



ENGLISH FOR LIVING LESSON 1: WORKSHEETS

What's it all about?

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Lesson 1: What's it all about?

Guidelines for listeners.

Aim of the series

Welcome to English for Living. This series is especially for people who have been living in Ireland for a while and who have learned some basic English and would like to learn more. It deals with situations which people meet every day when they are living in an English speaking country and is set particularly in Blanchardstown. The series hopes to help people to build on the language that they already have and give them more vocabulary and expressions for communicating in everyday life. It aims to give people more confidence so that they can explain clearly what they need or want to know and understand more easily what people are asking them.

Structure of the series

There are 12 lessons in the series, one lesson is broadcast on Phoenix FM each week. Each lesson lasts an hour and is made up of a number of dialogues and exercises. The text of each lesson can be found on this website: www.phoenixfm.ie along with the podcast, so that you can listen anytime. There are two versions of the text – the first version has the dialogues and the exercises, but there aren't any answers. The second has the dialogues and the exercises and all of the answers are given as well.

Let's have a look at an example of what you need to do in a typical lesson.

Structure of a lesson

Each lesson has four or five dialogues, for example Dialogue A, Dialogue B, Dialogue C, Dialogue D. Each dialogue is followed by exercises, for example for Dialogue A, there are exercises A.1, A.2, A.3, and A.4. The numbers on the exercises help you to find the exercise on the text of the lesson.

At the start of the lesson you will hear **Dialogue A** for example and you will hear a dialogue which lasts about 2 minutes. You will need to listen carefully to the people speaking; you can read the text at the same time if you like. Then there are exercises to help you to learn the language in the dialogues.

Firstly, there is a **Practice** phase, for dialogue A this will be **A1**. You will hear each sentence and you should repeat each one. Pay attention to the pronunciation and listen to how the voices go up and down, sometimes fast and sometimes slow.

Secondly, there is a **Comprehension** phase, to see if you understood the dialogue, for dialogue A this will be **A.2**. Sometimes these are questions, where you have to say if a sentence is true or false. Sometimes you have to give an answer. These questions are all on the text of the lesson so you can read them as well as listen to them. You should say your answer and then listen carefully and you will hear the correct answer.

Thirdly, there is a **Language Focus** phase, for dialogue A this will be **A.3**. This means that there are exercises on some of the language in the dialogue. Sometimes these will look at vocabulary and other times at the structures or grammar in the dialogue. You need to listen to these carefully and you can read them on the text of the lesson as well.

Fourthly, there is **Language Development**, for dialogue A this will be **A.4**. In this exercise you will need to speak quite a lot. Sometimes there is a role-play where you will need to play the part of one of the people in the dialogue. In other cases you practice using the language to talk about your life or your family. It is really important to do these exercises because practicing using this language will help you to be ready to use it again in a real conversation. It doesn't matter if no-one is listening to you, just keep practicing!

Work with the lesson according to the level of your English

Some people doing these lessons will find them easy, others will find them difficult. You can use these lessons in different ways depending on how good your English is already.

If you find the lessons difficult:

1. Go to the website and download the text of the lesson without the answers the day before it is on the radio.
2. Use a dictionary to check words in the dialogues that you don't understand.
3. Make sure you have the text of the lesson beside you while you are listening to it.
4. You can also have the text with the answers beside you so that you can check you understand the right answers.
5. If you find the exercises are going too quickly for you, you can always do some of them after the lesson is over, especially the exercises where you have to practice speaking.

If you find the lesson to be the right level for you:

1. You should have the text of the lesson beside you so that you can read the dialogues as you are listening if you need to.
2. When repeating each sentence you can try to do it without the text, and only look at the text if you find it difficult.
3. For the exercises, you can follow them on the text and listen very carefully for the correct answer, you can write them in as you go along.

4. Try to do the speaking exercises in the time that is given to you. Sometimes you will have to speak very quickly but this is good for you!

If you find the lessons easy for you:

1. Try to work from the audio version of the lesson as much as possible. You will have to listen more carefully and remember more but it will be good for concentration in English.
2. Sometimes it's easy to understand what people are saying and these dialogues are easier than what you will hear in the street. But it can be difficult to say these things. This is the difference between passive and active knowledge. You need to keep checking that you can use the vocabulary and the structures in the dialogues in the right situations.
3. During the week make sure you use some of the expressions when you are talking to people – this will help you to really make progress.

Different ways of working with a lesson

There are a lot of different ways in which you can work with the lessons.

A lesson is broadcast each week so it is important to try to do one lesson every week. Each lesson is broadcast a few times in the week so if you miss one you can get the lesson at a different time. A podcast of each lesson will be put up on the website each week. If you use the podcast you can do the lesson in stages during the week, for example you could do one dialogue on Monday, one on Tuesday, one on Wednesday, and one on Thursday.

Some people like to learn individually, on their own, but some people like to learn with other people. If you have a friend or someone in your family who wants to do the lessons too, you could do them together. Take turns reading the roles and see who can find the answers to the questions first. You could do the lessons in a group too. The language development exercises are much more interesting if you have people to listen to you!

After the lesson

The lesson introduces you to the language you need in a situation, but you will forget it again very quickly if you don't use it. Read back over the lessons again and try to use the language during the week. You can make opportunities to use the language every day, even if it is only practicing different ways of asking for things in your local shop. If you have to go to the doctor, or the bank, or the school, go back to the lesson and read it carefully before you go there. It will help you to remember the language you need and it will also help you to remember the types of questions the doctor or bank manager will ask you.

Dialogue A: Introductions

It is important to be able to establish a first contact with other people in order to get to know the people around you. In Ireland there are not too many formalities around talking to people you don't know. Here are some ways of introducing yourself and getting to know other people.

To introduce yourself, you say

- My name is e.g. Hello, my name is Pat Murphy
- I'm e.g. Hello, I'm Pat Murphy

Or more formally

- Allow me to introduce myself e.g. Allow me to introduce myself, I'm Pat Murphy

The response is

- Pleased to meet you, Pat
- Good to meet you, Pat
- Nice to meet you, Pat

In Ireland people usually use their first names when they meet in informal situations. Irish people will sometimes shake hands when they meet for the first time. Listen to this situation where two couples (Dave and Patricia and Stephan and Maria) meet at an event at their children's school.

Dave	Hello, my name is Dave O'Connell
Stephan	Pleased to meet you Dave, I'm Stephan Finari
Dave	Stephan, this is my wife Patricia
Stephan	Hello Patricia, and this is my wife Maria
Patricia + Dave	Hello, Maria
Maria	Hello, what did you say your names were?
Patricia	I'm Patricia and this is my husband Dave
Maria	Patricia, Dave, nice to meet you both

A.1 Practice

Listen to the dialogue again, this time repeat each sentence.

A.2 Comprehension

Can you remember what was in the dialogue?

1. What is Dave's surname?
2. What is Dave's wife's name?
3. What is Stephan's surname?
4. What is Stephan's wife's name?
5. Who is Maria's husband?
6. Who is Patricia's husband?

A.3 Language Focus

1. How does Dave introduce himself?
2. How does Stephan reply?
3. How does Stephan introduce his wife?
4. What can you say when you meet 2 people together?

A.4 Language Development

Imagine Dave comes to talk to you – what do you say? Answer in the time provided then listen to the correct answer.

Dave	Hello, my name is Dave O'Connell
You	
Dave	Pleased to meet you This is my wife Patricia
You	
Dave	Is this your partner?
You	
Dave	Hello, nice to meet you both

Dialogue B: Formal introductions

In a professional situation in Ireland, people will shake hands the first time they meet and often family names rather than first names are used. Listen to this situation where the principal of the school introduces himself to Stephan.

Principal	Good evening, allow me to introduce myself, I'm Mr Murphy, the school principal.
Stephan	Pleased to meet you Mr Murphy, my name is Stephan Finari.
Principal	Mr Finari, it's always nice to get to know the new parents.
Stephan	I'd like you to meet my wife, this is Maria, we have a son in first class, Luca Finari.
Principal	Pleased to meet you Mrs Finari, ah yes, I know Luca, he's a very nice child.
Stephan	I am glad to hear Luca is good in school.
Principal	He is indeed. Well nice meeting you Mr and Mrs Finari, I must go and meet some other parents.
Stephan and Maria	Very nice to meet you too Mr Murphy.

B.1 Practice

Listen to the dialogue again, this time repeat each sentence.

B.2 Comprehension

Did you understand the dialogue? In this exercise you have to listen to the sentence carefully and say whether the information is right, true, or wrong, false. Then listen for the correct answer.

- | | | |
|--|------|-------|
| 1. Mr Finari is the school principal | True | False |
| 2. Stephan and Maria are parents | True | False |
| 3. Stephan and Maria have a daughter in first class | True | False |
| 4. Their son's name is Luca | True | False |
| 5. The principal doesn't know their son | True | False |
| 6. The principal says that Luca is a very nice child | True | False |
| 7. Maria is happy that her child is good in school | True | False |
| 8. The principal must go and talk to other teachers | True | False |

B.3 Language focus: family

Stephan and Maria are the **father** and **mother** of Luca, they are his **parents**. Luca is their little boy, their **son**, they also have two little girls, or **daughters**.

Stephan has a **brother** Alex who has two little boys and two little girls and a **sister** Laura who has just one son. They are Stephan's **nephews** and **nieces**, and they are Luca's **cousins**. Alex and Laura are Luca's **aunt** and **uncle**.

Stephan and Maria's parents are Luca's **grandparents**. When Stephan and Maria go back to see them in their home country in the summer the **grandparents** are very happy to see their **grandchildren**.

B.4 Language Development

The principal comes up and introduces himself to you - what do you say? Answer in the time provided then listen to the correct answer.

Principal	Good evening, I'm Mr Murphy, the school principal
You	
Principal	Pleased to meet you. And is this your partner?
You	
Principal	Pleased to meet you too Do you have a child in this school?
You	
Principal	Ah yes, a lovely child. Well nice meeting you both, I must go and meet some other parents
You	

Dialogue C: Meeting people in your neighbourhood

You may want to say hello to your neighbours too. This can be very informal. In this dialogue Maria sees her daughter Anita playing with some other children outside her home. She goes over to the other mothers watching to introduce herself.

Maria	Hi I'm Maria, I live across the road, I see my daughter playing with your children
Anna	Oh hi, I'm Anna, and this is my neighbor Laura. What's your little girl called?
Maria	Her name is Eva, and she's five.
Anna	My girls are called Sarah and Ciara, they're four and seven.
Laura	And that's my son Mark, he's five too.
Maria	I am glad to see she has friends
Anna	All the children play together here. When did you move in?
Maria	We just moved in last week.
Anna	I hope you like it here, we have been living here for 10 years and we're very happy here.

C.1 Practice

Listen to the dialogue again, this time repeat each sentence.

C.2 Comprehension

Can you remember what was in the dialogue?

1. What are the names of the neighbours?
2. What is Maria's daughter called?
3. How old is Maria's daughter?
4. How old are Sarah and Ciara?
5. How old is Mark?
6. When did Maria move in?
7. Does Anna like living here?
8. How long has Anna been living here?

C.3 Language focus

Here are some people you might want to introduce:

Family:

- This is my brother, Paul and my sister Jeanne.
- This is my mother Marie and my father John

- This is my wife, Anna.
- These are my wife's parents – my father-in-law Thomas and my mother-in-law Elizabeth
- These are my children – my son Jack and my daughter Emily

Neighbours:

- This is my next-door neighbor.
- This is my neighbor from across the road.
- This is my neighbor from my apartment block

Workplace:

- This is my colleague
- This is my boss
- This is my secretary
- This is my assistant

C.4 Language Development

Now practice speaking to your neighbours. Imagine your neighbour introduces herself to you and continue the conversation

Maria	Hi, I'm Maria, and this is my neighbor Patricia. Do you live here?
You	
Maria	Is that your little girl?
You	
Maria	She is playing with my little girls Sarah and Ciara, they're four and seven
You	
Maria	All the children play together here. When did you move in?
You	
Maria	I hope you like it here, we have been living here for 10 years and we're very happy here.

Dialogue D: Making arrangements, days, dates, months and years

It is important to be able to give details relating to time. You may need to give your date of birth or other important dates.

Days

Monday Tuesday Wednesday Thursday and Friday are called week days, and Saturday and Sunday make up the weekend.

If someone says to you 'the office is open on weekdays' it means it is not open at the weekend on Saturday and Sunday, just Monday to Friday.

Dates

For dates we don't say 1, 2, 3 but first, second, third, etc. After third, you just add the sound 'th' to the end of the number.

How will you give the date for the following days of the month? Listen to the number 1 to 12, then say the date and listen to the correct answer

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5
- Day 6
- Day 7
- Day 8
- Day 9
- Day 10
- Day 11
- Day 12

Now try these numbers:

- Day 13
- Day 14
- Day 15
- Day 16
- Day 17
- Day 18

- Day 19

Now try days 20 - 31

- Day 20
- Day 21
- Day 22
- Day 23
- Day 24
- Day 25
- Day 26
- Day 27
- Day 28
- Day 29
- Day 30
- Day 31

Months

Listen carefully to where the accent goes on each month:

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

Listen and repeat the months of the year. (Read down each column)

One syllable	Accent on the first syllable	Accent on the last syllable	Accent on the second last syllable
March	<u>January</u>	<u>July</u>	<u>September</u>
May	<u>February</u>		<u>October</u>

June	<u>April</u>		<u>November</u>
	<u>August</u>		<u>December</u>

Dates

Listen to these people saying when they and their children were born. What month were they born in?

Person	Statement	Answer
Darren	I was born on the 12/10/1985	
Sylvia	I was born on the 19/9/1993	
Michelle	I was born on the 4/7/1990	
Jack	She was born on the 21/6/1973	
Neil	He was born on the 2/8/1980	
Peter	My son was born on the 1/2/2003	
Anna	My daughter was born on the 25/12/2005	
Daniel	My son was born on the 24/3/2010	

Years

In the last exercise you saw that we say

- 1963 nineteen sixty three,
- 1972 nineteen seventy two,
- 1984 nineteen eighty four,
- 1999 nineteen ninety nine etc.

Then we say

- 2000 two thousand,
- 2001 is two thousand and one

up to

- 2009 two thousand and nine.

After that we say

- 2010 two thousand and ten, or sometimes people say twenty ten,
- 2011 is two thousand and eleven or twenty eleven.

- 2012 two thousand and twelve, or twenty twelve.

How would you say these years?

1963 One - nine – six – three :

1978 One – nine – seven – eight :

1985 One – nine – eight – five :

1999 One – nine – nine – nine :

2007 Two – zero – zero – seven :

2012 Two – zero – one – two :

Laura and Maria are friends and are arranging to meet for a coffee.

Maria	Hi Laura
Laura	Hi Maria, how are things?
Maria	Great and yourself?
Laura	Not too bad, but I'm quite busy at work.
Maria	Would you like to meet for coffee some day?
Laura	I am sure I have time for coffee! What day suits you?
Maria	I'll check my diary. How about Tuesday the 6 th at 11?
Laura	I'm sorry I'm not free then, would Tuesday the 13 th suit?
Maria	Yes, that would be great.
Laura	I'll meet you up at Costa Coffee at the shopping centre.
Maria	Perfect, I'll see you then.

D.1 Practice

Listen to the dialogue again and this time, repeat each sentence.

D.2 Comprehension

Listen to the following statements and decide if they are true or false.

- | | | | |
|---------------------------------------|------|----|-------|
| 1. Maria is in great form | True | or | False |
| 2. Laura is very busy at work | True | or | False |
| 3. Laura is too busy to go for coffee | True | or | False |

- | | | | |
|--|------|----|-------|
| 4. Maria wants to meet on Tuesday the 11 th at 9. | True | or | False |
| 5. Laura isn't free on Tuesday the 9 th . | True | or | False |
| 6. They agree to meet on Thursday the 13 th at 11. | True | or | False |
| 7. They are going to meet at Costa Coffee at the shopping centre | True | or | False |

D.3 Language Focus

Listen to some other ways of saying how you are, repeat each phrase

Informal ways of asking 'How are you' are

- How are things?
- How are you doing?
- How are you getting on?
- 'What's the story?' (slang, used mostly only in Dublin)

Informal ways of saying 'I am very well' are

- I'm great
- I'm fine
- I'm in great form
- Not a bother

If you are not very well for some reason you can say

- Not too bad
- Could be better
- Bit under the weather (feeling a little unwell)

D.4 Language Development

Your friend wants to meet you for coffee. You are only free on Friday mornings as you are at work the other days of the week.

A	Hi, how are things?
B	
A	Would you like to meet for coffee some day?
B	
A	Would Tuesday the 14 th suit you?
B	

A	How about Friday the 17 th ?
B	
A	Will I meet you up at Costa Coffee at the shopping centre at 11?
B	
A	Perfect, I'll see you then.
B	

Dialogue E: Making formal arrangements

In this dialogue, Stephan is calling the dental surgery to make an appointment. The secretary discusses a date that might suit.

A	Good morning, dental surgery, can I help you?
B	Yes, I'd like to make an appointment to see the dentist.
A	Would Monday the 6 th of November at 2.30 suit you?
B	No, I am sorry, I work on Mondays, Tuesdays and Thursdays, could I have an appointment on a Wednesday or a Friday?
A	I could give you Wednesday the 8 th of November at 11.00.
B	I would prefer an appointment in the afternoon.
A	The surgery is closed on Wednesday afternoon, I could give you an appointment at 3 o'clock on Friday, that's Friday the 10 th of November.
B	That would be great, thank you very much.
A	Can you give me your name and a contact number?
B	Yes, it's Stephan Finari and my number is 8559437.
A	Ok, we'll see you on Friday the 10 th of November at 3 o'clock.

E.1 Practice

Listen to the dialogue again and practice saying the part of Stephan

E.2 Comprehension

Answer the following questions using information from the dialogue.

1. Who does Stephan want to see?
2. Who does he speak to?
3. Which days does Stephan work?
4. Which day is the surgery closed?
5. Does Stephan want a morning appointment?
6. What does Stephan have to give the secretary?
7. What date is Stephan's appointment?
8. What time is the appointment for?

E.3 Language Focus

Making Arrangements using could and would

Listen to some of the phrases Stephan used and repeat each one:

- I'd like to make an appointment to see the dentist: (this means I'd like to arrange a time to see the dentist)
- Could I have an appointment on a Wednesday or a Friday?
- I would prefer an appointment in the afternoon.
- That would be great

Listen to some of the questions the secretary asked:

- Would Monday the 6th of November at 2.30 suit you?
- I could give you Wednesday the 8th of November at 11.00.
- I could give you an appointment at 3 o'clock on Friday, that's Friday the 10th of November

E.4 Language Development

Now you want to make an appointment with the dentist. You would prefer a morning appointment because in the afternoon you have to collect your children from school.

A	Good morning, dental surgery, can I help you?
B	
A	Would Wednesday the 8 th of March at 3.30 suit you?
B	
A	I could give you Wednesday the 8 th of March at 11.00.
B	
A	Can you give me your name and a contact number?
B	
A	Ok, we'll see you on Wednesday the 8 th of March at 11 o'clock.