



# *Modern Languages*

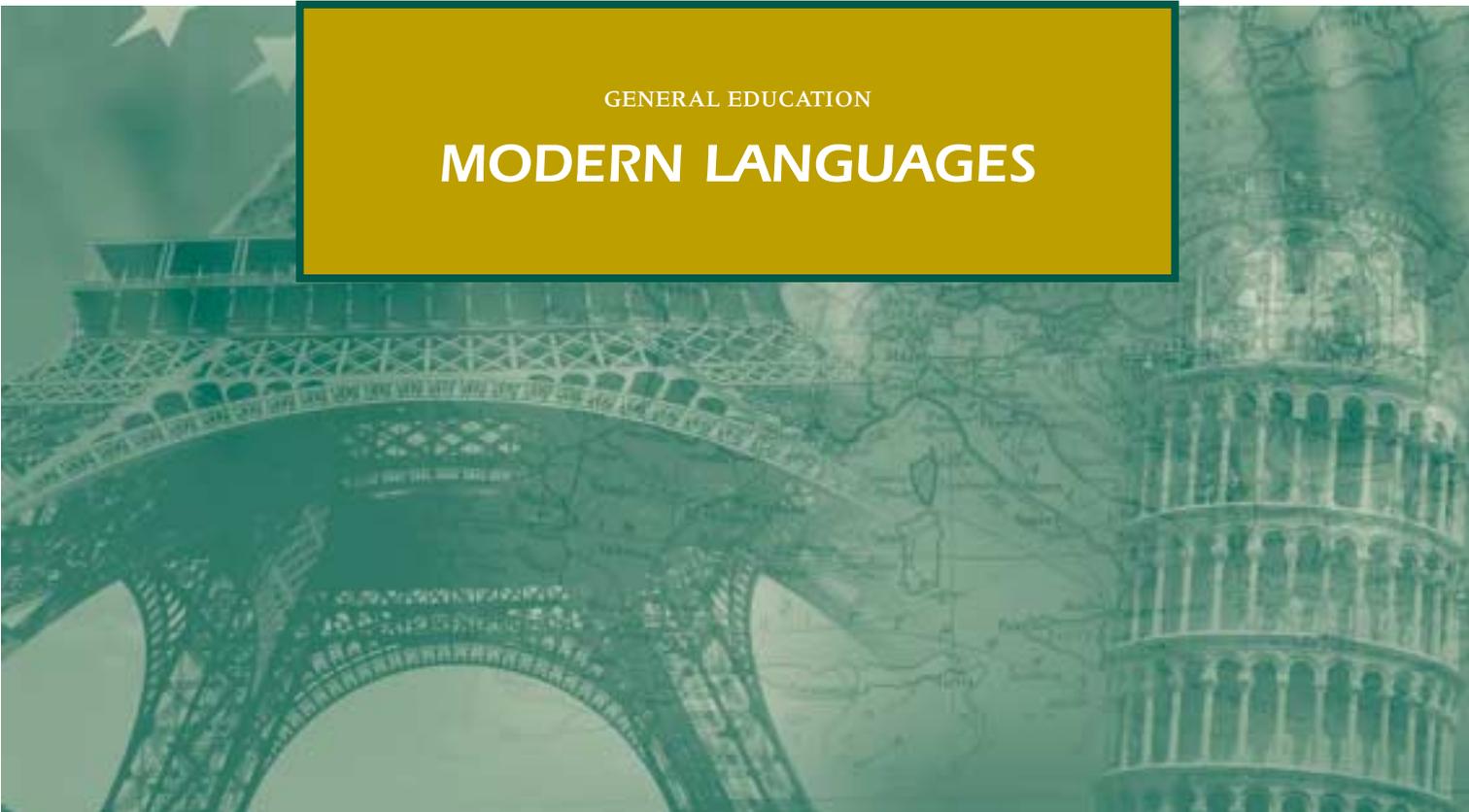




LEAVING CERTIFICATE APPLIED

GENERAL EDUCATION

# MODERN LANGUAGES





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## INTRODUCTION

### RATIONALE

These modules are designed to encourage Leaving Certificate Applied students to take up the challenge of learning a language and to develop a basic level of language competence.

## NUMBER AND SEQUENCE OF MODULES

The modules should be completed in the following sequence:

Module 1: Social Relationships

Module 2: Travelling and Finding the Way

## DESCRIPTION OF MODULES

### MODULE 1

From this module the student will learn how to greet people, make introductions, plan routes to the chosen country, use numbers, discuss likes and dislikes, and order food and drink in the chosen language.

### MODULE 2

From this module the student will be able to use basic phrases in the chosen language. They should be able to; ask for and understand directions, understand the 24 hour clock, buy a train ticket, use the telephone, book accommodation, ask for and understand shopping information, and understand the currency of the chosen country.

**GENERAL RECOMMENDATIONS**

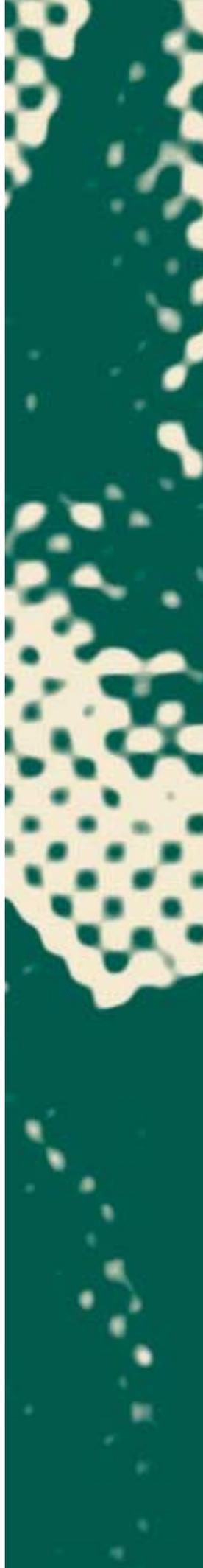
The two modules will require a minimum total of 60 hours tuition. However it would be desirable to supplement this with time from the discretionary time available. Timetabling in single rather than double class periods is recommended. Students may be encouraged to learn a new language rather than one they have already been exposed to. Active Methodologies should be used as much as possible e.g., crosswords, quizzes, pair-work, map reading, vox pop, questionnaires, visitor to the classroom. Use of the local community should be linked to the module, e.g. travel agents, native speakers living in the community, industries etc. Cross-Curricular Links should be encouraged.



MODERN LANGUAGES

MODULE 1

**SOCIAL RELATIONSHIPS**



# MODULE 1:

## SOCIAL RELATIONSHIPS

### PURPOSE

This module introduces students to the chosen language and aims to provide them with basic communication skills in the language.

### PREREQUISITES

None.

**AIMS**

The student will:

- develop an ability to use the chosen language effectively for the purpose of practical communication
- develop a sense of achievement by developing competence in some basic elements of the chosen language
- develop an awareness of the culture and life-style of the chosen country/countries
- gain insights into, and an understanding of language and language learning.

**UNITS**

Unit 1: Introduction and Greetings

Unit 2: Numbers

Unit 3: Likes/Dislikes

Unit 4: Food and Drink

## Unit 1: Introduction and Greetings

### LEARNING OUTCOMES

The student will be able to:

1. greet people
2. explain the greeting system in their chosen country
3. introduce themselves and someone else
4. specify their own nationality and the nationalities of others. Say he/she is my teacher
5. ask people where they come from
6. know some basic occupations
  
7. plan routes from Ireland to their chosen country
8. name and recognise the vocabulary required to name different members of the family
9. state where he/she lives.

### TEACHER GUIDELINES

- ▶ Role-play these situations.  
Say hello, goodbye, see you later.
  
- ▶ Do an exercise on the verb "to be", e.g. linking exercise.
  
- ▶ Role-play I am Irish, French, she is Spanish, they are Italian, I am a student.
- ▶ Role-play asking, 'where do you come from?'. Teach vocabulary for France, Spain, Germany, Italy, Ireland.
- ▶ Identify on a map 6 major towns/cities, 4 major ports/airports.
- ▶ Use a family tree to do this exercise.
  
- ▶ Use pair work to ask and answer where people live.

## Unit 2: Numbers

### LEARNING OUTCOMES

The student will be able to:

1. state and use the following numbers; from 1-50, 50-100, a 1,000 and multiples of 1,000 in the chosen language
2. express their Exam. No. in the chosen language as single digits.
3. understand and express time to be able to express today, yesterday, tomorrow
  
4. understand and express days, dates, month and year
5. state and write their date of birth
6. state age.

### TEACHER GUIDELINES

- ▶ Use Lotto and Bingo to help students say and write numbers.
  
- ▶ Use the 12 hour clock, to ask students to relate time to every day activities e.g. what time school/work starts/finishes, mealtimes etc. (The 24 hour clock is addressed in Module 2).
  
- ▶ Students could make a calendar in the language of the chosen country.
- ▶ Matching exercises on dates of birth.

### Unit 3: Likes/Dislikes

#### LEARNING OUTCOMES

The student will be able to:

1. ask and answer questions on likes and dislikes and be able to give at least one reason for their answer
2. express a number of social activities he/she likes to do
3. report on some sporting activity from the chosen country
4. ask and answer questions on particular school subjects.

#### TEACHER GUIDELINES

- ▶ Carry out a Vox Pop survey on likes and dislikes e.g. Do you like Manchester United? Do you like music? Do you like school? Reason: because it's easy, interesting, difficult, boring.
- ▶ Role-play asking each other for three social activities he/she likes.
- ▶ The students should use different forms of media to research this topic, newspapers, T.V. magazines, Internet etc.

## Unit 4: Food & Drink

### LEARNING OUTCOMES

The student will be able to:

1. understand basic menus in the chosen language
2. identify a starter, main course and dessert and main meals
3. talk about drinks appropriate to their own country and their chosen country e.g. I like tea, coffee etc.
4. identify what people like and dislike
5. recognise the vocabulary for meats/main fish and cuts of meat appropriate to the chosen country
6. name six main vegetables and fruits appropriate to the chosen country
7. identify/know basic vocabulary for snacks/fast food
8. order different ice-creams and understand the vocabulary used for different flavours.

### TEACHER GUIDELINES

- ▶ Introduce this topic through menus for everyday meals.
- ▶ Talk about food in the chosen country. Get students to design their own menus and to role-play ordering a starter, main course and dessert.
- ▶ Students should role-play ordering coffee, tea. They should learn to say "excuse me please".
- ▶ Ask the students to say which drinks they like and which they dislike. This can also be done as a written exercise.
- ▶ Ask the students to make a price chart for a butcher's stall naming the different meats appropriate to the chosen country.
- ▶ Design a vegetable chart and label each vegetable correctly.
- ▶ Vox Pop the types of fish people eat.
- ▶ Learn the vocabulary for different flavours of ice-cream. Carry out a vox pop to find out what people think are the most popular ice-creams. Ask the students to design and present advertisements for different flavoured ice-creams.

# KEY ASSIGNMENTS

MODULE 1: SOCIAL RELATIONSHIPS

## CHECKLIST

I made an Identity card for myself containing five pieces of information in my chosen language. I included the following headings and information:

- (a) Surname
- (b) Christian name(s)
- (c) Date of birth
- (d) Nationality
- (e) Home address

Speaking in my chosen language, I recorded myself asking several other students about three things they like and three things they dislike in life.

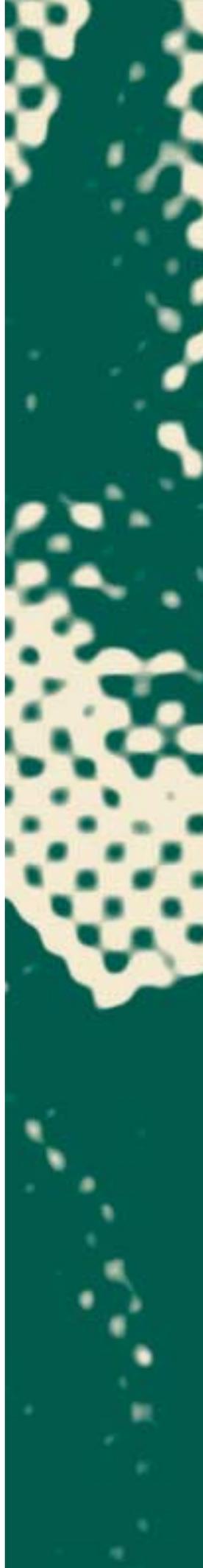
I researched one aspect of my chosen country that I find interesting and presented my findings to the class in English or Irish.

I recorded a role-play where I took an order and gave an order from a menu in my chosen language.

MODERN LANGUAGES

MODULE 2

**TRAVELLING AND FINDING THE WAY**



## MODULE 2:

# TRAVELLING AND FINDING THE WAY

### PURPOSE

This module is designed to equip students with social/survival skills in the chosen language, enabling them to travel and communicate with confidence in the chosen country.

### PREREQUISITES

Module I: Social Relationships.

## AIMS

This module aims to enable the student to:

- develop an ability to use the chosen language effectively for the purposes of practical communication
- develop a sense of achievement by developing competence in some basic elements of the chosen language
- develop an awareness of the culture and life-style of the chosen country/countries
- gain insights into and an understanding of language and language learning.

## UNITS

Unit 1: Travel and Transport

Unit 2: Shopping and Services

Unit 3: Accommodation

Unit 4: Money

## Unit 1: Travel and Transport

### LEARNING OUTCOMES

Students will be able to:

1. recognise and say
  - I understand a little...
  - I can read/speak a little...
  - Could you repeat that please
2. use and understand the alphabet in their chosen language
3. spell his/her name and the names of others using their chosen language
4. ask for directions
5. understand and use vocabulary for asking directions and the names of main buildings in a town
6. ask for and buy a train ticket and follow directions to his/her train
7. understand and be able to use the 24 hour clock
8. Recognise signs
9. know about the transport system of the chosen language country
10. say how he/she gets to school.

### TEACHER GUIDELINES

- ▶ Teach basic expressions and role-play the students understanding of these.
- ▶ Listen to the alphabet and repeat. A tape should be used for learning this. Do listening exercises where students can write down what is said on the tape.
- ▶ Role-play students asking each other to spell their names.
- ▶ Role-play asking for directions.
- ▶ Using maps and/or listening to a tape the students should give and write down basic directions e.g. straight on, right, left, 1st right, 2nd left, at the traffic lights. Make a map of a town centre and mark in the main buildings in the chosen language.
- ▶ Role-play the buying of a train ticket. Use a tape to do various train times.
- ▶ Using a speaking clock get students to write down the times they hear.

## Unit 2: Shopping and Services

### LEARNING OUTCOMES

The student will be able to:

1. learn the vocabulary for the different types of shops
2. recognise quantities/sizes
3. recognise words for cash, credit cards
4. recognise the currency of the chosen country
5. recognise and read the signs for the various sections of a supermarket.

### TEACHER GUIDELINES

- ▶ Teach the vocabulary for Supermarket, Shopping Centre, Hypermarket, Clothes.
- ▶ Use the Internet to research shops in the chosen country.
- ▶ Teach words for sections in a supermarket e.g. butcher, fridges, fruit, vegetable section.
- ▶ Send students to their local shop/supermarket and draw a map of its design. Put in the various sections in the chosen language.

### Unit 3: Accommodation

#### LEARNING OUTCOMES

The student will be able to:

1. to go to his/her local travel agent and plan a holiday to the chosen country
2. fill in a booking form for accommodation in the chosen language
3. book accommodation by phone using their chosen language
4. write down the different types of rooms/accommodation available in the chosen country
5. spell the names of people
6. recognise different signs
7. design a poster showing five different signs relating to accommodation.

#### TEACHER GUIDELINES

- ▶ Teach the vocabulary for various types of accommodation, hotels, youth hostel, camp site, single room, double room, with bath, with shower, dining room, games room. Do this with linking exercise involving booking of rooms.
- ▶ Practice this vocabulary using a tape of people requesting different types of accommodation.
- ▶ Describe various signs and facilities found in accommodation e.g. Entrance, Exit, Smoking, No Smoking, Dormitories, Parking, No Parking, Swimming Pool, Tennis Courts, Beach, Waiting Room.

## Unit 4: Money

### LEARNING OUTCOMES

The student will be able to:

1. describe his/her job stating how much he/she earns per hour/week
2. go to the bank and ask for information on the euro rate
3. convert his/her wages into Euro's and the currency of the chosen language
4. ask for a telephone card.

### TEACHER GUIDELINES

- ▶ Talk about the currency that is used in the chosen country. Show sample notes and coins. Talk about the opening and closing times of Banks. Use authentic materials for this. Ask questions e.g. 'At what time does the bank open on Mondays?'

## RESOURCES

### FRENCH

#### BOOKS

*Allons-Y* Heineman

*Appliquons-Nous* Gill & McMillan

*French for Beginners* Usborne

#### VIDEO

Quinze Minutes Plus

### GERMAN

#### BOOKS

*Deutsch Heute* Nelson

*Lernpunkt* Nelson

*Lieblingsfach Deutsch 1*

#### WORKBOOKS

*Mit Deutsch Spielen 1 & 2*

#### VIDEOS

Hallo aus Berlin

Deutsch Direkt

Alles Gute

### ITALIAN

#### BOOKS

*Italian in 10 minutes a day* Sunset Books

*Buongiorno Italia* BBC Books

*Avanti* CTS Heinemann (recommended)

*Exploring Italian* BMC Publishing

*Essential Italian* Concetto La Malfa

*Avanti graded readers* CTS Heinemann

*Italianissimo 1* BBC Books

*Early Italian crossword puzzles* Nat Textbook Co.

*L'Italiano Giocando 1* European Language Institute

### **TV LANGUAGE PROGRAMMES**

Italianissimo, Italian For Beginners, Buongiorno, Italia

### **FILMS**

Cinema Paradiso, Mediteraneo, La Vitae Bella

### **SONGS**

Time To Say Goodbye – Sarah Brightman

### **INTERNET SITES**

[www.excite.com/travel/countries/Italy](http://www.excite.com/travel/countries/Italy) (information with lots of links)

[www.ite.ie](http://www.ite.ie) (modern language teaching in Ireland)

<http://eleaston.com/italian.html>

<http://schools.channel4.com/italia/> (interactive site)

[www.juventus.it](http://www.juventus.it)

[www.ferrari.it](http://www.ferrari.it)

[www.gucci.it](http://www.gucci.it)

[www.gazzetta.it](http://www.gazzetta.it) (sports newspaper)

### **SPANISH**

Spanish for Beginners Usborne

Espana Viva BBC

Breakthrough Spanish Macmillan

# KEY ASSIGNMENTS

MODULE 2: TRAVELLING AND FINDING THE WAY

## CHECKLIST

I role-played and recorded buying a train ticket in my chosen language

I researched and reported the organisation of a trip to my chosen country. This included information on passport requirements, cost of travel and flights

I made and recorded a phone call to book accommodation in my chosen language

I presented a poster of 5 different hotel signs in my chosen language.



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