Pilot Project on Modern Languages in the Primary School

Draft curriculum guidelines

November 1999

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Modern Languages in the Primary School

Introduction

The learning of another language contributes towards the development of the child's personal, cognitive and social skills. It develops receptive skills and enhances a child's ability to communicate. The learner gains an awareness of language and how it works, and is encouraged to distinguish different sounds, rhythms, cadences and ways of expressing meaning. When the language learning is an enjoyable experience, the child is motivated to venture beyond what is already known. It facilitates the exploration of other cultures and other outlooks on the world.

Initiatives at primary level in other countries indicate that attitudes and motivation are very influential in the acquisition of a language. Where language learning experiences are positive, early learners are aurally better and display more favourable attitudes towards a foreign language. They are less inhibited about uttering different sounds and making mistakes, and are therefore very amenable to language learning.

Proficiency in a foreign language is related to the number of hours of exposure to the language. When programmes are carefully planned and taught and provision is made for continuity between primary and second-level programmes, the early exposure to language acquisition will be beneficial to the child, both in attitude and in communicative competence.

In primary schools in Ireland children have already been introduced to a second language and its accompanying culture. It is natural, therefore, to extend further their language development by introducing them to another language and its cultural content.

The attempt to see the world as others see it greatly assists the promotion of personal and cultural sensitivity and can lay the foundation for understanding and tolerance between peoples of the world. Learning the language is often seen as the most effective way of understanding a culture, enabling one to see the world through the eyes of others. Exploring the culture of others often results in the learner looking at his or her own cultural heritage with renewed interest and understanding. The inclusion of a *cultural awareness* strand promotes tolerance of others both at home and abroad by focusing on the culture, traditions and customs of others.

A *language awareness* component is also included. This focuses on the similarities and differences between languages already known and the new language.

The three strands of the curriculum are:
- Communicative competence
- Language awareness
- Cultural awareness

A communicative approach

Language learning in Ireland in the past was approached using a variety of methods, including the Grammar-Translation Method, the Direct Method, the Structural Approach and the Audio-lingual/Audio-visual Method.

The modern language curriculum incorporates a communicative approach, where children are encouraged to use the language in a meaningful and relevant way, appropriate to their age and interest level. The emphasis will be on the development of the skills of listening, speaking, reading and writing through the strands.

A communicative approach to language teaching focuses on a change in attitude on the part of the teacher and learner. It is not a *method*, but because communication between learners is at the heart of a communicative approach, and because learners learn in a variety of ways, many methods and strategies for teaching and learning will be used.

The most salient characteristic of a communicative approach is that it concentrates on the needs and interests of the learner. In each lesson the initial input presented to the child will enable involvement in real communication, for example performing tasks and playing games. A communicative approach focuses on the communication of meanings and messages rather than on the grammatically correct transmission of structures. Because teachers believe in the centrality of meaning, they will avoid correction of the learners while the communicative phase of the lesson is in progress. Correction and further practice can take place during the post-communicative phase of the lesson or in the input phase of another session.

This approach has been used at second level in Ireland in the teaching of all modern languages. It is envisaged that it will be the approach to the teaching of Irish in the revised primary school curriculum.

A communicative approach will include the following strategies:

- ensuring an enjoyable learning experience, where the topics and themes together with the language used will be age-appropriate and relevant to the interests of the child
- active involvement of the child in task-based learning activities
- opportunities for the child to recycle, in new contexts, sentence and grammar structures as well as vocabulary previously learnt
- fulfilling the language functions, for example meeting and greeting people, asking and responding to questions and speaking of emotions (these may be found at the end of the curriculum document)
- the use of 'communication gap' activities encouraging the child to use the language as a necessary tool for completing a task, for example, completing a picture following directions from another child, progressing to an exchange of information, enabling both partners to complete a given task
- emphasising the importance of understanding and being understood
- noting errors and addressing them at a later stage.

Strands

The strands in the modern language curriculum for primary schools are
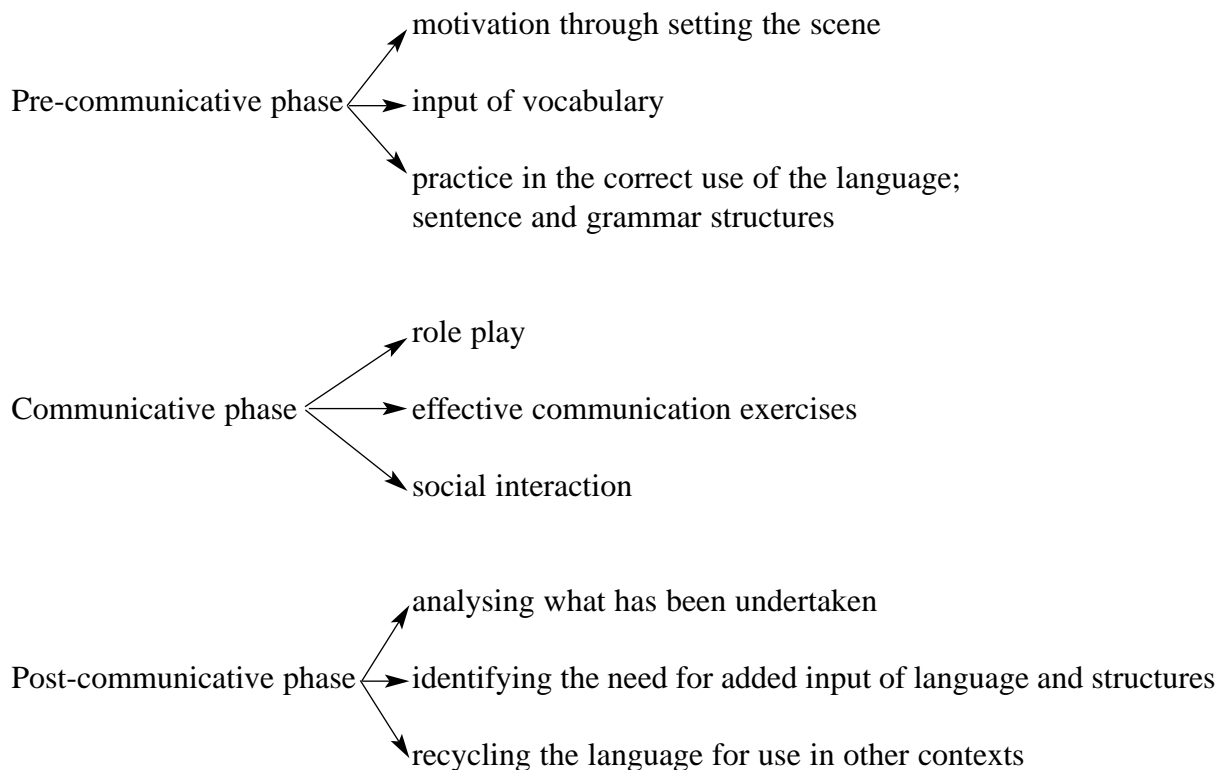
- *Communicative competence,* enabling the child to use language appropriately in a range of contexts

- *Language awareness,* ensuring the development and enhancement of the child's experience of the nature and functions of language through the implementation of an integrated-curriculum approach

- *Cultural awareness,* including a wider, cultural European dimension.

In this curriculum the three strands are treated separately. In practice, however, there will be much overlap, in particular between the *Communicative competence* and the *Language awareness* strands.

In accordance with other aspects of the language curriculum at primary level, the four language skills—*listening, speaking, reading* and *writing*—will be integrated in exploring and developing the content of the three strands.

Communicative competence

The modern languages curriculum envisages a communicative approach in which the child will be enabled to use the language learnt in a variety of contexts. In order to work towards communicative competence the child will engage in pre-communicative, communicative and post-communicative tasks.

Pre-communicative phase
- motivation through setting the scene
- input of vocabulary
- practice in the correct use of the language; sentence and grammar structures

Communicative phase
- role play
- effective communication exercises
- social interaction

Post-communicative phase
- analysing what has been undertaken
- identifying the need for added input of language and structures
- recycling the language for use in other contexts

Pre-communicative tasks initially set the context within which the language will be learnt. The child must be motivated to learn. The acquisition of vocabulary and the establishment of correct grammatical structures will be explored. Activities at this stage prepare the child for the communicative phase. They provide the child with the necessary language and grammar structures for use in communicative activities. At this stage also the attention of the child may be focused upon language previously learnt and how it may be reused in the context of the 'new' topic.

Communicative tasks challenge the child to utilise the language at his or her disposal in order to interact effectively with others through role-playing, effective communication, social interaction and language games.

Post-communicative tasks involve working with the child in analysing the success of the communicative activity and identifying vocabulary and sentence structure necessary for a more improved performance. It also provides the opportunity to include work on skills development, to recycle the language in another form: for example, the spoken word may be reused in simple written form.

Language learning involves the development of the four communication skills of listening, speaking, reading and writing. Oral language, in particular, provides the foundation for language learning. The learning of another language also enhances other skills that are important in the developmental progress of the child. These skills include comparing and contrasting, interpreting, memorising and listening for particular sounds.

Language awareness

A language awareness component is especially relevant in the Irish context. Children in fifth and sixth classes have already been introduced to two languages, Irish and English. Since children learn by progressing from the known to the unknown, these languages might be used as a basis for comparison with the target language. Language awareness is also a component of both the English and the Gaeilge curriculum. Comparisons may be highlighted between these languages and the target language in various ways, for example by focusing on the alphabet, sentence structure, conventions of language, the language appropriate to particular situations and simple rules applicable in the languages. The child should be made aware of the existence of contextual clues, punctuation, tone of voice and stress. Attention may also be drawn to sounds common within each individual language and to common word endings.

In highlighting similarities between languages, words in the target language may be compared with words already known, for example 'Mutter' and 'mother', 'the table' and 'la table'; 'hata' and 'hat', 'actividades' and 'activities', 'una storia' and 'a story' and 'une histoire'. Attention may also be drawn to the fact that in English nouns have no gender, which is not the case in other languages. An introduction to language awareness awakens a sensitivity in the child towards the way language works.

The history of the spread of languages throughout Europe shows how languages have developed. On a map of the world, areas where the target language is spoken may be indicated. A language map of Europe indicating where French, German, Italian and Spanish are spoken

may be completed and displayed. The child may be encouraged, on his or her own individual map, to fill in areas where other languages known to him or her are spoken.

Cultural awareness

Cultural awareness in the context of the primary school allows the child to learn of the lives and interests of children of his or her own age in other countries. Attention may be drawn to homes, schools, holidays, food, feast days, customs and traditions.

Attempting to see the world as others see it assists in the promotion of personal and cultural sensitivity and may lay the foundation for understanding between nations. With the inclusion of this strand, the importance of developing a comprehensive understanding, appreciation and tolerance of others both at home and abroad is acknowledged. The investigation of stereotyping may be introduced by drawing attention to stereotypical representations of Irish people and comparing that version with reality. Inferences may then be drawn about the probable accuracy, or otherwise, of common stereotypes of other nations and cultures. Learning a language gives children the opportunity and the context within which to examine many aspects of another culture.

The *Cultural awareness* strand will, in the main, deal with the target language and countries or areas where it is spoken. Occasions may arise, however, where, depending on the level of ability of the class, other cultures may also be considered, whilst continuing to work through the medium of the target language.

The *Cultural awareness* strand allows many possibilities for integration with other areas of the curriculum. Links with the social, environmental and scientific education (SESE) curriculum, for example, afford the possibility for discussion on the customs and traditions of others and for comparisons to be made with Irish customs and traditions. Attention could also be drawn to what is produced or manufactured in countries where the target language is spoken, famous people from those countries and the local currency. Maps identifying areas of the world where the target language is spoken could also be displayed. In visual arts, models of famous landmarks in Europe and further afield could be constructed. Traditional music, songs and folk dances may be learnt. Clothing and traditional costumes may be explored. Through the use of e-mail and the internet, children can enjoy gleaning further information about these countries. Communication with other children of their own age 'authenticates' this information and consolidates it in their minds.

Strand units

The four strand units are 'Listening', 'Speaking', 'Reading' and 'Writing'. For the purposes of the curriculum and for clarification they are dealt with separately in this section. However, in the language classroom at senior level in primary school, these strand units are inter-related and developed in conjunction with each other. The child learns in a variety of ways, hence it is important to provide him or her with a richness of experiences, thereby providing a broad base for the introduction to a new language at this level.

The teaching of a language within an integrated curriculum may assist in overcoming problems of language continuity at post-primary level. Activities taught in the target language may be used to reinforce and consolidate skills initially taught in the mother tongue. Learning skills developed in other curricular areas may also be reinforced.

Listening

A child first experiences language by hearing it. The very young child has heard the 'sound' of his or her mother tongue long before speaking it. The child's receptive skills are therefore always at a more advanced stage than his or her expressive skills. The development of the child's listening skill is vital to the successful acquisition of language. Reacting to a command by performing a required task, without any use of the spoken word by the child, is a valid way of indicating comprehension The benefit of exposure to the sound of the 'new' language, enabling the child to hear accurate pronunciation and sentence structure, cannot be overstressed. The development of the child's listening skills is vital to the successful acquisition of language.

The skill of listening may be developed both informally and formally. The teacher can use the language as a means of communication at various times throughout the school day, and the spontaneous use of the language should be encouraged. Formal contexts for interactive learning will also be created. Through the use of gestures, variation in tone of voice and by providing contextual clues, the teacher encourages the child to listen for meaning or for specific sounds and sentence structures, for example identifying sounds peculiar to the new language, making inferences, or using the informal and polite forms of address.

Encouraging the child to listen for particular aspects of the language further develops listening skills. Where appropriate, other languages may be included. For example, the same sentence may be spoken in Irish, English and the target language and the child may be invited to identify similarities or differences. The child may also listen to recordings of different languages being spoken and be asked to identify the target language.

Authentic recordings of the sounds of everyday life in other countries may be used, for example at the underground station, on the bus, on a busy street or in school. Attention may also be drawn to the way animal sounds are described and exclamations are made in other languages. Stories, poems, rhymes, songs, jazz chants and recorded material on cassette and video can be used to ensure a lively and stimulating atmosphere. Computer software used should be of a high educational standard. Where the material is interactive it should provide good models of pronunciation and be attractive to the child at senior primary level.

Speaking

As oral competence develops, children will be enabled to interact confidently with others. They will learn how to introduce themselves and talk about themselves, their family, their environment (home, school, town or village, shops), holidays, pastimes and hobbies.

'Communication gap' activities are very effective for encouraging the child to speak in the target language. In these types of activities, one child is in possession of information required by another. The target language must be used in order to solve the problem or to locate the object. Role-playing, word-games, card games and puppets are all useful in encouraging participation in oral language activities. Video-links established between schools enable children to engage in authentic, meaningful communication with children of a similar age in countries where the target language is spoken.

The language-learning experience must be positive and enjoyable. In a stimulating environment the child will be encouraged to take part in oral language activities. Where a child has confidence in his or her ability to learn, the skills necessary to become a successful language-learner will be acquired.

Reading

The development of this skill involves the child in another important aspect of language learning. Reading may be introduced in a variety of ways, such as labelling classroom items, displaying the date or using flashcards of commonly used words and phrases. Simple texts from stories heard may be matched with the appropriate picture and subsequently read aloud. Cartoons, recipes, school timetables, bus and train timetables, menus, magazines, audio books and computer software are all examples of authentic reading matter.

Story-telling in the target language is very effective in the introduction of a modern language. The story should be carefully chosen and should provide good models of pronunciation. It should be lively and stimulating, engaging the child in listening, in predicting what will happen next and in responding to questions.

Pronunciation, intonation and appropriate gestures are all important in enabling the child to understand what is being read and also in encouraging the child to 'have a go' at reading in the target language.

Writing

Prior to the introduction of the written word, it is important that the child is familiar with the sound of the language and has had opportunities to use the language in a variety of situations within the classroom.

Children learn in a variety of ways, and for many children use of the written word assists in the consolidation of what has been learnt aurally and orally. At fifth and sixth class level, written work in the target language provides the child with a valuable opportunity to evaluate and get feedback on his or her own work. It is important to provide a context within which the

language is learnt. The written work should extend far beyond lists of words. The child's acquisition of the language will be facilitated when the written work has a purpose and a context. The child can also be encouraged to correspond with others in order to seek or exchange information for the purposes of a project.

In the initial stages, writing in the language classroom will consist of copying words and phrases, labelling pictures and filling gaps in cloze tests. Cartoon stories may be used where children are required to fill in the 'bubbles' with appropriate text. Posters and notices may be created and displayed in the classroom and throughout the school. These may depict sports or leisure-time activities in Ireland and compare them with what happens in other countries. In addition to material already on display in Irish and English, possibilities may arise offering the opportunity to display similar material in the target language.

Using the target language can facilitate the reinforcement and consolidation of topics previously addressed in other areas of the curriculum. Countries studied, their flags, their capital cities, sports and leisure-time activities, together with a focus on produce identified with these countries, may be revisited using a varied approach. An individual or a class scrapbook containing material relevant to what has been covered may be compiled. This could also include what children in other countries like to eat and drink.

Information technology

Many pupils have access to computers. These are a valuable teaching and learning resource. Through the use of information technology and the establishment of links with other schools at home and abroad the child may be encouraged to

- communicate with a pen-friend
- interact with children in other countries through video-conferencing
- exchange information and materials with the link school
- prepare material for display
- use appropriate computer software
- receive authentic listening and reading material
- use word-processing skills to write simple books.

Through the use of e-mail and the internet, contact may be made with children at primary level elsewhere who are learning English, Irish or the target language. Simple letters may be composed in the target language and exchanged with those children.

Classroom language

Children will have little opportunity to use the language outside school. It is important therefore that within the classroom provision is made for real and simulated activities that will develop and expand the language-learning process.

A variety of classroom situations can provide the context for authentic language activity:

- eliciting answers during roll-call, such as 'She is absent', 'He is sick', or 'They are at the dentist'.
- requesting permission to go to the bathroom, to give out the copies, to get a pencil, etc.
- requesting assistance with a problem
- seeking information: What is the weather like? What day is it today?
- providing the language necessary for board games and other group activities as identified by the teacher or the pupils
- giving instructions for getting and distributing equipment
- giving the language necessary for the use of classroom equipment such as the tape-recorder, video, television, or computer.

Through the use of imaginative role-playing activities, the child is given the opportunity to use the language in simulated situations, such as a visit to the cinema, buying a train ticket or ordering in a coffee shop or restaurant.

As the child's language competence develops, simple dialogues with peers and discussions with the teacher may take place.

Communicative contexts within which the language may be learnt

The emphasis in the modern language curriculum at senior primary level is on communication. Initially the child must be taught the language. Opportunities are then provided for the child to listen to the language being used and to use it himself or herself. This may occur as part of routine classroom activities and in simulated activities.

It is also important to reinforce the point that language learnt for use in one context may be reused in another context. The recycling of language consolidates what has previously been learnt. This ability to transfer and adapt language provides the basis for real language learning.

The transfer of language can be promoted through real and simulated classroom situations. A child can introduce himself or herself while making a telephone call. Greetings may be covered in the context of meeting people at a train station or at the airport. Describing the family may be dealt with through looking at photographs of the families of children in the class or through the use of magazine photographs. Shops and their goods may be explored while constructing a town plan. Giving directions for getting from one place to another could also be covered using the same plan. The construction of a real or imaginary family tree may be undertaken. Likes and dislikes may be introduced when talking about food and meal times.

Language functions

Functions are the communicative use to which language is put and enable meaningful communication. The child uses the language at his or her disposal to perform functions such as

- *meeting and greeting people*
- *giving and seeking information, finding solutions*
- *making requests and suggestions*
- *indicating opinions and preferences.*

A full list of language functions, along with exemplars in each of the four languages, French, German, Spanish and Italian, begins on page 57.

In the primary school language classroom, these functions will be taught within the context of the suggested topics of the modern language curriculum.

Topics

The following list of suggested topics provides the context for the teaching of a modern language within an integrated curriculum at primary level. These, listed in no particular order, are

- classroom language
- introducing oneself
- talking about family and school
- investigating numbers, days of the week, months, seasons, weather, birthdays
- time
- where I live, houses
- feasts and holidays
- hobbies and pastimes.

Modern languages within the primary school curriculum

This draft curriculum has been developed within the framework of the revised primary curriculum. Each strand is divided into strand units. Within the strand units the skills are further developed. The suggestions proposed for development of the skills will be explored at a level appropriate to the abilities of the child in the senior primary school classroom.

The interest and support of parents is a valuable asset in all areas of the curriculum. The home-school link is an important one. In relation to modern languages, where the interest and enthusiasm of parents is evident, what has been learnt in school may be used at home.

Aims for the teaching of a modern language in primary school

The aims of a modern language curriculum are:

- to foster a positive attitude towards language learning and to promote self-confidence, self-esteem and enjoyment in learning a language
- to develop communicative competence, enabling the child to use the language in a variety of contexts
- to develop an awareness of the target language and its relationship with other languages
- to develop the child's awareness, appreciation and respect for other cultures, particularly those associated with the target language.

Objectives for the teaching of a modern language in primary school

The objectives of the modern language curriculum are that the child should be enabled to

- experience enjoyment and fulfilment in language activities
- explore, experiment with and enjoy all the playful aspects of language
- take part in language-learning activities with self-confidence, thereby enhancing the child's self-esteem
- develop the skill of listening actively through a variety of activities, including story, poetry, songs, games, suitable audio and audiovisual materials, and computer software
- be aware of how inflection, stress, accent and word order affect the meaning of what is being said
- appreciate the significance of tone of voice, facial expression and gesture
- attain confidence in talking about his or her ideas and experiences
- develop accurate pronunciation through exposure to authentic audio/listening materials
- develop and extend his or her vocabulary
- develop an appropriate mastery of grammar in order to communicate simply and effectively
- begin to read and write the language as his or her oral competence grows
- develop an appreciation of the relationship between languages through an awareness of similarities and differences
- enhance his or her language learning through an awareness of variety in grammar and sentence construction
- learn about the cultural aspects of other countries, such as lifestyle, customs, traditions, music, art and literature
- appreciate and respect identity and cultural diversity.

Principles for a language programme in primary school

- The programme should be child-centred and stimulating. It should take account of the age and interest level of the child as well as the social dimension of the child's life. The child should be actively involved in his or her acquisition of the language. Capturing the child's interest will provide the motivation to learn and will facilitate and encourage his or her progress in the language.

- The topics covered should be relevant to the child and his or her interests and experience. They should be set in realistic contexts in which the child is required to interact orally with others for the purpose of sharing information, thereby enabling him or her to complete given tasks successfully.

- The target language should be the preferred means of communication in the language classroom.

- The teacher, as model, should speak at conversational pace, using a rich range of language. The input should be comprehensible, without restricting the vocabulary used.

- In addition to learning a language, the attention of the child should be drawn to how language is learnt.

- Quality in language learning must be ensured. Children should be presented with correct models of pronunciation in order to ensure accuracy of language and to develop familiarity with idioms.

- Careful planning for the effective transfer of knowledge is necessary to ensure that what has previously been *learnt* will be reused in another context with the introduction of a *new* topic. The Introductory Statement to the Primary School Curriculum refers to the developmental nature of learning, advocating that the child be given the opportunity to return to particular knowledge, ideas and skills at regular intervals in order to deepen his or her understanding of them.

- The approaches and methodologies of the project should encompass all aspects of the child's capacities and intelligence profile. This will entail variety in classroom organisation, to include individual, pair, group and whole-class activities.

- The approach will be an integrated one, where effective links can be made between language development, cultural awareness and communicative competence, and other areas of the curriculum.

- A wide range of attractive modern materials of a high educational standard will be used in teaching modern languages in the primary school classroom.

- Diversification in the range of languages taught is desirable.

- Respect and tolerance of others and of their cultures will be promoted.

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Planning the curriculum in fifth and sixth class for the Pilot Project on Modern Languages in the Primary School

Curriculum structure

The curriculum is presented in three strands: *Communicative competence, Language awareness* and *Cultural awareness*. In the classroom these strands will be integrated. They will all be developed through the medium of the target language. Each strand is sub-divided into strand units: 'Listening', 'Speaking', 'Reading' and 'Writing'. The strand units will also be integrated.

Within each strand unit, exemplars are given in italic type. These are intended as guidelines. The teacher may develop these as appropriate when planning for the needs of the class within the school context.

Initially the main emphasis will be on *Listening* and *Speaking*. *Reading* and *Writing* will be included at the early stages also. Children at fifth and sixth class level learn in many ways, and it is important that note is taken of this at the planning stage.

The curriculum is an integrated one, as is the primary school curriculum, and the suggested topics should be explored within this context. The functions included towards the end of the curriculum are guidelines intended to assist the teacher in planning classwork. They are intended for use in conjunction with the topics. They will also be of assistance within the *Language awareness* strand.

Overview of the curriculum for the Pilot Project on Modern Languages in the Primary School

Strands

- Communicative competence

- Language awareness

- Cultural awareness

Strand units

- Listening

- Speaking

- Reading

- Writing

Suggested topics

- Classroom language
- Introducing oneself
- Talking about family and school
- Investigating numbers, days of the week, months, seasons, weather, birthdays

- Time
- Where I live
- Feasts and holidays
- Hobbies and pastimes

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Communicative competence

Strand: Communicative competence

Strand unit   Listening

The child should be enabled to

- listen to and respond to everyday classroom language
    requests
    commands
    hört gut zu; asseyez-vous; haced fila; aspettate un po'
    messages
    … is absent/sick/at the dentist
    social greetings and leave-taking
    references to days of the week, months, seasons, weather, events

- listen for enjoyment
    songs, action songs, rhymes, poems, tongue-twisters, jazz chants
    the alphabet
    animal sounds

- carry out a series of actions while listening to (*a*) the teacher, (*b*) another child
    O'Grady says/Pumpernickel sagt/Jacques a dit:
        stand up; put your right hand on your left ear, turn around
    simple PE and dance instructions/movement to music
        turn, stretch, arms out, head up, backward, forward, jump
    on squared paper: listen to set of instructions so as to replicate a
    shape on the page of another
    follow directions on a plan of a town
        Turn right, left. Take the first right, second left. Straight ahead.
        Between, opposite, beside
    construct simple puppets, cards for special occasions
    follow simple recipes, e.g. pizza, crêpe, paella, Kartoffelsalat
        first, next, then, finally

- listen for meaning while obtaining clues from gestures, facial expressions, tone of voice and context from
    the teacher
    short extracts from television (TV5), video or films

- listen to the voice of native speakers speaking at normal pace (it is not necessary that the excerpt is completely understood); where possible this can include
    short extracts in the target language from topical and visually
    interesting news items with which the children are already familiar.
    Where the focus is on global comprehension the aim is to understand the general meaning of what has been spoken

- listen for information
  fill in details as directed
  fill gaps

- listen to stories
  listen for enjoyment
  listen for certain words already familiar to the children
  listen for certain sounds
  listen for general meaning

- play listening games
  when a particular sound is heard, put your hand up
  word bingo
  listen and match phrase to picture, e.g. 'il fait beau', *and children point to the appropriate chart*

- listen to and understand other children
  participating in group and pair work activities.

Strand: Communicative competence

Strand unit   Speaking

The child should be enabled to

- meet, greet and take leave (of)

- introduce himself or herself
  give name, age, address
  sports, hobbies, pastimes
  pets

- speak of school
  class, teacher
  subjects studied, favourite subjects
  classroom objects
  uniform

- use everyday classroom language with the teacher
  for example,
  > *Wiederholen Sie bitte!*
  > *Est-ce que vous pouvez m'aider, s'il vous plaît?*
  > *Posso andare al bagno?*
  > *¿Qué significa ...?*
  talk of the weather, days of the week, the months
  speak of how one is feeling
  use key questions for clarification: Why? What? Where? When? How?
  Who?
  the alphabet
  introduce others/new pupil to class group
  express appreciation, approval, disapproval
  give/respond to instructions
  ask for permission
  ask for help
  seek, give information
  > *where something is/what time it is/at what time something*
  > *begins*
  expressions used when playing games: 'Listen!', 'Quiet!' 'It's my turn!'
  > *c'est mon tour*
  > *tocca a me*
  > *ich bin dran*
  > *me toca a mí*

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- become involved in role-playing activities
  at home
  at school, child as teacher
  in a restaurant or café, at the shops
  telephone conversation

- explore the playful aspects of language through the use of
  rhymes, songs, action songs, jazz chants,
  poems, tongue twisters
  familiar stories where repetition occurs
  speaking in different tones of voice; angrily, sadly, happily; softly;
  loudly

- play language games
  sequencing: 'When is your birthday?' Arranging children according to
  months of their birthdays
      Word bingo, number bingo (children alternating leading role)
      I spy
      Ich sehe was, was du nicht siehst
      I go shopping and I buy,
      Je vais au magasin et j'achète …
      Me voy de compras a Valencia para comprar …
      Le Pendu
      Haifisch
      Il Gioco del Telefono
  use of CD-ROM material
      responding aloud to screen prompts.

Strand: Communicative competence

Strand unit   Reading

The child should be enabled to

- read flashcards on display in the classroom
  labels on classroom items
  flashcards of 'words for the week/month'
  flashcards of phrases in frequent use in the classroom

- participate in the reading of stories through the use of the overhead projector (OHP)

- read place names on maps displayed in the classroom
  map of world where countries speaking the language are highlighted
  map of country highlighting produce/landmarks for which country is noted, capital city, principal physical features

- read posters and charts displayed in the classroom
  scenes from other countries
  favourite foods
  vocabulary in current use in the classroom

- access a variety of suitable reading materials
  comic strips
  cartoons
  poems
  stories

- match word beginnings with appropriate endings using games
  pelmanism
  dominoes

- serialise pieces of text pertaining to stories already heard by identifying key words or phrases

- organise instructions for simple recipes, construction of models by the identifying of key words

- look at advertisements from newspapers written in the target language and deduce as much information as possible from the picture and from the accompanying text
  houses, apartments for sale,
  consumer goods
  > *food and drink,*
  > *household goods,*
  > *furniture*

- use a bilingual dictionary, following instructions for using it correctly.

Strand: Communicative competence

Strand unit   Writing

The child should be enabled to

- label items in the classroom
  items on a 'table of interest'
  art work on a related theme
  write the day and date

- write for a variety of occasions
  messages
  letters (following a set formula initially)
  e-mail
  class timetable
  describe their school
  add simple text to pictures
  keep a simple weather diary
  display a family tree
  fill in dialogue boxes in cartoons
  compose cards for special occasions

- give personal accounts
  I get up at … . I have my breakfast. I go to school by car/bus/bike/on foot

- give personal details
  create a personal identity card

- match appropriate sentences from 'scrambled' selection, writing out correct form
  cloze sentences
  rearrange given words to make a sentence
  > *le fruits J'aime et chocolat les*
  > *(J'aime le chocolat et les fruits)*
  > *immer Hunger habe in der Ich Pause*
  > *(Ich habe immer Hunger in der Pause)*

- play games specifically aimed at consolidating work already covered
  puzzles
  wordsearches
  hangman
  bingo

- write and illustrate well-known adages, proverbs, sayings and tongue-twisters

- write list of favourite words in target language

- construct graphs of favourite foods

- correspond with peers in other countries in order to effect meaningful comparisons and contrasts on aspects of life in Ireland and in other countries

- prepare material for inclusion in school or class newsletter

- compile a class portfolio, including samples of work completed throughout the year

- keep an individual portfolio of his or her own work as a record of what has been covered. This portfolio may be brought forward from fifth class to sixth class and on to post-primary school.

- keep a record of what has been accomplished by completing self-evaluation sheets.
  I can say my name, tell the time, ask for ... .

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Language awareness

Strand: Language awareness

Strand unit   Listening

The child should be enabled to

- listen for common sounds

- listen to the alphabet and identify
  sounds that are very similar to the letter in English
  sounds that are quite similar
  sounds that are very different
  how they relate to sounds in Irish

- listen to the sound of other languages and endeavour to discover what the languages are
  use of recorded material

- listen for sounds peculiar to the language and sounds not physically made by the children before
  nasal sounds
  vowel sounds
       ü ö umlaut sounds in German
  dental consonants and ñ sound in Spanish
       ¿Adónde vas?
       La mañana
  gli in Italian
       gli occhi blu

- listen for meaning using contextual clues as well listening to tone of voice, pauses, gesture and stresses on certain words.

Strand: Language awareness

Strand unit   Speaking

The child should be enabled to

- explore languages
  greetings known in other languages
  investigate similarities in languages already known to the child and the 'new' language
  look at words and phrases we use that originate in other languages; cul-de-sac
  investigate, where appropriate, the languages of children in the class whose culture and language are not those of the majority
  where children's parents, grandparents or neighbours are native speakers of other languages, they could be invited to visit the class
  songs, poems and rhymes known in other languages

- begin to appreciate and analyse how language learning develops from the learning of key nouns to the more sophisticated use of grammar, tense and sentence structure. This can be done through the development of an awareness of progress made during the time spent learning the language

- ask and respond to questions from other children in the target language
  about whether he/she can
     count up to six in other languages
     say 'Hello' in other languages
  about other languages he/she would like to learn
  about the gender of words learnt
  about favourite words in the target language.

Strand: Language awareness

Strand unit   Reading

The child should be enabled to

- find words that are similar in various languages
  bottle/buidéal/bottiglia/botella/bouteille
  flask/Flasche
  new/nua/nuovo/nuevo/nouveau/neu
  salt/salann/sale/sal/sel/Salz

- look at the alphabet in other languages and compare and contrast with alphabet systems already known
  does it look different?
  are there letters not seen before?
  look at types of accents used. Do they compare to accents used in languages already known?

- look at 'new' orthography and sounds in the target language
  ei /ie   ß   'w' pronounced as 'v' in German
  long 'i' /i:/ sound in French as in 'il'
  'v' pronounced as 'b' in Spanish
  'gli' as in luglio in Italian

- look at nouns. Discuss gender of nouns and observe the agreement of adjectives. In English, unlike other languages, there is no agreement of adjectives, since nouns do not have a gender.
  the blue bag   le sac bleu
  the big nose   il naso grandissimo
  the white chair   an chathaoir bhán

- look at sentence structure and the placing of the adjective in relation to the noun, for example
  in Irish, French, Italian and Spanish
  *   an teach bán*
  *   la maison blanche*
  *   la casa bianca*
  *   la casa blanca*
  in German and English
  *   das weiße Haus*
  *   the white house*

- read letters and e-mail messages
  samples of current authentic writing of peers.

Strand: Language awareness

Strand unit   Writing

The child should be enabled to

- write the alphabet in as many languages as possible (include languages known by the children or by their families) and compare and contrast the look and the sounds

- sort and write out the days of the week presented in various languages known and unknown in language groups and subsequently in order, using clues
  -tag; Dé; -day; -di; -es; -dì
  lundi; lunedì; Montag; Monday; Domhnach;
  dimanche; martes; Dé Máirt; mardi

- compile a portfolio to include a record of the child's knowledge of language as it progresses.
  This may include recording:
  the child's ability to count in various languages
  the child's ability to name countries where the target language is spoken
  the child's ability to introduce himself or herself in various languages
  songs that the child has heard in other languages
  drawing a 'language' flower where the names of as many languages as possible are written on the petals. As children recognise the look of these languages, can identify the sound of the languages or know the languages, the petals are coloured in previously designated colours.

- write similar rhymes or songs available in various language
  un elefante se balanceaba sobre la tela de una araña
  une araignée se balançe
      Happy birthday to you,
      Tanti auguri a te,
      ¡Cumpleaños feliz!
      Du hast heut' Geburstag!
          Fra'Martino, campanaro,
          Brother John,
          Frère Jacques
          Bruder Jakob.

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Cultural awareness

Strand: Cultural awareness

Strand unit   Listening

The child should be enabled to

- listen to music and song from other countries, including traditional music and song

- compare and contrast with music from Ireland, both traditional and modern
    what instruments are used
    identify the rhythm
    can it be related to music already known from Ireland/from other countries?
    can anything be inferred from this?

- listen to stories from other lands
    familiar stories
    traditional stories from other countries

- listen to poems, rhymes and tongue-twisters
    Zehn Ziegen zogen zwei Zentner Zucker zum Zoo
    Sopra la panca la capra canta, sotto la panca la capra crepa
    Une nouille mouillée à Neuilly
    Tres tristes tigres trepaban en un trigal

- listen to accounts of feast days and holidays in other countries
    compare with feast days and holidays in Ireland and the way they are celebrated
    include information on feast days, holidays and traditions of children from other cultures who are pupils in the class

- listen to accounts of a typical school day in another country where the target language is spoken
    video links
    exchange of video and audio cassettes

- listen to short excerpts, where available, from television and video recordings of
    news programmes (observing varying styles of presentation)
    sports programmes
    cartoons.

Strand: Cultural awareness

Strand unit   Speaking

The child should be enabled to

- learn stories, rhymes, songs and chants from countries speaking the language

- identify typical children's names from countries speaking the language

- discuss traditional costumes and when they are worn using simple phrases or sentences

- learn and construct simple phrases or sentences about famous people from countries where the target language is spoken

- discuss the currency
    the name of the currency
    its denominations
    is it decimal?
    what is its value against the punt?
    will the country be introducing the euro?

- talk about the flags of different countries
    observe varieties of design
        significance of colours used
        common colours

- talk about food from different countries
    discuss meals
    meal times
    traditional foods
    ways of cooking
    ways of setting the table
    prepare simple dishes using recipes from various countries
    discuss foods available in Ireland (from the supermarket) and their ingredients, 'discover' their country of origin.

Strand: Cultural awareness

Strand unit   Reading

The child should be enabled to

- read maps
    identifying countries and areas where the target language is spoken
    identifying capital cities and principal physical features of these countries and areas

- read timetables
    school timetables of peers in other countries, compare and contrast to own school timetable
    bus and train timetables, calculate length of journey between places

- read simple stories, rhymes and comic strips in the target language

- read and execute simple recipes

- read newspapers in the target language
    look at advertisement styles
    look at the television page, look at times of programmes, programmes that may be viewed on television in Ireland, calculate length of programmes

- read authentic materials in the target language containing information about the country, its customs and the life and interests of children living there
    subscribe to appropriate publications

- read for information
    'communication gap activities' requiring exchange of information—group or pair work.

Strand: Cultural awareness

Strand unit   Writing

The child should be enabled to

- complete simple cloze sentences that are relevant to what has been taught

- construct and complete diagrams indicating, for example, sports in Ireland, sports in other countries and sports in common

- write simple advertisements suitable for the newspaper or for display in shop windows, for example
    three bars of chocolate for ...
    for sale: one bicycle suitable for six-year-old child
    lost: a black cat with one white ear
    Verschwuneten: ...
    À vendre: ...

- complete graphs indicating, for example, favourite foods, methods of travelling to and from school, favourite television programmes. These may be produced as a result of correspondence with children in another country.

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Developing the topics

Developing the topics

Included in this section are suggestions for the development of the proposed topic areas. They are not presented in any particular order and there will be considerable areas of overlap, allowing the opportunity to reuse language learnt in one area in a 'new' context in another area.

It is necessary to acknowledge and accommodate the diversity of backgrounds of the children in the class when introducing the topics. It may be appropriate to cover some areas within the context of an ongoing project. Role-playing is another very appropriate method of overcoming areas of sensitivity.

Songs, rhymes, poems, stories, role-playing and games will all reinforce and consolidate each topic.

1. Introduce oneself:

(*a*) Greetings: Hi! Hello! How are you?
  Leave-taking: Bye! See you!

(*b*) My name is … .

(*c*) What is your name?
  His/her name is … .

(*d*) I am tall/small. I have black hair. I have long hair. (I have long, black hair). My eyes are blue.

(*e*) When is your birthday?
  My birthday is in … (include date).

(*f*) I like to play tennis, basketball, football, rugby, hurling, camogie.
    I play the piano, violin, recorder, tin whistle.

(*g*) I can spell my name … .

(*h*) I like … (food, drink, television programme)
  I don't like … (going to the dentist, doing my homework)
  I prefer … (chocolate, biscuits, fruit)
  I would like … (to go to the cinema, to go to the park, to have a drink).

(*i*) I can play the piano.
  I cannot swim.
  I can speak Irish.
  I can say 'thank you' in … (name languages).

(*j*) It is … past three. It is … o'clock.
  The post office is opposite/beside the bank/the supermarket.

(*k*) I am going shopping after school.
I am going to the beach.

(*l*) I am happy/sad.
I am afraid.
I have a headache/pain in my tummy/toothache.
I am hungry/thirsty/tired.

2. Talk about family:

(*a*) Have you any brothers? Have you any sisters? How many brothers and sisters have you?
I have no brothers. I have … brothers.
I have no sisters. I have … sisters.
I have … sisters and … brothers.
I have no sisters or brothers.

(*b*) What are their names? How old are they?

(*c*) Have you any uncles, aunts, cousins? What are their names? Have you any grandparents? (this should be broached sensitively). Children may be given the freedom to speak of imaginary family members.

(*d*) Have you any pets? I have a brown cat, a black dog, two budgies.
Name some animals that may be found on a farm. What is your favourite animal? Describe the animal.

3. Where I go to school:

(*a*) What is the name of the school?

(*b*) What is the school address?

(*c*) What class are you in?

(*d*) What is your teacher's name?

(*e*) How many children are in your class? There are … children in the class. There are … boys and … girls.

(*f*) What subjects do you learn in school? I learn the following subjects in school: Irish, English, maths, history, geography, music, religion, visual arts, PE, science, SPHE (social, personal and health education).

(*g*) What subjects do you like? Which is your favourite subject? I like … and … My favourite subject is … .

(*h*) On what days of the week do you do various school activities? Music, drama, PE. On Mondays we do … We have PE on Thursday.

(*i*) What time do you start school? What time do you finish school?
We begin at … a.m. and we finish at … .

4. Introduce classroom language:

(*a*) Could you sit down/stand up? Close the door please. Open the window, please. Quiet, please. Listen carefully. Could you repeat that, please? Take out your copy. Stop!

(*b*) Items used: pencil, chalk, duster, pen, stapler, staples, paint, paintbrush[es], crayons, paper, markers, ruler.

(*c*) Labels; blackboard, desk, chair, window, door, shelf, cupboard, nature table/table of interest, drawer, picture, copies, library, sink, taps.

(*d*) Good morning/Good afternoon. How are you? Here is … . Well done! How do you say …? Thank you. Excuse me. Are you sure? May I help you? Do you understand? Where is …? It is on, under, behind, in front of, beside, over, between … .

(*e*) Current phrases: as appropriate at the time. Certain phrases could be emphasised over a period, such as a fortnight or a month.

(*f*) Questions in common use could be on display, on posters, on the blackboard and on flashcards.

(*g*) Games vocabulary. Throw the dice. It's my turn. It's your turn. Whose turn is it? Don't cheat. What number did you get? How many cards have you? Move the marker. I won. I lost. How many are on your team? Who is on your team? How many teams are there? T is 'on'.

(*h*) Uniform. I am wearing a … shirt and a … and … tie. I have a … jumper/cardigan and … trousers/skirt.
On Thursdays for PE, I wear a … tracksuit and runners. (The gaps are for appropriate colours.).

5. Numbers, days of the week, months, birthdays, festivals:

(*a*) What age are you? I am … years old.

(*b*) What age is Mary/your sister? She is … years old.
What age is Tom /your brother? He is … years old.

(*c*) What are the months of the year? What is this month/last month/next month? What happens in December (Christmas), in February (St.Valentine's Day)? When is Easter? When does the school year begin? When does the school year end? When do we go on holidays? When (in what month) is the Halloween break?

(*d*) Name the four seasons. What are the months of spring/summer/autumn/winter? (seasons in some countries differ).

(*e*) Weather vocabulary: What is the weather like today? It is wet/dry; cold/warm/hot/freezing; windy/calm; cloudy/foggy/fine. It is raining. It is sunny. This may progress to including the use of adjectives, for example: It is a cold, wet day. It is a fine, sunny day.
Pictures may be used depicting different weather conditions, where one child could describe the clothing being worn and from that description others could deduce the weather conditions. A weatherboard could be on display in the classroom also. The weatherboard for sixth class would be more detailed than the one in use in fifth class.

(*f*) Initially numbers to 31. This will facilitate discussions on dates of birthdays and the date of the day. These may be extended as the need arises, for example, when discussing how many children are in the class.
What date is it today? On what date do we get holidays? When are we going on school tour?

(*g*) When is your birthday? My birthday is on the fifteenth of December/the twenty-third of August.

(*h*) When is your brother's/sister's birthday? When is your grandmother's birthday?
When is your friend's birthday?

(*i*) Making birthday cards: vocabulary for what is necessary. Paper, pencils, scissors, paint, paintbrushes.

(*j*) Invitation to a birthday party. Dear …, I wish to invite you to my eleventh birthday party on … from ... to … . I do hope you can come.
Letter to a pen friend describing St.Patrick's Day.

6. Time:

(*a*) What time is it? It is … o'clock. It is half past … . It is a quarter past/quarter to … . Refer to twenty-four hour clock.
Look at timetables. At what time does the train leave (name of location)? What time does it arrive in …?

(*b*) At what time do you get up on weekdays? I get up at … I leave the house at … I get the bus at … . At what time do you get up on Saturday/Sunday?
At what time do you go to training/music lessons/art classes?

(*c*) At what time do you go to bed on weekdays? I go to bed at … . At what time do you go to bed on Friday and Saturday? I go to bed after (television programme). My sister goes to bed before me.

(*d*) Timing of events on a typical school day. I go to school at … . Class begins at … . We have a break at … . At … we have our lunch. School finishes at … . The bus is at … . I get home at … . I do my homework at … .

7. Where I live:

(*a*) Where do you live? I live in … .

(*b*) What is your address. My address is 24 Holly Street, Trim, Co. Meath. Children may invent an address if it is felt that this is a sensitive issue (the use of the village concept may be useful, and street names may be adapted appropriately).

(*c*) Where does Mary/David live? Mary lives in … Street. Where does the R. family live? They live beside the post office in … Avenue. David lives opposite the church, between the park and the hospital, near the school/factory/farm.

(*d*) Using a simple plan of an imaginary town, ask for/give directions for getting to the supermarket, train station, hospital, butcher's, baker's, toy shop, record store, cinema. Take the first turn on the left. Continue straight on. It is on the right between … and … opposite the … .

(*e*) Devise a plan of the locality, if applicable and describe where various shops and buildings are and how to get to them. Give directions: take the first road on the right and the second on the left, continue straight on and it is on the left opposite the bank/the railway station.

(*f*) Present the children with samples of addresses in other countries. Look at the way children from other countries write their address on letters. How is the envelope addressed?

8. Housing:

(*a*) Describe where you live. I live in a house, flat, apartment.
How many rooms are there? There are two bedrooms, a kitchen, a dining-room, a sitting-room.

(*b*) What furniture is in each room? Where is the chair? It is in front of the window.

(*c*) Draw a plan or make a model of the house.

(*d*) Label the rooms and the furniture.

(*e*) In correspondence with children from other countries, information may be exchanged about homes in other countries.

9. Feast days and holidays:

(*a*) Feast days in countries where the target language is spoken.
When is Christmas Day celebrated?
In what way is it celebrated in other countries?
When is Easter? When is St. Patrick's Day? When is Bastille Day?
What other important dates, public and religious (including non-Christian, where appropriate) holidays are celebrated?

(*b*) Traditions in other countries, for example the story of La Befana from Italy.

(*c*) Going on holidays. I am going to … . I am going by plane, train, car, bus, boat. I am going with my family/alone.

(*d*) Clothing for holidays. It is hot in … . I will bring my swimsuit, shorts, T-shirts, sandals. It is cold in … . I will bring jumpers, jeans, boots, a jacket.

10. Hobbies:

(*a*) Sports: I play (name sports). I am on the school basketball/football/swimming team. I also play … . I prefer … . I don't like playing … . Who is your favourite sportsperson?

(*b*) Music: I play the (name instrument). I like listening to ... . My favourite group is … . I would like to go to the … concert.

(*c*) Reading: I like adventure/thriller/nature stories. My favourite author is ... . I also like … . I read comics/football magazines.

(*d*) Television: My favourite television programme is ... . I watch nature programmes/cookery programmes/sports programmes. I enjoy/hate watching … .

(*e*) Outdoor pursuits: I go walking/climbing/orienteering/sailing/horse-riding. I go on outings with the scouts/guides at the weekend.

(*f*) Visual arts: I paint/draw/do collage/make models/knit/sew/make pottery.

(*g*) Collecting: I collect stamps/ornaments/furry animals/postcards/stickers/call cards. I swap … .

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Assessment in modern languages

Introduction

Assessment is an essential element of the teaching and learning process. Its principal purpose is to provide the teacher with continuous detailed information about children's knowledge, their grasp of concepts and their mastery of skills. This in turn can lead to a greater understanding of the child and his or her needs and can help the teacher to design appropriate learning activities that will enable the child to gain maximum benefit from the modern language curriculum. This cyclic process of learning, assessment, identifying individual needs, evaluating teaching strategies and planning future learning experiences is central to effective teaching and learning.

The role of assessment: why assess?

Assessment can be used to monitor the rate of children's language development and the effectiveness with which they are using language to learn and to communicate. It provides the teacher with the means of identifying the needs of individual children and enables him or her to modify curriculum content, create the learning contexts and adopt the teaching strategies that will facilitate effective learning. Used like this, assessment has a *formative* role to play in children's development.

Summative assessment provides a clear picture of the progress that has been made by an individual child. This type of assessment is undertaken following the completion of a topic or at the end of a particular period. This method of assessment may be carried out using methods appropriate to what is being assessed.

Assessment in the modern language curriculum:

what should be assessed?

One of the principal aims of the modern language curriculum is to enable children to use the language as a means of communication. This involves acquisition of the four skills of listening, speaking, reading and writing. In learning a language at primary school, greater attention will be given to the first two of these skills, listening and speaking. In assessing the child's ability to communicate, emphasis will be placed on what the child can do in relation to the four skills. The child's attitude towards the learning of the target language may also be assessed, as may his or her willingness to take part in language activities in the classroom.

It is important that the child's skills in listening, speaking, reading and writing are assessed within the context of each of the three strands of the curriculum, *Communicative competence, Language awareness* and *Cultural awareness.*

Listening

The principal aim in this strand unit is to further develop the skill of listening and to reinforce and develop learning strategies. In gauging the child's listening skills, the teacher will take account of such things as the child's ability to understand the everyday classroom language of the teacher, to respond to questions and to follow directions. Initially a non-verbal reaction to what has been said will suffice to indicate comprehension. Eventually an oral response will be forthcoming.

Speaking

Initially the child will communicate through the use of gestures or through reacting to instruction. Verbal communication will start with the use of standard phrases and sentences used frequently in the classroom and will progress to the recycling of language in new situations. Children will be able to meet, greet and take leave, excuse themselves and say thanks, construct simple questions and answers requiring and giving information. They will be able to use appropriate language in playing word and board games, taking part in role-playing activities, and interacting with visitors to the classroom. Assessment will take account of all of these and of the child's ability to transfer language learnt in one context to use in a new context.

Reading

The emphasis when assessing the child's reading ability will be on general understanding of what has been read. This may be assessed orally, posing questions based on simple pieces of text or stories read.

Writing

The assessment of writing at this level will be based on what the child has heard and read. It may require one-word answers, an emphasis on correct spelling or the ability to construct simple sentences correctly.

Assessment tools: how to assess?

There are a variety of tools appropriate for use in the assessment of modern languages at senior primary level. These include

> *teacher observation*
>
> *teacher-pupil discussion*
>
> *teacher-designed tasks and tests*
>
> *work samples*
>
> *portfolios*
>
> *projects*
>
> *curriculum profiles.*

Used together, these tools constitute a multi-dimensional strategy that enables the teacher to identify particular learning needs and to design appropriate teaching strategies.

Teacher observation

This is the form of assessment most consistently used by teachers. It involves the informal monitoring of children's progress as the actual learning process takes place. In observing the varying degrees of success with which children acquire and master different language skills, teachers continually adjust their methodological approaches and modify learning situations as they teach.

Much of this observation is concerned with detailed and immediate learning activity and is unrecorded. However, it can be useful to make brief notes from time to time about particular learning requirements. This can be a further help to the teacher in taking account of the progress of the class, a group or an individual at any particular juncture and can inform his or her planning of long-term and short-term teaching strategies.

The teacher may assess the listening skills of the class

- *during formal language instruction*
- *by observing how the child responds to the spontaneous use of incidental language throughout the school day*
- *through asking questions of the child.*

Teacher-pupil discussion

The teacher may discuss with the child what is happening within the context of modern languages. It can be an invaluable method of assessing the attitude and progress of the child and may assist in future planning.

Teacher-designed tasks and tests

A further dimension of this type of continuous assessment is the monitoring of children's performance in various tasks arising from their engagement with the curriculum. The benefit of these types of tasks is that the children are familiar with the approach and the level of language required.

A variety of tasks based on the strands and strand units may be used in order to assess the child's ability to understand and to communicate. These include

- following directions in order to carry out certain activities, for example drawing a picture, finishing a picture, following directions on a simple map

- taking part in listening games, for example bingo, identifying odd sounds, identifying common sounds, listening for specific words

- answering simple questions about a story, poem, the flags of countries, capital cities, famous landmarks

- answering questions about himself or herself

- asking questions

- taking part in role-playing and simple drama activities that encourage the child to recycle vocabulary and sentence structures previously learnt

- playing matching games, for example matching word and picture, matching phrase and picture, matching characters according to descriptions given

- arranging pieces of simple text in sequence.

Work samples, portfolios and projects

By compiling samples of the work of individual children in the class, teachers can keep a cumulative record of their performance throughout the year. The portfolio may include samples of work undertaken throughout the year, including cards for special occasions, correspondence with penfriends through use of ICT's or otherwise, diary type entries, and poems and rhymes learnt throughout the year.

Where group work has been involved in the undertaking of projects, summaries and illustrations of work may be included. Group work involves the pooling of skills in order to produce a final product. Each child's strengths may be used, and he or she will also benefit from the skills of others. One child may ask questions while another notes down the answers. One child may illustrate and another may write the accompanying text.

The portfolios may also include self-evaluation sheets, to be completed by the child when these are appropriate. The child may record what he or she knows or can do:

I can say hello ☐

I can say goodbye ☐

I can tell someone my name ☐

I can ask someone what his or her name is ☐

I know three countries where the target language is spoken ☐

Work samples and portfolios provide a useful picture of the child's development in language learning in the three strand areas.

Curriculum profiles

Teachers' informal observation of children's progress can be structured more formally through the use of curriculum profiles. These entail short descriptive statements of pupil achievements, behaviour and attitudes in relation to language learning and learning through language. Curriculum profiles should facilitate the easy recording of the maximum amount of information, ensuring that only a minimum of pupil-teacher time is involved.

A balanced approach to assessment

The principal function of assessment is to provide the teacher with an accurate picture of the child's language development. This will enable him or her to create the learning contexts and to design the teaching strategies most appropriate to the needs of individual pupils. A great proportion of the teacher's assessment will involve the use of less structured methods and will be an integral part of the teaching process. Assessment techniques such as observation,

teacher-designed tasks and tests and the use of work samples and portfolios are, by their nature, subjective. In-career development and contacts with others teaching in a similar situation can help to provide the teacher with a wider perspective and more objective standards of reference for these forms of assessment.

Recording and communicating

By using an appropriate range of assessment tools, the teacher can monitor the child's language development. The method of recording the relevant information should be in a form that will facilitate ongoing communication with other relevant parties.

The benefit of compiling a modern languages portfolio is that it may be brought forward by the child from fifth class to sixth class and on to post-primary school as a record of the language learning experiences.

Language functions

Français

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Functions	Fifth class and sixth class
The child should be enabled to **speak about himself or herself**	

present himself or herself (factual or otherwise)
  -give name
  -give age
  -give address
  -give telephone number
  -describe himself or herself
  -give family details
 	
  -give nationality
  -pastimes
 	
  -school
	Je m'appelle …
	J'ai … ans
	J'habite …
	Mon numéro de téléphone est …..
	Je suis grand(e)/petit(e). J'ai des cheveux blonds/bruns/noirs.
	J'ai … frères. Je n'ai pas de soeurs. Je suis enfant unique. J'ai un/une/des {grand-mère(s), grand-père(s), oncle(s), tante(s), cousin(s), cousine(s)}
	Je suis irlandais(e)/français(e)/belge
	J'aime jouer au football/tennis/hurling etc.
	Je joue du violon/du piano etc.
	Je suis en cinquième/sixième classe (première, deuxième, troisième, quatrième). Mon instituteur/institutrice s'appelle …
	J'apprends les matières suivantes à l'éole; le français, les mathématiques, la musique, etc.

express feelings, emotions
  -give details of general state
  -happiness, sadness
  -pain, sorrow
  -fear, surprise
  -satisfaction
  -tiredness
  -regret
  -hunger thirst
	Ça va? Ça va très bien/bien/assez bien/mal/très mal!
	Je suis heureux(euse). Je suis content(e). Je suis triste.
	J'ai mal à la tête. J'ai mal au ventre. Je suis désolé(e).
	J'ai peur. Ça m'étonne!
	C'est bien!
	Je suis fatigué(e)
	Désolé! Je regrette …
	J'ai faim/soif.

tell about tastes, desires, needs
  -likes/dislikes
  -preferences/other
  -knows/doesn't know
  -has/has not
  -can/cannot
	J'aime/Je n'aime pas. J'adore …
	Je préfére … J'ai horreur de ... Je déteste …
	Je sais/Je ne sais pas. Je connais/Je ne connais pas.
	J'ai/ Je n'ai pas
	Je peux/Je ne peux pas [Je sais/je ne sais pas faire …]

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speak to someone/to others	
interact socially	
-meet/greet/take leave (of)	Bonjour! Salut! Bonsoir! Bonne nuit! Au revoir! Salut! À tout à l'heure! À demain! À la prochaine fois!
-introduce	C'est mon ami(e). Il(Elle) s'appelle ….
-apologise	Excuse(z)-moi. Pardon(nez)-moi.
-request/accept/refuse	Est-ce que je peux? Oui, bien sûr! Avec plaisir! Malheureusement,non.
-convey best wishes	Bon Anniversaire! Bonne année! Joyeux Noël! Joyeuses Pâques!
-congratulate/commiserate	Très bien! Super! Félicitations! Tant pis!
-express opinion	À mon avis … Je pense que …
-propose	On va à la plage? On y va?
-encourage	Allez! Courage! Bravo! Très bien! C'est super! C'est très intéressant!
-warn	Attention! Fais/Faites attention! Doucement! Pas si vite! Lentement!
-agree/disagree	Je suis d'accord/Je ne suis pas d'accord.
-true/false	Vrai/Faux/Juste
ask information of another	
-about himself or herself	Ça va? Comment allez-vous? Comment tu t'appelles/il/elle s'appelle? Quel âge as-tu? C'est quand ton anniversaire? Où vas-tu à l'école? Où vas-tu/va-t'il/va-t'elle? As-tu des frères et des soeurs? Qu'est-ce que tu aimes faire?
-about other people	Quel âge a ton frère/ta soeur?
-about other things	Où est le cinéma? Qu'est-ce que c'est? Quelle heure est-il? C'est qui? Qui est-ce? (Qui est là?) Quand? Pourquoi? Comment?
participate in class	
-ask for assistance	Est-ce que vous pouvez m'aider? Comment dit-on … en français? Au secours!
-ask for a repetition of what has been said	Pouvez-vous répéter s'il vous plaît? Qu'est-ce que ça veut dire?
-ask how to spell a word	Comment écrit-on …? Pouvez-vous l'épeler s'il vous plaît?
-convey understanding/lack of it	Je comprends/Je ne comprends pas. Ça y est!
-express thanks	Merci. Merci beaucoup. Merci mille fois.
-ask someone to do something	Arrête! Arrêtez-vous! Mettez-vous debout. Ouvre/ferme la porte/la fenêtre!
-ask/grant/refuse permission	Est-ce que je peux …? Puis-je? Non, pas du tout. Oui, bien sûr!
-express certainty/uncertainty	C'est sûr? Ce n'est pas sûr. Peut-être. Peu de chance.
-understand and react to an order	D'accord. Tout de suite
-forbid something	Ne fais pas ça! Arrête! N'y touche pas!

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speak of others/of immediate environment	
identify, present, refer to something	C'est un/une … Je le vois,c'est là- bas!
describe someone, an animal, something	Il /elle est …
count	Un ... dix, onze, douze, treize … vingt, vingt-et-un, vingt deux … trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, … cent
indicate degrees of intensity (a little, more, a lot)	Un peu … plus … assez … beaucoup … trop
order (sequencing of events)	D'abord, ensuite, finalement/enfin Hier, aujourd'hui, demain. avant-hier, après-demain Le matin. L'après-midi. Le soir. La nuit.
references to space and time	

recognise and use references to space
-location of a person,
          an animal,
          an object.
	Où est …? Il/elle est là-bas/ici. Il/elle n'est pas ici. Il/elle est sur, sous, entre, devant, à côté de, en face de, dans …
	La banque est à gauche, en face de la gare.

recognise and use references to time -days of the week -months of the year -seasons -the time	Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Le printemps, l'été, l'automne, l'hiver Il est une heure, deux heures … Il est midi, minuit. Il est trois heures et quart, et demie, moins le quart. Il est quatre heures cinq, dix, vingt, vingt cinq. Il est cinq heures moins vingt cinq, moins vingt, moins dix, moins cinq.

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Language functions

Deutsch

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Functions	Fifth class and sixth class
The child should be enabled to **speak about himself or herself**	
present himself or herself (factual or otherwise) -give name -give age -give address -give telephone number -describe himself or herself -give family details -give nationality -pastimes -school	Ich heiße … Ich bin ... Ich bin … Jahre alt. Ich wohne in …, in der … straße Meine Telefonnummer ist … Ich bin groß/klein. Mein Haar ist/Meine Haare sind braun/lang …. Meine Augen sind ... . Ich habe zwei Brüder, aber ich habe keine Schwester. Ich bin Einzelkind. (Vater, Mutter, Oma/Großmutter, Opa/Großvater, Onkel, Tante, Kusin, Kusine, Tochter, Sohn) Ich komme aus Irland/Österreich/Deutschland/der Schweiz. Ich spiele am liebsten Tennis. Fußball spiele ich auch sehr gern. Ich surfe gern. Ich spiele am liebsten Gitarre. Ich schwimme gern. Ich spiele lieber mit dem Computer. Ich bin in der fünften/sechsten Klasse. Mein(e) Lehrer(in) ist ... Ich lerne Deutsch, Mathe, Geschichte, Kunst, Englisch, etc.
express feelings, emotions -give details of general state -happy, sad -fear, surprise -pain, grief -satisfaction -tiredness -regret -hunger/thirst	Mir geht's sehr gut/gut/nicht so gut/schlecht. Ich freue mich. Ich bin traurig. Ich habe Angst. Das gibt's doch nicht! Aua! Autsch! Mein … tut weh. Oh wei! Du/Sie Arme/du/Sie Ärmster! Ich freue mich sehr über …. Das finde ich gut! Ich bin müde. Es tut mir leid! Ich habe Hunger/Durst.
tell about tastes, desires, needs -likes/dislikes -preferences/other -knows/doesn't know -has/has not -can/cannot	Ich mag … Ich mag kein/keine … Ich schwimme/lese/lieber. Ich höre lieber Musik. Ich weiß. Ich weiß nicht. Wissen Sie/sie? Weißt du? Ich habe … Ich habe … nicht. Ich kann … Ich kann nicht …

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speak to someone/to others	
interact socially	
-meet/greet/take leave of	Guten Morgen! Guten Tag! Grüß Gott! Guten Abend! Wie geht's? Auf Wiedersehen! Tschüß! Gute Nacht! Schlaf gut! Bis morgen! Bis bald!
-introduce	Das ist mein(e) Freund(e). Er/sie heißt …
-apologise	Verzeihung, dass ich so spät komme.
-request/accept/refuse	Darf ich …? Dürfen wir …? Darfst du …?
-convey best wishes	Alles Gute zum Geburtstag, zu Ostern, zu Weihnachten.
-congratulate/commiserate	Super! Bravo! Toll! Ich gratuliere! Schade!
-express opinion	Ich denke/finde/glaube, dass ...
-propose	Spielst du mit? Kommst du spielen? Komm, wir spielen! Ja, gerne. Nein, danke. Später.
-encourage	Prima! Klasse! Toll! Fantastisch! Wie schön! Mach/macht schneller!
-warn	Vorsicht! Pass auf! Achtung!
-agree/disagree	Das stimmt/ist wahr! Das stimmt nicht/ist nicht wahr. Das finde ich auch/nicht.
-true/false	Richtig! Falsch! Das ist richtig/falsch.
ask information of another	
-about himself or herself	Wie heißt du? Wie alt bist du? Wo wohnst du? Wann hast du Geburtstag? (Am elften Februar) Hast du Geschwister? Wo ist deine Schule? Was für ein Hobby hast du? Welche Hobbies hast du? Was magst du/magst du nicht? Was findest du gut/schlecht?
-about other people	Wie heißt er/sie/dein(e)Freund(in)? Wie heißen deine Freunde? Wie alt bist dein Bruder/ deine Schwester?
-about other things	Wo ist das Kino? Wann? Welche? Warum? Was? Wie? Wer? Wer ist da? Was ist das? Um wieviel Uhr?
participate in class	
-ask for assistance	Ich brauche deine/Ihre Hilfe. Können Sie mir bitte helfen? Hilf mir bitte! Wie sagt man… auf Deutsch?
-ask for a repetition of what has been said	Wiederholen Sie das bitte! Noch einmal bitte! Können Sie das bitte noch einmal sagen?
-ask how to spell a word	Wie schreibt/buchstabiert man das?
-convey understanding/lack of it	Ich verstehe. Ich verstehe das/Sie nicht. Wie bitte?
-express gratitude	Danke. Danke schön. Vielen dank.
-ask someone to do something	Hör auf! Hört auf! Setz dich. Setzt euch. Steh auf. Steht auf. Schreib das auf. Schreibt das auf. Melde dich. Meldet euch.
-ask/grant/refuse permission	Darf ich? Darf ich spielen? Dürfen wir …? Ja, natürlich/ Nein das darfst du/dürft ihr nicht.
-express certainty/uncertainty	Einverstanden! Vielleicht. Ich weiß nicht.
-understand and react to an order	O.K. Ja, sofort. Ich komme/mache das gleich!
-forbid something	Das darfst du/dürft ihr nicht! Das ist verboten. Lass/lasst das!

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speak of others/of immediate environment	
identify, present, refer to something	Hier ist ... Das hier ist ein/e … Dort ist ein/e …
describe someone, an animal, something	Er/sie/es ist …
count	Ein .... zehn, elf, zwölf, dreizehn ... siebzehn ... zwanzig, einundzwanzig ... dreißig, vierzig, fünfzig, sechzig, siebzig, achtzig, neunzig, hundert
indicate degrees of intensity (a little, more, a lot)	Ein bisschen, mehr, genug, viel/e, zuviel/e
order (sequencing of events)	Zuerst, dann, später, zum Schluss Gestern, Heute, Morgen Vorgestern, übermorgen Der Morgen. Der mittag. Der Nachmittag. Die Nacht.
references to space and time	

recognise and use references to space
    -location of a person,
          an animal,
          an object.
	Wo ist ...? Sie/er/es ist hier/da/hinter/auf/neben/über/vor/zwischen/in/unter/an

recognise and use references to time
    -days of the week
    -months of the year
    -seasons
    -the time
	Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag, Sonntag
	Januar, Februar, März, April, Mai, Juni, Juli, August, September, Oktober, November, Dezember
	Frühling, Sommer, Herbst, Winter
	Es ist zwei Uhr/fünf nach(vor) vier/Viertel nach drei/halb vier/Viertel vor vier.

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Language functions

Español

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Functions	Fifth class and sixth class
The child should be enabled to **speak about himself or herself**	

present himself or herself (factual or otherwise)
     -give name
     -give age
     -give address
     -give telephone number
     -describe himself or herself
     -give family details
 	
     -give nationality
     -pastimes
     -school
	Me llamo … ¿Y tú? Soy …
	Tengo … años. Mi cumpleaños es el ...
	Vivo en …. (ciudad/ pueblo, calle, número).
	Mi número de teléfono es …
	Soy alto(a), bajo(a). Tengo el pelo rubio, negro, castaño, largo, corto.
	Tengo … hermanos/as. No tengo hermanos/as. Soy el/la único/única. [mi madre, mi padre, mi abuelo, mi abuela, mi tío, mi tía]
	Soy irlandés (irlandesa).
	Me gusta jugar al fútbol, al tenis; tocar el piano; la flauta; escuchar música.
	¿Cómo es tu colegio? Mi profesor(a) se llama ...

express feelings, emotions
     -give details of general state
     -happy, sad
     -fear, surprise
     -pain, grief
     -satisfaction
     -tiredness
     -regret
	¿Qué tal? ¿Cómo estás? Estoy muy bien, regular, (estoy) mal.
	Estoy contento(a), Estoy feliz. Estoy triste.
	Tengo miedo. Me da miedo. Me sorprende.
	Me duele la cabeza, el estómago.
	Estoy ontento(a)
	Estoy cansado(a).
	Lo siento mucho.

tell about tastes, desires, needs
     -likes/dislikes
     -preferences/other
     -knows/doesn't know
     -has/has not
     -can/cannot
	Me gusta(n). No me gusta(n). ¡Me encanta! ¿Te gusta(n)?
	¡Prefiero! ¡No aguanto! Mi … preferido(a) es …
	Sé. No sé. No lo sé. Yo lo sé.
	Tiene. No tiene. Tengo. No tengo.
	Puedo. No puedo.

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speak to someone/to others	
interact socially	
-meet/greet/take leave (of)	¡Hola! ¡Buenos días! ¡Buenas tardes! ¡Buenas noches! ¡Adíos! ¡Hasta luego! ¡Hasta la vista! ¡Hasta mañana! ¡Hasta pronto!
-introduce	Éstá/éste es es … . Mi compañero(a) se llama …
-apologise	¡Perdón! ¡Disculpe(a)!
-request/accept/refuse	¿Puedo? ¿Puedes? ¿Se puede? ¡Por supuesto! ¡Con mucho gusto!
-convey best wishes	¡Cumpleaños feliz! ¡Feliz Navidad! ¡Felices Pascuas! ¡Feliz Año Nuevo! ¡Felicidades
-congratulate/commiserate	¡Enhorabuena! ¡Qué pena! ¡Qué lástima! ¡Lo siento!
-express opinion	Creo que. Pienso que. En mi opiníon.
-propose	¿Vamos a la playa? ¿Vamos? ¿Te apetece? ¿Quieres …? ¿Quiere (usted)…? No quiero porque ... (no me gusta).
-encourage	¡Muy bien! ¡Bravo! ¡Excelente! ¡Fantástico! ¡Estupendo!
-warn	¡Cuidado! ¡Atención! ¡Despacio!
-agree/disagree	Estoy de acuerdo. No estoy de acuerdo.
-true/false	Tiene razón. ¡Es verdad! ¡Verdad! ¡Falso! ¡Justo!
ask information of another	
-about himself or herself	¿Cómo estás? ¿Cómo te llamas? ¿Cómo se llama? ¿Cuántos años tienes? ¿Cuántas personas viven en tu casa? ¿Quiénes son? ¿A qué colegio vás? ¿Adónde vás? ¿Adónde va ella/él? ¿Cuándo es tu compleaños? ¿Cuál es tu número de teléfono?
-about other people	¿Quién es? ¿Qué es? ¿Dónde estás, está…? ¿Dónde vives? ¿De dónde vienes/viene?
-about other things	¿De qué color es? ¿Por qué? ¿Qué pasa? ¿Qué tiempo hace?
participate in class	
-ask for assistance	¿Me puede ayudar? ¿Cómo se dice en español por favor? ¡Socorro! ¿Qué significa …? ¿Quién me ayuda?
-ask for a repeat of what has been said	¿Puedes/e repetir por favor? Repite por favor.
-ask how to spell a word	¿Cómo se escribe? ¿Me lo deletreas/a, por favor ?
-convey understanding/lack of it	Entiende. No entiende. No he comprendido. No he oído.
-express gratitude	Gracias. Muchas gracias.
-propose something	Quieres? ¿Quiere usted…? No quiero porque … (no me gusta).
-ask someone to do something	Levántate, levantaos; siéntate, sentaos; escucha, escuchad; estate quieto; coge el balón; da la vuelta; dame el balón; salta. Te toca.
-ask/grant/refuse permission	¿Me permite? ¡Si por supuesto! No se puede. Seguro.
-express certainty/uncertainty	Estoy seguro. No sé ¡Tal vez!
-understand and react to an order	De acuerdo… en seguida.
-forbid something	Prohibido. ¡Para! ¡No toques!

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speak of others/of immediate environment	
identify, present, refer to something	¿Qué es? Es un … Lo veo. ¡Mira aquí! ¡Tengo! ¿Quién es? Ésta/e es… Mi compañera/o se llama …
describe someone, an animal, something	¿De qué color es …?
count	Uno … diez, once, doce, trece, … veinte, veintiuno … treinta, treinta y uno, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien.
indicate degrees of intensity (a little, more, a lot)	Un poco, un poco más, más, bastante, mucho, demasiado
order (sequencing of events)	Primero, luego, después, por fin, finalmente. Ayer, Hoy, Mañana Anteayer, Pasado mañana La mañana, la tarde, la noche.
references to space and time	

recognise and use references to space
    -location of a person,
        an animal,
        an object.
	¿Dóndé está? (Está aquí) Allí. Allá. No está.
	Sobre; encima de, en el/la; entre, al lado de, enfrente de, delante de, detrás de, a la derecha de, a la izquierda de, lejos de.

recognise and use references to time
    -days of the week
    -months of the year
    -seasons
    -the time
	lunes, martes, miércoles, jueves, viernes, sábado, domingo
	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
	primavera, verano, otoño, invierno
	¿Qué hora es? Es la una; son las dos, tres … Medianoche; mediodía. Son las tres y cuarto; las tres y media; las tres menos cuarto; es la una y veinte; es la una menos veinticinco.

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Language functions

Italiano

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Functions	Fifth class and sixth class
The child should be enabled to	
speak about himself or herself	

present himself or herself (factual or otherwise)
        -give name
        -give age
        -give address
        -give telephone number
        -describe himself or herself
        -give family details
 	
        -give nationality
        -pastimes
        -school
	Mi chiamo …
	Ho … anni. Il mio compleanno è il … .
	Abito a …
	Il mio numero di telefono è ...
	Sono alto(a)/sono basso(a). I miei capelli sono biondi/neri/castani/rossi. Ho i capelli biondi … .
	Ho due sorelle. Non ho fratelli. Sono figlio/a unico/a (mio padre/mia madre
	zio/zia, nonno/nonna, cugino/cugina).
	Sono irlandese, di Cork, Mayo … .
	Mi piace giocare a calcio/a tennis. Suono il pianoforte. Guardo la televisione.
	Frequento/faccio la quinta elementare. Il maestro/la maestra si chiama … . Studio irlandese, inglese,
	matematica, geografia, storia, disegno, musica, etc.

express feelings, emotions
        -give details of general state
        -happy, sad
        -fear, surprise
        -pain, grief
        -satisfaction
        -tiredness
        -regret
        -hunger, thirst
	Come va? Va bene, va molto bene. Non c'è male. Non sto tanto bene.
	Sono felice/contento(a). Sono triste.
	Ho paura. Che paura! Che sorpresa! Davvero?!
	Ho mal di testa. Ho mal di pancia. Sono molto dispiaciuto/a. Mi dispiace molto.
	Va tutto bene.
	Sono stanco/a.
	Che peccato! Mi dispiace molto.
	Ho fame/sete.

tell about tastes, desires, needs
        -likes/dislikes
        -preferences/other
        -knows/doesn't know
        -has/has not
        -can/cannot
	Mi piace/mi piacciono abastanza/molto/moltissimo. Non mi piace/non mi piacciono ...
	Preferisco. Non mi piace affatto/per niente. Non mi piace proprio. Odio.
	So/non so. Lo so/non lo so. Conosco/non conosco.
	Ho/non ho
	Posso/non posso. (So/non so nuotare)

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speak to someone/to others	
interact socially	
-meet/greet/take leave of	Buongiorno. Buonasera. Buonanotte. Ciao. Arrivederci. A presto. A domani. A lunedì. Alla prossima volta. A più tardi.
-apologise	Scusami. Mi scusi. Mi dispiace
-request/accept/refuse	Posso? Certo! Ottima idea! Mi dispiace, no/No, mi dispiace.
-convey best wishes	Buon compleanno! Buon Anio! Buona Pasqua! Tanti auguri!
-congratulate/commiserate	Complimenti! È il massimo! Che peccato! Congratulazioni!
-express opinion	Secondo me … Penso … . Per me … .
-propose	Si va al cinema? Che ne dici di andare in spiaggia? Andiamo in discoteca? Vieni al mare?
-encourage	Coraggio! Forza! Bravo/a! Dai! Molto bene! Su!
-warn	Fai/fate attenzione! Piano! Più piano!
-agree/disagree	Sono d'accordo/non sono d'accordo
-true/false	Vero/falso. Giusto/sbagliato
ask information of another	
-about himself or herself	Come va? Come stai/sta? Come ti chiami? Come si chiama? Quanti anni hai? Quando è il tuo compleanno? Dove vai a scuola?
-about other people	Come si chiama tuo fratello? Dove va tua sorella? Quanti anni ha? Chi è?
-about other things	Che cos'è? Che ore sono? Com'è? Che tempo fa? Di che colore è?
participate in class	
-ask for assistance	Mi può aiutare? Aiuto! Come si dice … in italiano?
-ask for a repetition of what has been said	Può ripetere per favore ? (Che) cosa significa/vuol dire …?
-ask how to spell a word	Come si scrive …?
-convey understanding/lack of it	Capisco/non capisco. Ho capito.
-express gratitude	Grazie. Tante Grazie. Grazie mille.
-ask/grant/refuse permission	Posso? Sì ma certo! No, mi dispiace.
-express certainty/uncertainty	È sicuro? No, non è sicuro. Forse. È possibile. È poco probabile.
-understand and react to an order	D'accordo. Subito.
-forbid something	Non è permesso. Non farlo. Fermati. Non toccare. È vietato.

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speak of others/of immediate environment	
identify, present, refer to something	È un/uno/una/un' … . Lo vedo. Eccolo!
describe someone, an animal, something	Com'é ...? Di che colore è …?
count	Uno, due, tre, quattro, cinque, sei, sette, otto, nove, dieci, undici, dodici, tredici, quattordici, quindici, sedici, diciassette, diciotto, diciannove, venti, ventuno, ventidue ... trenta, quaranta, cinquanta, sessanta, settanta, ottanta, novanta, cento, … mille
indicate degrees of intensity (a little, more, a lot)	Un po', poco, più, abbastanza, molto, troppo.
order (sequencing of events)	All'inizio … poi … alla fine/in conclusione ieri, oggi, domani l'altro ieri, dopodomani il mattino, il pomeriggio, la sera, la notte
references to space and time	

recognise and use references to space
    -location of a person,
                -an animal,
                -an object.
	Dov'è …? Dove si trova ...? È là/qui/in fondo. Non è qui. È sopra, sotto, fra, di fronte a, davanti, vicino a, accanto a, in … . A destra, a sinistra, dietro.

recognise and use references to time
    -days of the week
    -months of the year
 	
    -seasons
    -the time
	lunedì, martedì, mercoledì, giovedì, venerdì, sabato, domenica
	gennaio, febbraio, marzo, aprile, maggio, giugno, luglio, agosto, settembre, ottobre, novembre, dicembre
	la primavera, l'estate, l'autunno, l'inverno
	Che ore sono? Sono le due, le tre, le quattro, le cinque. Sono le cinque e un quarto, le cinque e mezzo, sono le cinque e dieci, sono le cinque e venti, sono le sei meno venti, sono le sei meno cinque, sono la sette e trentacinque. È mezzogiorno. È mezzanotte. È l'una.

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A selection of reference and resource materials

Brown, S. and Borgwart, S.	*Deutsch, kein problem!*	John Murray, 1997
Brown, S. and Dean, S.	*Le Français, c'est facile*	John Murray, 1997
Brown, S., Grigg, G., Tejado-Mata, M. E.	*¿Español? ¡ningún problema!*	John Murray, 1997
Brumfit, C. and Johnson, K.	*The Communicative Approach to Language Teaching*	Oxford University Press, 1983
Cajkler and Addelman	*The Practice of Foreign Language Training*	D. Fulton, 1992
Chiuchiu, A. et al.	*Viva l'Italiano*	Edizioni Guerra, 1988
CiLT Various authors	*Young Pathfinder series (includes many useful publications for the language classroom)* *Pathfinder series* *Information sheets relevant to various language areas*	Centre for Information on Language Teaching and Research publications
Doyé, P. and Hurrell, A. (eds.)	*Foreign Language Education in Primary Schools*	Council for Co-operation, Council of Europe Press, 1997
Finocchiaro, M. and Brumfit, C.	*The Functional-Notional Approach. From Theory to Practice*	Oxford University Press, 1983
Fletcher, S.	*Splendid Ideas for Spanish Teachers*	Collins, 1995
Garabédian, M. et al.	*Enseignements/Apprentissages précoces des langues*	Hachette-Livre, 1991
Gotti, M.	*Insegnare le lingue straniere nella scuola elementare*	Zanichelli, 1986
Hadfield, J.	*Advanced Communication Games* *Elementary Communication Games*	Nelson, 1987 Nelson, 1984
Harris, J. and Murtagh, L.	*Teaching and Learning Irish in the Primary School*	Institiúid Teangeolaíochta Éireann, 1999
Hawkins, E.	*Awareness of Language: An Introduction*	Cambridge University Press, 1987 edition
Hawkins, E. (editor)	*Awareness of Language Series*	
Johnson, R. K.	*The Second Language Curriculum*	Cambridge University Press 1990
Johnstone, Richard	*Communicative Interaction: A Guide For Language Teachers* *Teaching Modern Languages at Primary School*	Cambridge University Press, 1989 Scottish Council for Research in Education,1997

Lee, W. R.	*Language Teaching Games and Contests*	Oxford English, Oxford University Press, 1987
Lehmann, D.	*Objectifs spécifiques en langue étrangère*	Hachette-Livre, 1993
Littlewood, W.	*Communicative Language Teaching*	Cambridge University Press, 1998 edition
Maccaro, E.	*Target Language: Collaborative Learning Autonomy*	Multilingual Matters: Modern Languages in Practice Series, 1997
Maley, A. (ed.)	*Resource Books for Teachers*	Oxford University Press 1992/1995
Munby, J.	*Communicative Syllabus Design*	Cambridge University Press, 1978
Mari, A. et al.	*Sotto la cappa del camino (ninne, nanne, rime per giochi, indovinelli)*	Oscar Mondadori, 1986
Matthews, Spratt and Dangerfield (ed.)	*At the Chalkface: Practical Techniques in Language Teaching*	Edward Arnold, 1985
NCCA	*Culture and Communication: Foreign Languages in the Primary School Curriculum*	NCCA, 1993
Nunan, D.	*Language Teaching Methodology: A Textbook For Teachers*	Prentice-Hall, 1992 edition
Pila, A. and Tonni, T.	*Evviva!* *Book 1, 2, 3.*	European Language Institute, 1995
Prabhu, N. S.	*Second Language Pedagogy*	Oxford University Press, 1994 edition
Rinvolucri, M., and Davis, P.	*More Grammar Games*	Cambridge University Press, 1995
Scott, W. and Ytreberg, L.	*Teaching English to Children*	Longman, 1998 edition
Sheils, J.	*Communication in the Modern Languages Classroom*	Council of Europe, 1988
Swarbrick, A.	*Teaching Modern Languages*	Routledge, 1993
Watcyn-Jones, P.	*Pairwork 1* *Pairwork 2* *Strategies and Resources for Special Needs* *English Grammar for Students of ltalian* *¿Español? Si, gracias* *L 'Italiano? Si, grazie* *Deutsch? Ja, bitte!* *Le Français? Oui, merci!*	Penguin, 1997 Hampshire County Council Olivia and Hill Press, 1982 European Language Institute, 1995

A varied Selection of 'storybooks' and computer software is also available in the four languages.

Useful web sites for teachers

When making use of the internet in the classroom it is important that the teacher has visited the web sites in advance to ensure that the material included is suitable.

Scoilnet: http://www.scoilnet.ie

Ideas and worksheets: http://www.ite.ie (go to language research)

CiLT: http://www.cilt.org.uk

Ling@net Europa: http://www. lingua- europa.org

European Schoolnet: http://www.eun.org

Find Schools to correspond with: www.epals.com (go to English to find schools seeking English-speaking

correspondents).

Useful addresses

Authentik,

27 Westland Square, Dublin 2.

Institiúid Teangeolaíochta Éireann (ITÉ), 31 Fitzwilliam Place, Dublin 2.

French Embassy,

Alliance Française (Cultural Centre), 1 Kildare Street, Dublin 2.

Grimana,

Piazza Fortebraccio 1/C, 06123 Perugia, Italy.

Ingrid Alonso,

Oficina Comercial de la Embajada de España, 35 Molesworth Street, Dublin 2.

Goethe Institute,

Learning Centre and Learners' Library, 62 Fitzwilliam Square, Dublin 2.

Goethe-Institute,

Library, 37 Merrion Square, Dublin 2.

CiLT (Centre for Information on Language Teaching and Research), 20 Bedfordbury, Covent Garden, London WC2N 4LB, England.

Inter Nationes,

Kennedyallee 91-103, D-353175 Bonn, Germany.

Mucke/Mucki,

Universum Verlagsanstalt, D-65175 Wiesbaden, Germany.

International Books,

18 South Frederick Street, Dublin 2.

Modern Languages,

39 Westland Row, Dublin 2.

Membership of the Advisory Group

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Membership of the Advisory Group for the preparation of a draft curriculum for the Pilot Project on Modern Languages in the Primary School

This draft curriculum has been prepared under the direction of the Advisory Group for the Pilot Project on Modern Languages in the Primary School established by the National Council for Curriculum and Assessment.

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