When you feel it's time to change focus, open the book and use the picture on page 41, giving everyone a chance to repeat out loud.

Goal: This idea introduces the basic vocabulary and the use of 's' to indicate 'more than one' in English.

Resources: You will need a blackboard/whiteboard OR a piece of paper to write on in letters big enough that your whole group will be able to see.

Note:
Activity 1 on page 41 can also be used to build vocabulary.

2 *Say it cards*

How to play: Spread the cards out face down on the table. Each player turns over one card at a time. The player must say the word for what is shown on the card, choosing the correct form – either plural or singular. If they're right, they keep the card and go again. If they say the wrong word, they return the card face down to the same position. The winner is the person with the most cards at the end.

Showing the group how to play: Clear the table so there is a space in the centre, and lay the cards face down and spread out. Turn over one random card. Say the incorrect word (for example, if you have **'elbow'** say **'arm'**) with an unsure or questioning tone. Hopefully, the group will correct you! Return the card to its original position. Now try again, this time saying the correct word. Let the group confirm your answer. Then cheer or use gestures to make it clear that you have the right answer, place the card in front of you, and take another turn. When you feel your group has the idea, return your cards, and mix up the positions of the face–down cards to start the game again. Invite each learner to take a turn. At the end, count (this is another way to practise numbers) and reward the winner with a cheer or a clap.

Goal: This idea recycles the basic vocabulary and the use of 's' or plural forms of a word to indicate 'more than one' in English.

Resources: You will need to photocopy and cut up the **Say it cards: Parts of the body** on page 206 and 207.

Note:
Keep your cut up cards safe, as you can use them as an easy review activity during a future class.

3 *Injury vocabulary*

Goal: This idea recycles the basic vocabulary of body parts and adds vocabulary for common injuries.

Resources: Injury vocabulary on page 210 is available to use in class, and to photocopy for handouts.

Move your chair back slightly, making sure everybody can see you. Mime **'broken'** (as if snapping a pencil), **'sprained'** (as if wringing out a cloth), **'cut'** (using a finger from one hand to mime cutting a finger on the other) and **'sore'** (by holding a body part and making a face as if you are in pain). Say each word, encouraging the learners to repeat after you. Then mime **'broken'** and point to your arm, saying '**broken arm**'. Repeat in logical combinations (for example, sprained ankle, broken leg, cut finger, sore back, sore knee). Open or photocopy page 210 of this book, and use the images on this page to expand vocabulary and practise.

Now practise combinations of injuries and body parts. Using your hands to indicate the relevant body part, say clearly "**I have a** + injury + body part" for example **"I have a bruised leg"**. Encourage everyone to repeat the full phrase after you. When you've tried a few combinations, indicate to a group member that they should mime an injury. When they do, model 'he has' or 'she has' as appropriate with the phrase for the group. If your group is mixed gender, it will be easy to get this idea across. If not, you'll need to use the pictures on page 210.

Using the language box on page 38 will help your learners begin to see the pattern of how words are sequenced in English.

Tutor tip

Drilling pronunciation

New tutors can sometimes feel awkward asking learners to repeat words (called 'drilling'), but most beginners find it really helpful. Hearing and repeating words a few times builds recognition and confidence—especially for those who don't get to practise much outside the group.

Keep it light and routine: say the word clearly, have everyone repeat together, then invite individuals to try. If someone struggles, don't worry—move on and revisit it later. The aim is confidence, not perfection.

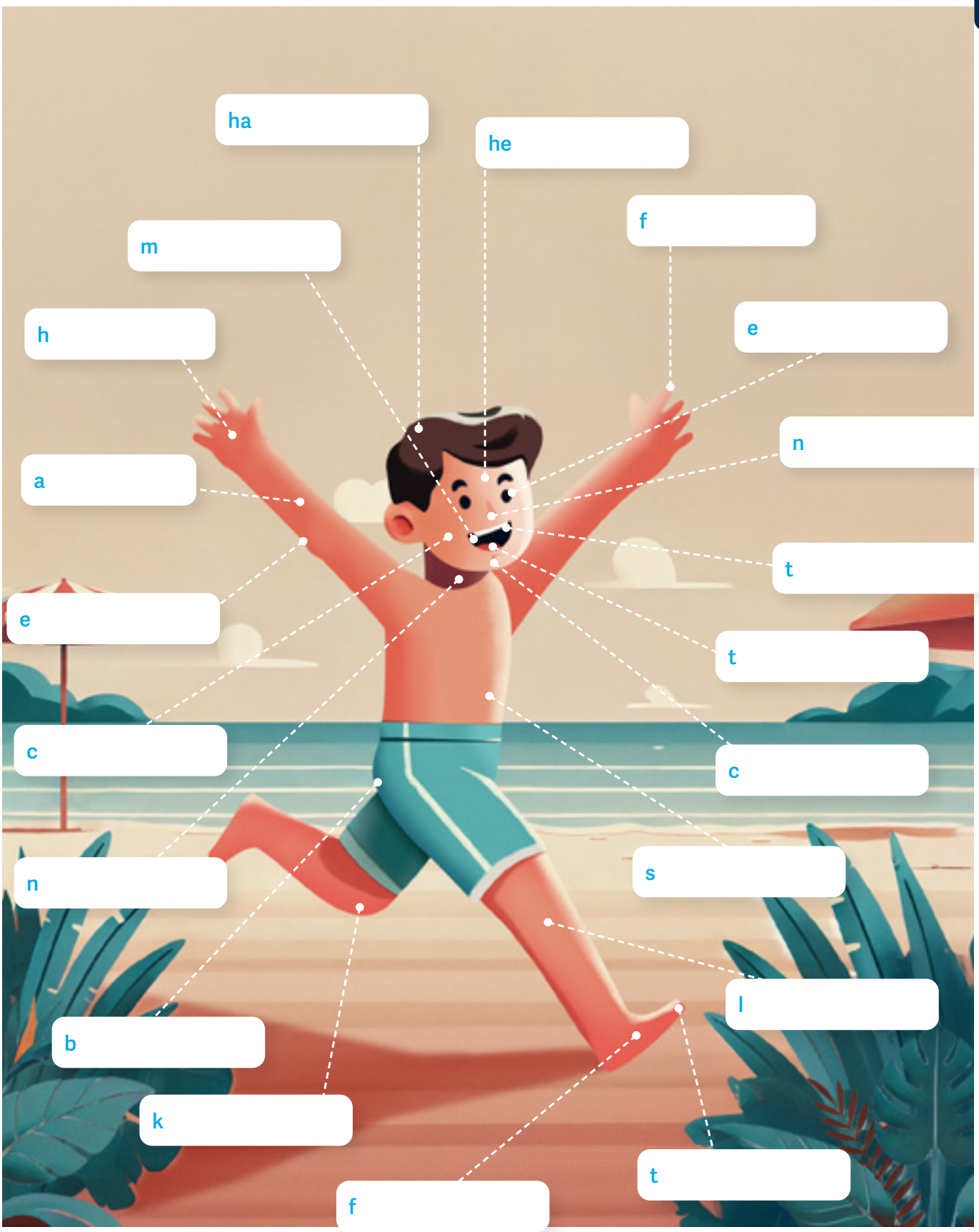
Quick tips to support pronunciation:

- Break the word into syllables
- Use gestures or facial expressions
- Highlight the stressed part of the word
- Link the word to a picture or real-life context



Activity 1: Body parts

Discuss and label the picture



Unit 8

Feeling unwell: Part 1

Conversation focus

Talking about feeling unwell

In particular, talking about common symptoms and how to say that you or somebody else has those symptoms.

Note:
These activities (Units 8-12) are for language practice only. Tutors can help learners practise what to say, but should not give medical advice. If a learner is unwell or worried about their health, encourage them to speak to a GP, pharmacist, nurse or hospital staff member.

D

The language box

I	have	a cough a sore throat a fever a runny nose a stomach ache a headache a rash an earache diarrhoea a cramp a cold the flu a blocked nose a temperature chills muscle pain a sore eye itchy eyes nausea a cut hayfever allergies	and	a cough a sore throat a fever a runny nose a stomach ache a headache a rash an earache diarrhoea a cramp a cold the flu a blocked nose a temperature chills muscle pain a sore eye itchy eyes nausea a cut hayfever allergies
He She	has			
They	have			

I don't feel well.

I feel sick.

I feel dizzy / hot / cold.

My (+head/stomach/back) hurts.

I need to lie down.

I think I need to see a doctor.

Conversation ideas

Goal: This activity introduces some essential vocabulary for feeling unwell.

Resources: You will need the images on page 47.

1 *Using pictures*

Start by using the pictures on page 47, pointing to each one in turn and saying the word or phrase out loud. Wait for your learners to repeat the words or phrases after you. Smile, nod and use praise to encourage everyone, and reassure your shy learners. Don't be afraid to gently correct or repeat a few times to help everyone get the sounds right – remember English language sounds are really hard at first!

You might like to introduce this vocabulary using a technique called 'listen and repeat', where learners listen to you saying the word, and then they repeat after you.

If one or more learners are struggling to pronounce the word or phrase you are saying correctly, you can repeat the word again until all the learners are comfortable saying the word.

Example:

Tutor: Let's learn a new word. Listen: throat... throat.

Group: (listens)

Tutor: Now you say it: throat.

Group: (some say it clearly, some struggle)

Tutor: Good try! This word is hard — that's okay. Listen again: throat.

Group: (tries again)

Tutor: Better! One more time: throat.

Group: Throat.

**Tutor: Well done! If it's still difficult, don't worry.
You are learning — and that's what matters. Let's try the next word.**



After you have gone through all of the words or phrases in order in the images on page 47, point randomly at the pictures and encourage learners to say the correct word. Use a 'questioning face' to help explain what you would like learners to do.

After you have pointed at the pictures a few times, gesture to one of your learners, and indicate they should take a turn pointing at a picture for the group to say. Let every group member take a turn at doing this.

Tutor tip

The images used in this activity are purposely a little ambiguous. This is to help encourage conversation! You can use them to explore different symptoms, body parts, and illnesses. For example, a picture might show someone with their hand on their head — this could lead to words like headache, dizzy, or tired. Don't worry about having one 'right' answer — the goal is to build vocabulary and get learners talking.

2 *Using mime*

Move your chair back slightly, making sure everybody can see you. Mime each word or phrase in the language box on page 42 in turn, without saying it out loud. When the learners say the word or phrase, nod, smile and repeat after them to confirm to them that they've got it right.

After you have gone over all of the words and phrases once, start again. This time, after your group say the word or phrase, pause. Use your hands to indicate yourself and say clearly ***"I have + word or phrase"*** for example ***"I have a cough"***. Encourage everyone to repeat the full phrase after you.

If your group is comfortable using the alphabet, write 'I have' on the board and leave space underneath to complete the rest of the language box as the activity continues.

Goal: This idea recycles the basic vocabulary, and introduces *I have* or *he/she has*.

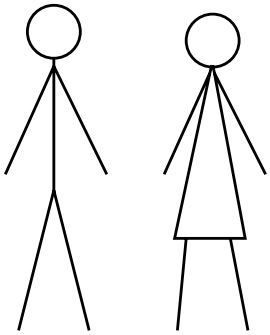
Resources: You will need a blackboard/whiteboard OR a piece of paper to write on in letters big enough that your whole group will be able to see.

If you have a mixed-gender group:
Now indicate to one of your male learners that he should mime a symptom. When he does, say clearly *"**he** has (+ word or phrase)"*.

Indicate to one of your female learners that it is their turn to mime a symptom and when they do, say clearly "***she** has (+ word or phrase)"*.

Repeat a few times, with different learners of different genders miming, and then fill in the language box with 'he has' and 'she has' under 'I have'.

If you only have a single gender group:
Draw male and female stick figures.



Indicate to the male stick figure, mime a cough and say clearly "***he** has + a cough*".

Indicate to the female stick figure, mime a cough and say clearly "***she** has + a cough*".

Repeat a few times, with different mimes, and then fill in the language box with 'he has' and 'she has' under 'I have'.

Tutor tip

Many learners find mime a fun and helpful way to remember vocabulary, especially when it's linked to a clear sentence structure. Don't worry if it feels a bit silly at first—your energy and expression will encourage the group to join in. Use gestures, facial expressions, and repetition to make the meaning clear.

If learners are shy, start by modelling with confident participants or stick figures first. Gradually invite others to join in when they feel ready. Keep the pace relaxed and repeat key phrases often so everyone has a chance to hear, see, and say the language in different ways.

4 *Using a complex picture*

With the complex picture in front of you, slowly describe one of the people in the picture, for example 'he has a runny nose and a headache'. If your learners don't immediately get the idea, repeat the sentence and use questioning gestures pointing at different people in the picture until they realise you want them to identify who you are talking about by pointing at them.

Try having the learners listen to you and point a few times. When you feel they are ready, have them take turns to describe a picture while others in the group listen and point. If your group is very big, you could try having them do this in pairs (which can also be easier for shy learners).

Goal: This idea recycles the basic vocabulary and *I have (+ he/she has)*

Resources: You will need the complex pictures below. These images are also available to photocopy on page 211.









5 *Dominoes*

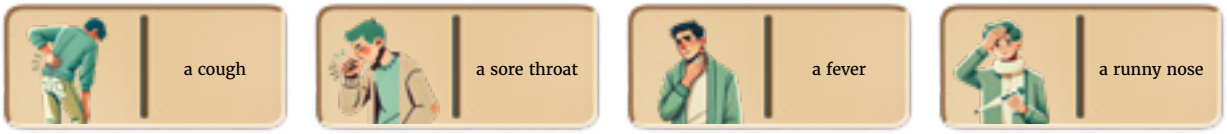
Method
Learners can play in pairs or groups of three. Copy and cut up one set of dominoes for each pair or group.

The idea for dominoes is simple: match the word with the picture. The first player puts down a domino card. The next player must put down a card that is either the word for the picture on the left of the domino or the picture for the word on the right of the domino.

Match: picture | word - picture | word - picture | word...

Goal: This idea has learners matching words with pictures.

Resources: You will need to photocopy the dominoes sheet on page 208.



Tutor tip

Learning new vocabulary

Language learning is all about repetition and reinforcement. Learners often need to hear and use a new word multiple times—sometimes across several sessions—before it really sticks. It's completely normal for learners to forget words from one week to the next. This isn't a sign of failure, but a natural part of the learning process.

To support learners and boost recall, try beginning each session with a short revision activity. This helps reactivate vocabulary and builds confidence through success. Here are a few simple techniques that work well:

- Quick-fire questions: Ask the group simple yes/no or "What's this?" questions using last week's vocabulary (e.g. "Do you have a cough?").
- Picture flashcards: Hold up an image or gesture a symptom, and ask learners to say the word.
- Matching game: Mix up picture and word cards and invite learners to match them in pairs or small groups.
- Memory relay: In a circle, each learner says a word from last session (e.g. "a sore throat"), repeating the previous word and adding a new one.
- Peer check: Ask learners to quiz each other in pairs on last week's words or phrases. This builds confidence and reinforces learning through repetition and teamwork.

Even five minutes of revision at the start of a session can make a big difference. Keep it light, interactive, and encouraging—celebrating what learners do remember rather than focusing on what they've forgotten.

Activity 1: Types of illness

Look at the pictures below. Encourage the group to name the symptoms.

























Activity 2: Helpful phrases for talking about symptoms

Describing how someone feels:

- She has a stomach ache.
- He looks sick.
- She feels dizzy.
- He doesn't feel well.
- She looks like she's in pain.
- He feels cold / hot.
- She can't stop coughing.
- He has a temperature.
- She feels weak.
- He says his back hurts.

Describing what you see:

- He is coughing.
- She is sneezing.
- He's holding his head.
- She's touching her tooth.
- He looks pale.
- She is shivering.
- He's lying down.
- She is crying.
- He has a red face.
- She is blowing her nose.

Useful questions (for pair work):

- What's wrong?
- How does he feel?
- What do you think is wrong with her?
- Is she OK?
- Does he look sick?

Activity 3: Guess how your partner feels

Example: She has a stomach ache.

Learners work in pairs. One person mimes how they feel—for example, holding their head or pretending to sneeze. Their partner guesses using simple phrases like "You are tired" or "You have a sore throat."

Take turns acting and guessing. Model a few examples first if needed, and write down helpful phrases. Keep it fun and relaxed – the goal is to build confidence using everyday health language.



Activity 4: What is wrong?

Use the images and the question "What is wrong?" to encourage discussion.







Try it at home: Illness word search

Use the picture hints below to help you find the words in the word search puzzle.

j	u	o	x	l	w	j	z	k	t	l	x
f	l	i	z	p	h	h	c	e	n	p	x
z	o	c	j	p	b	t	f	r	r	d	w
e	n	x	k	x	s	v	e	r	e	w	v
j	j	w	d	d	p	w	v	e	o	x	w
e	s	d	w	g	m	j	e	j	m	x	j
p	g	w	c	o	l	d	r	t	j	d	m
a	i	q	z	v	z	x	h	u	w	i	u
i	q	y	b	h	e	a	d	a	c	h	e
n	u	i	g	h	w	q	i	g	d	e	e
c	o	u	g	h	r	n	r	a	s	h	h
t	q	m	a	a	r	w	f	d	x	f	d

Hints



cough



cold



fever



headache



rash



pain

Try it at home

How do you feel?



It hurts to talk or swallow.



You feel hot or cold. You use a thermometer to check.



Your head hurts.



Your skin is red or has small spots.



Your tooth hurts.



You feel sick and might vomit.



You make a loud sound from your mouth and throat.



You sneeze and have a runny nose.



A muscle in your body hurts suddenly.



You feel very hot. You may sweat or feel cold.

Fill-in-the-gap

Instructions: Read the sentence. Write the missing word.

1. I feel very hot. I think I have a _____.
2. My nose is running and I keep sneezing. I have a _____.
3. My head hurts. I have a _____.
4. My skin is red and itchy. I have a _____.
5. I keep making a loud sound from my throat. I have a _____.
6. I use a thermometer to check my _____.
7. My tooth really hurts. I have a _____.
8. My stomach feels bad. I feel _____.
9. My leg hurts after running. I have a _____.
10. It hurts when I talk or eat. I have a _____.

Tutor tip

This vocabulary activity helps learners recognise and use common words for health problems. Begin by reading the clues together and checking that everyone understands each one. Encourage learners to complete the gaps and then read the full sentences aloud — this builds both reading and speaking confidence. For example: "I feel very hot. I think I have a fever."

To support mixed levels, consider using pictures, miming actions (like coughing or holding your head), or having learners work in pairs to guess the word.

These pages can be photocopied and shared so learners can take them home to revise or practise with family and friends.

Unit 9

Feeling unwell: Part 2

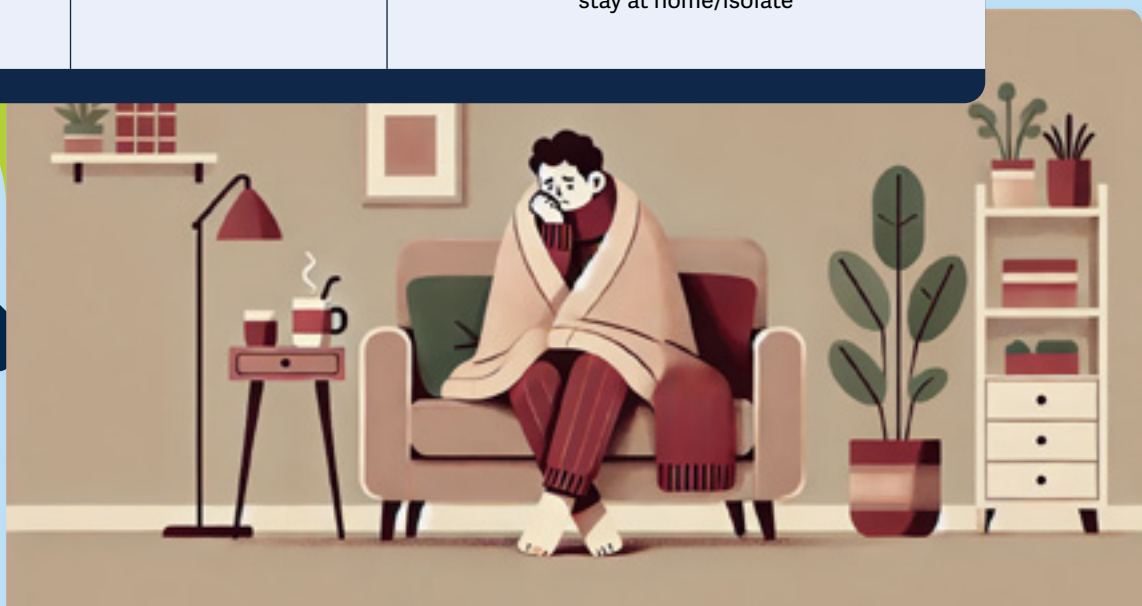
Conversation focus

Talking about what to do when you are feeling unwell, and practising giving advice to others

This conversational plan follows on from **Unit 8, Feeling unwell: Part 1.** If you are using this plan on the same day, the learners should have the basic language (e.g. I have a cough) to build on. If you are using this the following week, it's worth reviewing by using a game or activity from **Unit 8, Feeling unwell: Part 1** first to refresh everybody's memory.

The language box

I You He She	should	rest sleep take a tablet use a cream take cough syrup drink (hot) water gargle go to the pharmacy go to the doctor take a COVID-19 test stay at home/isolate



Tutor tip

Explaining 'should'
'Should' is a helpful word we use when giving advice or making a recommendation. It's not as strong as must, but it suggests what is a good idea or the right thing to do.

You can say:

- "You should rest" = It's a good idea to rest.
- "He should go to the doctor" = It's the best thing for him to do.

Keep it simple. No need to explain grammar rules. Focus on repeating and modelling the structure:

(Person) + should + (action)

- Example: She should drink water.
- Example: I should stay home.

Use gesture and tone to show the meaning, and try role-playing a visit to the doctor to make it more fun and real.

Conversation ideas

1 *Using context and pictures*

Goal: This idea introduces the basic vocabulary for taking care of yourself when feeling unwell.

Resources: You will need the images on pages 56 and 57.

Say to your group: **"My friend has a headache. What should he do?"** Learners may not understand the question straight away. Use a questioning facial expression and body language to show that you are asking for suggestions. Then use questioning intonation to offer examples such as: **"Sleep?" "Drink water?"**

When they have the idea, try a few other symptoms, e.g. stomach ache or fever and give the group an opportunity to make suggestions using words they know or through mime and gesture. It's likely they'll want to suggest their home remedies so you may find words come up that aren't planned – if so, just add them to a list on a whiteboard or piece of paper.

Then open to page 56 and 57. Point to each image in turn and say the word or phrase out loud. Wait for your learners to repeat the words or phrases after you. Smile, nod, and use praise to encourage everyone, and reassure your shy learners. Don't be afraid to gently correct or repeat a few times to help everyone get the sounds right.

Encourage your learners to fill in the gaps under the pictures.

Now try saying various symptoms again, asking ***What should I do?*** Let your learners give you advice using the prompts on the page, encouraging them to use ***You should...***

2 *Mystery items*

Put everything in a box or shopping bag that is not transparent. Try to create a fun sense of mystery around the box or bag. Invite one of your learners to put a hand in (without looking) and draw out one item at a time. It's easy to get across what you want them to do by miming.

Goal: This idea extends the basic vocabulary and helps learners become familiar with products and brand names. It's a more open activity that lets learners explore the relevant vocabulary freely.

Resources: You will need to prepare by collecting empty packaging for common pharmacy products (for example, Panadol, Lemsip, cough syrup, plasters) and ingredients for common home remedies (ginger, lemon, garlic, salt).

As products are pulled out, discuss the products, what they help with, and the symptoms they treat. Also discuss what they are *not* good for (for example, is cough syrup good for a fever? Is Panadol good for a stomach ache?). Introduce the words 'adults' and 'children' and work together to find the dosages for each. Introduce the idea of ***how often*** and look for this information also.

Tutor tip

Use empty packaging or printed images only. Do not bring personal medication. This activity supports vocabulary learning only and is not intended for diagnosis or medical advice.

3 *Using mime*

Mime some injuries and symptoms, encouraging your learners to say *you have...*

- Ask 'what should I do?'
- Encourage your learners to say you should... + advice

Goal: This idea introduces **he should/she should.**

Resources: Injury vocabulary and complex pictures on pages 210 and 211.

Note: This activity builds on learning from **Parts of the body and common injuries** and an activity in **Feeling unwell: Part 1**.

If you have a mixed-gender group:
Ask one of your male learners to mime an injury or symptom.
When he finishes, say clearly: **"He has a [symptom]. What should he do?"**

Next, ask a female learner to mime a different symptom. Then say:
"She has a [symptom]. What should she do?"

Encourage the group to give advice using **"he should..."** or **"she should..."**. Model full sentences if needed, such as:

- **"He should go to the doctor."**
- **"She should take some medicine."**



Repeat this a few times, using different learners and symptoms. Afterwards, fill in the language box with the sentence starters "he should" and "she should."

Tutor tip

If you only have one gender in your group, draw simple male and female stick figures on the board. You can mime a symptom and point to the figure while saying **"He has..."** or **"She has..."** to help demonstrate both forms clearly.

4 *Personal experience*

Goal: This idea extends the basic vocabulary and helps learners talk about their own health.

Resources: You will need a blackboard/whiteboard OR a piece of paper to write on in letters big enough that your whole group will be able to see.

Introduce the idea of ***always***, ***usually***, ***often***, ***sometimes***, ***rarely***, and ***never***. These words help learners talk about how often things happen, so they're useful when discussing habits and health.

The best way to introduce them is by drawing a simple vertical line on the board, with percentages (100%, 80%, 60%, etc.) and the frequency words spaced out along the line. This gives a clear visual reference and helps learners understand the meaning of each word.

Say each word slowly and clearly, and ask learners to repeat after you. Give everyone a chance to practise pronunciation, especially if some of the words are new or difficult. It can help to act out an example or use personal experiences (e.g. "I ***always*** drink water. I ***sometimes*** take medicine.") to model how the words are used in full sentences.

This activity works well as a warm-up or lead-in to personal storytelling.

100% Always | 80% Usually | 60% Often | 40% Sometimes | 20% Rarely | 0% Never

Talk slowly and clearly about yourself. For example:
I ***sometimes*** have a headache. I drink water and I take Panadol and I sleep. I ***rarely*** have a stomach ache. I ***sometimes*** have a rash on my hand. I use a cream. Five years ago I broke my arm. I went to the hospital.

Encourage each learner to take a turn talking about themselves.

Tutor tip

Let your group know it's perfectly fine to invent examples for this activity. Not everyone will feel comfortable talking about their real health experiences, so make it clear that the sentences can be imaginary. What matters most is practising the language and using the new vocabulary with confidence. You can model this by making up a few light or silly examples yourself to get the group started.

At this level, it's important to encourage learners to use the language they are learning to talk about themselves and begin to understand practical information. When you introduce activities to encourage this (like ***conversation ideas 3 and 4*** in this unit on pages 54 and 55) focus on getting across the message, and don't worry too much about correct use of grammar or phrasing. It's a good idea to aim for a balance between focused learning of key language and less structured activities where the focus is on more casual, everyday conversation.

For use in ***Conversation idea 1 on page 53***.
















SALT








A&E

Unit 10

At the pharmacy

Conversation focus

Talking about what you can buy in the pharmacy and using prescriptions

The language box

Can I help you?

Yes, please. Can I have... ?

Take ____ before/after/with food

Use/apply... two/three times per day

Do you have something for... ?

I need something for...

Is this medicine OK with food?

Can I take this with other tablets?

It's for my child / baby.

I don't have a prescription.

I feel sick / I have a rash / I'm in pain.

How many do I take?

How often should I take it?

drops (e.g. eye drops)

nasal spray

ointment

lozenge / throat sweet

antiseptic cream

bandage

thermometer

painkillers

antihistamines

allergy medicine

cold and flu tablets

cough syrup

gel

prescription

dosage

leaflet / instructions

refill

side effects

Conversation ideas

1 *Pictures and real items*

Start on page 61, asking questions to see if your learners can use any of the words they know to describe what they see. For example:

Where is this?

What can you buy at the pharmacy?

(Pointing to various items) What's this? And this?

Goal: To practise talking about what you can buy at the pharmacy.

Resources: You will need the images on page 61.

In addition to the vocabulary in the language box and pictures, there will probably be other useful words like toothbrush or toothpaste or cosmetics that come up, and these can be written on a whiteboard or large piece of paper. You may also discuss what can be bought in a supermarket as well as, or instead of, the pharmacy.

When you are ready, go through the images on page 61. Point to each image in turn and say the word or phrase out loud (or, if you think they know the word, let them say it first). Wait for your learners to repeat the words or phrases. Smile, nod and use praise to encourage everyone, and reassure your shy learners. Don't be afraid to gently correct or repeat a few times to help everyone get the sounds right.



Tutor tip

The word prescription can be a complex concept to explain, especially in a mixed group where healthcare systems vary. In some countries, certain medicines (like antibiotics or strong painkillers) require a doctor's prescription, while in others the same products might be available over the counter.

If your group includes learners from different backgrounds, it may help to show real or printed examples of packaging marked prescription only versus over-the-counter products. You could also act out the process—mime a visit to the doctor followed by going to the pharmacy—to help explain the difference.

Be guided by your group: if the concept is confusing or not immediately relevant, it's okay to simplify or move on. The key goal is to build useful, everyday vocabulary around medicines and how they're used.

2 *Role play*

Goal: This idea practises asking for things you need at the pharmacy and listening for information about when to take or use medicine.

Resources: You will need the images on page 61.

Method
Use the image on page 61 to help you introduce the context of the role play dialogue. Identify the pharmacist.

Ask the learners to repeat after you as you say the parts – pointing to either the pharmacist or the customer as appropriate for who would be speaking.

Can I help you?

Yes please. Can I collect a prescription?

Take one tablet after food.

Thank you.

Pause and explain the phrase **'after food'.** Then try again, but change the details.

Can I help you?

Yes, please. I have a rash. Can I have a cream?

Use 3 times per day.

Thank you.

Notes:
It is not important for learners to use words and phrases like 'apply' 'use' 'take' 'twice per day' perfectly at this stage. In this activity, focus your learners on understanding the really important information, such as how many tablets to take and whether to take them before or after food.

This role play is a great opportunity to review and use vocabulary from previous lessons.

Try some different variations, always encouraging the learners to repeat after you, and using mime, gesture, or previous pages of the learner book as necessary to help everyone understand the key information.

Now say: ***'I am the pharmacist'.*** Then give each learner a problem. For example:

- Fatima, you have a headache.
- Ahmed, you have an allergy and rash on your arm.
- Jana, you have a prescription from the doctor.

Ask each group member to role play with you in turn, giving them clear instructions for how and when to take or use their medicine.

If your group is enjoying this, you could ask them to try this in pairs, making up different requests for the pharmacist.

Tutor tip

Using what learners know
Learners at this level often know a few of the keywords from each new topic, perhaps because those words are similar in their first language, or because they've had to learn them for a specific reason before. Starting off with questions gives learners a chance to show off what they know and start the topic with a sense of confidence. Don't be concerned that the topic will be a waste of time – there's always more to learn!

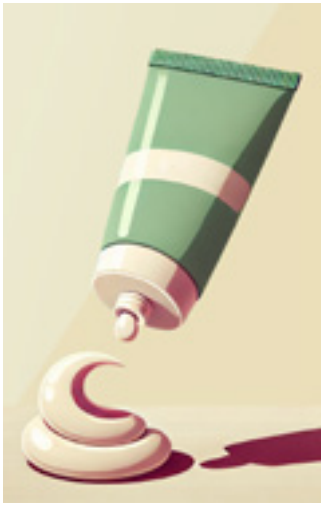
For use with ***Conversation idea 1*** on page 59, and ***Conversation idea 2*** on page 60















Unit 11

Going to the doctor

Conversation focus

Talking about going to the doctor and saying what is wrong

The language box

What is the problem?
When did it start?
Did you have this problem before?
Do you have a fever?
Do you have a cough?
Are you taking any medicine?
Are you allergic to anything?

Yes, I do.
No, I don't.
I don't know.
A little bit.
It hurts.

I need a doctor.
I need help.
I need medicine/medication
I need to see a nurse.
I have a (+ symptom)
1/2/3 days ago

I feel sick.
I feel tired.
I feel dizzy.
I feel hot / cold.
I have pain here. (point to body part)

check your temperature
check your blood pressure
check your reflexes
check your weight
listen to your heart
look in your mouth / ears / eyes
have a blood test
have a urine test
have a COVID-19 test
get a prescription
ask you questions
look at your throat
give you medicine
give you a cream
write a note for work
send you to the hospital
tell you to rest
tell you to drink water

Conversation ideas

1 *Using pictures and mime*

Ask your group what happens at the doctor, and see what words they know or actions they mime to answer your question. Then use the images on page 66 and 67 to talk about different activities and practise repeating the words.

Goal: This idea introduces words and phrases to describe what commonly happens during a visit to the doctor.

Resources: You will need the images on pages 66 and 67.

2 *Say it cards*

How to play
Cards are spread out face down on the table. The player must say the word or phrase that corresponds to the image on the card. If they are 'correct', they keep the card and have another turn. If they are not correct, they return the card face down. The winner is the person with the most cards at the end.

Showing the group how to play
Clear the table so there is a space in the centre, and lay the cards face down and spread out. Turn over one random card. Say the incorrect phrase (for example, if you have 'take a urine test' say 'take a blood test') with an unsure/questioning tone. Hopefully, the group will correct you! Return the card to its original position.

Now try again, this time saying the correct phrase. Let the group confirm they think you are correct, then cheer yourself, place the card in front of you, and try again. When you feel your group has the idea, return your cards, and mix up the positions of the face–down cards to 'start fresh'. Indicate to each member to take a turn.

At the end, count (this is a good time to practise numbers!) and reward the winner with a cheer or clap.

Goal: This idea recycles the basic vocabulary and key phrases using a simple game format.

Resources: You will need to photocopy and cut up the **Say It Cards** on page 204.



Tutor tip

Hold on to your cut-up cards after the activity—they're a great resource for future revision! You can reuse them as a warm-up game in the next class, as a matching or memory activity, or to prompt short conversations in pairs. Keeping and reusing materials like this helps reinforce vocabulary and saves you prep time in the long run. Store them in a labelled envelope or ziplock bag so they're easy to grab when needed.

3 *Role play*

Goal: This idea practises basic conversation for 'at the doctor'.

Resources: You will need the images on pages 66 and page 67.

Method

Use the images on pages 66 and 67 to help you introduce the context of the role–play dialogue. Identify key characters like 'the doctor' and 'the patient'.

Ask the learners to repeat after you as you say the parts – pointing to either the doctor or the patient as appropriate for who would be speaking.

What is the problem?

I have a stomach ache.

When did it start?

Two days ago.

Did you have this problem before?

No.

Pause and explain/use mime and gesture to be sure everyone understands phrases like 'two days ago'. Then try again, but change the details.

What is the problem?

I have a fever and a rash.

When did it start?

Today.

Did you have this problem before?

Yes, one year ago.

Try some different variations, always encouraging the learners to repeat after you, and using mime, gesture, or previous pages of this book as necessary to help everyone understand the key information.

Now say: ***'I am the doctor'***. Then give each learner a problem. For example:

- Sofia, you have an infection and need antibiotics.
- Mateo, you have a cough and need a COVID-19 test.

Ask each group member to role play with you in turn, asking them the questions.

If your group is enjoying this, you could try asking them to try this in pairs, making up different requests for the doctor.

Tutor tip

It's not important for learners to speak perfectly or memorise every phrase a doctor might use—especially at this stage. In role plays like this, the goal is communication, not perfection. Encourage your group to focus on getting their message across, even if the grammar or pronunciation isn't exact.

Fluency and flow matter more than accuracy here. If learners feel pressured to get every word right, they may go quiet or lose confidence. Instead, celebrate effort, support mistakes gently, and keep the momentum going. Role plays like this help learners build the confidence to speak in real-life situations—even when they don't know every word. The more they practise using full phrases aloud, the more naturally the language will come over time.

Let them try, get things slightly wrong, and try again—that's where real learning happens.



4 *Talking about local doctors*

Ask your learners if they know a doctor in Ireland, and if they can show you where the doctor is on a local map. Depending on their personal circumstances (for example, if they are living in emergency or temporary accommodation), they may or may not have a choice regarding doctors.

Identifying where local doctors, hospitals, dentists and pharmacies are while you have the map gives learners an opportunity to expand their knowledge of the local area.

Goal: This idea gives learners a chance to talk about the medical services that are available locally.

Resources: You will need a map of your town or area.

Tutor tip

Learning to learn
Tutors sometimes worry that certain topics or words will be embarrassing for them and their learners (for example, talking about getting a urine test at the doctor's). In some instances, this might be true. But the practical demands of life for adult learners in Fáilte Isteach classes are always going to be more important than any potential awkwardness. Humour can be a helpful way to approach these areas, and learners generally feel very grateful to tutors who create a safe space to learn the language they need to talk about the basic human issues we all share.

For use with ***Conversation idea 1*** on page 63, and ***Conversation idea 3*** on page 64





















Unit 12

Going to the hospital

Conversation focus

Talking about going to the hospital and using basic hospital words

The language box

ambulance	paramedic	bed
emergency	doctor	wheelchair
reception	nurse	inpatient
ward	cleaner	visiting hours
clinic	patient	outpatient
medicine	surgeon	x-ray
stretcher	receptionist	scan
hospital card / ID	visitor	test results
	family / relative	drip / IV

Tutor tip

Using the first language

Learners at lower level will often prefer to write down new words in their first language, and use the script or alphabet for that language. Sometimes tutors ask if they should discourage this and suggest that only English is used. For advanced learners this might be an appropriate strategy, but at beginner level using the first language to make notes and translate new words is very important, and will help learners progress. For adults who are not able to write using the English alphabet yet, this is doubly important.

Conversation ideas

1 *Key hospital vocabulary*

Ask your group what happens at the hospital, and see what words they know or actions they mime to answer your question. Use the images on pages 212 and 213 to learn and practise the basic vocabulary, plus any other words that have come up.

If your group is able to write using the English alphabet, take some time to help your learners fill in the words under or on the pictures.

Goal: This idea introduces basic vocabulary associated with going to the hospital.

Resources: The pictures below, or larger version of the same pictures on pages 212 and 213.

2 *Hospital essentials*

Use the pictures below (or on page 212) to talk about going to the hospital. See if your learners are familiar with some of the essential hospital vocabulary.

Here are some questions to inspire a discussion:

- Have you been to a hospital?
- Why do people go to hospital?
- Who works in a hospital? What do they do?

Goal: This idea is to help learners talk about local hospital services.

Resources: The pictures below, or larger version of the same pictures on pages 212 and 213.















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Unit 1
Life stories

Plan

Conversation focus

Helping learners exchange information about themselves

Conversation ideas

1 *Getting to know you*

Goal: To have learners exchange a little information about themselves.

Resources: Activity 1 on page 75.

Method

Step 1: Model the activity

Use the diagram on page 75 to write five words about yourself. For example, you might write your age, a favourite food, a place, or a hobby.

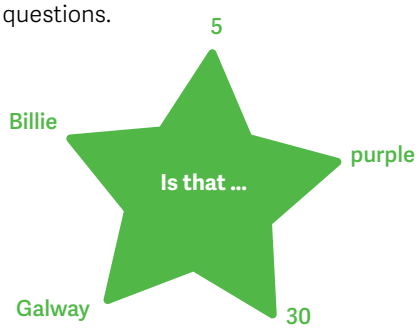
Step 2: Learner guesses

Invite the learners to guess what each word or number means. Prompt them to ask questions. For example:

Learners: Purple. Is that your favourite colour? **Tutor: Yes.**

Learners: Galway. Is that your hometown? **Tutor: No.**

Learners: Is that where you live? **Tutor: Yes. Etc.**



Step 3: Learners create their own

Ask learners to draw a similar star diagram.

Step 4: Pair work

In pairs, learners guess the meaning of each other's words by asking simple questions.

Step 5: Introduce your partner

Each learner introduces their partner to the group.

They should:

- Say their partner's name
- Share five things they learned about them during the activity



2 *Biography*

Method:
Before turning to the activity on page 76, begin by asking your group a question.

What is a biography? Answer: The story of someone's life written by someone else.

In pairs, have learners brainstorm what kind of information about a person is in a biography. Have them try to think of seven or eight topics.

Goal: To learn about Maeve Binchy, a famous Irish writer.

Resources: Activity 2 on page 76 and Activity 3 on page 77.

Ask for their answers, then turn to Activity 2 on page 76 and point out topics learners might have missed. Have learners go down the list of eight topics and ask if there are any questions. You might give highlights from your own life as you give examples for each section.

Look at the quote about Maeve Binchy below. Do any of your learners know who Maeve Binchy is? Read the quote aloud together as a group.

"Reading Maeve Binchy is like being with a good friend."
—Anne Enright, novelist

Maeve Binchy is a famous Irish author. Her books are famous around the world. Some of her famous titles are: Light a Penny Candle, Echoes, Circle of Friends, Evening Class, and Tara Road.



3 *Interview questions*

Method:
Tell learners you are going to look at the questions you need to ask to get the information for a biography. In pairs, have learners complete the questions.

Once they are finished, go over the questions. Once you have gone through the questions, have learners interview each other and if they want to, they can take some notes.

Goal: To practise asking and answering questions.

Resources: Activity 4 and Activity 5 on page 77.

When learners have had a few minutes to interview each other, guided by the tutor, they might like to give a short presentation on their partner for the rest of the group.

Before moving on, encourage each learner to ask the other members of their group questions, based on the information that has just been shared.

4 *Survey*

Goal: To have learners find out things they have in common with their classmates.

Resources: Activity 6 on page 78.

Method:
Turn to Activity 6 on page 78 and discuss the vocabulary shown in the survey. Make sure everyone in the group understands the words.

This activity is designed as a speaking activity. Learners can jot down their answers if it helps them feel more confident. Divide the questions among the learners. If there are four learners in the group, divide the questions into blocks. Give one learner the 'What kind of...?' questions, another the 'Who is your favourite...?' questions, etc. Learners ask the person beside them first, then switch partners until everyone has answered all the questions. Once the interviews are finished, ask each learner to report to the group on what their classmates have in common.

Tutor tip

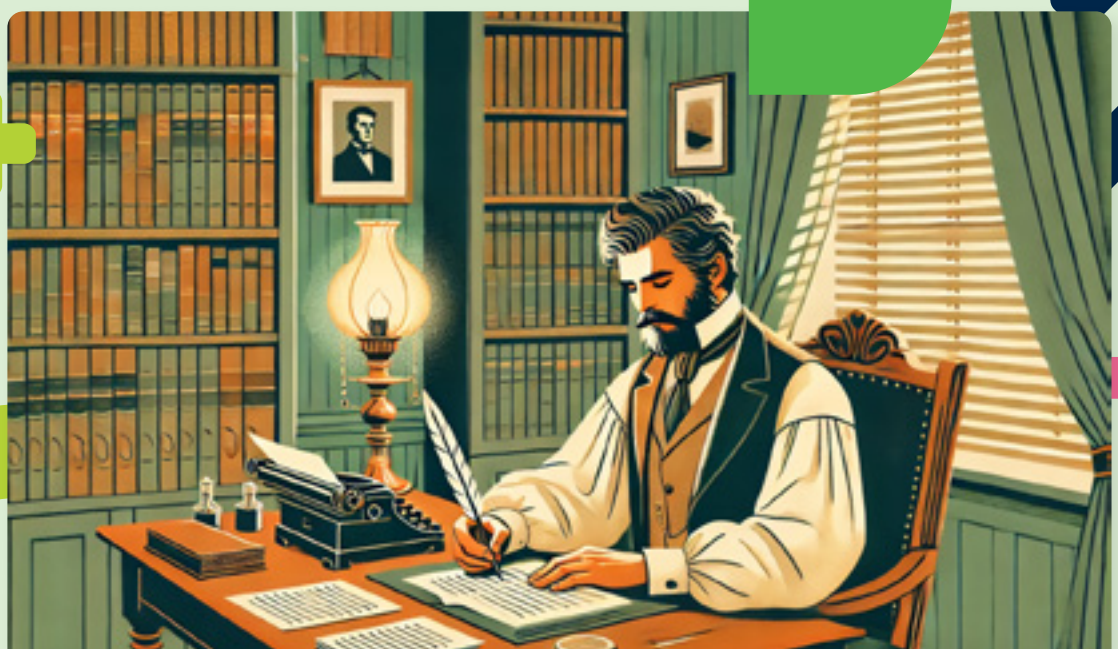
Learners do not need to answer any questions that feel too personal. They can choose a different question, give a general answer, or talk about an imaginary person if they prefer.

Try this at home

Learn about Irish author Bram Stoker
Photocopy the reading comprehension on page 79 for learners to read at home.
Encourage learners to:

- Read the short text about Bram Stoker
- Underline or highlight any new words
- Bring one interesting fact to share in your next class

You can also ask learners to talk about other writers or books they like — or ask:
Do you know any vampire stories? Have you heard of Dracula?

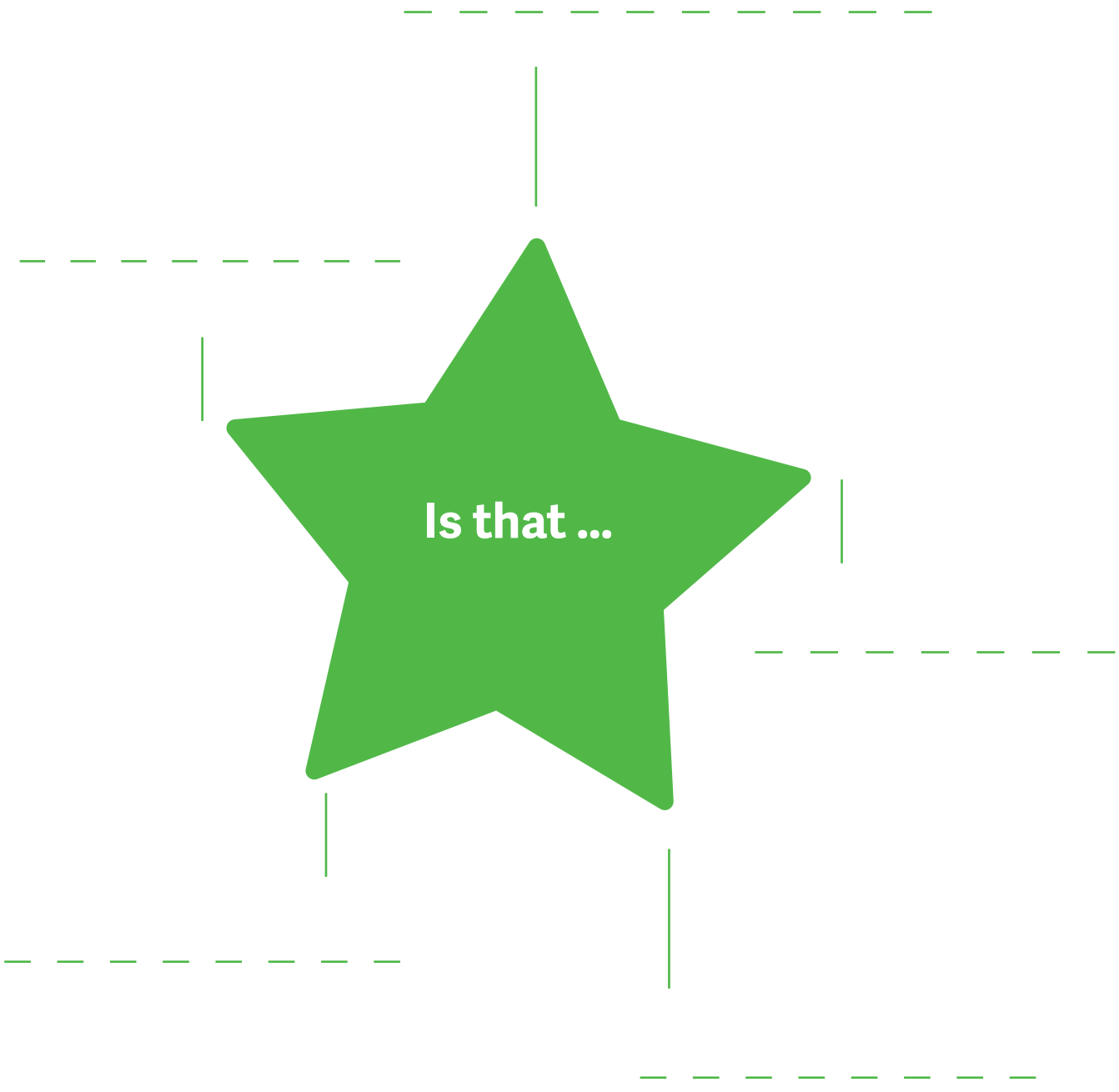


Activity 1. Five things

Write down five things about you.

Work with a partner and take turns asking questions.

For example: Purple. Is that your favourite colour? Damascus. Is that your hometown?



Activity 2: Biography

Key information points

Birth: May 28, 1939 in Glenageary, County Dublin.
Family: Parents, William and Maureen Binchy, one brother and two sisters, William, Irene, Joan
Studies: University College Dublin
Marriage: Gordon Snell, London 1977
Children: No children
Job/career: Teacher, journalist, writer of books about women, relationships, family life, life in Ireland
Hobbies: Writing, reading, theatre, drama and travel.
Death: Died on July 30, 2012

Lastly, have learners make sentences in pairs for Maeve Binchy's biography. This can be spoken. For example:
Make a sentence with:
May 28, 1939, Glenageary, County Dublin
"She was born on May 28, 1939 in Glenageary, County Dublin."

Questions:
What is a biography? Do you write a biography using the present or past tense?

Use the prompts below to write (or discuss) the biography for Maeve Binchy.

Birth
He/she _____ born in + place + in year.
Do you use is or was?

Family
Write about his/her family.
Parents' names and jobs.
How many brothers and sisters?

Studies
Places where he or she studied.

Marriage
Say when and who he/she married.
Example: She married _____ in 1977.

Children
Say how many children he/she had.
Write the children's names and what year they were born.

Job/Career
Write what job or jobs the person had.

Hobbies
Write what the person liked to do in their free time.

Death
He/she died on + date + year

Encourage learners to explore new vocabulary when creating a biography – use real or fictitious people to practise creating biographies using the past and present tenses.

Activity 3. Fact match

Look at the information about Maeve Binchy and match each fact to the correct category box. For example, if you see "May 28, 1939," match it to "date of birth."

date of birth	July 30, 2012
children	William and Maureen Binchy
parents	Women, relationships, family life, life in Ireland
date of death	One brother and two sisters: William, Irene, Joan
book topics	University College Dublin
career	May 28, 1939
husband	No children
brothers and sisters	Teacher, journalist, writer
birthplace	Glenageary, County Dublin
education	Gordon Snell, London 1977

Activity 4. Life stories: interview questions

Work with a partner. Look at the prompts in the left-hand column and practise turning them into full questions in English. Write the full questions in the right-hand column.

Where/born?	Where were you born?
What/parents' names?	
What/parents do?	
Do/brothers sisters?	
What/brother's sister's names?	
Where/study?	
Are/married?	
When/married?	
Do/any/children?	
What/you do?	
What/hobbies?	
What/now?	

Activity 5. Can you say something about your partner's biography?

Now try to say 3–5 sentences about your partner using the answers from your interview. For example: She was born in Brazil. She has two sisters. She studied medicine in Rio.

Activity 6. Survey: What do we have in common?

Fill in the column for yourself. Then ask your classmates for their answers.

What kind of	My Answer	Friend #1	Friend #2	Friend #3	Friend #4
movies do you like?					
food do you like?					
music do you like?					
books do you like?					
Who is your favourite					
actor?					
actress?					
singer?					
person?					
Do you like					
reading?					
swimming?					
dancing?					
shopping?					
Do you have					
children?					
a dog?					
a cat?					
a smartphone?					





Try this at home

Bram Stoker

Abraham Stoker was born on 8 November 1847 in Clontarf, on the northside of Dublin. His father was Abraham Stoker from Dublin, and his mother was Charlotte Matilda Blake Thornley, who grew up in County Sligo. Bram had six brothers and sisters.

The first years of his life were not easy. He spent a lot of time in bed because he was ill. By the age of seven, he had recovered. As he grew older, he became a keen athlete.

He went to Trinity College Dublin. He graduated with a BA in 1870 and received an MA in 1875.

He became a civil servant. He was also a theatre critic for the Dublin Evening Mail and wrote stories for newspapers and magazines.

In 1878, he married Florence Balcombe. They moved to London, where he worked as a theatre manager. In 1879, they had a son named Irving Noel.

In 1897, he published his famous vampire novel, Dracula. The book became one of the world's most famous vampire stories and inspired many films and other books. Stoker discovered the name Dracula while reading a book about the history of Wallachia, a region in present-day Romania.

Stoker wrote many more articles and books. He died in London, England, in 1912.

Unit 2
Jobs

Conversation focus

Learning the vocabulary for different types of jobs

D

The language box			
artist	delivery driver	truck driver	pharmacist
cashier	manager	veterinarian/vet	accountant
cook	mechanic	waiter	librarian
cleaner	musician	writer	gardener
construction worker	nurse	electrician	architect
dentist	pilot	plumber	engineer
doctor	office worker	bus driver	driver
farmer	programmer	taxi driver	barber
firefighter	journalist	receptionist	actor
garda	scientist	security guard	translator
hairdresser	shop assistant	carpenter	travel agent
kitchen porter	singer	painter	flight attendant
baker	teacher	photographer	student

Conversation ideas

1 *A writer's life*

Method
Ask learners to look at the pictures on page 83 and guess Hakim's job. Encourage discussion and for learners to work through the activity **'A writer's life'** as a group or in pairs.

Goal: To introduce the topic of jobs and encourage discussion.

Resources: Activity 1 on page 83.

Answer key for 'A writer's life' (Activity 1 on page 83)

2. Where do you work?
3. How many hours do you work?
4. Do you earn a lot of money?
5. Do you like your job? Why?
6. What don't you like about your job?
7. How do you relax?



2 *Ask and answer*

Method
Have learners look at the words. In pairs, ask them to take turns asking, "What does he/she do?" and answering.

Example:

What does he do?	What does she do?
He's a barista.	She's an engineer.

Goal: To introduce new vocabulary and common questions on the topic of work.

Resources: Activity 2 on page 84 and Activity 3 on page 85.

3 *Describing jobs*

Method
Ask learners to turn to pages 86 and 87 and see how many jobs they can name.

Activity 4b. Take Game
Take the cards you've cut up. Spread them out on the table. Give learners a chance to look at them for a moment.

Tell learners you are going to describe a job. Start from broad characteristics to more specific characteristics. When learners think they know what the job is the learner says the word and takes the card. The first learner to take the correct card gets a point.

Goal: Vocabulary – match words with pictures.

Resources: You will need the images for Activity 4a on pages 86 and 87, and the Take Game on page 88.

Note:
You can photocopy page 88 and cut up the cards for this activity.

For example

He works inside.	He uses a computer.
He works in a restaurant.	He works anywhere.
He brings people food.	He writes articles.
(A learner says 'waiter' and takes the waiter card)	(A learner says 'writer' and takes the writer card)

After you have demonstrated how this works, invite learners to take a turn at describing a job for the rest of the group.

4 *Guess my job*

Goal: To practise new vocabulary.

Resources: You will need Activity 5 on page 89.

Note: It may be helpful to look again at the images for Activity 4a on pages 86 and 87.

Method
Put learners in pairs.

One learner picks a job. Their partner tries to guess what the job is by asking up to 10 questions drawn from the Activity 5 question sheet on page 89.

Step one. Have learners read over the questions and ask if there are any vocabulary questions.

Step two. Explain any words they need to know.

Step three. Model the activity. Choose a job from one of the pictures in Activity 4 and have learners ask questions and guess what your job is. Once they've guessed, put the learners in pairs and have them do the activity.

5 *Imagine you are*

Goal: To practise talking about jobs.

Resources: You will need Activity 6 on page 90.

Method
Step 1: Ask each learner to choose a job title — it can be ambitious, realistic, or completely made up.

Step 2: Using Activity 6 on page 90, learners should make notes by answering each question as if they were in that job.

Step 3: In pairs, learners interview each other about their 'jobs' using the questions as prompts. Afterwards, they report back to the group with a few sentences about their partner's job.

Encourage creativity — the more imaginative, the better!

Try this at home

For a simple way to explore and review vocabulary around jobs, use the review exercise on page 90. In this task, learners match the first half of a word with the second half (eg teach + -er = teacher) and then say or write the full word.

It's a quick and effective way to strengthen word recognition and build confidence with job-related language. You can use it as a warm-up before other activities or set it as a short home task to reinforce learning.

Activity 1. A writer's life

Look at the picture of Hakim. What do you think his job is? Discuss as a group.



Interview: A writer's life

Read the interview and match his questions with the answers.

Do you like your job? Why? **How many hours do you work?** **Do you earn a lot of money?**

Where do you work? **What don't you like about your job?** **How do you relax?** **What do you do?**

1. What do you do?

I'm a writer. I write for magazines and newspapers. I also write a blog on the internet.

2. _____

Anywhere. I work at home. I work at a coffee shop. Sometimes I work at the library.

3. _____

I usually work about six hours a day, from 10 AM to 4 PM. Sometimes I work in the evenings if I have to finish an article.

4. _____

It depends. I write on my blog for free. For articles I get paid €150 for every thousand words. Sometimes I have a lot of work. Sometimes I don't. Every week is different. I don't get paid for holidays.

5. _____

Yes. I love it. I write about things I like. I like using my imagination and learning new things.

6. _____

I work alone a lot. I am lonely sometimes. And sometimes I need to work fast but I don't have ideas.

7. _____

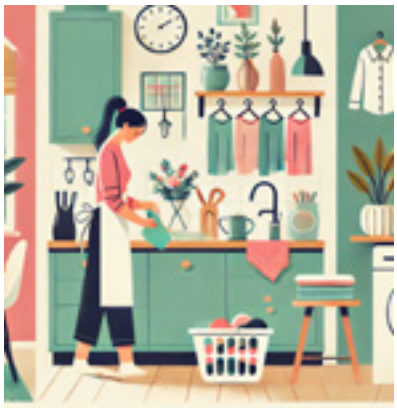
On weekends I work in a small coffee shop. I know the customers well. Many are friends. I talk to many people and make a little money too. It's hard work, but I have fun.

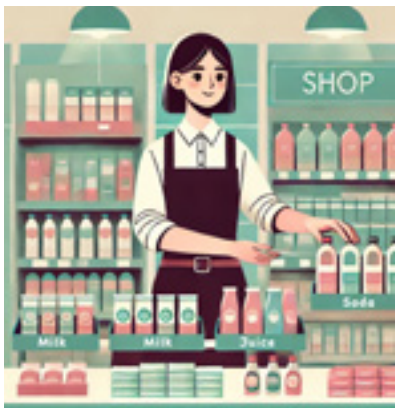
Activity 2. Vocabulary

How many of these jobs can you say in English?







Tutor tip

Encourage learners to use the pictures to practise asking and answering questions about jobs. Point to one picture and ask a learner, *"What does he do?"* or *"What does she do?"* Encourage learners to answer in a full sentence, for example, *"He's a chef."* or *"She's an engineer."*

Activity 3. What do you do?

I'm a teacher. I'm an engineer. I'm a homemaker. I'm unemployed.	I work in a hotel. I work for Google. I work for a German company.	I'm at* school. I'm at* university. **In Ireland, many people say 'in school' and 'in university' instead of 'at'.*

Grammar
a/an or — + jobs

He's	.....	cleaner.	She's	.....	learner.
She's	.....	hairdresser.	Are you	.....	journalist?
They're	.....	shop assistants.	Are they	.....	teachers?
We're	.....	doctors.	I'm	.....	nurse.
He's	.....	actor.	He's	.....	garda.

Activity 4a. Jobs






















HOSPITAL












SHOP



Activity 4b: Take Game

1 Artist	2 Cashier	3 Cook	4 Cleaner	5 Construction worker
6 Dentist	7 Doctor	8 Farmer	9 Firefighter	10 Garda
11 Hairdresser	12 Kitchen porter	13 Baker	14 Delivery driver	15 Manager
16 Mechanic	17 Musician	18 Nurse	19 Pilot	20 Office worker
21 Programmer	22 Journalist	23 Scientist	24 Shop assistant	25 Singer
26 Teacher	27 Truck driver	28 Veterinarian (vet)	29 Waiter	30 Writer

Activity 5. Guess my job

Question prompts	
Do you work...?	**Where?** in an office at home in a factory in a hotel in a hospital in a shop inside outside **When?** in the morning? in the afternoon? in the evening? at weekends? **How?** with other people? alone? with your hands? with a computer? with animals? with food?
Do you...?	earn a lot of money? drive? write? wear a uniform? need special training? use maths?
Is your job...?	exciting? boring? fun? stressful?

Activity 6: Imagine you are...

Choose a job from Activity 4. If you like, you can write down some notes about your job.

1. What do you do?
2. Where do you work?
3. How many hours do you work?
4. Do you earn a lot of money?
5. Do you like your job? Why?
6. What don't you like about your job?
7. How do you relax?

Interview your partner about their job.



Try this at home

Match the two parts of the word, put them together to write the words for different jobs.

gar	**assistant**
wai	**lot**
doc	**tist**
hair	**er**
nur	**driver**
den	**ger**
cash	**dresser**
scien	**porter**
truck	**ter**
fire	**da**
pi	**rammer**
far	**ist**
art	**fighter**
tea	**tor**
mana	**se**
sin	**mer**
prog	**tist**
clean	**cher**
shop	**ger**
kitchen	**ier**

Example: gar + da = garda

_____ _____

_____ _____

_____ _____

Unit 3
Neighbours

Conversation focus

Talking about neighbours and neighbourhoods in Ireland

Pre-class preparation
Pages 94 and 95 include miming cards that can be photocopied and cut up before class. These cards are used for a vocabulary game and can help learners practise related words in a fun, active way.

Tutor tip

Print on card or laminate if you'd like to reuse them.

The language box

argue	chat	garden	bus
bark	lend	wall	car
cry	borrow	fence	noise
have	gossip	gate	quiet
move	house	bin	friendly
play	flat	tree	helpful
shout	street	park	nice
talk	road	shop	loud
watch	door	school	polite

Tutor tip

Keep it general
Some learners may be living in temporary, shared or uncertain accommodation. Keep the discussion general and remind learners that they do not need to talk about their own living situation. They can speak generally, describe an imaginary situation, or focus on what makes a good neighbour.

Conversation ideas

1 *Good neighbours*

Goal: To have learners talk about the characteristics of good neighbours and bad neighbours.

Resources: You will need Activity 1 on page 96.

Method
Learners work with a partner to fill the chart. You might give them an example to help them get started.

- **A good neighbour is always friendly.**
- **A bad neighbour is very noisy.**

2 *Are you a good neighbour?*

Method
Put learners in pairs. Have them read the questions about being a good neighbour. Explain any vocabulary words. You might have to explain: borrow, lend, chat, gossip and spy.

Have them guess their partner's answers from Activity 2, page 97. Then learners are to interview their partners and find out if their guesses were correct. If their partners answer yes, they are to ask for an example or one more piece of information.

Discuss as a class. Do all your learners think they are good neighbours?

Goal: Learners discuss what makes a good neighbour and reflect on whether they are good neighbours.

Resources: Activity 2 on page 97.

3 *Bad neighbours*

Method
Ask learners: What is the biggest problem people have with their neighbours?

Have them read the short text in Activity 3 on page 97 and complete the sentences with the appropriate words.

Then have learners interview each other about their neighbours.

Ask learners how their neighbours in Ireland are different to their neighbours in their home country.

Goal: To discuss neighbours and noise.

Resources: Activity 3 on page 97 and Activity 4 on page 98.

4 *The language box*

Method
Introducing the present continuous. Ask learners to look at the examples on page 98 and guess how they make questions and negative sentences.

In pairs, have learners tell each other what the people in the picture on page 99 are doing.

Example: He is playing tennis.

Lastly, ask learners the difference in meaning between these two questions:

- What are you doing?
- What do you do?

The first asks about the action a learner is doing now; the second asks about the job they have.

Goal: To introduce the present continuous tense.

Resources: Activity 5 on page 99.

5 *The miming game*

Method
Cut up the cards. Mix them up. Have a learner pick one and mime out the activity. The other learner guesses what the activity is. The first to guess correctly gets a point and keeps the card.

Goal: To practise the present continuous tense with a fun game.

Resources: You will need the ***Miming Game*** cards on pages 94 and 95.

6 *My perfect neighbour*

Method
Encourage learners to think of five sentences to describe the perfect neighbour. If they want to, they can use the space provided to write out their thoughts.

Goal: To write down the characteristics of a neighbour they would like.

Resources: Activity 7 on page 100.



Cards for activity miming game (to cut up)

You are eating an apple.	You are driving a car.	You are thinking.
You are washing dishes.	You are singing to a baby.	You are playing the piano.
You are waving.	You are watching TV.	You are sleeping.
You are shouting.	You are running.	You are talking on the phone.

You are drawing a picture.	You are reading a book.	You are climbing stairs.
You are sweeping the floor.	You are arguing with someone.	You are texting someone.
You are crying.	You are dancing.	You are singing.

Activity 1. Talk with your partner

Can you think of five things a good neighbour does?
Can you think of five things a bad neighbour does?

A good neighbour	A bad neighbour



Activity 2. Are you a good neighbour?

Guessing game with your partner

	Yes/No	Think about each question and discuss. Who? What? Where? When? How?
Do you lend things to your neighbour?		
Do you borrow things from your neighbour?		
Do you know your neighbours' names?		
Do you help them?		
Do you chat with them?		
Do you gossip about them?		
Are you noisy?		
Are you quiet?		

Activity 3. Bad neighbours

Discuss: What is the biggest problem people have with their neighbours?

Read the short text below about neighbours. Complete the list of problems using the highlighted words below.

argue bark cry have move play shout talk watch

You can choose your friends, but you can't choose your neighbours. The people who live next door to us—upstairs, downstairs, or across the hall—can make your life better or worse. The biggest problem people have with neighbours is that they make a lot of noise.

Here are some common problems people have with their neighbours.

They _____ loudly.

They _____ TV late at night.

They _____ with their partner.

Their babies _____ .

They _____ noisy parties.

Activity 4. Neighbour survey—ask your partner

Do you have good neighbours?	
Do you live in a house, a flat or a room?	
What floor do you live on?	
Where do you have neighbours? Upstairs, downstairs, next door...	
Do you know your neighbours?	
Are they friendly?	
Do they help you? If yes, how?	
Do they make a lot of noise? What kind of noise?	
Do they have small children? Are they loud?	
Do they argue?	
Do they play an instrument?	
Do they have loud parties?	
Do they play loud music or watch TV late at night?	

What is different about your neighbours here and your neighbours in your country?

The language box
The present continuous is made from the present tense of the verb "to be" and the -ing form of the verb:

I am	working.
You are	playing.
He is	talking.
She is	living.
It is	eating.
We are	staying.
They are	sleeping.

Tutor tip

We use the present continuous to talk about:

1. Actions happening right now.
Things we are doing at this moment. E.g. I'm talking. You are listening. She's writing.

2. Short, temporary actions happening around now.
Not forever — just for a short time. E.g. I'm staying with my friend this week.

A note for more advanced learners: The present continuous is also used for confirmed plans. E.g. I'm playing tennis next Tuesday.

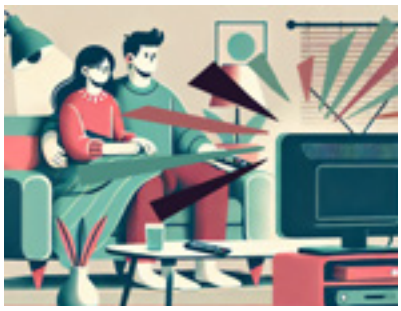
Activity 5. Look at the pictures. What are they doing?







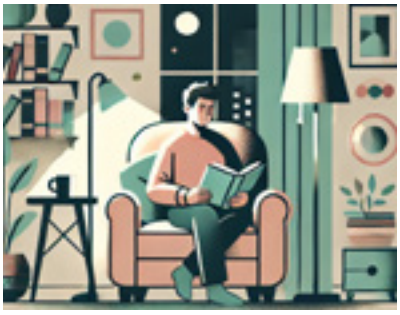




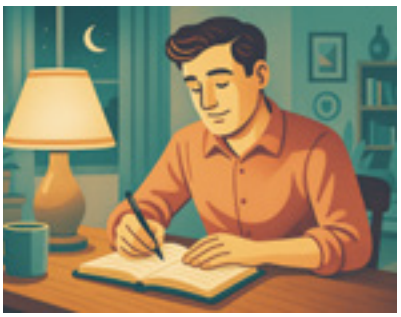














Activity 6. Miming game

Use the cards on pagesw 94 and 95 to play the miming game.

Activity 7. My perfect neighbour

With your partner, create a short paragraph about your perfect neighbour. If you like, you can write your ideas in the space below.

argue borrow cry have move shout talk

bark chat gossip lend play spy watch

Unit 4
Exercise and staying healthy

Conversation focus

Talking about staying healthy

The language box

always	sometimes	seldom
usually	occasionally	hardly ever
often	rarely	never

Conversation ideas

1 *Practise with adverbs of frequency*

Goal: To introduce adverbs of frequency.

Resources: Activity 1 on page 104, Activity 2 on page 105.

Method

Look at the highlighted adverbs of frequency in the paragraph in Activity 1 on page 104. Encourage learners to guess the meaning—e.g. *always* is for something that you do very often; *never* is something that you don't do, etc.

'Always', 'Sometimes' and 'Never' are the most common. Ask the group to think of examples from their own routine of when they will use these words.

Explain adverbs of frequency to the learners. Use the line chart on page 104 to help explain adverbs of frequency to learners using percentages, e.g. always means 100% of the time. Ask learners to complete the sentences using this new language. Partner work can be helpful here as revision—ask learners to interview each other to compare habits by using the sample 'How often...?' questions.

Turn to Activity 2 on page 105 and encourage learners to add adverbs of frequency to each sentence.

Tutor tip

Adverbs of frequency tell us **how often** something happens.

Adverbs of frequency usually go **before the main verb**, but **after the verb 'to be'.**

- I **always** get up at 7.
- She **is usually** happy.

2 *Reading an article*

Goal: To read about behaviours that keep people healthy.

Resources: Activity 3 on page 106 and Activity 4 on page 107.

Method
Ask learners to read the four short paragraphs about Helen and Phil on page 106. Then, match each paragraph to one of the headings provided.

Ask learners to find all of the adverbs of frequency in the text on page 106 (e.g. ***usually***, ***never***, ***often***) and check to see that they know the meaning.

Learners can then answer the comprehension questions underneath the text (questions 1–9). You can do this as a whole class or in pairs, depending on confidence levels.

Move on to Activity 4 on page 107 to introduce time expressions. Show learners a list of common time expressions (e.g. every day, on weekends, once a week). Then, ask them to look again at the paragraphs and underline any time expressions they find.

Invite learners to say five sentences about their own routines, using adverbs of frequency and time expressions from the activity.

In pairs, learners ask and answer questions about each other's routines using "How often…?"

Example exchange:
- How often do you go for a walk? I walk every day.
- I take a shower every day.

Encourage follow-up questions (e.g. What time? Why?) to keep the conversation going.

3 *Health and lifestyle*

Goal: Learners complete a health quiz with each other to practise today's language.

Resources: Activity 5 on page 108.

Ask learners to look at the health and lifestyle section on page 108.

Method
Learners ask each other the 10 questions on page 108.

Use the questions to start a discussion about good health and good habits.

4 *Staying healthy for longer*

Goal: To practise vocabulary and create a health plan.

Resources: Activity 6 on page 109.

Method
In pairs, learners answer the four questions in the box about how they stay healthy.

Tutor tip

Keep it respectful
These activities are for language practice, not lifestyle advice. Learners may have different routines because of work, family, money, housing, stress or other pressures. Keep the conversation respectful and avoid judging people's habits.

5 *Partner work: Adverbs of frequency*

Method
Encourage learners to practise asking and answering questions by using Activity 7 (pages 110–111) to revise the vocabulary covered in this unit.

Have Partner A turn to page 110 and Partner B to page 111. Learners take turns guessing their partner's answers by circling the correct words. This adds a fun challenge while revisiting adverbs of frequency and everyday routines.

Goal: To revise adverbs of frequency

Resources: Activity 7 on pages 110 and 111.

Try this at home

Learners can read Anne's Life on page 112 and answer the comprehension questions on page 113.



Activity 1. Talking about habits

Look at the photos.
What age do you think these people are? What do they do every day?

Read the paragraph below.
Look at the highlighted words. These are called adverbs of frequency.





Helen **always** walks a kilometre a day. She **often** works in her garden and she **usually** does stretching in the morning. She is **never** ill. Phil **always** gets up early and works on his farm. He **usually** drinks water and **hardly ever** drinks beer. He is **never** ill or stressed.



I _____ have a shower in the morning.

I _____ eat vegetables.

I _____ go to bed before 10 p.m.

I _____ eat fast food.

I _____ walk to school/work.

Pair practice: ask and answer
Now work with a partner. Take turns asking and answering questions using **How often...**?

Example questions:

- How often do you go shopping?
- How often do you cook at home?
- How often do you watch TV?
- How often do you drink coffee?

Adverbs of frequency go before all verbs except the verb to be.	Adverbs of frequency go after the verb to be.
I always drink tea with breakfast. I never eat fish on Friday.	She is never stressed. He is always late.
Negatives He doesn't often cook dinner. She doesn't usually wear pink.	**Questions** Do you usually drive to work? Do you often go into the city centre?

Special note:
We use 'hardly ever' and 'never' with positive, not negative verbs:

- She hardly ever drinks alcohol. NOT She doesn't hardly ever drink alcohol.
- They never say 'thank you'. NOT They don't never say thank you.

Activity 2. Your habits

Add an adverb of frequency to the sentences to make them true for you. Compare with a partner.

1. I walk to work/school/ the shops.
2. I play sport.
3. I use public transport.
4. I eat fast food.
5. I see my friends on weekends.

Now check with a partner and ask the question: How often do you… ?

Are you the same or different?

Tutor tip

Support with word order and positive/negative forms

These activities introduce learners to how adverbs of frequency are used in **positive, negative, and question** forms. Many learners may mix up word order, especially in negative sentences or questions (*e.g. She doesn't hardly ever…*).

Remind learners that:

- 'Hardly ever' and 'never' are used with **positive verbs**, even though the meaning is negative.

✔*She hardly ever drinks alcohol.*
✖*She doesn't hardly ever drink alcohol.*

- In **questions**, adverbs like *usually* and *often* come **after** the auxiliary verb:

✔*Do you usually drive to work?*
✔*Do you often go into the city centre?*

During pair work, circulate and listen for **word order errors** or **overuse of 'never'**. Encourage learners to use a variety of adverbs (always, usually, often, sometimes, etc.) to talk about their own habits.

Encourage learners to personalise the sentences with real or imaginary examples, and prompt them to ask follow-up questions (*e.g. Why? When?*).

Activity 3. Read the article

Match the headings with each paragraph below. Read the article as a group and find the adverbs of frequency in the text. Answer the questions below.

Always social and active **Exercise** **A healthy diet** **Low stress**

In 2024, the average life expectancy in Ireland was about 83 years. But Helen and Phil are both over 90! What's their secret to living so long?

1) _____
Helen usually eats fruit, vegetables and fish. She usually has five or six portions of fruit and vegetables a day. She doesn't drink alcohol and she never eats fast food. Phil has a boiled egg every day. He hardly ever drinks alcohol. He likes tea with a lot of sugar. He never eats fast food.

2) _____
Both Helen and Phil do a lot of physical activity. Helen walks and stretches every day. Phil often works for two or three hours on his farm. Both usually spend an hour outside gardening.

3) _____
Helen and Phil don't have a lot of stress. They enjoy life. Phil loves his farm and feeding his animals every day. He often plays with his dog to relax. Helen goes to church to feel peaceful. She always loves to hear the choir sing.

4) _____
Both Helen and Phil often see people. Phil has 7 children and 22 grandchildren. Helen has one child and three grandchildren. Both speak to people every day. They have someone to help them at home and they talk to their family on the telephone or online.

Check your understanding

1. What's the average life expectancy in Ireland?
2. What does Helen usually eat every day?
3. What are two things Helen never eats or drinks?
4. What does Phil eat every day?
5. How does Phil like his tea?
6. What physical activity do they both do each day?
7. What does Phil love to do every day?
8. What does Helen love to listen to?
9. How many children does Phil have? How many grandchildren does Helen have?

Discussion questions

What do you think about Helen and Phil? Do they have a good life? How would you like to celebrate your 90th birthday?

Activity 4. Time expressions

M T W T F S S Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday:	every day
Week 1, Week 2, etc:	every w_____
Jan, Feb, March, April:	every m_____
2019, 2020, 2021, 2022:	every y_____
Only on Wednesdays	once a _____
On Thursdays and Fridays	twice a _____
On Mondays, Wednesdays and Fridays	three times a _____
In January, May, October and December	four times a _____

Make sentences about yourself using the time expressions. Then ask your partner some questions using the time expressions. There is an example below.

- I brush my teeth three times a day. How often do you brush your teeth?

Activity 5. Health and Lifestyle

1. How often do you exercise? Every day. Quite often. Hardly ever/never.	6. Do you smoke? Yes. Sometimes. Never.
2. How many portions of fruit and vegetables do you eat a day? Seven portions a day. Five portions a day. Less than five portions a day.	7. How often do you meet your friends? Every day. Once or twice a week. Once a month.
3. How often do you eat meat? Every day. Three times a week. Hardly ever/never.	8. How often do you work in the garden? Every day. Sometimes. Hardly ever.
4. How often do you eat fish? Three times a week. Once a week. Hardly ever/never.	9. How often do you read or do puzzles? Every day. Sometimes. Hardly ever/never.
5. How often do you drink alcohol? Often. Sometimes. Hardly ever/never.	10. How often are you in a hurry? Always. Sometimes. Hardly ever/never.

Discussion questions:

- What are some common healthy habits that people have?
- What are some common unhealthy habits that people have?

Activity 6. The 100-year plan

With your partner, answer these questions.

How do you stay healthy?

What do you eat?	What exercise do you do?
What do you do to relax?	How often do you meet up with friends?

With your partner, make a plan for a healthy week.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Activity 7

This is an interactive activity that uses 'information gaps' to engage learners. Partner A and Partner B have different sets of questions, so they need to interact with each other to complete the task. Encourage the learners to help each other to understand the activity. Some learners may need some help from the tutor to complete and understand the questions.

Learner A.

Write your partner's name in the box.
Try to guess the answers.

	Partner's name _____				a/b/c
1	He/she	a. always	b. usually	c. never	eats Indian food	
2	He/she	a. always	b. usually	c. never	listens to opera	
3	He/she	a. always	b. usually	c. never	drinks tea in the morning	
4	He/she	a. always	b. usually	c. never	plays tennis	
5	He/she	a. always	b. usually	c. never	uses the internet at night	
6	He/she	a. always	b. usually	c. never	comes to class on time	
7	He/she	a. always	b. usually	c. never	goes to sleep after 11 PM	
8	He/she	a. always	b. usually	c. never	reads magazines	
9	He/she	a. always	b. usually	c. never	watches Netflix	
10	He/she	a. always	b. usually	c. never	goes shopping at ALDI	
11	He/she	a. always	b. usually	c. never	goes for a walk at the weekend	
12	He/she	a. always	b. usually	c. never	eats chocolate	
13	He/she	a. always	b. usually	c. never	drinks fizzy drinks	
14	He/she	a. always	b. usually	c. never	sings in the shower	
15	He/she	a. always	b. usually	c. never	cooks at home	
16	He/she	a. always	b. usually	c. never	checks the weather forecast	

Learner B.

	Partner's name _____	a/b/c
1	He/she **a. always** **b. usually** **c. never** goes to the gym	
2	He/she **a. always** **b. usually** **c. never** plays computer games	
3	He/she **a. always** **b. usually** **c. never** drinks coffee in the morning	
4	He/she **a. always** **b. usually** **c. never** watches TV in the afternoon	
5	He/she **a. always** **b. usually** **c. never** studies English at home	
6	He/she **a. always** **b. usually** **c. never** goes to a coffee shop	
7	He/she **a. always** **b. usually** **c. never** wakes up before 7 AM	
8	He/she **a. always** **b. usually** **c. never** reads newspapers	
9	He/she **a. always** **b. usually** **c. never** comes to class late	
10	He/she **a. always** **b. usually** **c. never** goes shopping at LIDL	
11	He/she **a. always** **b. usually** **c. never** drinks water during the day	
12	He/she **a. always** **b. usually** **c. never** uses a smartphone before bed	
13	He/she **a. always** **b. usually** **c. never** cooks dinner at home	
14	He/she **a. always** **b. usually** **c. never** takes public transport	
15	He/she **a. always** **b. usually** **c. never** takes a nap in the afternoon	
16	He/she **a. always** **b. usually** **c. never** eats meat	

Try this at home

Anne's Life

Anne plays football in the sports centre on Monday and Wednesday. She doesn't like competitions, so she never plays in them. She plays tennis on Saturday morning and then she visits her grandparents. She has a pet dog called Max. She always walks Max in the morning before she goes to school and her mother walks the dog at the weekend. Before she goes to sleep, she reads in bed. She gets a new book from the library every week. She loves mysteries. On her mother's birthday, she bakes a cake for her. Her favourite is chocolate cake.



Read the sentences below and choose if they are true or false.

1. She plays football twice a week.	True	False
2. She goes swimming three times a week.	True	False
3. She visits her grandparents once a month.	True	False
4. She walks the dog five days a week.	True	False
5. She reads every day.	True	False
6. She bakes a cake once a month.	True	False

Look at the sentences that are false. If you want to practise your writing, you can change the sentences so that they are true.

Unit 5
Getting around

Conversation focus

Talking about public transport

D

The language box

Modes of transport	More useful vocabulary	Useful verbs and phrases
bus	stop	to get on/get off
ferry	(bus stop/tram stop)	to wait
tram	station	to go by bus/car/train
aeroplane	(train station/Luas station)	to take
car	platform	(e.g. I take the Luas)
ship	timetable	to walk
taxi	ticket	to drive
boat	return ticket/single ticket	to ride a bike
bicycle	Leap card	to be late/on time
scooter	seat	
train	driver	**Directions and movement**
underground	passenger	left/right/straight ahead
Dublin Bus		next stop
Bus Éireann		final stop
Irish Rail/Iarnród Éireann		change (trains/buses)
Luas		rush hour
DART		traffic
Local Link		

Conversation ideas

1 *Match game*

Method
Tell learners you are going to talk about transportation and getting around. First, ask them to match the words with the pictures. Once you have completed the activity, have learners rank the modes of transport from fastest to slowest.

Goal: To have learners match words and pictures.

Resources: Activity 1 on page 117.

2 *Verbs and phrasal verbs*

Goal: Introduce verbs and phrasal verbs that go with key types of transportation.

Resources: Activity 2a on page 118 and Activity 2b on page 119.

Method
Turn to page 118 Activity 2a and list the modes of transport under the correct verb.

Have learners complete the sentences in Activity 2b. Discuss as a group.

Tutor tip

A phrasal verb is a verb in two parts—a phrase that combines a verb with an adverb or a preposition.

For example:
- *run out*
- *show up*
- *get along*

Phrasal verbs are extremely common in both spoken and written English, but they are very difficult to master for learners, as phrasal verbs can have many different meanings.

For example:
- *To look*
- *To look after*

3 *Using 'can' with transportation*

Goal: Practising using *can* and *can't* when talking about getting around.

Resources: Activity 3 on page 120 and the 'can/can't' language box on page 119.

Method
After you have discussed the learners' answers in Activity 2b, have them read the language box about 'can and can't' on page 119. Answer any questions learners may have. Then ask them to look at Activity 3 on page 120 and make sentences about public transportation using 'can/can't'.

They can then use the sentences they've made to have a conversation with their partner about public transport locally.

4 *Transportation in your country*

Goal: To have learners talk about transportation in their home country.

Resources: Activity 4a on page 120 and Activity 4b on page 121.

Method
Have learners work alone to complete Activity 4b. Follow instructions as given on the sheet.

You can discuss this in a group or have learners discuss in pairs first.

5 *Reading a train schedule*

Goal: To learn how to read a train schedule.

Resources: Activity 5 on page 122.

Method
Ask learners how often they take the train. Ask them if they like travelling by train and have them explain why or why not. Ask them where they buy their tickets—online or at the station? Tell them they are going to look at a train schedule. Have learners answer the questions alone then discuss them as a group.

Tell learners that they are going to talk about travelling by train. Ask learners to turn to page 122 and look at the real train schedule in Activity 5.

Use the questions in Activity 5 to show learners how to use the printed timetable.

6 *Planning a trip to Dublin*

Goal: To help learners practise asking for travel information by bus or train.

Resources: Activity 6 and Activity 7 on page 123.

Method
Pair up your learners.
Explain that they are planning a trip to Dublin and need to find out the best way to get there — by bus or by train.

Assign roles:
Partner A will gather information about travelling by train.
Partner B will gather information about travelling by bus.

Brainstorm questions together.
Before starting, ask the whole group to think of questions they might need to ask. Write ideas on the board if helpful. You can suggest these topics to guide them:

Departure times:
- What time do the trains/buses leave?
- What time do they leave in the morning?

Ticket price:
- How much is a ticket?
- How much is a one-way ticket?
- How much is a return ticket?

Travel time:
- How long does the trip take?

Luggage:
- How much luggage can I take?

Start the role play:
Partner A turns to page 124.
Partner B turns to page 125.
Partner A goes first. They act as a customer and ask Partner B (the ticket clerk) their questions.
Then switch roles.

Make a decision:
Once both learners have their information, they decide together:
- Will they go to Dublin by bus or by train?

Share with the group:
Ask pairs to present their choice to the group and explain why they chose it.

Activity 1. Match the words with the pictures

a bus ___ a train ___ a ferry ___ a tram ___ an aeroplane ___

a car ___ a ship ___ a taxi ___ a bicycle ___ a scooter ___

a motorcycle ___ an underground/a subway train ___ walking ___



























Order these types of transportation from fast to slow.
Then compare your answer with your partner.

Tutor tip

Bring transport to life
Support word recognition and retention by using real-world examples of public transport in Ireland.

Bring in or show:
- A Luas or bus ticket
- A train timetable
- A photo of a Leap Card
- Local transport maps or route planners (e.g. Dublin Bus, Irish Rail)
- Pictures of different modes of transport from real signs or apps (e.g. TFI app)

You could also ask learners:
- What transport they use most often
- How they buy tickets or check timetables
- To describe how they get to school, work, or the shop

These everyday links help build vocabulary and confidence — and make the lesson more engaging and relevant.

Activity 2a. List the modes of transport under the correct verb.

Please note, types of transport can be used more than once.

take	get off	get on	catch	board

Activity 2b. Complete the sentence with the correct verb/phrasal verb and mode of transport

At the bus station you can _____ .

At the ferry terminal you can _____ .

At the airport you can _____ .

At the train station you can _____ .

From home you can _____ .

At the Luas stop you can _____ .

The language box

Can and can't

We use can to say something is possible:

✓ You can take the Luas to the 3Arena.

✓ You can buy a ticket at the machine.

We use can't to say something is not possible:

✓ We can't walk to the airport. It's too far.

Grammar tip:

can + infinitive without 'to' (no -s, no -ing)

✓ **You can buy a ticket.**

× You can buys a ticket.

Asking questions with can:

Use can at the start of a question (no "do" or "does"):

✓ **Can you find taxis in front of Heuston Station?**

× **Do you can find taxis...?**

Try it out:

Ask learners to finish this sentence:

At the Luas stop, you can _____.

(e.g. buy a ticket, see a map, get on the tram)

Activity 3. Think about where you live

Which things can you do? Which things can't you do? Make sentences with your partner.

- travel by Luas or tram
- smoke on a bus
- eat on a train
- find a taxi easily
- have seven people in a taxi
- ride a bicycle safely
- take public transport without a mask

Activity 4a. Talk with your partner

How do these people usually travel in your country?

- School children
- Teenagers
- Business people
- Older people
- Police officers



Activity 4b. Transportation in your country

Think about transportation in your country. Look at the statements below and decide if they are true or false. Put a ✔ in the boxes below.

	True	False
Most people drive big cars.	✔	
People always wait in a queue to get on a bus.		
People often fly from one city to another.		
Not many people walk to shops.		
Most families have two cars.		
A few people take bicycles to work.		
Traffic is a problem all day.		
The buses are very crowded.		
Taxis drive very fast.		
Public transport is very good.		
There are a lot of women taxi drivers.		
Flying is cheap.		

Activity 5. Reading a train schedule

Look at the Irish train schedule from Dublin to Galway.

		Luan. - Sath. Mon. - Sat.	Luan. - Aoi. Mon. - Fri.	Dé Sath. Amháin Sat. Only	Luan. - Aoi. Mon. - Fri.	Dé Sath. Amháin Sat. Only	Luan. - Aoi. Mon. - Fri.	Dé Sath. Amháin Sat. Only	Luan- Déar Mon. - Thurs.	Dé hAoi. Amháin Fri. Only	Dé hAoi. Amháin Fri. Only	Luan. - Sath. Mon. - Sat.	Luan. - Aoi. Mon. - Fri.	Dé Sath. Amháin Sat. Only	Luan go Satharn Monday to Saturday					
STÁISIÚN HEUSTON BAC	Ime	..	05:45	..	..	..	..	07:35	07:35	07:35	..	..	09:25	09:25	11:30	12:45	13:30	..	..	14:45
DUBLIN HEUSTON	Dep																			
Coillchaill & Cill Droichid	Ime	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hazelhatch & Celbridge	Dep																			
Na Soillsin & An Nás	Ime	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Sallins & Naas	Dep																			
An Droichead Nua	Ime	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Newbridge	Dep		06:07																	
Cill Dara	Ime	..		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kildare	Dep		06:14					08:00	08:00	08:00										
Mainistir Eimhin	Ime	..		..	..	..	..				..	..	..	..	..	..	..	..	..	..
Monasterevin	Dep		..					..	..	..										
Cill an tSúdaire	Ime	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Portarlington	Dep		06:28					08:16	08:16	08:16										
TULACH MHÓR	Ime	..		..	..	..	..				..	..	09:58	09:58	12:06	13:19	14:05	..	..	15:19
TULLAMORE	Dep		06:50					08:32	08:32	08:32										
Clúirtheach	Ime	..		..	07:27	..	..				..	..	10:15	10:15	12:22	13:36	14:21	..	..	15:44
Clara	Dep		06:57					08:48	08:48	08:48										
BAILE ÁTHA LUAIN	Ist	..		..	07:42	..	..				..	..	10:24	10:24	..	13:46	..	..	..	15:53
ATHLONE	Arr		07:19					09:06	09:06	09:06										
BAILE ÁTHA LUAIN	Ime	..		..	07:56	..	..				..	..	10:44	10:50	12:48	14:05	14:47	..	..	16:11
ATHLONE	Dep		07:30	07:30				09:08	09:08	09:10										
Béal Átha na Sluaighe	Ime	..			07:58	..	..				09:08	..	10:44	10:50	12:48	14:09	14:47	..	..	16:12
Ballinasloe	Dep	Ó Luimneach From Limerick	07:44	07:44	08:13	..	↑	09:22	09:22	Go Cathair na Mart To Westport	09:22	Ó Luimneach From Limerick	11:00	11:07	13:04	Go Cathair na Mart To Westport	15:03	Ó Luimneach From Limerick	..	Go Cathair na Mart To Westport
Móta	Ime														13:15		15:14			
Woodlawn	Dep		08:01	08:01	08:24	..	↑	09:33	09:37		09:37		..	..						
Áth Tíomáin	Ime														..		..		..	
Attymon	Dep		08:08	08:08	08:31	..	↑	09:40	09:44		09:44		11:16	11:23						
BAILE ÁTHA AN RÍ	Ime																			
ATHENRY	Dep	07:49	08:16	08:16	08:38	09:05	09:25	09:47	09:51		09:51	10:53	11:29	11:31	13:27		15:26	15:56	16:55	
Órán Mór	Ime																			
Oranmore	Dep	08:01	08:26	08:26	08:48	09:17	09:37	09:58	10:02	..	10:02	11:04	11:39	11:42	13:38	..	15:38	16:07	17:05	..
STÁISIÚN CHEANNT, GAILLIMH	Ist																			
CEANNT STATION, GALWAY	Arr	08:09	08:36	08:36	08:58	09:32	09:45	10:08	10:12	..	10:13	11:13	11:50	11:53	13:53	..	15:48	16:15	17:14	..

		Luan. - Sath. Mon. - Sat.	Luan. - Sath. Mon. - Sat.	Luan. - Aoi. Mon. - Fri.	Dé hAoi. Amháin Fri. Only	Luan go Satharn Monday to Saturday						
STÁISIÚN HEUSTON BÁC	Ime	15:35	16:30	17:10	17:10	17:30	..	18:15	18:30	..	19:35	20:30
DUBLIN HEUSTON	Dep											
Coillchaill & Cill Droichid	Ime	..	..	..	..	..	..	..	..	..	..	..
Hazelhatch & Celbridge	Dep											
Na Soillsin & An Nás	Ime	..	..	..	..	17:46	..	..	..	..	..	..
Sallins & Naas	Dep											
An Droichead Nua	Ime	..	16:52	17:32	17:32	17:54	..	..	..	..	..	..
Newbridge	Dep											
Cill Dara	Ime	..	17:00	17:39	17:39	..	..	..	..	..	..	..
Kildare	Dep											
Mainistir Eimhin	Ime	..	..	17:47	17:47	..	..	..	19:03	..	..	..
Monasterevin	Dep											
Cill an tSúdaire	Ime	16:14	..	17:55	17:55	18:13	..	..	19:15	..	20:13	21:11
Portarlington	Dep											
TULACH MHÓR	Ime	16:37	17:26	18:11	18:11	18:30	..	19:14	..	..	20:28	21:34
TULLAMORE	Dep											
Clúirtheach	Ime	16:46	..	18:20	18:20	18:47	..	..	19:37	..	20:44	21:43
Clara	Dep											
BAILE ÁTHA LUAIN	Ist	17:04	17:51	18:51	18:51	19:05	..	19:40	19:56	..	21:01	22:02
ATHLONE	Arr											
BAILE ÁTHA LUAIN	Ime	17:04	17:51	..	18:52	19:05	..	19:40	19:56	..	21:01	22:05
ATHLONE	Dep											
Béal Átha na Sluaighe	Ime	17:20	18:08	..	Go Cathair na Mart To Westport	19:21	Ó Luimneach From Limerick	Go Cathair na Mart To Westport	20:13	Ó Luimneach From Limerick	21:16	22:21
Ballinasloe	Dep											
Móta	Ime	17:30	18:19	..					..		21:31	22:31
Woodlawn	Dep											
Áth Tíomáin	Ime	..	..	..		19:37			..		..	..
Attymon	Dep											
BAILE ÁTHA AN RÍ	Ime	17:42	18:37	..		19:45	20:16		20:34	21:22	21:43	22:45
ATHENRY	Dep											
Órán Mór	Ime	..	..	..	..	19:56	20:27	..	20:44	21:34	21:54	22:56
Oranmore	Dep											
STÁISIÚN CHEANNT, GAILLIMH	Ist	17:59	18:54	..	..	20:07	20:35	..	20:56	21:42	22:04	23:07
CEANNT STATION, GALWAY	Arr											

Ceangal bus go/ó Aerfort Bhaile Átha Cliath ar fáil in aice láimhe / Bus connection to/from Dublin Airport available nearby.
Nasc Bus (Bealach 4) go/ó Lár Chathair Bhaile Átha Cliath / Bus Link (Route 4) to/from Dublin City Centre.
Nasc Tram LUAS go/ó Lár Chathair Bhaile Átha Cliath agus Stáisiún Uí Chonghaile / LUAS Tram Link to/from Dublin City Centre and Connolly Station.
Spásanna teoranta do Rothair ar fáil, déan seiceáil ar www.irishrail.ie / Limited Bicycle accommodation, check www.irishrail.ie.
Ba chóir do phaisinéirí an aistrithe uair an chloig idir Heuston agus Stáisiún Uí Chonghaile a chur san áireamh agus seirbhísí LUAS nó bus á n-úsáid acu / Passengers should allow 1 hour transfer time between Heuston and Connolly Stations, when using LUAS or bus services.
Dúnfar geataí ardáin an stáisiúin 2 nóiméad sula n-imíonn an traein / Station platform gates will close 2 minutes prior to departure.

1. What does Dep. mean?
2. What does Arr. mean?
3. When is the first train from Dublin to Galway? What time does it arrive at the destination?
4. What time is the last train from Dublin to Galway? When does it arrive?
5. What does... mean on the schedule?
6. When does the 09:35 train stop in Athenry on a Saturday?
7. Does the 05:45 train from Dublin stop in Monasterevin?

Activity 6. Bus or train?

Imagine you are booking a ticket from Galway to Dublin on public transport. You are going to decide between the bus or the train.

Think about questions you need to ask about your trip. You can use the space below if you want to write down the information.

Think about:		
Departure times		
Ticket price		
Travel time		
Luggage		

Activity 7. Role play: a trip to Dublin

You are planning a trip to Dublin. You need information. You will need to decide if you are going to go by train or by bus, on what day you are going to travel and what time you are going to go. You will decide the type of ticket you will buy and the luggage you will take.

Partner A, turn to page 124. Partner B, turn to page 125.

The prices and times provided in these exercises are examples only and are subject to change.



Partner A

Role 1: You are the customer.

You want to take a train trip from Galway to Dublin. Ask the ticket agent for information.

Role 2: You are the ticket agent.

A customer wants to take a bus trip from Galway to Dublin. Give them information.

Ticket agent	Customer
City Link Bus Galway to Dublin Express **Timetable** Monday to Friday: Every hour 6 AM to 8 PM Saturday: 6:15, 8:15, 10:15, 12:15, 15:15, 17:15, 19:15 Sunday: 10:30, 12:00, 14:45, 17:15 **Travel time:** 2 hours 30 minutes **Price** Single: €13.00 Return: €23.00 **Baggage allowance** Two medium-sized suitcases or rucksacks (no more than 20 kg each) One small piece of carry-on luggage	**Irish Rail Train Galway to Dublin** **Timetable** Monday to Friday Saturday and Sunday Sunday: **Travel time:** **Price** Single: Return: **Baggage allowance**

* The prices and times provided in these exercises are examples only and are subject to change.

Partner B

Role 1: You are the ticket agent.

A customer wants to take a train trip from Galway to Dublin. Give them information

Role 2. You are the customer.

You want to take a bus trip from Galway to Dublin. Ask the ticket agent for information.

Ticket agent	Customer
Irish Rail Train Galway to Dublin **Timetable** Monday to Friday: 5:30, 6:25, 7:30, 9:30, 11:00, 13:05, 15:05, 17:20, 18:10, 19:20 Saturday: Trains start at 6:25 Sunday: 8:05, 8:30, 11:00, 13:00, 15:05, 17:00, 18:00 **Travel time:** 2 hours 20 minutes **Price** Single: €18.99 Return: €37.98 **Baggage allowance** No limits	**City Link Bus Galway to Dublin Express** **Timetable** Monday to Friday Saturday and Sunday Sunday: **Travel time:** **Price** Single Return **Baggage allowance**

* The prices and times provided in these exercises are examples only and are subject to change.

Try this at home

Find as many words as you can in the word search.

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

Find:

1. Bus
2. Train
3. Tram
4. Scooter
5. Van
6. Bike
7. Car
8. Ship
9. Taxi
10. Underground

Unit 6
Weekend plans—the Ring of Kerry

Conversation focus

Talking about future plans using going to + verb

D

The language box

We use "be going to + verb" to talk about future plans or intentions.

Structure: Subject + be (am/is/are) + going to + infinitive without "to".

Examples:

- I'm going to visit my friend.
- She's going to cook dinner.
- We're going to watch a film.
- They're going to play football.
- He's going to clean his house.

Questions: Be + subject + going to + infinitive without "to"?

- Are you going to travel this weekend?
- Is he going to call his sister?
- What are you going to do on Sunday?

Conversation ideas

Goal: Learners practise making and answering questions with 'going to'.

Resources: Future plans: Partner A on page 135 and Partner B on page 136.

1 *Future plans*

Method

Tell learners that they are going to learn about the phrase 'going to'. We use 'going to' to talk about what we will do later or in the future.

The tutor can give some simple examples, like 'After our class, I'm going to go home.'

Put learners into pairs. Ask Partner A to turn to page 135 and Partner B to turn to page 136.

Help the learners ask and answer questions with 'going to'. If this is too challenging for learners, you can ask the questions for Partner A and the learners can alternate asking and answering questions for Partner B.

- Have learners write the question.
- Guess their partner's answer.
- Interview their partner and check their guesses.
- Ask their partner one more question (who, what, where, when, how).
- Then have them report to the class.

2 *Storytelling with pictures*

Goal: To have learners listen to a story about a trip to the Ring of Kerry. To introduce learners to 'going to' for future verbs.

Resources: Activity 1 on page 131.

Method
Tell learners that your cousin is coming to visit you. You have plans to visit the Ring of Kerry. Ask them what they know about the Ring of Kerry. What can they do there? What can they see?

Show them the pictures in Activity 1 on page 131. Ask them, 'What do you see?' You're just looking for general answers here: view, castle, fish and chips, cottage, big stones etc.

Then tell learners about the plans for your trip. Incorporate some of these points:

Picture 1: Ladies View
Picture 2: Torc Waterfall
Picture 3: Skellig Michael
Picture 4: Uragh Stone Circle
Picture 5: Ross Castle
Picture 6: Portmagee
Picture 7: Cottage, Valentia Island
Picture 8: Derrynane Beach
Picture 9: Fish and chips

Telling your own story would be best. Use a lot of different actions with **going to** if you can. Here's an example:

My cousin and I are going to go to the Ring of Kerry on Saturday. We're **going to get up** early and spend two days there. On the first day we're **going to stop** at Ladies View to see the beautiful view. Then we're **going to take pictures** at Torc Waterfall and the Uragh Stone Circle. Later we're **going to have coffee** at Ross Castle, a beautiful old building that is over 400 years old. After that we're **going to drive** to our cottage on Valentia Island. We're **going to stay** there for one night. We're going to eat fish and chips at a small pub near there. On Sunday we're **going to visit** Skellig Michael. We're **going to watch** the birds and take pictures. Then we're **going to have** a picnic at Derrynane Beach. Around four o'clock we're **going to drive** back home.

Tutor tip

Before the lesson, take a few minutes to look up some basic facts about the Ring of Kerry. Not all learners may be familiar with the area, so having a few details about the landscape, towns, and popular sights (like Ladies View, Skellig Michael, or Ross Castle) will help you answer questions and support the conversation. Even showing a simple map or picture can make the topic more engaging and accessible.

3 *Going to + verb*

Goal: To show learners how to use going to + verb to discuss future plans.

Resources: You will need the language box on page 127, Activity 2 on page 132, Activity 3 on page 133.

Method
Have learners read through the language box on page 127 and ask if they have any questions. You might do a comprehension check. Ask the learners "What are you going to do tonight? What are you going to eat for lunch?" etc.

Have learners look at Activity 2 on page 132. Ask learners to guess what the person in each of the pictures is going to do.

Possible answers

He's going to buy something.
He's going to catch a fish.
She's going to go on a date.
He's going to climb a mountain.
He's going to go for a walk.



In pairs or alone, have them correct the sentences in Activity 3 on page 133.

Answers

I'm going to travel next summer.
She's going to graduate in four years.
Are you going to watch Netflix this weekend?
I'm going to meet my friends this afternoon.
What are you going to do tonight?
He's not going to study tonight.

4 *Improving English skills*

Goal: To have learners think about how they can improve their English outside of class.

Resources: Activity 4 on page 134.

Method
Explain to learners that improving their English takes regular practice outside of class. For most people, around 30 minutes of focused study and one hour of language exposure each day can lead to great progress.

Ask learners to create a simple plan for how they will practise. Then have them share and report their ideas with the class.

Use the tables from Activity 4 on page 134 to support the discussion.

Ideas to introduce during the session:

- Reading newspapers or shop signs.
- Looking for common written phrases and making a mental note (e.g. "Please wait to be seated," "Card payment only," "Items over €5").
- Listening to the radio.
- Listening to conversations around them (e.g. on the bus or in a café).

5 *What am I going to do?*

Method

In this 'going to' game, learners give clues about planned activities by saying what they are going to do beforehand. Give each pair of learners a set of cards, which they shuffle and place face down in a pile on the desk.

One learner begins by picking up the top card from the pile and telling their partner one thing they are going to do before they start doing the planned activity on the card, e.g. 'I'm going to read my textbook'. Their partner then tries to guess what they are going to do next, e.g. 'You are going to have an exam'.

Goal: To practise making sentences with 'going to'.

Resources: You will need Activity 6, below.

If their partner is wrong, then they are given another clue. The learner with the card can give up to three clues. If their partner guesses correctly, they keep the card. If not, the learner giving the clues keeps the card. The learners then swap roles and continue with another card. The learner with the most cards at the end of the game is the winner. This game can also be played in competing pairs or teams.

Photocopy this page and cut up the cards. Give one set of cards to each pair of learners.

Activity 6. What am I going to do?

You are going to have an exam.	You are going to go on a date.
You are going to bake a cake.	You are going to go for a run.
You are going to take the train.	You are going to send a text.
You are going to go on holiday.	You are going to go to bed.
You are going to go to the beach.	You are going to meet a friend.
You are going to clean your bedroom.	You are going to go to a wedding.
You are going to read a book.	You are going to have a job interview.
You are going to have a baby.	You are going to stay up all night.
You are going to study English.	You are going to buy a new jacket.
You are going to walk your dog.	You are going to play tennis.
You are going to go to Aldi.	You are going to watch Netflix.
You are going to climb a mountain.	You are going to brush your teeth.

Activity 1. Storytelling with pictures

Look at the pictures and listen to your tutor talk about weekend plans.



To talk about future plans or intentions we use **be + going to + verb**

I'm going to have dinner with my parents

I'm not going to cook tonight.

Are you going to buy that jacket?

With the verb **go**, we often use **be + going to + place/ activity** instead of repeating **go**.

I'm going to France.

She's going to Dublin.

We can use other verbs to talk about future plans or intentions too.

want + to + base verb

I want to finish my book.

would like to + verb

I'd like to visit my grandmother today.

Activity 2. Using 'going to' to talk about future plans













Activity 3. Using 'going to' to talk about the future. Find and correct the mistake.

I'm going travel next summer.

She going to graduate in four years.

Do you going to watch Netflix this weekend?

I going to meet my friends this afternoon.

What you going to do tonight?

He no going study tonight.

Activity 4. Improving my English

In your group, discuss how you are going to improve your English skills. If you like, you can write some of your ideas below.

Skill	Ideas
How to improve speaking skills	
How to improve listening skills	
How to improve writing skills	
How to improve reading skills	
How to improve vocabulary	
How to improve grammar	

Discuss some of your ideas for improving your English using **'going to'**.

	I'm going to
Speaking	
Listening	
Writing	
Reading	
Vocabulary	
Grammar	

Partner A. Future plans

Use the words below to ask your partner questions about their plans.
You can also ask your partner a question that is not on the list.

Are you going to	watch a movie at the weekend?	Yes/No
	clean your house on Sunday?	Yes/No
	go to a supermarket today?	Yes/No
	meet friends on Friday?	Yes/No
	buy a present for someone next month?	Yes/No
	spend some time in the park on Monday?	Yes/No
	get up late on Sunday?	Yes/No
	travel by train next week?	Yes/No

Partner B. Future plans

Use the words below to ask your partner questions about their plans. You can ask your partner a question that is not on the list. You can also try to guess your partner's answers and expand the discussion by asking more follow-up questions using 'who, what, where, when'.

Are you going to	study English tomorrow?	Yes/No
	send a text today?	Yes/No
	eat fish and chips tonight?	Yes/No
	go to Lidl on Saturday?	Yes/No
	have coffee with your friends on Sunday?	Yes/No
	spend some time at the zoo tomorrow?	Yes/No
	watch a movie tonight?	Yes/No
	go to Spain next year?	Yes/No

Example and ideas: What am I going to do this week?

Here are some things I'm going to do:

- I'm going to get up early on Monday.
- I'm going to go to work by bus.
- I'm going to cook dinner for my family.
- I'm going to meet a friend for coffee on Wednesday.
- I'm going to clean my house at the weekend.
- I'm going to do the shopping in Aldi.
- I'm going to go for a walk if it doesn't rain.
- I'm going to watch a film on Netflix.
- I'm going to call my sister in the evening.
- I'm going to go to the library to study English.
- I'm going to wash my car.
- I'm going to try a new recipe.
- I'm going to have a rest on Sunday afternoon.
- I'm going to read a new book before bed.
- I'm going to brush my teeth before I sleep every night.

Tutor tip

You can ask learners to make their own "future plans" list like this, then share it with a partner or small group. Encourage them to:

- Say each sentence out loud using "I'm going to…"
- Ask follow-up questions to each other
  (e.g. "What are you going to cook?" "Where are you going to go shopping?")
- Write 5–10 sentences about their own week
- Listen carefully to your partner and report one or two things back to the group

This activity builds confidence with using future forms and helps learners connect language to real life.



Try this at home

Read the story about Rebecca's trip along the Wild Atlantic Way. Answer and discuss the questions below.

Rebecca was born in Ireland and works and lives in England. Every year she comes to Ireland to visit family and friends. She loves to travel. This year she is going to travel along the Wild Atlantic Way. She is going to start in the south at Mizen Head and drive all the way north to Malin Head. On the way she's going to stop and do many fun things. She's going to take a boat to Skellig Michael to watch birds feeding off the shore. She's also going to do some surfing at Mullaghmore Head, the best place in Ireland for really big waves! She's also going to walk the Omey Island Walk near Clifden and visit the village of Doolin and explore the caves near there.

Rebecca loves cliffs and on this trip she is going to stop at the Cliffs of Moher and Slieve League, two of the many beautiful places along the Irish coast.

At Malin Head, the end of the Wild Atlantic Way, she plans to get up early, have a cup of coffee, and watch the sunrise.



Part 1: Comprehension questions

1. What is Rebecca going to do on her trip?
2. Where is she going to start her journey?
3. What is she going to do at Skellig Michael?
4. Why is she going to Mullaghmore Head?
5. What is she going to do in Clifden?
6. Which two cliff areas is she going to visit?
7. What is she going to do at Malin Head?

Part 2: Extra questions for discussion

8. Have you been to any of the places Rebecca is going to visit?
9. Which place on Rebecca's trip would you like to visit? Why?
10. What are you going to do for your next holiday or trip?
11. Do you prefer the sea, the countryside, or the mountains? Why?
12. What would you do if you had one week to travel in Ireland?



Tutor tip

Using the internet to explore further

Encourage learners to look up pictures or short videos of the places mentioned in Rebecca's trip (like the Cliffs of Moher or Malin Head). Seeing real images helps learners connect the language to the world around them. You could show one or two sites on a screen or projector in class, or suggest learners search at home using their phones or a library computer. This builds vocabulary and confidence in navigating English online.

Unit 7
Irish adventures

Conversation focus

Introducing learners to famous places and interesting activities in Ireland

Conversation ideas

1 *Talking about places to visit in Ireland*

Method
Ask learners to work in pairs or small groups to answer the following questions on page 142. Encourage them to share ideas from their own experience or what they've heard from friends. This helps activate background knowledge and introduces key vocabulary before the reading and game activities.

Goal: To help learners share personal experiences and ideas about places to visit and things to do in Ireland.

Resources: Activity 1 on page 142.

2 *Reading activity*

Method
Ask learners to read the short paragraphs on page 143 and match each one with the correct picture. This introduces them to well-known places and activities in Ireland.

Once they've matched all the paragraphs, have them work in pairs to discuss Activity 2b. Then bring the class back together to share their answers and ideas as a group.

Goal: To introduce learners to interesting places and activities in Ireland.

Resources: Activity 2a on page 142 and 2b on page 143.

Answers:
- U2 (D)
- Guinness Storehouse (E)
- Ballymaloe Cookery School (B)
- Cliffs of Moher & The Burren (F)
- Ancient Ireland Tour (C)
- Riverdance (A)

3 *Board game*

Method
Learners play the board game in the full group or in small groups. The first person to reach the finish line is the winner.

Goal: answering 'Do you like...?' and 'Would you like...?' questions.

Resources: You will need the board game on page 145 and dice.



4 *Language practice*

Goal: To explain how to form and use 'would like' and to explain its meaning.

Resources: You will need the language box and Activities 3a and 3b on page 144.

Method
Direct learners' attention to the language box on page 144. Ask them to read the example sentences and questions aloud. Highlight that "would like" is followed by to + verb (e.g. I'd like to visit the Cliffs of Moher).

Check if they can answer the questions in the language box:

- What does "would like" mean?
- What's the difference between

"Do you like..." and "Would you like..."?

You can give examples such as:

- **I like coffee. (something you enjoy in general)**
- **I'd like a coffee. (something you want now or in the future)**

Encourage learners to practise saying both forms aloud.

Tutor tip

This is a great time to highlight common contractions in spoken and written English. Many learners see these often but may not know what they stand for. Point out:

I'd = I would **You'd, she'd, we'd** = would

I'll = I will **You'll, they'll** = will

Encourage learners to practise saying both the full and contracted forms out loud. You can write both forms on the board for comparison. Noticing these forms will help learners understand real-life speech, signs, and everyday English more easily.

5 *Pair guessing*

Goal: To practise making 'Would you like to...?' questions and asking for follow-up information.

Resources: Activity 5 on page 146.

Method
Put learners in pairs. Learners complete the sentences in the first column by filling in the gaps. Each person asks their partner 'would you like to' questions, then ask one or two more questions to get more information.

Activity 1. Talking about places to visit in Ireland

Questions:

1. What famous places in Ireland have you visited?
2. What is a popular tourist place in your area?
3. Where would you bring a visitor from another country?
4. What is a fun activity to do in Ireland when the weather is good?
5. What Irish place or experience is still on your wish list?

Activity 2a. Explore popular places in Ireland

Read the paragraph below and the six short descriptions on page 143.
Each one describes a famous place or activity you can enjoy in Ireland – like music, nature, history, or food.

Look at the six pictures. Can you match each paragraph to the correct picture?
Take turns to call out the correct letter (A–F) for each image.

Looking for something fun to do in Ireland?
Ireland has so many great experiences to offer — from music and history to nature and food. There's something for everyone, whether you want to go to a concert, learn to cook, explore ancient sites or visit famous landmarks.

Here are six of the most popular places and activities. Can you match each paragraph with the right picture?













A	Do you like traditional music and dance? Would you like to see a world-famous show that everyone loves? Come see Riverdance live in Dublin. A great 2-hour theatrical show! Price: €50.00
B	Do you like cooking? Would you like to spend a day with a famous chef learning new recipes and techniques? Come and take a class with Darina Allen at the Ballymaloe Cookery School, the best cookery school in Ireland. The day includes a delicious meal! Price: €295.00
C	Big stones, old forts, ancient tombs. Would you like to see Ireland the way it was 5,000 years ago? Join the Ancient Ireland Tour. This three-day tour includes the Hill of Tara, the tombs of Carrowmore, Poulnabrone Dolmen, Drombeg Stone Circle, and Newgrange—the most magnificent jewels of Ancient Ireland. Includes bus, meal and accommodation. Price: €500.00
D	Do you like live music? Would you like to spend the evening at 3Arena listening to Ireland's most famous band? Come join U2's eXPERIENCE + iNNOCENCE Tour! Then, after the concert, come backstage and meet Bono! Price: €150.00
E	Are you a Guinness fan? Would you like to learn how it's made? Come explore the ingredients, culture and history of Ireland's favourite beer. Come take the Guinness tour in Dublin. It's one of Ireland's most popular experiences. Price: €25.00
F	Do you like being outside and exploring nature? Would you like to see some of Ireland's most beautiful natural wonders? Come explore the Cliffs of Moher and The Burren, one of Ireland's most popular tourist destinations. Price: €80.00

Activity 2b. Which Irish adventure...

- is the cheapest?
- is the most expensive?
- is the best value?

Which do you think is...
- the most interesting?
- the most exciting?
- the most useful?
- the most fun?
- the most boring?
- the most surprising?

Which one...
- would you most like to try? Why?
- would you recommend to a friend or visitor to Ireland? Why?
- do you think is most popular with tourists?
- do you think gives the best experience for the price?
- would you choose for a weekend trip? Why?

D

The language box

Structure: Would like to + verb
Used to talk about something you want now or in the future.

Examples:
- I'd like to go to a U2 concert.
- Would you like to visit the Cliffs of Moher?
- He wouldn't like to cook today.
- We'd like to try Irish food.

Compare:
- **I like to sing.** → General preference
- **I would like to sing with Bono.** → A polite way to say that you want something now or in the future.

'Would like to' can be shortened in spoken English and written English.

For example:
- I would like = I'd like
- You would like = you'd like
- He would like = he'd like
- She would like = she'd like

Activity 3a. Choose like or would like in each sentence.

Ask learners to read each sentence and choose the correct option: "like" or "would like."

Remind them that:
- "Like" = general preference (e.g. I like tea.)
- "Would like" = a wish or polite request (e.g. I'd like some tea.)

Do you . . . . . **like / Would you like** . . . . . opera?

I'm thirsty. I . . . . . **would like / like** . . . . . to drink that bottle of water.

Your pencil is broken. . . **Would you like / do you like** . . to use mine?

I . . . . . **like / would like** . . . . . to go to the Cliffs of Moher next Saturday.

We . . . . . **like / would like** . . . . . swimming more than hurling.

He . . . . . **likes / would like** . . . . . to take a cooking class with Darina Allen.

Activity 3b. What do you say?

Learners practise making questions using **"Do you like...?" or "Would you like...?"**

Read each prompt and have them form a suitable question. For example:
- *You want to know if your friend likes animals → "Do you like animals?"*
- *You want to invite your friend to a movie → "Would you like to see a film?"*

They can practise in pairs and ask each other the questions. Then invite a few learners to share their answers with the group.

Prompts:
- You want to know if your friend likes travelling.
- You want to know if your friend wants to visit the Cliffs of Moher.
- You want to invite your friend to see a movie.
- You want to know if your friend likes Indian food.

Activity 4. Like or would like?



Activity 5. I think my partner would like...

Complete the sentences with guesses about what your partner would like to do.
Then ask your partner a 'Would you like...?' question to find out if your guess was correct. Ask one more question.

For example:

Would you like to work in a shop?

No, I wouldn't.

Why not?

It's boring. I would like to work outside.

I think my partner would like	Correct?	Find out more
to try _____ food.		
to travel to _____.		
to work in a _____.		
to buy a _____.		
to find _____.		
to make _____.		
to see _____.		
to listen to _____.		

Try this at home

Would you like to watch the performance that made traditional Irish dancing famous around the world?

Watch it online: Go to YouTube and search "**Riverdance 1994**"
This short video shows the first-ever Riverdance performance at the Eurovision Song Contest — a moment that introduced Irish dancing to a global audience.



Tutor tip

This is a great opportunity to bring Irish culture into the classroom. If you feel comfortable, take a minute to share something you enjoy or know about Irish music, dance, or festivals. Even a personal memory or favourite place can help learners feel more connected and open to sharing too. You could ask:

- "Have you ever seen Irish dancing?"
- "Is there a traditional dance or performance in your country?"

Encouraging this kind of exchange helps build confidence and cultural understanding on both sides.

Unit 8

A trip to the capital

Conversation focus

Talking about their experiences in Ireland

Conversation ideas

1 *Reading about a trip to Dublin*

Goal: To introduce the topic of a visit to Dublin.

Resources: Activity 1 on page 151 and Activity 2 on page 152.

Method
Point to the image of a postcard at the bottom of page 151 and ask learners 'Do you know any of these places?'

Do you think that Dublin is an interesting place to visit? What kind of places are shown on the front of the postcard?

You can also point to the James Joyce stamp and ask learners if they know who he is and why he is on the stamp.

Tell learners they are going to read a postcard from Nour to her friend Olfa in Tunisia. Do learners remember postcards? Do people usually send postcards today?

Once learners have read the postcard on page 151, turn to Activity 2 on page 152 and answer the comprehension questions.

2 *Postcards*

Goal: To practise talking about past experiences in Ireland.

Resources: Activity 4a on page 152 and activity 4b on page 153.

Method
Put learners into pairs and ask them to talk about the experiences they've had since arriving in Ireland. Use Activity 4a on page 152 to help guide the discussion. Learners can complete the prompts together using the **present perfect** (e.g. *I've seen the Cliffs of Moher, I've tried soda bread*).

Next, ask each pair to choose their **three or four favourite experiences**. Using those ideas, they should write a short postcard (using a photocopy of page 153) to a friend or family member describing what they've done in Ireland.

Once finished, have the pairs exchange their postcards with another group. Ask each group to read the postcard they received and discuss which experiences they'd also like to try.

3 *Using the present perfect*

Method
Direct learners to the list of words on page 156 and ask them to read the examples aloud. Explain that the **present perfect** is used to talk about life experiences when we **don't say exactly when they happened** (e.g. *I've been to Italy*).

In contrast, the **past simple** is used when we refer to a **specific time** in the past (e.g. *I went to Italy last May*). Use the examples on page 156 to compare both forms clearly.

Goal: To show learners the rules of the present perfect and how to construct it.

Resources: Activity 3 on page 152 and the present perfect list on page 156.

Next, turn to page 152 and complete Activity 3 to practise using the present perfect.

Examples:

Present perfect: Life experience (unspecified time)
- I've been to Italy. (*sometime in my life*)
- I've eaten Irish soda bread. (*in my life*)
- I've changed a tyre just once in my life.
- I haven't been to Moscow. (*negative form*)
- I've never been to Portugal. (using "never" for emphasis)

Past simple: Specific time in the past
- I went to Italy last May. (*specific month*)
- I had a bowl of soup last night. (*specific day/time*)

Tutor tip

Explaining the present perfect
The present perfect tense can be tricky for learners, especially if their first language doesn't use it.
To help learners understand:
- Emphasise that **present perfect = life experience** (no time mentioned) *e.g. I've tried Irish stew.*
- And **past simple = finished action with time** *e.g. I tried Irish stew last night.*

You could also get learners to create two example sentences for their own life:

One with I have... **One with I went / I ate / I saw...**

4 *Have you ever...?*

Method
Put learners into pairs and give them a photocopy of the survey sheet from Activity 5 on page 154. Ask them to read the questions and guess their partner's answers first — writing *yes* or *no* in pencil.

Goal: To practise forming and asking questions with present perfect tense and past simple tense.

Resources: Activity 5 on page 154.

Then, learners take turns asking each question using the present perfect (e.g. Have you ever... driven a car?). After their partner answers, they check if their guess was correct. If the answer is yes, ask learners to follow up using a *Wh-* question (where? when? why? who?) to get more detail and keep the conversation going.

Tutor tip

Learners can choose what to share
Some "*have you ever...?*" questions may feel personal. Learners can skip a question, answer generally, or use an imaginary example if they prefer. The aim is to practise English, not to share private information.

5 *Fact or fiction*

Goal: A fun game to practise the present perfect and past simple tense.

Resources: No resources needed.

Method
Put learners in small groups or pairs. Ask each person to prepare one sentence using "Have you ever...?" that may or may not be true.

For example:

- Have you ever climbed a mountain?
- Have you ever met someone famous?

Each learner answers "Yes, I have"—even if it's not true. The rest of the group then asks follow-up questions using the past simple to try to find out if the person is telling the truth or making it up.

They can ask:

- **Where did you do it?**
- **When was it?**
- **Who were you with?**
- **What happened?**

After 2–3 questions, the group guesses: Fact or Fiction?

This activity helps practise both present perfect and past simple, while building speaking confidence and creativity.

Tutor tip

Don't worry too much about perfect grammar during this game — the goal is to build confidence and have fun using English. If small mistakes don't affect understanding, it's okay to let them go. But if something a learner says makes it hard to follow their story, take a moment to pause and practise that part together. A quick correction or example can help everyone learn from it.

6 *Irish slang*

Goal: To teach learners popular Irish slang.

Resources: The list of words and phrases below.

Method
Introduce learners to popular slang and everyday expressions they might hear around Ireland — not just in Dublin. You can choose a few phrases to teach or go through the full list.

Read the list of slang expressions listed below aloud. Ask learners if they've heard any of them before. In pairs or small groups, have learners guess the meaning and discuss when you might use them. Share the real meanings with the group and give example sentences or act them out. Invite learners to share funny or interesting slang from their own countries too!

Story? – What's going on? / How are you? **Not a bother – No problem at all** **Happy out – Very content**

I will, yeah – I absolutely will not! **Grand – Fine / OK** **Deadly! – Brilliant or great** **Yoke – Thing/object**

Eejit – Fool or silly person **Acting the maggot – Messing around / misbehaving** **Cat – Awful or terrible**

C'mere'til I tell ya – Listen to this! **Giving out – Complaining or scolding**

Activity 1. Postcards

Dear Olfa

Hello from Dublin! This is the most wonderful city I have ever been to! I'm having the best time of my life! So far, I've visited the Guinness Storehouse, taken a photo with the Spire of Dublin, and had a picnic in Phoenix Park. It's fantastic! I've tried a lot of local dishes—my favourite is Dublin coddle. It's like a stew and it's perfect for a cold winter day. I haven't visited any museums yet or the Trinity College Library. Maybe soon. I've heard good things about the Dublin Flea Market. I might find a few good deals there. I'm taking a tour to the Wicklow Mountains tomorrow. I can't wait. I've seen pictures and it's just so beautiful. Anyway, I have to go.

Talk to you soon,
Love, Nour



Ms. Olfa Net

n°316 Rue de Florence
Sousse 4015,
Tunisia



Activity 2. Question time

1. Is Nour enjoying Dublin?
2. Which places has she visited?
3. Where is she going tomorrow?
4. Where is she going to go shopping? Can you buy new or used things there?

Activity 3. Let's practise

Complete the sentences using either the present perfect or the past simple.
Use the list of words on page 156 if you need help.

Present perfect (use: have/has + past participle):	**Past simple** (use: verb + ed / irregular form with specific time):
I **(have/has) (be)** ____ to Italy.	I **(go)** _____ to Dublin last year.
I **(have/has) (eat)** _____ Chinese food.	I **(go)** _____ to his birthday party last month.
I **(have/has) (see)** _____ the Hill of Tara.	I **(go)** ____ to a pub on St Patrick's Day.
I **(have/has) (live)** _____ in Galway.	I **(watch)** _____ TV last night.
I **(have/has) (meet)** _____ his wife.	I **(buy)** _____ this shirt this morning.

Activity 4a. With your partner, talk about the experiences you have had since coming to Ireland.

You've met..._____

You've seen... _____

You've eaten... _____

You've been to... _____

You've tried... _____

Activity 4b. With your partner, write a postcard to a friend about your time in Ireland.



Activity 5. Have you ever...?

Read the list of questions with your partner. First, **guess** your partner's answers (yes or no). Then, **ask your partner** each question using: "**Have you ever...?**"

If your partner answers yes, ask a follow-up question using:

Where? When? Why? Who with?

Example:

Have you ever cooked dinner for your family? Yes, I have. What did you cook?

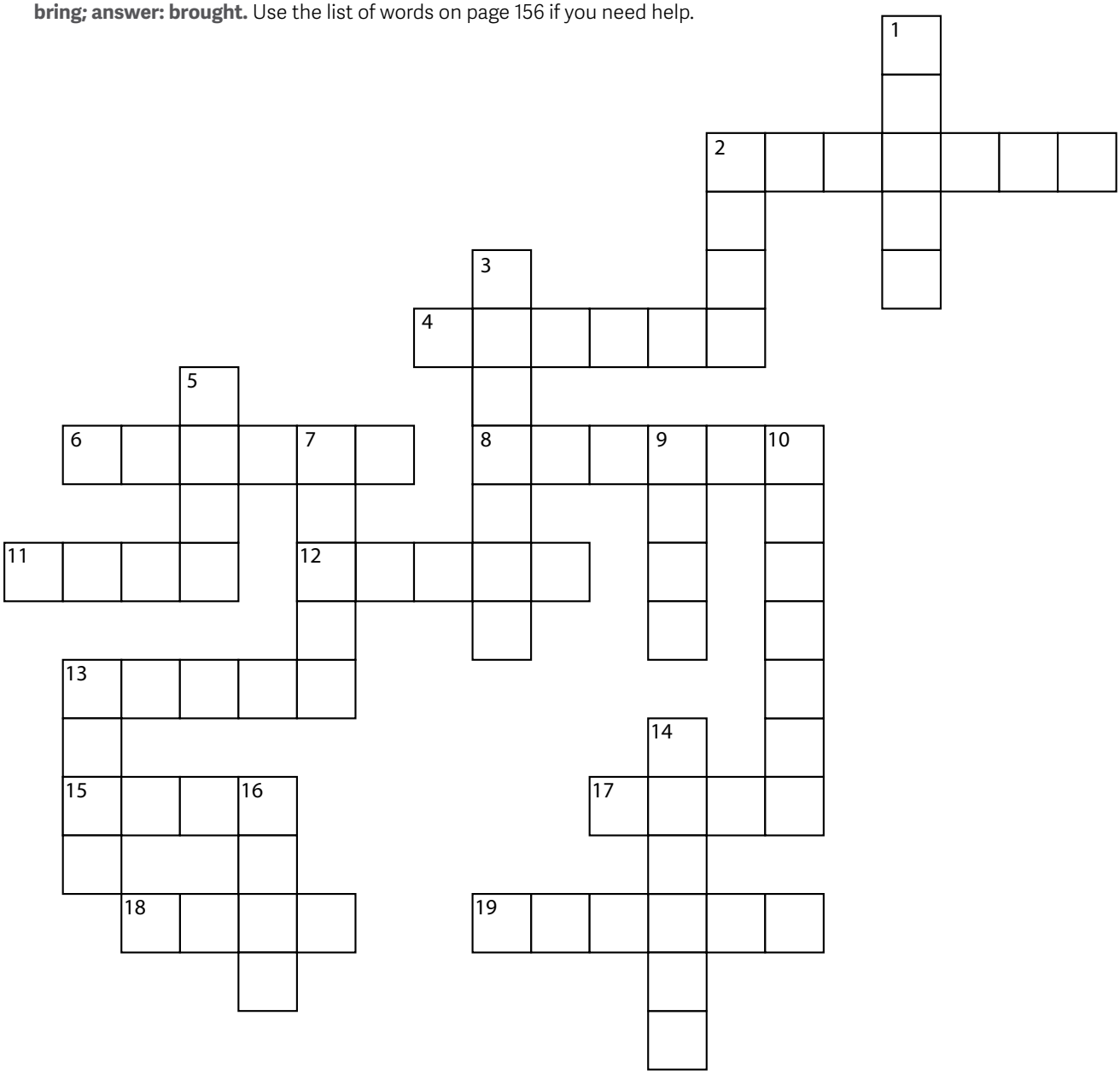
Write notes in the last column to help you remember their answers.

Name _____

Have you ever_____?	Yes/No	More information
climbed a mountain?		
cooked dinner for your family?		
seen a shooting star?		
painted a picture?		
read a book in English?		
lost your keys?		
driven a car?		
baked a cake?		
caught a fish?		
fallen out of bed?		

Try this at home

Complete the crossword using the past participle form. **For example: clue: bring; answer: brought.** Use the list of words on page 156 if you need help.



Across

2. bring
11. say
12. take
4. freeze
13. know
15. pay
6. break
17. lose
18. sing
8. teach
19. catch

Down

1. drink
2. be
14. buy
3. write
5. tell
16. do
7. eat
9. go
10. think
13. keep

Present perfect forms

Many verbs have irregular forms in the present perfect. Below are some common examples.

- I like to write letters.
- I have written letters to all of my friends.

Infinitive	Past participle	Infinitive	Past participle
to be	been	to hit	hit
to become	become	to hold	held
to begin	begun	to hurt	hurt
to bite	bitten	to keep	kept
to blow	blown	to know	known
to break	broken	to leave	left
to bring	brought	to lose	lost
to build	built	to make	made
to buy	bought	to meet	met
to catch	caught	to pay	paid
to choose	chosen	to put	put
to come	come	to read	read
to cost	cost	to ride	ridden
to cut	cut	to run	run
to do	done	to say	said
to draw	drawn	to see	seen
to drink	drunk	to sell	sold
to drive	driven	to sing	sung
to eat	eaten	to sit	sat
to fall	fallen	to spend	spent
to feed	fed	to stand	stood
to feel	felt	to steal	stolen
to find	found	to swim	swum
to fly	flown	to take	taken
to forget	forgotten	to teach	taught
to freeze	frozen	to tell	told
to get	got	to think	thought
to give	given	to throw	thrown
to go	gone	to understand	understood
to grow	grown	to wear	worn
to have	had	to win	won
to hear	heard	to write	written

Unit 9
A bad day…

Conversation Focus

Talking about events that happened in the past

Conversation ideas

1 *Julie's bad day*

Goal: To introduce the past simple tense in the context of a bad day.

Resources: Activity 1 on page 161.

Method:
Turn to page 161 and show your group the picture of Julie. Tell learners that they're going to read a story about someone's bad day. Ask the group:

- **"How do you think Julie feels?"**

Learners will read the story and fill in the blanks verbally using the past simple tense. Use the hint words in the box at the bottom of page 161. Some words are used more than once.

You can do the first one as a group:

- **"Yesterday (be) ___ a bad day." → *"was"***

Learners can then work individually or in pairs to complete the rest of the text using the correct past tense forms.

Go through the answers as a class. Ask questions like:

- **"What time did she go to bed?"**
- **"Why couldn't she get into the office?"**
- **"Was it really a work day?"**

Ask learners if they've ever had a bad day like Julie. This opens up a short discussion using **past simple** to share personal experiences.

Tutor tip

Explaining the Past Simple
When teaching the past simple, keep it practical and focused on real-life use. You can explain that we use the past simple to talk about **finished actions** or things that happened at a **specific time in the past** — even if we don't say the time exactly.

Use examples from everyday life:

- *I watched a film last night.*
- *She went to Cork last weekend.*

Encourage learners to use **time phrases** (like yesterday, last year, in 2020) to help anchor the tense.

Don't worry if learners make mistakes with irregular verbs at first — focus on helping them **communicate clearly.** You can build confidence by using familiar verbs and encouraging short, natural responses like:

- *Did you go out last night?*
- *Yes, I did. / No, I stayed home.*

2 *The language box*

Goal: To introduce the structures of the past simple tense.

Resources: The language box on page 162, and Activities 2, 3a and 3b on pages 163 and 164.

Method
Show learners the table on page 162. Use it to explain how the past simple is formed in positive, negative, and question sentences. Point out that:

- Regular verbs add –**ed** (e.g. work → worked)
- In negative sentences and questions, the verb does **not** change (e.g. didn't work, Did you work?)

Once learners are comfortable, turn to Activity 2 on page 163. Have learners read each sentence and change it to the **past simple**. Start with one example together (I text my friends → I texted my friends yesterday.)

Then, have learners continue on their own or in pairs. Next, ask them to **make questions** from the same sentences and practise asking and answering with a partner. E.g. Did you watch Netflix last night?

Continue with Activity 3a on page 163 and Activity 3b on page 164 to encourage practice.

3 *What do you remember?*

Goal: To have learners recount Julie's story.

Resources: Activity 4 on page 164.

Method
In groups, learners check to see how much they remember of Julie's story. Learners can take turns telling each other a sentence from the story.

Model it

Learner 1: She went to bed late.
Learner 2: The alarm didn't ring.
Learner 3: She got up late.

4 *A normal day*

Goal: To have learners order a written text and practise the past simple.

Resources: Activity 5 on page 165.

Method
Photocopy page 165 and have learners work in pairs or small groups to read the sentences and decide on a logical order for a typical day. Encourage discussion around why they chose that order. This activity reinforces sequencing and use of the past simple tense.

Ask learners:

- What time do you think the day started?
- What comes before or after lunch?
- When did the person finish work?

Once each group has finalised their version, invite them to read it aloud or present it to the class. Highlight different routines and how they might vary between learners. Remind them that there is no single 'correct' solution—focus on the logical flow and correct use of the past simple.

You can also ask follow-up questions:

- What did you do yesterday?
- What time did you go to bed last night?

This is a good opportunity to compare routines and practise fluency.

5 *Class survey*

Goal: To practise making questions using the past simple.

Resources: Activity 6 on page 166.

Method

Introduce the idea of a survey

Explain to learners that a survey is a way to find out information about a group of people by asking everyone the same question. For example:

- **"Did you eat chocolate yesterday?"**

Then collect the answers and count how many people said yes and how many said no.
You can record this on the board using ticks (✔) and crosses (✖).

Before you start Activity 6 on page 166, do a class example by asking one or two simple past questions and record the results together:

✔ = Yes, I did. ✖ = No, I didn't.

Then create a sentence from the answers: "Three learners ate chocolate yesterday. Two learners didn't."

Now turn to page 166, and **introduce the worksheet** (Activity 6). Explain that each sentence on the page is a "true or false" survey statement about the class. **Example: "Everybody in the class watched TV last night."**

Ask learners: **Is this sentence true or false for our group?**

Do the survey

There are a few options depending on your group:

- In pairs, learners ask each other the questions.
- Or walk around the room and ask different classmates.
- Or go through the questions as a full class, with learners raising their hands or responding aloud.

After each question, agree as a group if the sentence is true or false. Model short answers as needed:

- "Did you watch TV last night?"
- "Yes, I did." / "No, I didn't."

Review and reflect

Ask:

- Which sentences were true?
- Which were false?
- Which ones surprised you?

You can extend this by asking learners to write their own true/false class survey statements or to ask the same questions about their family or friends.

Tutor tip

Surveys are a great way to build confidence with question forms and short answers in a real-world context. Encourage learners not to worry about mistakes — the focus here is on communication. Model a few examples clearly and repeat key phrases like "Did you...?" and "Yes, I did / No, I didn't." Learners will pick up the structure through use and repetition. Try to keep the pace fun and light to keep everyone engaged.



6 *Story challenge*

Goal: To practise using past tense verbs.

Resources: You will need a small whiteboard or a large piece of paper and a pen or pencil.

Method
This is a fun speaking game to help learners practise the past simple tense. It works well as a review activity.

Step 1
Draw three stick figures for each team on the board/paper — these are the team's lives.

Step 2
Divide the class into teams. Draw a column on the board for each team.

Step 3
As a group, brainstorm past tense verbs (use page 167 to help you) and write them on the board for support.

Step 4
Explain the rules. Teams take turns creating a short story, one sentence at a time, using the past simple tense. Use order words to help the flow:

- Team 1 starts with **"First..."**
- Team 2 continues with **"Next..."**
- Team 3 says **"Then..."**
- Return to Team 1 for **"After that..."**, and so on.

Each sentence should be in the past tense and continue the story.

Step 5
If a team makes a grammar mistake or gets stuck, they lose a life (erase one of their stick figures). The last team with a life left wins.

7 *Last weekend*

Goal: To practise writing about past actions or routines.

Resources: You will need the revision table on page 167.

Method
In pairs, learners create a conversation about what they did last weekend, using the table on page 167 as a guide.

Tutor tip

Keep the atmosphere light and playful during these activities — especially the *Story challenge*. Laughing at funny or unexpected story twists helps learners relax and take risks with the language. If a team struggles, give quick prompts or gesture towards the past tense verbs on the board rather than correcting immediately. For *Last weekend*, model a short conversation with another learner or co-tutor first so learners hear natural intonation and follow-up questions. Encourage them to ask each other extra questions ("What happened next?" or "Who were you with?") to keep the conversation flowing.

Activity 1. Julie's bad day



Fill in the blanks with the correct word from the box. Use some words more than once.

Yesterday (be) _____ a bad day. I (go) _____ to bed at 1 am the night before. I (be) _____ very tired. My alarm clock didn't ring. I (wake up) _____ late. There (be) _____ no hot water. I (take) _____ a cold shower. I (get dressed) _____ quickly. I (wait) _____ ten minutes but the bus didn't come. I (take) _____ my bicycle and (ride) _____ to work.

The door was locked. I (knock) _____ on the door. No answer.

I (go) _____ to a coffee shop and (buy) _____ a coffee and a scone. I (eat) _____ and (drink) _____ quickly. I (run) _____ back to the office. I (knock) _____.

No answer. I (knock) _____ louder and louder. No answer.

"Excuse me" (say) _____ a voice. "Can I help you?"

It (be) _____ a Garda.

"I have to get inside," I said. "I'm late for work."

"Are you sure?" he (ask) _____.

"Yes," I (answer) _____. "Why?"

"It's Sunday."

was took ate answered	knocked asked woke up rode	waited drank got dressed ran	went said bought

The language box

I You He She It We They		worked		yesterday		
I You He She It We They		didn't work		yesterday		
Did	I you he she it we they	work	yesterday?	Yes, No,	I you he she it we they	did. didn't.

Activity 2. Make these sentences simple past

1. I text my friends. *I texted my friends yesterday*
2. I watch Netflix.
3. Do you listen to the radio?
4. We study English.
5. He doesn't work.
6. The film finishes at 9 pm
7. I don't like the food.
8. Does he smoke?
9. They play football.

Now make questions from sentences 1-9 and ask your friends about what they did last weekend.
Example: Did you watch Netflix last weekend?

Activity 3a. Some simple past words are irregular

Explain that some verbs don't follow the regular **–ed** pattern. Ask learners to call out/fill in the **past simple** form of the verbs in the middle column. Then review the negative form (already provided).

Infinitive	Past +	Past -
go	_____	didn't go
have	_____	didn't have
get	_____	didn't get
buy	_____	didn't buy
leave	_____	didn't leave
drive	_____	didn't drive
meet	_____	didn't meet
see	_____	didn't see
wear	_____	didn't wear
do	_____	didn't do
take	_____	didn't take
eat	_____	didn't eat
send	_____	didn't send
read	_____	didn't read
drink	_____	didn't drink

Activity 3b. Time expressions

Ask learners to match the past time expressions to the sentence (*I bought this jacket…*) and **number them from 1 to 7** in logical time order (e.g. *a year ago* = 1, *ten minutes ago* = 7).

Review the order together, then ask: "What did you do last night?" or "What did you do last week?" to get them using the phrases in speech.

I bought this jacket	yesterday morning. ten minutes ago. last September. a year ago. last night. four days ago. last week.

Activity 4. Try to remember as much as you can

What happened to Julie? Can you remember everything in order?



Activity 5. A normal day: Put the sentences in the correct order

I ate dinner at 7 pm.	
I started work at 9 am.	
I went to bed at 11 pm.	
I woke up at 5.30 am.	1
I met a friend for coffee.	
I got up and went to the bathroom.	
I finished work at 2 pm.	
I had breakfast in the kitchen. I had a scone and a cup of tea.	
I had a shower.	
I made lunch for tomorrow.	
I got dressed.	
I took the bus to work.	
I got my lunch from the fridge.	
I ate lunch with a friend.	
I went back to work.	
I watched TV for an hour.	

Answer the questions:

What time did I wake up?
What did I do after I got up?
Where did I have breakfast?
How did I go to work?
What did I do after work?



Activity 6. True or false survey

	True or False
Everybody in the class ate some chicken yesterday.	
Everybody in the class sent some text messages yesterday.	
Everybody in the class went for a walk last week.	
Everybody in the class read a book last week.	
Everybody in the class drank coffee this morning.	
Everybody in the class had dinner at home yesterday.	
Everybody in the class phoned someone yesterday.	
Everybody in the class checked Facebook yesterday.	
Everybody in the class posted on Instagram yesterday.	
Everybody in the class watched TV last night.	
Everybody in the class studied English yesterday.	
Everybody in the class took the bus this morning.	

Revision table: Irregular past simple verbs

Infinitive	Past affirmative	Past negative
to go	went	didn't go
to have	had	didn't have
to get	got	didn't get
to buy	bought	didn't buy
to leave	left	didn't leave
to drive	drove	didn't drive
to meet	met	didn't meet
to see	saw	didn't see
to wear	wore	didn't wear
to do	did	didn't do
to take	took	didn't take
to eat	ate	didn't eat
to send	sent	didn't send
to read	read	didn't read
to drink	drank	didn't drink
to make	made	didn't make
to say	said	didn't say
to tell	told	didn't tell
to think	thought	didn't think
to find	found	didn't find
to give	gave	didn't give
to write	wrote	didn't write
to begin	began	didn't begin
to feel	felt	didn't feel
to keep	kept	didn't keep
to speak	spoke	didn't speak
to choose	chose	didn't choose
to break	broke	didn't break
to bring	brought	didn't bring

Unit 10
Predictions

Conversation focus

Talking about the future

Tutor tip

Cultural sensitivity around fortune telling
Fortune telling can have very different meanings depending on learners' cultural backgrounds. For some, it may be seen as fun or symbolic; for others, it may be viewed with suspicion or linked to religious beliefs. Before beginning the activity, check in with the group to ensure they're comfortable discussing the topic.

Emphasise that the focus is on practising language about the future, not on beliefs. Keep the tone light and optional, and allow learners to opt out or choose a different topic if preferred.





Conversation ideas

1 *Fortune tellers*

Method
Show learners the picture above. Ask them if they know what the person's job is. If no one knows, say fortune teller. What does a fortune teller do? Hopefully someone will say "Tell you about your future."

Invite learners to work with a partner to answer the questions in Activity 1 on page 171. Discuss as a group.

Goal: To talk about what learners know about fortune tellers.

Resources: Activity 1 on page 171.

2 *Optimists and pessimists*

Method
Ask the learners: What's an optimist? What's a pessimist? An optimist thinks the future is full of good things; a pessimist thinks the future is full of bad things. Ask learners to look at the table in Activity 2a on page 171 and guess what a pessimist would say.

Use the language box on page 172 to introduce the idea of using 'will' to make predictions.

Then look at Activity 2b at the bottom of page 173. Go through the table with the learners, then invite them to make simple predictions about the future. Remember that the most important thing here is that the learners share their ideas: don't worry too much about inaccuracies.

Goal: To have learners talk about optimists and pessimists. To introduce will for predictions.

Resources: Activity 2a on page 171, the language box on page 172, and Activity 2b on page 173.

3 *Life in 2050*

Method
Ask learners to read the statements in Activity 4 on page 174 and write whether they agree or disagree. Ask them to write two more predictions. Have them compare with their partners and discuss why they agree or disagree with each statement.

In the full group, ask which statements partners disagreed on. Ask for some of the learners' own predictions and discuss the more interesting ones.

Goal: To have a discussion about predictions.

Resources: Activity 4 on page 174.

4 *Horoscopes*

Method
Start by asking learners:
What is a horoscope? A horoscope is a short prediction about your future, usually based on your zodiac sign (for example: Aries, Taurus, Gemini). These predictions often include topics like love, health, money, or travel.

Ask:
- Do people read horoscopes in your country?
- Do you know your star sign?
- Do you believe in horoscopes?

Goal: To practise making predictions.

Resources: Activity 5 on page 175.

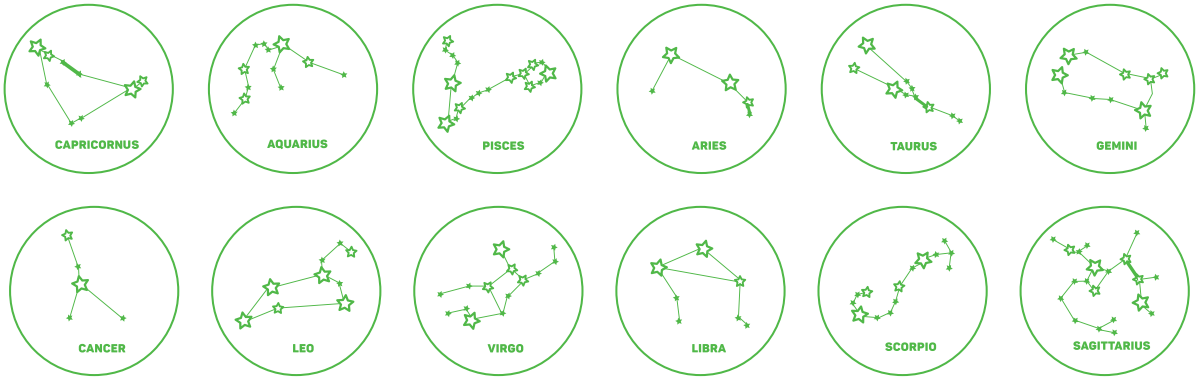
Before turning to page 175, as a group, brainstorm ideas for horoscope predictions. Include a mix of **positive** and **negative** sentences using will and won't. For example:
- "You will meet someone new this week."
- "You won't get much sleep on Thursday."

Next, divide the group into smaller teams. Assign each team one or two star signs (or let them choose). Each team writes two short sentences (one positive, one negative) for their sign using the topics discussed.

One person from each team reads out the horoscope. Encourage a fun delivery. Ask learners to guess which sign the horoscope is for, or have the rest of the group listen and decide if it sounds like them.

Learners can also read out the horoscope written for their own sign. See how true or funny they think the prediction is.

Next week, ask learners if any of the predictions came true!



Activity 1. Talk with your partner

Work in pairs or small groups to talk about the questions below. This activity is about sharing what you know or have heard about fortune tellers and predictions. There are no right or wrong answers — just share your ideas. If you're not sure of a word, ask your tutor for help or look it up together.

Take turns asking and answering each question. Try to give full sentences if you can. Tutors can help model this if needed.

Questions:

1. Are fortune tellers popular in your country?
2. What tools do they use to tell the future?
3. Do they use cards or crystal balls?
4. Do they read your palm?
5. Have you ever visited a fortune teller? What happened?
6. Do you believe some people can see the future? Why or why not?
7. Are there any special days or festivals in your country when people tell fortunes?
8. What do people in your culture think about fortune telling?

Activity 2a. Optimists and pessimists

What's an optimist? What's a pessimist? Which one are you?

The Optimist	The Pessimist
I'm catching the 5.30 PM bus.	
I'm taking my English test this afternoon.	
We're meeting Gerry and Niall at 8 pm.	
My sister has a new boyfriend.	
We're going to climb Diamond Hill.	
I'm buying a EuroMillions ticket.	
I'm going to Italy next year.	

The language box

I You He She It We They	will 'll will not won't	love phone see	New York. her. his family.
Will	I you he she it we they	be	late? early? happy?

Yes,	I you he she it we they	will	No,	I you he she it we they	won't.

We often use 'I think/I do not think + will' to make predictions about the future.

Look at the table below at some positive and negative predictions. Match the optimist's plans with the pessimist's predictions.

Optimistic plans	
I think + will	I don't think + will
I think it will be a nice day tomorrow. I think my cousin will pass her exam next week. I think Ireland will win the World Cup in 2042.	I don't think she will get the train. I don't think they will go on holiday next year. I don't think I'll have time to go to the cinema on Friday night.

Pessimistic predictions		
It won't last. We'll be in lockdown. You'll miss it.	It'll rain. They'll be late. You won't win.	You won't pass.

Look at the pessimist's sentences.

Are the sentences about the past, present, or future?

In pairs, read the optimist + pessimist conversation out loud.

Activity 2b. Work as a group

Try to make some simple predictions about the future for you and your classmates.
Use the language box on page 172, or ask your tutor, if you need help.



Activity 4. Life in 2050

What will life be like in 2050?

	Agree or disagree	Why?
Everyone will be richer.		
Robots will do housework.		
All children will study at home.		
Most people will work from home.		
Ireland will be hot and sunny.		
People will eat food pills.		
People will live underwater.		
Cars will fly.		

Activity 5. Horoscopes

What do horoscopes make predictions about? With your partner, talk about some common horoscope topics.

Write two predictions for your assigned sign(s).

Aquarius January 20 - February 18	
Pisces February 19 - March 20	
Aries March 21 - April 19	
Taurus April 20 - May 20	
Gemini May 21 - June 20	
Cancer June 21 - July 22	
Leo July 23 - August 22	
Virgo August 23 - September 22	
Libra September 23 - October 22	
Scorpio October 23 - November 21	
Sagittarius November 22 - December 21	
Capricorn December 22 - January 19	

Now share with another group. Find out their birthdays, and tell them their horoscope. Tell them your birthday, and find out your horoscope.

Next class, find out if the predictions came true!

Try this at home

These are jumbled-up sentences. Each one contains a prediction using the future tense (will / won't) and often includes words like probably, someday, or when. Your task is to **rearrange the words in each line to make a correct sentence.**

this year | probably | won't | in Galway | I | go to the Arts Festival

✓ I probably won't go to the Arts Festival in Galway this year.

this year | probably | won't | in Galway | I | go to the Arts Festival

_____

I'll | next | week | buy a new car | probably

_____

hope | I | I | have a boring job | won't

_____

problems | have | any | won't | You

_____

famous | He'll | someday | be

_____

will | She | lots | pets | have | of

_____

live | older | house | I'll | in | a | big | when | I'm

_____

Hint:

- Most examples start with the subject (I, you, she etc.)
- Use will or won't after the subject to show it's a future sentence
- Time phrases like "this year" or "next week" usually go at the beginning or the end
- Probably usually comes after will/won't: I'll probably go...
- Make sure the sentence sounds natural when you say it aloud

Unit 11
I'll be back

Conversation focus

Using will + verb for making promises and quick decisions

Conversation ideas

Goal: To introduce learners to using 'I will + verb'.

Resources: Activity 1 on page 180 and Activity 2 on page 181.

1 *Promises, promises....*

Method
Ask your learners: 'What is a promise?' Give a simple explanation, "a promise is when you tell someone you will do something in the future."

For example:
- I'll call you later
- I won't forget

Ask learners: ■ Do you often make promises? ■ Do people always keep their promises?

Next, tell learners: Today, we're learning how to use **'will' + infinitive without "to"** to make promises.

Show examples like: *I will call you.* → **Short form:** *I'll call you.* *I will not tell anyone.* → **Short form:** *I won't tell anyone.*

Turn to Activity 1 on page 180. Give learners time to read the seven promise statements.
Ask: ■ Have you heard any of these before? ■ Who might say each one? (E.g. "I'll pay you back tomorrow" – a friend?)
■ Do you believe the promise? Why or why not?

Complete Activity 1 as a group or individually, before moving on to the pair exercise in Activity 2 on page 181.

Explaining "will" + verb
When introducing will for future promises or decisions, keep it simple and use real-life examples. Say:
"We use *will* to talk about the future — to say we will do something."

Explain that *will + infinitive without "to"* is one of the easiest ways to talk about the future in English:
I will call you later. (promise) / I'll help you carry that bag. (quick decision) / I won't forget. (negative promise)

Highlight contractions: **I will = I'll** / **I will not = I won't**

Encourage learners to practise making their own promise sentences using will. Keep it fun by getting them to role-play common situations (e.g. borrowing money, missing a call, making plans).

Tutor tip

2 *Using the English word 'will'*

Goal: To practise offers, decisions and promises using 'will/won't'.

Resources: You will need the language box and Activity 3 on page 182, and Activity 4a and 4b on page 183.

Method
Start by reviewing the language box on page 182 with the class. Highlight how "**will" + verb** is used to make promises, offers, and quick decisions. Use the examples to explain the difference (e.g. "I'll help" = offer, "I'll pay" = promise, "I'll have" = decision). Practise pronunciation of "**I'll**" as a contraction of "I will."

Next, look at the pictures in Activity 3 on page 182 and ask learners: What do you think is happening? What might the people be saying? Elicit full sentences using "I'll" to describe what the people are saying or doing.

Then, move to Activity 4a on page 183. Learners choose the correct verb from the box to complete the sentences, then match each sentence with one of the pictures from Activity 3.

Finally, complete **Activity 4b** as a group or in pairs. Ask learners to look at the six completed sentences from 4a and decide:

- Is the speaker making a **promise**, **decision**, or **offer**?

Tutor tip

Use gestures or simple role play to help learners understand the difference between a decision, a promise, and an offer. For example, mime choosing a meal for a decision, putting a hand on your heart for a promise, or raising your hand to volunteer for an offer. Reinforce learning by asking learners to act out their own examples using "I'll..." in everyday situations.

3 *Offers, decisions, and promises*

Goal: To have learners practise responding to statements with promises, decisions and offers using sentences with 'will'.

Resources: You will need to photocopy Activity 5 on pages 184 and 185

Method
Tell learners they are going to do a '*tell and respond*' activity. There are two sheets: one for Partner A and one for Partner B. First (using page 184) Partner A will make a statement from the left column and Partner B chooses a response from the right column. The pair can then swap roles and use the Partner B sheet on page 185.

4 *'Going to' vs 'going back to'*

Goal: To explain the difference between 'going to' and 'going back to'.

Resources: Activity 6 on page 186.

Method
Have learners complete Activity 6 on page 186 in pairs.

Tutor tip

Explaining 'going to' vs 'going back to'
These phrases can be confusing for learners, so it helps to use simple, relatable examples. Explain that "**go to**" is used when we visit a place for the first time or are simply going there — *"I'm going to the shop."* "**Go back to**" is used when we return to a place we've already been — *"I'm going back to work after lunch."*

Draw a quick timeline or use your hands to show the idea of returning. Ask learners questions like:

- "Where are you going today?" (use 'go to')
- "Where did you go yesterday? Will you go back there?" (use 'go back to')

Encourage learners to personalise examples: *"I go to English class on Wednesdays. I go back to the supermarket if I forget something."*

5 *Resolutions*

Goal: To have learners discuss resolutions.

Resources: Activities 7a and 7b on pages 187 and 188.

Method
Ask learners: What is a New Year's resolution? Explain that a resolution is a promise you make to yourself to do something better or differently in the future—often at the start of the year.

Tell learners that these promises often begin with "I will..." or "I won't...". Go through a few examples together:

- I will go to the gym.
- I won't eat sweets.

Next, ask learners to look at the pictures on page 187. As a group, identify what each picture shows. Use simple vocabulary if needed (e.g. water, vegetables, smoking, alcohol). Learners then say/write a full sentence about each image using "will" or "won't" (e.g. I'll drink more water. I won't smoke.)

Suggested answers:

1. I'll drink more water.
2. I'll exercise.
3. I'll go to the gym.
4. I'll eat more vegetables.
5. I'll quit smoking.
6. I won't eat chocolate.
7. I won't drink too much.
8. I'll watch less TV.

Some other possible ideas:

1. I'll work less.
2. I won't go on social media.
3. I won't eat sweets.
4. I'll go on a diet.

Try this at home

A gap-fill exercise for learners to practise 'will' and 'won't' on page 189.

Look at the seven promises below. What do you think they have in common?

I won't tell anyone. I'll always love you. I'll come back tomorrow. It'll only take twenty minutes.	I'll write to you. I'll pay you back tomorrow. This won't hurt.

Read the article and write the promise in the correct gap.

Activity 1. Promises, promises....

We make them and we break them, because some promises are very hard to keep. Here are the top seven most broken promises.

1) _____

You sometimes hear this from tradespeople: builders, plumbers, and electricians. But the truth is often different. They won't come back until next week. Maybe even later. And usually, you will need to call them two or three times.

2) _____

You can hear this from your partner when they need to go shopping. They tell you they only need to buy one or two things. They promise you a short trip, but it usually takes four hours.

3) _____

The vacation promise. You make a new friend on holiday. You exchange e-mail addresses, and you make this promise. But you never see or hear from them again.

4) _____

Doctors, dentists, and nurses always say this. They usually say it just before they give you an injection.

5) _____

The best way to lose a friend is to lend them money. When we lend people money they always make this promise. Then they forget. For days. For weeks. For months...

6) _____

In every country, in every city, village and town, people make this promise. There are many songs about this promise. Forever is a long time. Is this promise the most difficult one to keep?

7) _____

Most people love to hear secrets. "Your secret is safe with me!" people say. But it's a promise that is easy to forget. Everybody will always tell one other person the secret. Very soon the whole street will know!

What do you think?

Do people often break those seven promises? Which ones have you heard before? Talk with your partner. Can you think of any other promises people often break?



Activity 2. How about you? Do you keep your promises? How often?

In this activity, learners work with a partner to guess how often their partner keeps promises to different people (e.g. close friends, family, doctor). They circle an option—always, usually, sometimes, hardly ever, or never—then ask their partner for the real answer and write 'same' or 'different' in the last column. Partners can then swap roles and compare their answers together.

		Partner's answer: same or different
Partner (husband, wife, boyfriend, girlfriend)	Always, usually, sometimes, hardly ever, never	
Close friends	Always, usually, sometimes, hardly ever, never	
Mother	Always, usually, sometimes, hardly ever, never	
Brothers and sisters	Always, usually, sometimes, hardly ever, never	
Father	Always, usually, sometimes, hardly ever, never	
Work colleagues	Always, usually, sometimes, hardly ever, never	
Acquaintances	Always, usually, sometimes, hardly ever, never	
Doctor	Always, usually, sometimes, hardly ever, never	
Dentist	Always, usually, sometimes, hardly ever, never	
Grandparents	Always, usually, sometimes, hardly ever, never	

D

The language box	
Decisions	I'll have the chicken. We'll take the 4.30 PM bus. I'll get it.
Offers	I'll help you with your homework. Will I open the window?
Promises	I'll always love you. I won't tell anyone. I'll be back.

Use "will" or "won't" + infinitive to talk about quick decisions, offers, and promises.

✓ **I'll/I will help you with those suitcases.**

× **I help you...**

Use "Will I...?" or "Will we...?" when asking a question that offers help.

Will I pay? **Will I close the door?** **Will we dance?**

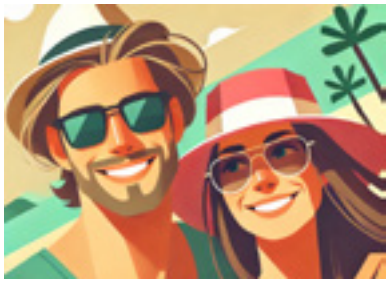
Activity 3. Promises, offers and decisions

Look at the pictures. What do you think the people are saying?













Activity 4a. Complete the sentences with a verb from the box, then match them with the pictures in Activity 3.

have	help	love	pay	take	turn up

1) I'll _____ the steak, please.

2) I'll _____ the radio.

3) I'll _____ you back tomorrow.

4) I'll _____ you!

5) I'll always _____ you.

6) It's perfect! I'll _____ it.

Activity 4b. Look at the sentences

Look at the sentences in Activity 4a above.

In which sentences are people:

- making a promise?
- making a decision?
- offering to do something?

Note: In Ireland, people usually use "will" to make offers or quick decisions.

For example:

- Will I make you a cup of tea?
- Will I close the door?
- Will I give you a lift into town?

These types of sentences are very common in Irish English and are often used in everyday situations to show kindness or helpfulness. You might hear them at home, in shops, or when visiting someone.

In more formal English — especially in British English — people sometimes use "**shall**" instead, e.g. Shall I open the window? But in Ireland, "**will**" is more natural and widely used in conversation.



Activity 5: Tell and respond

Partner A

The sentences on the **left** are for you. The answers on the **right** are for your partner. Read a statement aloud from the **left**. Your partner chooses an answer from the **right**.

Note: You can also photocopy these pages and match statements with the correct answers using a pencil.

Statement (Partner A)	Response (Partner B)
I have a headache.	I'll turn it up.
Would you like tea or coffee?	I'll turn the heater on.
It's hot in here.	I'll help you with it.
The phone is ringing.	I'll get you some water.
Are you leaving now?	I'll help you.
Here's my phone number.	I'll have a sandwich.
What do you want to eat?	Great, I'll call you this evening.
These boxes are really heavy.	No, I'll leave in five minutes.
I'm thirsty.	I'll answer it.
I don't understand my English homework.	I'll turn on the air conditioner.
The radio is too loud.	I'll get you some aspirin.
I can't hear the TV.	I'll have coffee, please.

Activity 5: Tell and respond

Partner B

The sentences on the **left** are for you. The answers on the **right** are for your partner. Read a statement aloud from the **left**. Your partner chooses an answer from the **right**.

Note: You can also photocopy these pages and match statements with the correct answers using a pencil.

Statement (Partner B)	Response (Partner A)
There's someone at the door.	I'll take you to the doctor.
I don't feel very well.	I'll bring it to class tomorrow.
I left my book at your house.	I'll call her now. What's her phone number?
I'm hungry.	I'll go to the supermarket.
It's dark in here.	I'll go and see who it is.
I forgot to invite Sofia to the party.	I'll make you something to eat.
Is Tom there?	I'll clean it.
Let's go to the cinema this afternoon.	I'll turn it down.
The floor is very dirty.	I'll meet you there at 2 o'clock.
We don't have any food in the fridge.	I don't know. I'll check.
I can hear the radio.	I'll turn on the light.
I need to be at the airport in an hour.	I'll drive you there.

Activity 6: Going to vs going back to

Look at the sentences. What's the difference between **go** and **go back**?

I'm going to Dublin. **I'm going back to Dublin.**

Complete the dialogues with a phrase from the box.

call back **come back** **give it back** **pay me back** **take it back**

A: I love that sweater you gave me for Christmas. But it's too big.

B: Don't worry. I'll _____ to the shop and exchange it.

A: Can I speak to Niamh, please?

B: I'm sorry. She's not here at the moment.

A: OK. I'll _____ later.

A: Excuse me. Could I talk to you for a moment?

B: I'm really busy at the moment. Could you _____ in ten minutes?

A: That's my pencil you're using!

B: No, it's not. It's mine.

A: No, it's mine! _____ !

A: Pat, can you lend me €300?

B: It depends. When can you _____ ?

A: Tomorrow. I'll go to the bank in the morning.

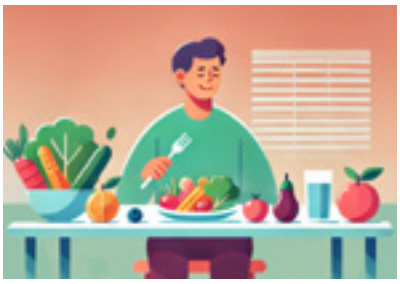
Activity 7a. New Year's resolutions

A New Year's resolution is a promise or goal you make for the new year, usually around the start of the year. Resolutions are generally aimed at helping you live a better, healthier life.

What are some resolutions you can make to improve your life? Look at the pictures below for some ideas. What does each picture mean? Write the words below.

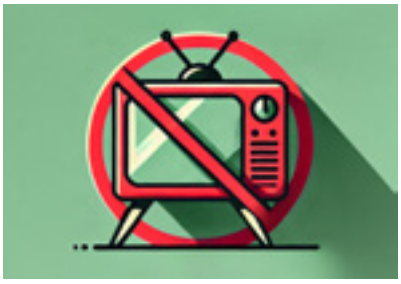


















Activity 7b. Pair work

Write three New Year's resolutions using 'I will' or 'I won't'. Share them with your partner and ask about their resolutions.

Try this at home

We use "**will**" and "**won't**" (will not) to talk about:

Offers: When we want to do something for someone.
Example: ***I'll help you with your homework.***

Promises: When we say we will (or won't) do something and we mean it seriously.
Example: ***I won't tell anyone.***

Decisions: When we decide something at the moment of speaking.
Example: **I'll have the fish and chips.**

Encourage learners to think about the meaning behind each sentence. Are they offering to help? Promising something? Or just making a decision?

1. I _____ (positive – offer) make you a sandwich.
2. I _____ (positive – offer) you with your homework.
3. My boss _____ (negative – statement) me more money.
4. I _____ (negative + positive – decision) cake. I'll have fruit.
5. _____ (positive – promise/question) you always love me?
6. I _____ (positive – decision) by taxi tonight.
7. I _____ (positive – decision) the fish and chips.
8. I _____ (positive – offer) you with those bags.
9. I _____ (positive call) you later.
10. I _____ (negative – forget) your birthday.
11. _____ (positive carry) that for you?
12. I _____ (negative be) late again.
13. I _____ (positive open) the window.
14. She _____ (negative come) to the meeting.
15. I _____ (positive get) the drinks.
16. We _____ (positive go) to the cinema tomorrow.
17. I _____ (negative eat) any more cake!
18. I _____ (positive lend) you my phone.
19. I _____ (positive tell) you the truth.
20. I _____ (negative leave) without you.

Look at the sentences above. Which ones are promises? Which ones are offers? Which ones are decisions?

Unit 12
Wild Ireland

Conversation focus

Talking about animals

The language box

gentle	tall	quick	deep
strong	short	slow	shallow
fast	heavy	weak	wide
shy	light	noisy	narrow
beautiful	clever	wild	cold
friendly	lazy	cute	warm
quiet	playful	agile	wet
loud	dangerous	timid	dry
big	calm	high	green
small	fierce	low	peaceful

Conversation ideas



1 *Word association*

Method

Tell learners that today's topic is animals. Ask them to look at the words in the language box and think of one animal for each description (e.g. *a fast animal – cheetah*). Learners can work alone or in pairs to fill in their ideas. Once they've completed the list, invite them to share their examples with the group. Highlight any unusual or creative answers and encourage conversation with follow-up questions (e.g. *Have you seen one? Would you like one as a pet?*). Finish with the questions for discussion at the bottom of the page and add a few more if you like.

Goal: To introduce today's topic and begin discussion of animals.

Resources: Activity 1 on page 194.



2 *Pets*

Goal: To introduce comparatives.

Resources: Activity 2a on page 194, Activity 2b on page 195 and Activity 2c on page 196.

Method
Have learners read the text about Anna (page 194), who is trying to choose between two pets—Max the dog and Billie the cat. Ask learners to read the text independently or in pairs.

Discuss together:
- What kind of person is Anna?
- What does she want in a pet?
- What are the differences between Max and Billie?

Encourage learners to give reasons for which pet they think Anna should choose.



Next, ask learners to read the five comparative sentences in Activity 2b (page 195) and decide which ones are true.

Use the language box to review how we form comparatives (e.g. old → older, expensive → more expensive).

Learners complete the gaps in the example sentences in the language box.

In **Activity 2c (page 196)** learners write full comparative sentences about Max and Billie using the adjectives given (old, young, friendly, independent, expensive, noisy).

Then ask: Which one should Anna choose? Why? Encourage a short group or pair discussion.



3 *Irish animals*

Goal: To introduce Irish animals.

Resources: Activity 3 on page 197.

Method
Start this discussion by reading the short texts on page 193 aloud or give them to learners as a comprehension task. These descriptions provide more information about some native Irish animals and include useful comparative phrases. Ask learners to listen or read and underline any comparatives they find. You might also ask:
- *Which animal is the most helpful?*
- *Which one is the shyest?*
- *Which animal would you like to see in real life? Why?*

Next, ask learners to look at the pictures on page 197 of the Irish animals. Can they name any of them? Say the names aloud one at a time and ask learners to match the words to the correct pictures.

From left to right, the animals are: Irish Setter, Connemara Pony, hedgehog, Red Fox, Irish Hare, and Red Deer.



Next, focus on the adjectives in the green boxes (e.g. gentle, strong, fast, shy, etc.). Read them aloud and check understanding. Ask learners to work in pairs and use the adjectives to make comparisons between the animals. Give examples like:
- *The fox is faster than the hedgehog.*
- *The pony is stronger than the hare.*

Encourage learners to come up with their own examples, using the animals in the pictures and adjectives from the list.

4 *Irish animal facts*

Goal: Practise note-taking and learn about superlatives (the "#1" word, e.g. the biggest, the best, the fastest).

Resources: You will need to photocopy page 193 and cut up the facts into cards, and Activity 4 on page 198.

Method
Begin the lesson by talking about your dog or pet.

For example:
- "My dog is four years old."
- "He is faster than my neighbour's dog."
- "He is the fastest dog on my street."
- "He is the most beautiful dog."

Ask learners to write down words they hear (e.g. fast, fastest, beautiful, most beautiful).

Introduce superlatives (use this sentence frame):
- "The most = number 1"
- "The _____est = number 1"

Write down examples to show learners:
- **The biggest = #1**
- **The most beautiful = #1**

Photocopy page 193 before class and cut out the strips and give one to each learner or pair of learners.

Ask them to read their strip and find:
- What is this animal **#1** at?
- Any **other facts?** (E.g. size, colour, how it helps people).

Next, turn to Activity 4 on page 198 and ask learners to fill in the chart — on their own or as a group.

Review any new language that comes up, revising the idea that:
- "The most = #1"
- "The _____est = #1"

Ask learners to give examples from the chart or make up their own examples.

5 *Survey*

Goal: To practise asking questions and reporting using superlatives.

Resources: Activity 5 on page 199.

Method
Photocopy page 199 and give each of the learners a copy of the Activity 5 table.

Pair up learners and ask them to ask their partner the questions.

Learners write down their partner's answers. Go through the answers together as a group and ask follow-up questions to encourage storytelling.

Tutor tip

This activity works especially well when supported with pictures, maps, or even a short video about Irish wildlife or landscapes.

Irish animals

This text can be used to support Activity 3 on page 197 and photocopied and cut up as cards to support Activity 4 on page 198.

The Irish Setter is the most famous Irish dog. They are the best hunting dogs in Ireland and the most popular choice for a family dog. They are good with people and children. They like to work, and they work harder than most dogs. Many people think the Irish Setter's red coat makes them the most beautiful Irish dog.

Connemara Ponies are known for being gentle. They are Ireland's best show ponies. They can jump higher than many other horses. Connemara Ponies are the largest ponies in Ireland. They are the easiest horses for children to ride.

The red fox is the only fox native to Ireland. It is one of the most amazing animal species native to Ireland. They are shyer than other animals. Red foxes are fast and clever — people often say they are smarter than cats.

The Red Deer is Ireland's biggest land mammal. It is also one of the oldest species in Ireland. Some people think they are the most majestic animal in Ireland. They are quieter and more elegant than horses.

For many, hedgehogs are Ireland's cutest animals. They are one of the most common animals in Ireland. They are found everywhere around the country. They are the most helpful animal for gardeners, because they eat slugs and snails. Hedgehogs are wild animals and should not be kept as pets.

The Irish Hare is one of the oldest native animals in Ireland. Irish hares are larger than rabbits. Females are larger than males. Hares are faster than squirrels and hedgehogs. They are very shy animals and always run when they see people.



Activity 1. What do you know about animals?

Think of an example for the following:

a **large** animal	a **gentle** animal
a **quiet** animal	a **fast** animal
a **wild** animal	a **beautiful** animal
a **small** animal	a **noisy** animal
an **ugly** animal	a **strong** animal
a **weak** animal	a **slow** animal

Questions for discussion:

Do you like animals?

Do you have a pet?

Did you have a pet as a child?

Did you grow up with animals around you?

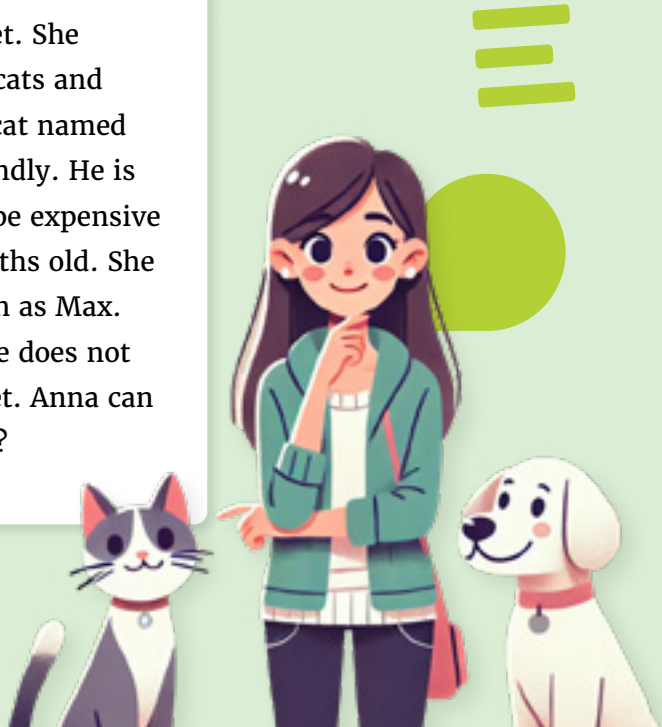
Are there any animals you are afraid of?

Activity 2a. Pets

Read about Anna below. Answer the questions.

What does she want to get? Why?

Anna loves animals. She wants to get a pet. She doesn't know which pet to get. She likes cats and dogs. She found a dog named Max and a cat named Billie. Max is eight months old. He is friendly. He is playful and cute. He eats a lot. He might be expensive to have. He can be noisy. Billie is six months old. She is independent. She does not play as much as Max. She likes being alone. She is also cute. She does not eat a lot. Feeding her is cheap. She is quiet. Anna can only get one; should she get Max or Billie?



Activity 2b. Which of these sentences is true?

Max is friendlier than Billie. ✓

Max is more expensive than Billie. ___

Billie is more playful than Max. ___

Billie is noisier than Max. ___

Billie is more independent than Max. ___

The language box

Complete the gaps in the comparative sentences.

Max is older _____ Billie.

Max is _____ expensive _____ Billie.

Look at these three types of comparatives.

One syllable	Two syllables	Three syllables
old → older	friendly → friendlier	expensive → more expensive
big → bigger	noisy → noisier	beautiful → more beautiful

Write the comparative form of the adjectives listed below.

Example large → larger

large	
quiet	
wild	
small	
ugly	
weak	
cute	
fast	
beautiful	
noisy	
strong	
slow	

Irregular comparatives

Good → better **bad → worse**

Activity 2c. Compare Max and Billie

Ask learners to complete the sentences using the correct comparative form of the adjective in brackets. Encourage them to look back at the text about Max and Billie in Activity 2a for help. After completing the sentences, discuss the answers together as a group. Then ask learners to decide: Which pet should Anna choose and why?



Max is (old) than Billie. _____

Billie is (young) than Max. _____

Max is (friendly) than Billie. _____

Billie is (independent) than Max. _____

Max is (expensive) than Billie. _____

Max is (noisy) than Billie. _____

Which one should Anna choose?



Tutor tip

When you are comparing two things, we often use the structure "X is [comparative] than Y."

For example:

- Dogs are friendlier than cats.
- Elephants are bigger than lions.

When we talk about animals (or things) in general, we usually use the plural form:

✓ **Cats are quieter than dogs.**

This helps keep the sentence more natural and general in English. Encourage learners to practise with more animal examples from Ireland or from their own countries.



Activity 3: Look at the pictures below and discuss

These animals are all native to Ireland. Can you make comparisons about them? Example: A red fox is larger than a hedgehog. Use the prompts below to help you.

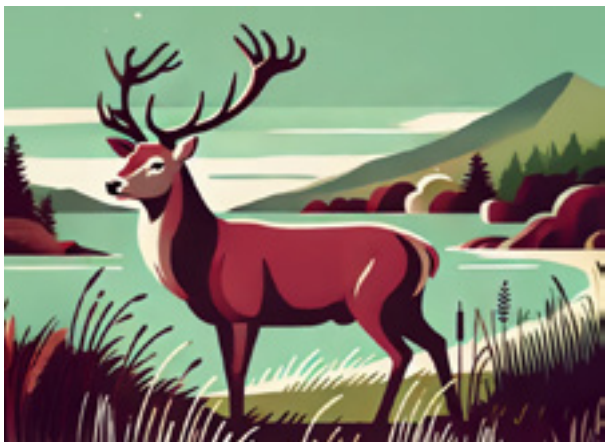
Prompts:

gentle strong fast shy beautiful friendly famous

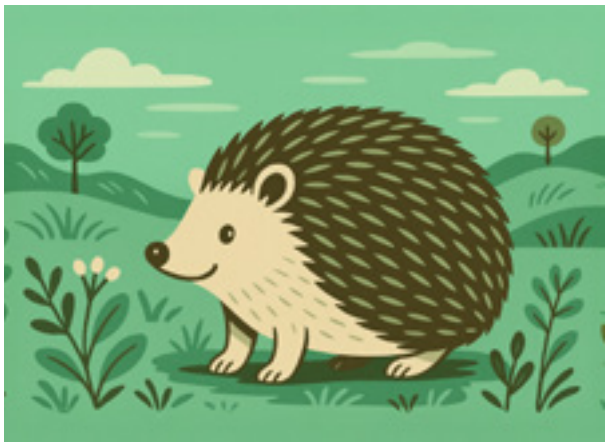












Activity 4. Irish animal facts

Fill in the chart with information from the reading on page 193. Then ask your partner(s) for the information you need.

	#1	Other facts
Irish setter		
Connemara pony		
Hedgehog		
Red fox		
Irish hare		
Red deer		

Activity 5. Wild Ireland: Ask and answer

Ask your partner these questions. Write down their answers. Try to use "the biggest," "the fastest," "the most beautiful," etc.

Gather the answers and compare with others in your group.



	Your partner's answer
What is the biggest animal in Ireland?	
What is the fastest Irish animal?	
In your opinion, what is the most beautiful place in Ireland?	
What is the oldest Irish animal?	
What is the quietest place you've visited?	
What is the highest place in Ireland that you know?	
What is the most dangerous wild animal in Ireland?	
In your opinion, what is the cutest Irish animal?	
In your opinion, what is the most interesting Irish animal?	
What is the most helpful animal for people?	

Try this at home

Read the text about Ireland's tallest tree. Then complete the sentences below using the information.

Ireland's tallest tree: Powerscourt's forest giant

Did you know that one of Ireland's most famous trees is a Douglas fir? You can find it at **Powerscourt Estate in County Wicklow**, along the **Powerscourt River Walk**.

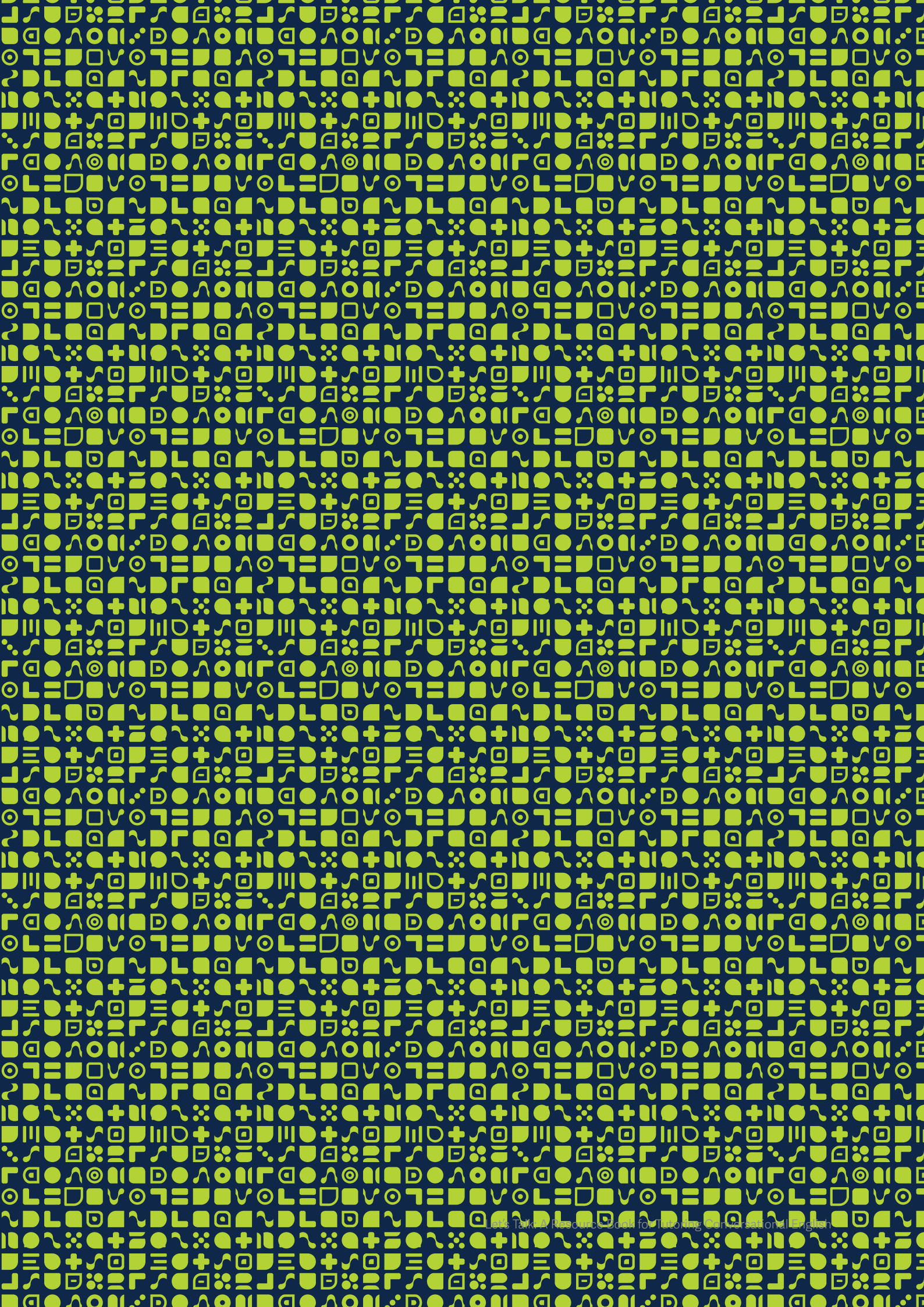
In 2013, this mighty tree was recorded at **61.5 metres tall** — taller than a 15-storey building! It was the first tree in Ireland recorded at over 60 metres and was celebrated as Ireland's tallest tree at the time.

The Powerscourt River Walk is sometimes called **"Ireland's Avenue of Giants"** because of its many incredibly tall trees. These include Douglas firs and other magnificent trees, some of which were already 40 to 50 metres tall in 2013.

Whether you're a tree lover or just curious, these impressive trees are an important part of Ireland's natural heritage.

1. The famous tree at Powerscourt is a _____ .
2. This tree grows in County _____ .
3. In 2013, the tree was recorded at _____ metres tall.
4. At the time, it was celebrated as Ireland's_____ tree.
5. You can find this tree on the _____ River Walk.
6. The walk is sometimes called Ireland's Avenue of _____ .
7. Many trees along the walk are over _____or_____ metres tall.
8. It was the first tree in Ireland recorded at over _____ metres.
9. The Powerscourt River Walk is one of the most _____walks in Ireland.
10. In 2013, the Douglas fir was taller than a _____-storey building.

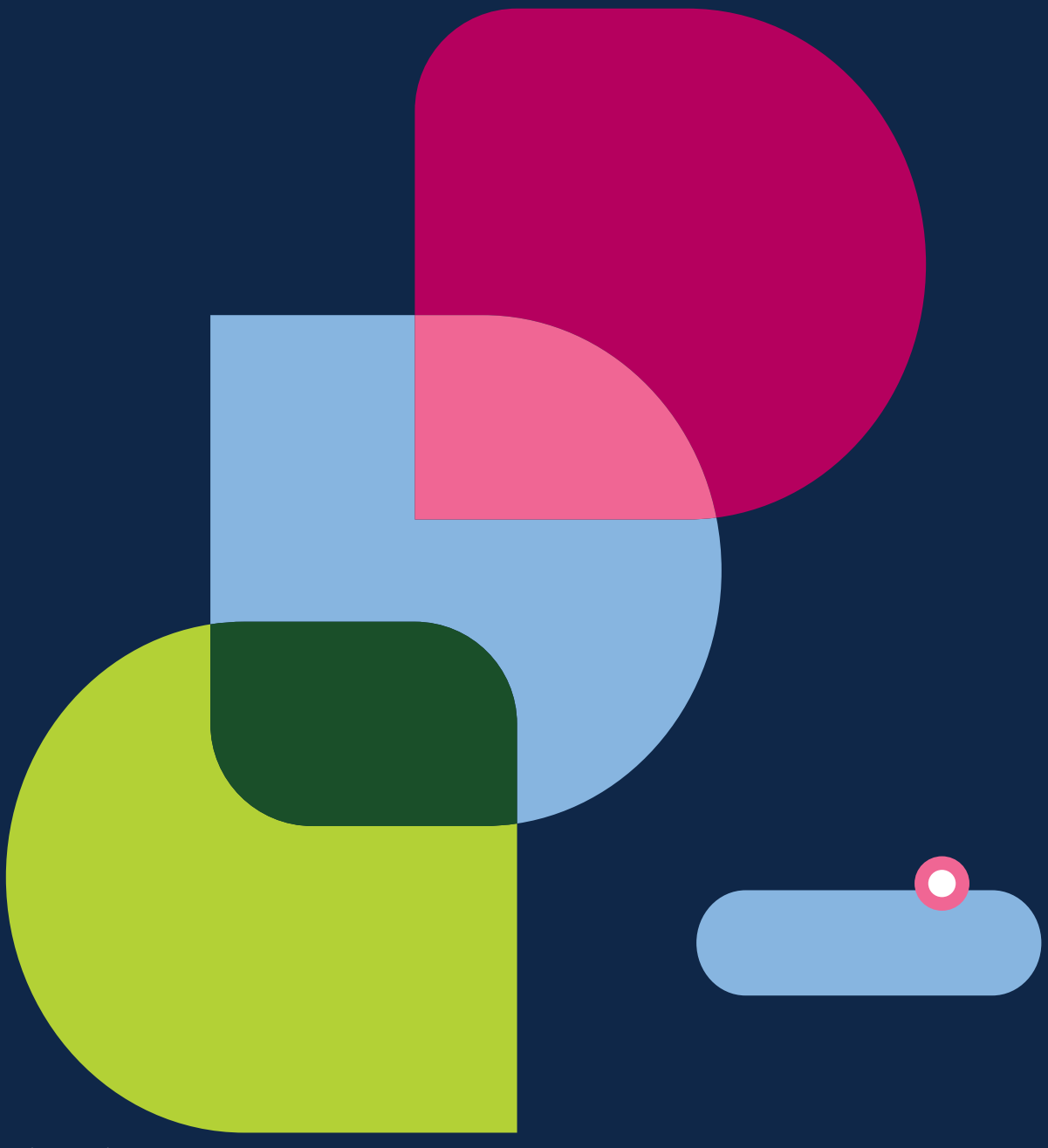



Let's Talk: A Resource Book for Tutoring Conversational English

Supporting materials

Using the supporting materials

The pages that follow can be photocopied and used as cards, prompts, matching activities or revision games. Some materials will need to be cut up before class. Keep any cut-up cards after the session so they can be reused for warm-ups, review activities or pair work in future classes.



Say it cards: Going to the doctor (Unit 11: Going to the doctor)













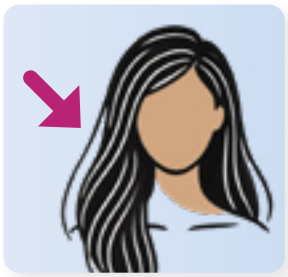


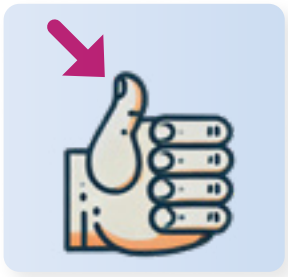
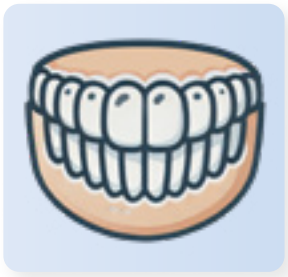






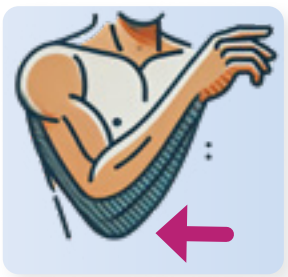
Say it cards: Parts of the body
(Unit 7: Parts of the body and common injuries)





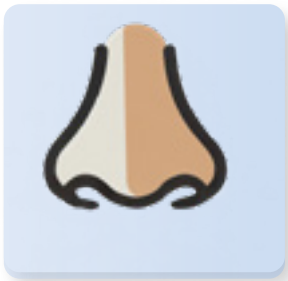


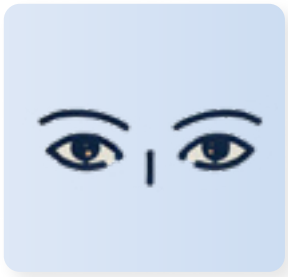





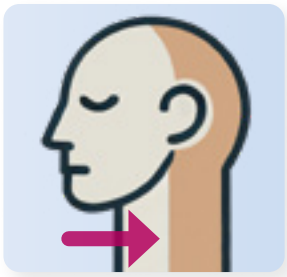
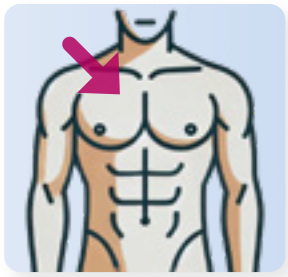
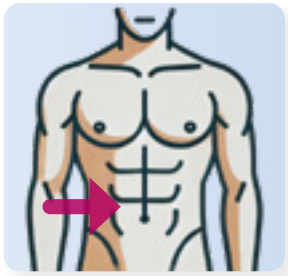
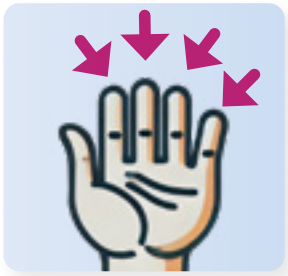
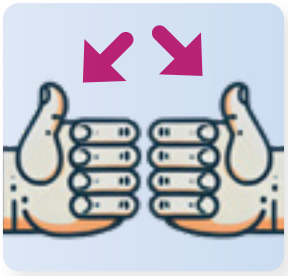











Speaking activity: Dominoes



a cough



a runny nose



a headache



diarrhoea



a rash



a cramp



a sore throat



an earache



a fever



a stomach ache

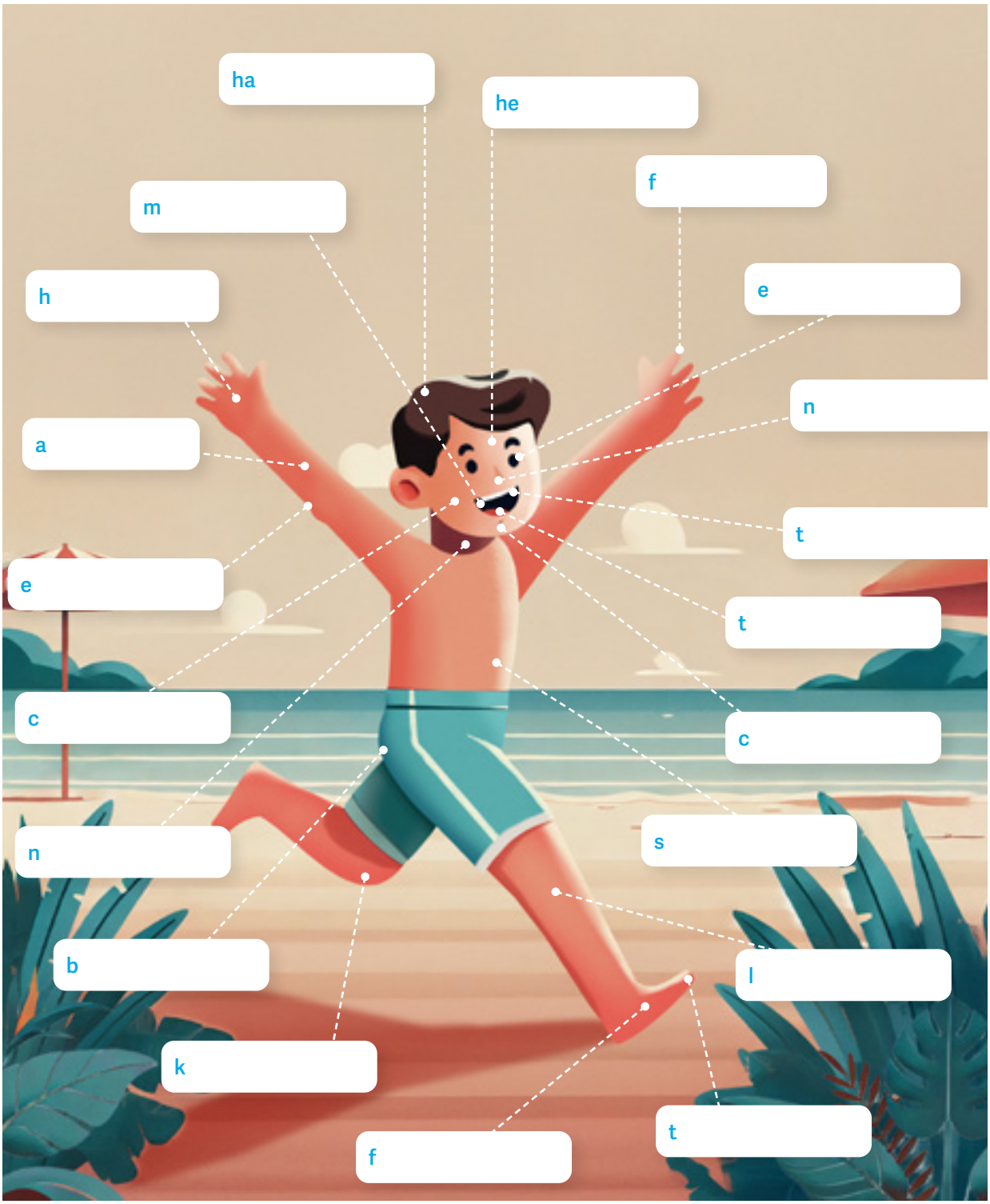


a backache



a toothache

Body parts



Injury vocabulary

















Complex pictures









Going to the hospital





















Let's Talk

A Resource Book for Tutoring Conversational English

Fáilte Isteach
Third Age CLG
Third Age National Office
Summerhill, Co. Meath
A83 PW94

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