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SESS Functional Language & Communication Resource

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Overview

This is a resource which teachers can use to inform the planning for, monitoring and evaluation of students’ functional language and communication development. It can be used to support other relevant language programmes, or to assist differentiation for individual students.

This resource was adapted from the NCCA Primary Gaeilge curriculum (1999). It focuses on the promotion and development of key functional social communication and language skills. SESS would like to acknowledge the Mid-West School for the Deaf who developed and piloted this resource, as well as St. Josephs School for Deaf Boys and St. Mary’s School for Deaf Girls. It may be useful for teachers working with students who use different modes of communication including PECS, Lámh, Irish Sign Language (ISL) and Sign Supported English (SSE). It may also be a useful resource for teachers working with students in a variety of school settings who have special educational needs, and may need an adapted language and communication focus to access the curriculum.

It is presented in eight levels. Each level outlines key language functions in a sequential format. These include social interaction, conversation, seeking and giving opinions and information. Learner outcomes and an overview of key vocabulary are presented at each level.

A student checklist and a teacher planning and monitoring checklist are included for each level.

Each level is structured as follows:

1. *Student Checklist*
2. *Teacher Planning & Monitoring Checklist*
3. *Key Vocabulary Guide*

A key vocabulary guide is provided in the following areas;

* *Myself*
* *My Family*
* *My House*
* *School*
* *Food*
* *Television*
* *Shopping*
* *Pastimes*
* *Clothes*
* *Weather*
* *Special Occasions / Time*

**Level 1 Student Checklist**

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| --- | --- | --- | --- | --- |
| **Student Name:** | | | | |
| **Student Checklist**  **Level One: Language Functions[[1]](#footnote-1)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Initiate Social Interaction** | | | | |
| Greet people: *Hello, Hi, Good day, good evening.* |  |  |  |  |
| End a conversation politely: *Goodbye, goodnight, good evening, see you later.* |  |  |  |  |
| **Converse with a person or people** | | | | |
| Look for, give or deny permission**:** *Can I go outside? You can / You can’t.* |  |  |  |  |
| Express thanks**:** *Thank you / Many Thanks.* |  |  |  |  |
| Ask someone to do something: *Can you put on my coat?* |  |  |  |  |
| **Look for or give an opinion** | | | | |
| Agree or disagree with someone: *Yes / No.* |  |  |  |  |
| Express knowledge/lack of knowledge: *I know / I don’t know.* |  |  |  |  |
| **Look for or give information** | | | | |
| Identify various objects: *That is a ball.* |  |  |  |  |
| Report something: *I can’t find my coat / There’s a book on the table.* |  |  |  |  |
| Pose questions: *What is that? Who is that?* |  |  |  |  |
| Answer a question: *That is a chair / She is the teacher* |  |  |  |  |

**Level 1 Teacher Planning and Monitoring Checklist**

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| **Teacher Name:** | | | **Class:** | | |
| **Class Planning / Monitoring Checklist**  **Level One: Language Functions[[2]](#footnote-2)** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Initiate Social Interaction** | | | | | |
| Greet people |  |  | |  |  |
| End a conversation politely |  |  | |  |  |
| **Converse with a person or people** | | | | | |
| Look for, give or deny permission |  |  | |  |  |
| Express thanks |  |  | |  |  |
| Ask someone to do something |  |  | |  |  |
| **Give or look for an opinion** | | | | | |
| Agree or disagree with someone |  |  | |  |  |
| Express knowledge/lack of knowledge |  |  | |  |  |
| **Look for or give information** | | | | | |
| Identify various objects |  |  | |  |  |
| Report something |  |  | |  |  |
| Pose questions |  |  | |  |  |
| Answer a question |  |  | |  |  |

**Level One**

Level One of the Functional Language and Communication Aid provides an outline of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

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| **Level One: Language Functions[[3]](#footnote-3)** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| Greet people  End a conversation politely | *Hello, Hi, Good day, good evening.*  *Goodbye, goodnight, good evening, see you later* |
| **Converse with a person or people** | |
| Look for, give or deny permission  Express thanks  Ask someone to do something | *Can I go outside? You can/You can’t.*  *Thank you/Many Thanks.*  *Can you put on my coat?* |
| **Look for or give an opinion** | |
| Agree or disagree with someone  Express knowledge/lack of knowledge | *Yes/No*  *I know/I don’t know* |
| **Look for or give information** | |
| Identify various objects  Report something  Pose questions  Answer a question | *That is a ball.*  *I can’t find my coat. There’s a book on the table.*  *What is that? Who is that?*  *That is a chair. She is the teacher* |

**Level 1 Language Functions and Key Vocabulary**

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| **Level One: Key Vocabulary [[4]](#footnote-4)** | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | |
| angry |  | chin | |  | girl |  | mouth |  | | sick |  |
| arm |  | ear | |  | green |  | neck |  | | sore |  |
| back |  | eye | |  | hair |  | nose |  | | tall |  |
| black |  | face | |  | hands |  | orange |  | | thumb |  |
| blue |  | fall over | |  | happy |  | ouch |  | | tired |  |
| body |  | feet | |  | head |  | red |  | | toe |  |
| boy |  | fine | |  | leg |  | sad |  | | white |  |
| brown |  | finger | |  | long |  | short |  | | yellow |  |
| Statements | | | | | | Questions | | | | | |
| My name is \_\_\_\_\_\_\_.  I am \_\_\_\_\_\_\_ years old.  I have brown hair.  I have blue eyes. | | | I am tall.  I am happy.  I’m fine. | | | What’s/What is your name?  How old are you?  Have you any brothers/sisters?  What colour are your eyes? | | | What colour is your hair?  How do you feel?  Are you okay? | | |

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| **Level One: Key Vocabulary [[5]](#footnote-5)** | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | |
| baby |  | dad | |  | mam |  | mother |  | | sister |  |
| brother |  | father | |  | mom |  | mum |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I have a baby brother.  He is five years old. | | | My mum Is very nice. | | | Do you have a sister? | | | What is your baby brothers’ name? | | |

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| **Level One: Key Vocabulary [[6]](#footnote-6)** | | | | | | | | | | | |
| **My House** | | | | | | | | | | | |
| Bathroom |  | Clothes | |  | Flower |  | Room |  | | Toilet |  |
| Bedroom |  | Window | |  | Garden |  | Sitting room |  | |  |  |
| Car |  | Door | |  | Kitchen |  | Television |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| There are \_\_\_\_\_\_ rooms in my house.  There is a stairs/is not a stairs in my house.  I play in the playroom. | | | I watch television in the sitting room.  I sleep in my bedroom.  I eat my dinner in the kitchen/dining room. | | | How many rooms are in your house?  What is your favourite room in your house? | | | What are the different rooms in your house?  What do you do in the sitting room (etc.)? | | |

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| **Level One: Key Vocabulary** | | | | | | | | | | | |
| **School [[7]](#footnote-7)** | | | | | | | | | | | |
| Art |  | English | |  | lunchroom |  | paper |  | | whiteboard |  |
| books |  | friends | |  | Maths |  | PE |  | | yard |  |
| break time |  | glue | |  | Music |  | play |  | |  |  |
| chair |  | kitchen | |  | office |  | schoolbag |  | |  |  |
| classroom |  | lunchtime | |  | paint |  | teacher |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My teacher is \_\_\_\_\_.  In our classroom there is \_\_\_\_\_.  We eat our lunch in the kitchen. | | | We go to the yard at lunchtime.  I like to play with my friends at school. | | | Who is your teacher?  Who is in your class? | | | What do you eat for lunch (link to theme of food)?  Where do you eat your lunch? | | |

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| **Level One: Key Vocabulary [[8]](#footnote-8)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| apple |  | chips | |  | grapes |  | popcorn |  | | water |  |
| banana |  | chocolate | |  | ice-cream |  | sandwich |  | |  |  |
| bread |  | crisps | |  | juice |  | spaghetti |  | |  |  |
| breakfast |  | dinner | |  | lunch |  | sweets |  | |  |  |
| burger |  | drink | |  | milk |  | tayto |  | |  |  |
| cereal |  | eggs | |  | orange |  | toast |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I eat my breakfast in the morning.  I have \_\_\_\_\_ for my breakfast.  I eat my lunch at school. | | | I eat \_\_\_\_\_ for my lunch.  I like to eat \_\_\_\_\_.  I eat my dinner after school. | | | When do you eat breakfast?  What do you eat for breakfast? | | | What do you like to eat? | | |

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| **Level One: Key Vocabulary [[9]](#footnote-9)** | | | | | | | | |
| **Television** | | | | | | | | |
| cartoon |  | remote | |  | television |  |  | |
| Statements | | | | | | Questions | | |
| This is a remote.  My favourite programme is \_\_\_\_\_. | | | I watch television after dinner. | | | What is your favourite programme? | | When do you watch television? |

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| **Level One: Key Vocabulary** | | | | | | | | | | | | | |
| **Shopping** | | | | | | | | | | | | | |
| bag |  | clothes | |  | money |  | sweets | |  | | |  | |
| buy |  | food | |  | shop |  |  | |  | | |  | |
| Statements | | | | | | Questions | | | | | | | |
| Put \_\_\_\_\_ in the trolley.  Get me \_\_\_\_\_ from that shelf. | | | I bought \_\_\_\_\_\_ in the shop. | | | What did you buy in the shop?  Where did you go to pay? | | | | Where did you put the groceries? | | | |
| **Level One: Key Vocabulary [[10]](#footnote-10)** | | | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | | | |
| ball |  | football | |  | music |  | soccer |  | | | video games | |  |
| basketball |  | hurling | |  | rugby |  | swimming |  | | |  | |  |
| Statements | | | | | | Questions | | | | | | | |
| I like/don’t like \_\_\_\_\_. | | | I play \_\_\_\_\_ with my friends. | | | Do you like \_\_\_\_\_\_? | | | | What do you play with your friends? | | | |

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| **Level One: Key Vocabulary** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| coat |  | hat | |  | scarf |  | skirt |  | | trousers |  |
| dress |  | jumper | |  | shoes |  | socks |  | | t-shirt |  |
| Statements | | | | | | Questions | | | | | |
| I am wearing \_\_\_\_.  I put on my coat. | | | I wear a hat when it is cold.  I wear a T-shirt when it is sunny. | | | What are you wearing? | | | What colour is \_\_\_\_\_? | | |
| **Level One: Key Vocabulary [[11]](#footnote-11)** | | | | | | | | | | | |
| **Weather** | | | | | | | | | | | |
| cold |  | fog | |  | rainy |  | sun |  | | wind |  |
| cloud |  | foggy | |  | snow |  | sunny |  | | windy |  |
| cloudy |  | rain | |  | snowy |  | warm |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| Today is a \_\_\_\_\_ day. | | | It is raining. | | | What is the weather like today? | | | Is it raining? | | |

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| **Level One: Key Vocabulary [[12]](#footnote-12)** | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | |
| after |  | December | |  | May |  | October |  | | Sunday |  |
| April |  | decorations | |  | Monday |  | old |  | | Thursday |  |
| August |  | February | |  | month |  | party |  | | Tuesday |  |
| before |  | Friday | |  | morning |  | presents |  | | toys |  |
| birthday |  | January | |  | new |  | Santa Claus |  | | Wednesday |  |
| candles |  | July | |  | night |  | Saturday |  | | week |  |
| Christmas |  | June | |  | now |  | September |  | | year |  |
| day |  | March | |  | November |  | soon |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I get presents at Christmas/for my birthday.  Santa comes at Christmas.  We put up decorations at Christmas.  My birthday is the 27th of May. | | | I got cards and presents for my birthday.  We ate cake.  Today is Monday | | | What did you get for Christmas?  What did you eat for Christmas dinner?  Did you get presents for your birthday? | | | When is your birthday?  What day is today? | | |

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| **Student Name:** | | | | |
| **Student Checklist**  **Level Two: Language Functions[[13]](#footnote-13)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Initiate Social Interaction** | | | | |
| Greet people: *Hello, Hi, Good day, good evening.* |  |  |  |  |
| End a conversation politely: *Goodbye, goodnight, good evening, see you later.* |  |  |  |  |
| Introduce oneself: *Hello, my name is \_\_\_\_\_.* |  |  |  |  |
| Call on someone:  *Excuse me! Come here, please.* |  |  |  |  |
| **Converse with a person or people** | | | | |
| Look for, give or deny permission**:** *Can I wash my hands, please?*  *Can I have some quiet space, please?* |  |  |  |  |
| Ask someone to do something:  *Can you open this for me, please?* |  |  |  |  |
| **Look for or give an opinion** | | | | |
| Express knowledge or a lack of knowledge:  *I know. I don’t know that.* |  |  |  |  |
| Express a like or dislike: *I like that. I don’t like that.* |  |  |  |  |
| **Look for or give information** | | | | |
| Report something:  *There’s someone outside. My friends are at school today.* |  |  |  |  |
| Pose questions:  *Where are you going? Where were you? What did you do at the weekend?* |  |  |  |  |

**Level 2 Student Checklist**

**Level 2 Teacher Planning and Monitoring Checklist**

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| --- | --- | --- | --- | --- | --- |
| **Teacher Name:** | | | **Class:** | | |
| **Class Planning / Monitoring Checklist**  **Level Two: Language Functions[[14]](#footnote-14)** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Initiate Social Interaction** | | | | | |
| Greet people |  |  | |  |  |
| End a conversation politely |  |  | |  |  |
| Introduce oneself |  |  | |  |  |
| Call on someone |  |  | |  |  |
| **Converse with a person or people** | | | | | |
| Look for, give or deny permission |  |  | |  |  |
| Ask someone to do something |  |  | |  |  |
| **Give or look for an opinion** | | | | | |
| Express a knowledge or a lack of knowledge |  |  | |  |  |
| Express a like or dislike |  |  | |  |  |
| **Look for or give information** | | | | | |
| Report something |  |  | |  |  |
| Pose questions |  |  | |  |  |

**Level 2 Key Vocabulary Guide**

Level Two of the Functional Language and Communication Aid provides an outline of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

**Level 2 Language Functions and Key Vocabulary**

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| **Level Two: Language Functions[[15]](#footnote-15)** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| Greet people  End a conversational politely  Introduce oneself  Call on someone | *Good afternoon. Nice to meet you.*  *Have a nice evening/day.*  *Hello, my name is \_\_\_\_\_.*  *Excuse me! Come here, please.* |
| **Converse with a person or people** | |
| Look for, give or deny permission  Ask someone to do something | *Can I wash my hands, please?*  *Can I have some quiet space, please?*  *Can you open this for me, please?* |
| **Look for or give an opinion** | |
| Express a knowledge or a lack of knowledge  Express a like or dislike | *I know. I don’t know that.*  *I like that. I don’t like that.* |
| **Look for or give information** | |
| Report something  Pose questions | *There’s someone outside. My friends are at school today.*  *Where are you going? Where were you? What did you do at the weekend?* |

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| **Level Two: Key Vocabulary [[16]](#footnote-16)** | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | |
| better |  | crazy | |  | mean |  | silly |  | | upset |  |
| bored |  | doctor | |  | nails |  | smart |  | | vomit |  |
| bottom |  | excited | |  | nice |  | spots |  | | weak |  |
| broken |  | forehead | |  | old |  | sneeze |  | | young |  |
| bump |  | funny | |  | runny nose |  | stomach |  | |  |  |
| calm |  | job | |  | safe |  | strong |  | |  |  |
| cheek |  | kind | |  | scared |  | surprised |  | |  |  |
| clever |  | knee | |  | shoulder |  | tongue |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My name is \_\_\_\_\_. I am smart, kind and funny.  My friends are funny (etc.). | | | I was surprised when we got no homework.  I was bored at the weekend. | | | What are you like (personality)?  What are your friends like? | | | Why are you upset?  What makes you feel calm? | | |

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| **Level Two: Key Vocabulary[[17]](#footnote-17)** | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | |
| Aunt |  | cousin | |  | grandfather |  | nurse |  | | uncle |  |
| builder |  | doctor | |  | grandmother |  | postman |  | | vet |  |
| Statements | | | | | | Questions | | | | | |
| My aunt is a doctor. | | | My cousin is a builder. | | | What is your uncle’s name? | | | How old is your grandmother? | | |

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| **Level Two: Key Vocabulary[[18]](#footnote-18)** | | | | | | | | | | | |
| **My House** | | | | | | | | | | | |
| bathtub |  | cup | |  | locker |  | sink |  | | toothbrush |  |
| bed |  | curtain | |  | lounge |  | soap |  | | toothpaste |  |
| bin |  | desk | |  | mirror |  | spoon |  | | toy |  |
| bottle |  | fork | |  | office |  | stairs |  | | toy room |  |
| bowl |  | fridge | |  | pillow |  | table |  | | vegetables |  |
| brush |  | gate | |  | plate |  | tap |  | | wardrobe |  |
| chair |  | glass | |  | playroom |  | tissues |  | |  |  |
| computer |  | hallway | |  | shelf |  | towel |  | |  |  |
| couch |  | knife | |  | shower |  | toilet paper |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| There are \_\_\_\_\_\_ rooms in my house.  There is a stairs/is not a stairs in my house.  My bedroom is upstairs/downstairs.  I play games/with my toys in the playroom. | | | I watch television in the sitting room.  I put my clothes into my wardrobe.  I eat my dinner in the kitchen/dining room. | | | Does your house have an upstairs?  What rooms are upstairs?  What rooms are downstairs? | | | What is your favourite room in your house?  Describe your house.  What do you do in the kitchen? | | |

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| **Level Two: Key Vocabulary[[19]](#footnote-19)** | | | | | | | | | | | |
| **School** | | | | | | | | | | | |
| art room |  | craft room | |  | playground |  | sink |  | | topper |  |
| ball |  | desk | |  | Pre-School |  | slide |  | |  |  |
| bin |  | iPad | |  | principal |  | SNA |  | |  |  |
| colours |  | marker | |  | rubber |  | student |  | |  |  |
| copies |  | pencil | |  | shelf |  | swing |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My teacher is \_\_\_\_\_. She/He helps me with my work.  Our/My SNA is \_\_\_\_\_\_. He/She helps us/me with our work.  In our classroom there is \_\_\_\_\_.  We eat our lunch in the kitchen. | | | We go to the yard at lunchtime.  I like to play with my friends at school.  We say our prayers in the morning/before we go home/ after yard. | | | What is your teacher’s name?  What is your SNA’s name?  What do you wear to school? | | | Where do you eat your lunch?  What do you do at lunchtime?  Who is in your class? | | |

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| **Level Two: Key Vocabulary[[20]](#footnote-20)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| butter |  | fish | |  | jellies |  | pizza |  | | roasted |  |
| carrots |  | ham | |  | mashed |  | potatoes |  | | tomatoes |  |
| chicken |  | jam | |  | peas |  | rice |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I eat my breakfast in the morning.  I have \_\_\_\_\_ for my breakfast.  I eat my lunch at school. | | | I eat \_\_\_\_\_ for my lunch.  I like to eat \_\_\_\_\_.  I eat my dinner after school. | | | When do you eat breakfast?  What do you eat for breakfast? | | | What do you like to eat? | | |

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| **Level Two: Key Vocabulary[[21]](#footnote-21)** | | | | | | | | | |
| **Television** | | | | | | | | | |
| film |  | movie | |  | news |  | programme |  | |
| Statements | | | | | | Questions | | | |
| My favourite programme is \_\_\_\_\_. | | | I watch television after my homework. | | | What is your favourite programme?  When do you watch television? | | | What do your parents watch on television? |

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| **Level Two: Key Vocabulary[[22]](#footnote-22)** | | | | | | | | | | | | | |
| **Shopping** | | | | | | | | | | | | | |
| basket |  | checkout | |  | pencils |  | shopping list | |  | | |  | |
| change |  | pay | |  | pens |  | trolley | |  | | |  | |
| Statements | | | | | | Questions | | | | | | | |
| Put \_\_\_\_\_ in the trolley.  Get me \_\_\_\_\_ from that shelf. | | | I bought \_\_\_\_\_\_ in the shop. | | | What did you buy in the shop?  Where did you go to pay? | | | | Where did you put the groceries? | | | |
| **Level Two: Key Vocabulary** | | | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | | | |
| books |  | dancing | |  | piano |  |  |  | | |  | |  |
| bowling |  | drums | |  | tennis |  |  |  | | |  | |  |
| Statements | | | | | | Questions | | | | | | | |
| I like/don’t like \_\_\_\_\_.  I play \_\_\_\_\_ with my friends. | | | I can play the violin (etc.). | | | Do you like \_\_\_\_\_\_?  What do you play with your friends? | | | | Can you play the guitar? | | | |

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| **Level Two: Key Vocabulary[[23]](#footnote-23)** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| pyjamas |  | shirt | |  | underwear |  |  |  | |  |  |
| PJs |  | tie | |  | vest |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I am wearing \_\_\_\_.  I put on my coat. | | | I wear a hat when it is cold.  I wear a T-shirt when it is sunny. | | | What are you wearing? | | | What colour is \_\_\_\_\_? | | |
| **Level Two: Key Vocabulary** | | | | | | | | | | | |
| **Weather** | | | | | | | | | | | |
| breeze |  | frosty | |  | mist |  | stormy |  | |  |  |
| breezy |  | ice | |  | misty |  | sunshine |  | |  |  |
| frost |  | icy | |  | storm |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| Today is a \_\_\_\_\_ day.  It is raining. | | |  | | | What is the weather like today?  Is it raining? | | | What is the weather forecast for today/tomorrow? | | |

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| **Level Two: Key Vocabulary[[24]](#footnote-24)** | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | |
| afternoon |  | Christmas tree | |  | next |  | summer |  | | year |  |
| autumn |  | dinnertime | |  | quick |  | sun |  | | yesterday |  |
| bedtime |  | evening | |  | playtime |  | today |  | |  |  |
| Christmas day |  | Halloween | |  | pool |  | tomorrow |  | |  |  |
| Christmas dinner |  | last | |  | slow |  | week |  | |  |  |
| Christmas eve |  | month | |  | spring |  | winter |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I am dressing up as \_\_\_\_\_\_\_\_ for Halloween.  We go trick or treating at Halloween. | | | It is spring. | | | What do you do for Halloween?  What did you dress as for Halloween? | | | What season is it now? | | |

**Level 3 Student Checklist**

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| --- | --- | --- | --- | --- |
| **Student Name:** | | | | |
| **Student Checklist**  **Level Three: Language Functions[[25]](#footnote-25)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Initiate Social Interaction** | | | | |
| End a conversation politely:  *I’ll see you tomorrow* |  |  |  |  |
| Respond appropriately when meeting a friend: *Hi, how are you? Nice to see you.* |  |  |  |  |
| Congratulate a person:  *Well done. Happy Birthday!* |  |  |  |  |
| **Converse with a person or people** | | | | |
| Ask someone to do something:  *Close the door, please.* |  |  |  |  |
| Warn someone:  *Be careful. Watch out!* |  |  |  |  |
| **Look for or give an opinion** | | | | |
| Express a like or dislike: *I like that. I don’t like that.* |  |  |  |  |
| Express a want: *I like that. I don’t like that.* |  |  |  |  |
| Make a choice: *I choose that. I want that. I prefer sweets to chocolate.* |  |  |  |  |
| Excuse oneself: *Excuse me. I’m sorry.* |  |  |  |  |
| Express satisfaction or dissatisfaction with something: *That’s great. I don’t like that.* |  |  |  |  |
| Complain to someone: *I have a pain in my head. I’m tired.* |  |  |  |  |
| **Look for or give information** | | | | |
| Give someone a message: *My friend is sick today. My teacher needs to use the PE Hall.* |  |  |  |  |
| Pose questions:  *Do you go to school on Sundays?* |  |  |  |  |

**Teacher Planning and Monitoring Checklist**

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| **Teacher Name:** | | | **Class:** | | |
| **Class Planning / Monitoring Checklist**  **Level Three: Language Functions[[26]](#footnote-26)** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Initiate Social Interaction** | | | | | |
| End a conversational politely |  |  | |  |  |
| Respond appropriately when meeting a friend |  |  | |  |  |
| Congratulate a person |  |  | |  |  |
| **Converse with a person or people** | | | | | |
| Ask someone to do something |  |  | |  |  |
| Warn someone |  |  | |  |  |
| **Give or look for an opinion** | | | | | |
| Express a like or dislike |  |  | |  |  |
| Express a want |  |  | |  |  |
| Make a choice |  |  | |  |  |
| Excuse oneself |  |  | |  |  |
| Express satisfaction or dissatisfaction with something |  |  | |  |  |
| Complain to someone |  |  | |  |  |
| **Look for or give information** | | | | | |
| Give someone a message |  |  | |  |  |
| Pose questions |  |  | |  |  |

**Level 3**

Level Three of the Functional Language and Communication Aid provides an outline of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

**Level 3 Language Functions and Key Vocabulary**

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| --- | --- |
| **Level Three: Language Functions[[27]](#footnote-27)** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| End a conversation politely  Respond appropriately when meeting a friend  Congratulate a person | *I’ll see you tomorrow.*  *Hi, how are you? Nice to see you.*  *Well done. Happy Birthday!* |
| **Converse with a person or people** | |
| Ask someone to do something  Warn someone | *Close the door, please.*  *Be careful. Watch out!* |
| **Look for or give an opinion** | |
| Express a like or a dislike  Express a want  Make a choice  Excuse oneself  Express satisfaction or dissatisfaction with something  Complain to someone | *I love swimming. I hate cold days.*  *I would like/I would not like.*  *I choose that. I want that. I prefer sweets to chocolate.*  *Excuse me. I’m sorry.*  *That’s great. I don’t like that.*  *I have a pain in my head. I’m tired.* |
| **Look for or give information** | |
| Give someone a message  Pose questions | *My friend is sick today. My teacher needs to use the PE Hall.*  *Do you go to school on Sundays?* |

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| **Level Three: Key Vocabulary [[28]](#footnote-28)** | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | |
| confused |  | headache | |  | injection |  | medicine |  | | proud |  |
| disappointed |  | hopeful | |  | jealous |  | nosebleed |  | | tablet |  |
| doctor’s office |  | hospital | |  | lips |  | palm of your hand |  | | tummy ache |  |
| Statements | | | | | | Questions | | | | | |
| I have an aunt and two uncles.  My cousins are very nice. | | | I’m very proud of you. | | | Do you have aunts and uncles?  Do you have cousins? | | | What are your cousins like?  Why are you confused? | | |

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| **Level Three: Key Vocabulary[[29]](#footnote-29)** | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | |
| cleaner |  | gardener | |  | nephew |  | pet |  | | shopkeeper |  |
| firefighter |  | godfather | |  | niece |  | priest |  | |  |  |
| garda |  | godmother | |  | parents |  | police officer |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My uncle is a firefighter.  I can ask a police officer for help if I get lost. | | | The gardener works very hard. | | | Are both of your parents from Sligo?  What age is your niece? | | | Who is your godmother? | | |

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| **Level Three: Key Vocabulary[[30]](#footnote-30)** | | | | | | | | | | | |
| **My House** | | | | | | | | | | | |
| alarm clock |  | counters | |  | floor |  | meals |  | | trees |  |
| armchair |  | dining room | |  | flowerbeds |  | mouthwash |  | | tumble dryer |  |
| blanket |  | drawers | |  | frying pan |  | saucepan |  | | utility room |  |
| bookcase |  | factory | |  | hot press |  | shed |  | | washing machine |  |
| clothes hanger |  | farm | |  | lawn |  | sofa |  | | windowsill |  |
| Statements | | | | | | Questions | | | | | |
| The rooms in my house are \_\_\_\_\_\_.  In the bathroom there is \_\_\_\_\_\_. | | | In the utility room there is \_\_\_\_\_\_. | | | What rooms are in your house?  What is in the bathroom? | | | What is in the utility room?  What do you do in the utility room? | | |

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| **Level Three: Key Vocabulary[[31]](#footnote-31)** | | | | | | | | | | | |
| **School** | | | | | | | | | | | |
| bench |  | dishwasher | |  | homework |  | poster |  | | skipping rope |  |
| clock |  | Drama | |  | pen |  | Religion |  | | SPHE |  |
| diary |  | fridge | |  | phone |  | sensory room |  | | timer |  |
| Statements | | | | | | Questions | | | | | |
| My favourite subject is \_\_\_\_\_\_. | | | I don’t like \_\_\_\_\_\_ because it’s \_\_\_\_\_. | | | What is your favourite subject? | | | Why do you like it? | | |

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| **Level Three: Key Vocabulary[[32]](#footnote-32)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| beans |  | cake | |  | fruit |  | pear |  | | tea |  |
| biscuits |  | cheese | |  | hot dog |  | rasher |  | | vegetables |  |
| bread roll |  | coffee | |  | lettuce |  | sausage |  | | yogurt |  |
| broccoli |  | cookie | |  | mushroom |  | scrambled egg |  | |  |  |
| buns |  | fried egg | |  | noodles |  | snack |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I like chocolate.  I eat scrambled egg for breakfast | | |  | | | When do you eat breakfast?  What do you eat for breakfast? | | | What do you like to eat? | | |

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| **Level Three: Key Vocabulary[[33]](#footnote-33)** | | | | | | | | | | | |
| **Television** | | | | | | | | | | | |
| channel |  | change | |  | favourite |  | volume |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My favourite programme is \_\_\_\_\_. | | | I watch television after my homework. | | | What is your favourite programme?  When do you watch television? | | | What do your parents watch on television? | | |

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| **Level Three: Key Vocabulary[[34]](#footnote-34)** | | | | | | | | | | | | | |
| **Shopping** | | | | | | | | | | | | | |
| café |  | cash | |  | changing room |  | coin | |  | | | notes | |
| Statements | | | | | | Questions | | | | | | | |
| Put \_\_\_\_\_ in the trolley.  Get me \_\_\_\_\_ from that shelf. | | | I bought \_\_\_\_\_\_ in the shop | | | What did you buy in the café? | | | | Where did you go to pay? | | | |
| **Level Three: Key Vocabulary** | | | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | | | |
| captain |  | goalkeeper | |  | leader |  | soccer ball |  | | | tin whistle | |  |
| coach |  | goalposts | |  | match |  | sport |  | | | violin | |  |
| GAA |  | guitar | |  | referee |  | team |  | | |  | |  |
| goalie |  | in goals | |  | seats |  | teammates |  | | |  | |  |
| Statements | | | | | | Questions | | | | | | | |
| I like/don’t like \_\_\_\_\_.  I play \_\_\_\_\_ with my friends. | | | I can play the violin (etc.). | | | What is your favourite sport? | | | |  | | | |

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| **Level Three: Key Vocabulary[[35]](#footnote-35)** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| boots |  | iron | |  | ring |  | tracksuit |  | | zip |  |
| button |  | jacket | |  | runners |  | umbrella |  | |  |  |
| handbag |  | necklace | |  | slippers |  | wash |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I wear my jacket when it rains. | | | I love my new necklace. | | | Where did you buy your handbag? | | | How did you break your zip? | | |

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| **Level Three: Key Vocabulary[[36]](#footnote-36)** | | | | | | | | | | | |
| **Weather** | | | | | | | | | | | |
| blizzard |  | frost | |  | ice |  | sun showers |  | |  |  |
| freezing |  | hail | |  | snow |  |  |  | |  |  |
| cloudy |  | rain | |  | snowy |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| It is freezing because of the blizzard. | | | There was hail last night. | | | Is it snowy in Lapland? | | | Did you slip on the ice? | | |

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| **Level Three: Key Vocabulary[[37]](#footnote-37)** | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | |
| angel |  | Easter eggs | |  | letters |  | quickly |  | | turkey |  |
| bouncy castle |  | egg hunt | |  | Lent |  | Saint Patrick’s day |  | |  |  |
| card |  | fairy | |  | Mary |  | sandcastles |  | |  |  |
| chimney |  | faster | |  | Mass |  | slower |  | |  |  |
| church |  | fastest | |  | midnight |  | slowest |  | |  |  |
| cracks |  | ghost | |  | monster |  | slowly |  | |  |  |
| early |  | Jesus | |  | often |  | snowman |  | |  |  |
| Easter |  | Joseph | |  | quicker |  | stable |  | |  |  |
| Easter bunny |  | late | |  | quickest |  | star |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| The Easter bunny brought me chocolate eggs. | | | You need to come to school more often! | | | Where was Jesus born? | | | Who is Joseph’s wife? | | |

**Level 4 Student Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name:** | | | | |
| **Student Checklist**  **Level Four: Language Functions[[38]](#footnote-38)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Initiate Social Interaction** | | | | |
| Attract someone’s attention:  *Excuse me! Sorry! Pardon me!* |  |  |  |  |
| Congratulate a person:  *Congratulations!* |  |  |  |  |
| **Look for or give an opinion** | | | | |
| Make a choice: *I would rather eat sweets than vegetables.* |  |  |  |  |
| Express satisfaction or dissatisfaction with something: *That could be better. I like that.* |  |  |  |  |
| Complain to someone: *I feel sick. I can’t do this.* |  |  |  |  |
| Agree or disagree with a statement: *That’s not true. I agree with you.* |  |  |  |  |
| Express an ability or lack thereof: *I can swim. I can’t ride a bicycle.* |  |  |  |  |
| Improvise a simple/short story: *This morning I…* |  |  |  |  |
| **Look for or give information** | | | | |
| Pose and answer questions: *What? How? When? Where?* |  |  |  |  |
| Report something: *We have a new teacher today (etc.).* |  |  |  |  |
| Deliver a message:  *My teacher wants to know if he/she can borrow a book.* |  |  |  |  |

**Level 4 Teacher Planning and Monitoring Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Name:** | | | **Class:** | | |
| **Class Planning / Monitoring Checklist**  **Level Four: Language Functions[[39]](#footnote-39)** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Initiate Social Interaction** | | | | | |
| Attract someone’s attention |  |  | |  |  |
| Congratulate a person |  |  | |  |  |
| **Give or look for an opinion** | | | | | |
| Make a choice |  |  | |  |  |
| Express satisfaction or dissatisfaction with something |  |  | |  |  |
| Complain to someone |  |  | |  |  |
| Agree or disagree with a statement |  |  | |  |  |
| Express an ability or lack thereof |  |  | |  |  |
| Improvise a simple/short story |  |  | |  |  |
| **Look for or give information** | | | | | |
| Pose and answer questions |  |  | |  |  |
| Report something |  |  | |  |  |
| Deliver a message |  |  | |  |  |

**Level 4**

Level Four of the Functional Language and Communication Aid provides an outline of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

|  |  |
| --- | --- |
| **Level Four: Language Functions[[40]](#footnote-40)** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| Attract someone’s attention  Congratulate a person | *Excuse me! Sorry! Pardon me!*  *Congratulations!* |
| **Look for or give an opinion** | |
| Make a choice  Express satisfaction or dissatisfaction with something  Complain to someone  Agree or disagree with a statement  Express an ability or lack thereof  Improvise a simple/short story | *I would rather eat sweets than vegetables.*  *That could be better. I like that.*  *I feel sick. I can’t do this.*  *That’s not true. I agree with you.*  *I can swim. I can’t ride a bicycle.*  *This morning I…* |
| **Look for or give information** | |
| Pose and answer questions  Report something  Deliver a message | *What? How? When? Where?*  *We have a new teacher today (etc.).*  *My teacher wants to know if he/she can borrow a book.* |

**Level 4 Language Functions and Key Vocabulary**

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| **Level Four: Key Vocabulary [[41]](#footnote-41)** | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | |
| blonde |  | comfortable | |  | ponytail |  | singer |  | | uncomfortable |  |
| bruise |  | earache | |  | scrape |  | sore throat |  | |  |  |
| brunette |  | embarrassed | |  | shaved |  | throat |  | |  |  |
| chest |  | hazel eyes | |  | shy |  | toothache |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I have a very sore throat.  I was embarrassed when I fell over, | | | My earache is very uncomfortable. | | | How did you scrape your arm?  Is she a good singer? | | | When did you get your head shaved? | | |

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| **Level Four: Key Vocabulary[[42]](#footnote-42)** | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | |
| artist |  | butcher | |  | dentist |  | hairdresser |  | | musician |  |
| banker |  | caretaker | |  | divorced |  | only child |  | | son |  |
| baker |  | daughter | |  | farmer |  | married |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| The dentist helps to look after my teeth.  I am an only child. | | | My parents are divorced. | | | What age is your daughter?  Is your hairdresser married? | | | Does your son work as a banker? | | |

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| **Level Four: Key Vocabulary[[43]](#footnote-43)** | | | | | | | | | | | |
| **My House** | | | | | | | | | | | |
| attic |  | garage | |  | placemats |  | street |  | | weighing scales |  |
| DVD player |  | hamper | |  | shed |  | tablespoons |  | |  |  |
| face cloth |  | light switch | |  | staircase |  | teaspoons |  | |  |  |
| flush |  | patio | |  | stool |  | tea towel |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I watch DVDs using my DVD player.  I use a face cloth to clean my face. | | | The staircase is very steep. | | | What do you keep in the shed?  Where is the light switch? | | | Where is the garage? | | |

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| **Level Four: Key Vocabulary[[44]](#footnote-44)** | | | | | | | | | | | |
| **School** | | | | | | | | | | | |
| basketball |  | folder | |  | map |  | Science |  | | secretary |  |
| climbing frame |  | Geography | |  | personal space |  | Woodwork |  | | see-saw |  |
| deputy-principal |  | History | |  | Primary |  | Secondary |  | | SESE |  |
| basketball |  | folder | |  | map |  | Science |  | | secretary |  |
| Statements | | | | | | Questions | | | | | |
| Geography is such an interesting subject. | | | I am a Primary school student. | | | Do you like Woodwork? | | | Who is the deputy-principal? | | |

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| **Level Four: Key Vocabulary[[45]](#footnote-45)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| cooked |  | icing | |  | oven |  | peanuts |  | | soft |  |
| donut |  | ketchup | |  | pancake |  | plum |  | | strawberry |  |
| fish and chips |  | lemon | |  | pasta |  | raspberry |  | | sugar |  |
| flour |  | onion | |  | peach |  | raw |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I eat fish and chips with ketchup. | | | I love eating pancakes. | | | Where can you buy strawberries?  What is that icing made from? | | | Do you enjoy eating plums? | | |

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| **Level Four: Key Vocabulary[[46]](#footnote-46)** | | | | | | | | | | | |
| **Television** | | | | | | | | | | | |
| actors |  | cable | |  | disc |  | subtitles |  | |  |  |
| actresses |  | cinema | |  | famous |  | ticket |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I went to the cinema to see a movie with subtitles. | | | Jennifer Anniston is a famous actress? | | | Who is your favourite actor? | | | Where can you buy a cinema ticket? | | |

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| **Level Four: Key Vocabulary[[47]](#footnote-47)** | | | | | | | | | | |
| **Shopping[[48]](#footnote-48)** | | | | | | | | | | |
| bookshop |  | credit card | |  | pet shop |  | sale |  | | scan |
| butchers |  | delivery | |  | purse |  | schoolbooks |  | | wallet |
| cheque |  | order | |  | receipt |  | shop online |  | |  |
| Statements | | | | | | Questions | | | | |
| We buy meat in the butchers. | | | I paid my bill by cheque. | | | Where do you buy your schoolbooks? | | | What credit card do you use? | |

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| **Level Four: Key Vocabulary[[49]](#footnote-49)** | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | |
| cinema |  | Cub Scouts | |  | hurley |  | racket |  | | singer |  |
| clubs |  | drama | |  | musician |  | reading |  | | trophy |  |
| court |  | golf | |  | pitch |  | Scouts |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My mom plays golf at the golf club. | | | I am part of a drama group. | | | Do you enjoy reading? | | | Who is your favourite musician? | | |

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| **Level Four: Key Vocabulary[[50]](#footnote-50)** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| apron |  | earring | |  | raincoat |  | sunglasses |  | |  |  |
| bath robe |  | glasses | |  | sandals |  | tights |  | |  |  |
| belt |  | gloves | |  | shorts |  | watch |  | |  |  |
| cap |  | hairband | |  | swimming togs |  | washing powder |  | |  |  |
| dressing gown |  | laces | |  | swimwear |  | wellingtons |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I wear my dressing gown at night time. | | | I’ve lost an earring. | | | What do you use an apron for? | | | Can you tie your own laces? | | |

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| **Level Four: Key Vocabulary[[51]](#footnote-51)** | | | | | | | | | | | |
| **Weather** | | | | | | | | | | | |
| boiling |  | downpour | |  | hailing |  | overcast |  | | smog |  |
| bolt of lightning |  | drizzling | |  | heatwave |  | rainbow |  | | thunder |  |
| Celsius |  | drought | |  | humid |  | rain drops |  | | thunderstorm |  |
| degrees |  | dull | |  | lightning |  | showers |  | | thundery showers |  |
| dew |  | flood | |  | monsoon |  | showery |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| It is 30 degrees Celsius today. | | | It is very humid in the monsoon season. | | | Were there thundery showers last week? | | | Did you hear the thunder last night? | | |

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| **Level Four: Key Vocabulary[[52]](#footnote-52)** | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | |
| aeroplane |  | date | |  | parade |  | sunscreen |  | | warm weather |  |
| always |  | First Holy Communion | |  | pumpkin |  | sun cream |  | |  |  |
| beach |  | mask | |  | scary |  | Summer holidays |  | |  |  |
| calendar |  | never | |  | shamrock |  | twice |  | |  |  |
| Christmas card |  | once | |  | sometimes |  | usually |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I sent a Christmas card to my friend. | | | I ate pumpkin once. It was horrible. | | | What date is it on the calendar? | | | Do you like warm weather? | | |

**Level 5 Student Checklist**

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| --- | --- | --- | --- | --- |
| **Student Name:** | | | | |
| **Student Checklist**  **Level Five: Language Functions[[53]](#footnote-53)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Initiate Social Interaction** | | | | |
| Ask someone for help:  *I need help. Can you help me, please?* |  |  |  |  |
| Commiserate someone:  *Hard luck! Better luck next time!* |  |  |  |  |
| **Clarify meaning** | | | | |
| Express a lack of understanding: *Can you explain that, please? I don’t understand.* |  |  |  |  |
| Ask for a spelling:  *Can you spell ‘ball’, please?* |  |  |  |  |
| Ask someone to repeat themselves: *Can you repeat that, please?* |  |  |  |  |
| **Converse with a person or people** | | | | |
| Suggest something:  *Let’s play a game of soccer!* |  |  |  |  |
| Invite someone somewhere:  *Would you like to come to my house?* |  |  |  |  |
| Give a status to something/someone:  *I’m the best in school at dancing!* |  |  |  |  |
| Give someone a challenge: *You can’t do that!* |  |  |  |  |
| **Look for or give an opinion** | | | | |
| Make an assumption: *I suppose she is sick today.* |  |  |  |  |
| Forgive someone: *That’s ok. Don’t worry about it.* |  |  |  |  |
| Show you support for someone: *You can do it. Keep trying!* |  |  |  |  |
| **Look for or give information** | | | | |
| Correct someone:  *That’s mine, not yours!* |  |  |  |  |
| **Structure a conversation** | | | | |
| Initiate a conversation: *Did you hear about what happened?* |  |  |  |  |
| Excuse oneself: *Pardon me.* |  |  |  |  |
| End a conversation:  *Well that’s it… I’m in a rush now!* |  |  |  |  |

**Teacher Planning and Monitoring Checklist**

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| --- | --- | --- | --- | --- | --- |
| **Teacher Name:** | | | **Class:** | | |
| **Class Planning / Monitoring Checklist**  **Level Five: Language Functions[[54]](#footnote-54)** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Initiate Social Interaction** | | | | | |
| Ask someone for help |  |  | |  |  |
| Commiserate someone |  |  | |  |  |
| **Clarify meaning** | | | | | |
| Express a lack of understanding |  |  | |  |  |
| Ask a spelling |  |  | |  |  |
| Ask someone to repeat themselves |  |  | |  |  |
| **Converse with a person or people** | | | | | |
| Suggest something |  |  | |  |  |
| Invite someone somewhere |  |  | |  |  |
| Give a status to something/someone |  |  | |  |  |
| Give someone a challenge |  |  | |  |  |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Look for or give an opinion** | | | | | |
| Make an assumption |  |  | |  |  |
| Forgive someone |  |  | |  |  |
| Show your support for someone |  |  | |  |  |
| **Look for or give information** | | | | | |
| Correct someone |  |  | |  |  |
| **Structure a conversation** | | | | | |
| Initiate a conversation |  |  | |  |  |
| Excuse oneself |  |  | |  |  |
| End a conversation |  |  | |  |  |

**Level 5**

Level Five of the Functional Language and Communication Aid provides an outline of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

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| **Level Five: Language Functions[[55]](#footnote-55)** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| Ask someone for help  Commiserate someone | I need help. Can you help me, please?  Hard luck! Better luck next time! |
| **Clarify meaning** | |
| Express a lack of understanding  Ask for a spelling  Ask someone to repeat themselves | Can you explain that, please? I don’t understand.  Can you spell ‘ball’, please?  Can you repeat that, please? |
| **Converse with a person or people** | |
| Suggest something  Invite someone somewhere  Give a status to something/someone  Give someone a challenge | Let’s play a game of soccer!  Would you like to come to my house?  I’m the best in school at dancing!  You can’t do that! |
| **Look for or give an opinion** | |
| Make an assumption  Forgive someone  Show you support for someone | I suppose she is sick today.  That’s ok. Don’t worry about it.  You can do it. Keep trying! |
| **Look for or give information** | |
| Correct someone | *That’s mine, not yours!* |
| **Structure a conversation** | |
| Initiate a conversation  Excuse oneself  End a conversation | Did you hear about what happened?  Pardon me.  Well that’s it… I’m in a rush now! |

**Level 5 Language Functions and Key Vocabulary**

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| **Level Five: Key Vocabulary [[56]](#footnote-56)** | | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | | |
| appointment |  | creative | |  | graze |  | | helpful |  | | medication |  |
| caring |  | Deaf | |  | hardworking |  | | honest |  | | sporty |  |
| charming |  | dizzy | |  | Hard of Hearing |  | | improving |  | | temperature |  |
| cheeky |  | dyed hair | |  | Hearing |  | | lazy |  | | waist |  |
| confident |  | fun-loving | |  | heart |  | | lungs |  | | wrist |  |
| Statements | | | | | | | Questions | | | | | |
| My older sister has dyed her hair blonde. | | | My English is improving. | | | | How did you graze your knee? | | | Where will you book your appointment? | | |

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| **Level Five: Key Vocabulary[[57]](#footnote-57)** | | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | | |
| carpenter |  | grandaunt | |  | great grandfather | |  | mechanic |  | | second cousin |  |
| first cousin |  | granduncle | |  | great grandmother | |  | pilot |  | | third cousin |  |
| Statements | | | | | | Questions | | | | | | |
| My granduncle is a carpenter.  My grandaunt is very old.  I have a third cousin who lives in Africa. | | | I would like to be pilot when I am older. | | | Have you got any first cousins?  How many second cousins do you have? | | | | Do you know anyone who is a mechanic? | | |

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| **Level Five: Key Vocabulary[[58]](#footnote-58)** | | | | | | | | | | | |
| **My House** | | | | | | | | | | | |
| city |  | driveway | |  | furniture |  | ornaments |  | | trampoline |  |
| corner |  | duvet | |  | handle |  | plug |  | | upstairs |  |
| countryside |  | fireplace | |  | lamp |  | rinse |  | | village |  |
| downstairs |  | footpath | |  | mantelpiece |  | shampoo |  | | wall |  |
| drain |  | forest | |  | master bedroom |  | town |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| We burn coal in the fireplace during winter.  The master bedroom is downstairs. | | | I live in the countryside. | | | What furniture do you have in the master bedroom? | | | Where can I plug in this lamp? | | |

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| **Level Five: Key Vocabulary[[59]](#footnote-59)** | | | | | | | | | | | |
| **School** | | | | | | | | | | | |
| art display |  | learn | |  | photocopier |  | subjects |  | | women’s toilet |  |
| bench |  | library | |  | prayers |  | teach |  | | yard games |  |
| bottom shelf |  | men’s toilet | |  | printer |  | top shelf |  | |  |  |
| Green Flag |  | middle shelf | |  | routine |  | uniform |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| The photocopier is broken. | | | We have a selection of books in our library. | | | Did you get the second Green Flag? | | | Where are the men’s toilets? | | |

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| **Level Five: Key Vocabulary[[60]](#footnote-60)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| bacon |  | corn | |  | melon |  | salad |  | |  |  |
| barbecue |  | kiwi | |  | milkshake |  | stew |  | |  |  |
| beef |  | mayonnaise | |  | pineapple |  | stuffing |  | |  |  |
| cabbage |  | meals | |  | pork |  | watermelon |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| We had a barbecue last week.  I use mayonnaise to make egg salad. | | | I eat watermelon when it’s very warm. | | | Is there stuffing in the chicken? | | | Would you like bacon and cabbage for dinner? | | |

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| **Level Five: Key Vocabulary[[61]](#footnote-61)** | | | | | | | | | | | |
| **Television** | | | | | | | | | | | |
| celebrity |  | episode | |  | headlines |  | Netflix |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| Netflix is so useful. | | | I watched that episode last night. | | | Who is your favourite celebrity? | | | What were the headlines in the news tonight? | | |

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| **Level Five: Key Vocabulary[[62]](#footnote-62)** | | | | | | | | | | |
| **Shopping** | | | | | | | | | | |
| alarm |  | cash register | |  | groceries |  | shopping centre |  | | supermarket |
| bakery |  | debit card | |  | shoe shop |  | spend |  | |  |
| Statements | | | | | | Questions | | | | |
| We bought a cake for my birthday in the bakery. | | | There is a shoe shop in the shopping centre. | | | Where is there a shoe shop? | | | Can I use my debit card here? | |

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| **Level Five: Key Vocabulary[[63]](#footnote-63)** | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | |
| badminton |  | camping | |  | chess |  | karate |  | |  |  |
| band |  | card games | |  | harp |  | training |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I won an all-Ireland medal for badminton last year. | | | Card games are such fun. | | | Who is the karate teacher? | | | Who is your favourite band? | | |

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| **Level Five: Key Vocabulary[[64]](#footnote-64)** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| jersey |  | suit | |  | sunhat |  |  |  | |  |  |
| pocket |  | Summer wear | |  | Winter wear |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I wear a suit to Mass. | | | They are selling Winter wear. | | | What have you got in your pocket? | | | Where is your sunhat? | | |

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| **Level Five: Key Vocabulary[[65]](#footnote-65)** | | | | | | | | | | | |
| **Weather** | | | | | | | | | | | |
| boiling |  | downpour | |  | hailing |  | overcast |  | | smog |  |
| bolt of lightning |  | drizzling | |  | heatwave |  | rainbow |  | | thunder |  |
| Celsius |  | drought | |  | humid |  | rain drops |  | | thunderstorm |  |
| degrees |  | dull | |  | lightning |  | showers |  | | thundery showers |  |
| dew |  | flood | |  | monsoon |  | showery |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| It is 30 degrees Celsius today. | | | It is very humid in the monsoon season. | | | Were there thundery showers last week? | | | Did you hear the thunder last night? | | |

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| **Level Five: Key Vocabulary[[66]](#footnote-66)** | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | |
| apartment |  | earliest | |  | marching |  | postcard |  | | wedding dress |  |
| apple bobbing |  | fortnight | |  | market |  | sunbathing |  | |  |  |
| carols |  | goody bags | |  | midday |  | timetable |  | |  |  |
| date of birth |  | hotel | |  | noon |  | trick or treating |  | |  |  |
| dressing up |  | latest | |  | passport |  | wedding |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| She wore a white wedding dress. | | | I like dressing up at Halloween. | | | What is your date of birth? | | | Are you going trick or treating this year? | | |

**Level 6 Student Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name:** | | | | |
| **Student Checklist**  **Level Six: Language Functions[[67]](#footnote-67)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Initiate Social Interaction** | | | | |
| Get someone’s attention:  *Excuse me. Listen up!* |  |  |  |  |
| **Clarify meaning** | | | | |
| Express a lack of understanding: *Can you explain what you mean?* |  |  |  |  |
| Ask someone to repeat themselves: *I need you to repeat that, please* |  |  |  |  |
| **Converse with a person or people** | | | | |
| Encourage someone: *Keep going. You can do it.* |  |  |  |  |
| Warn someone: *Be careful. Go easy.* |  |  |  |  |
| **Look for or give an opinion** | | | | |
| Inquire about/Express a preference:  *Which do you prefer? I prefer…* |  |  |  |  |
| Express satisfaction:  *That’s great! I love that!* |  |  |  |  |
| Express dissatisfaction:  *That’s awful. I really don’t like that.* |  |  |  |  |
| Tell/Recount a story/incident:  *I Last Saturday…. On the yard….* |  |  |  |  |
| Express a need:  *I need to use the toilet. I need a drink.* |  |  |  |  |
| **Student Checklist**  **Level Six: Language Functions[[68]](#footnote-68)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Look for or give information** | | | | |
| Make a statement:  *I ate 6 pancakes.* |  |  |  |  |
| **Structure a conversation** | | | | |
| Initiate a conversation: *Did you hear about what happened?* |  |  |  |  |
| Correct yourself:  *Oh, sorry! Excuse me!* |  |  |  |  |
| Describe something – step by step:  *First… Then… Finally…* |  |  |  |  |

**Teacher Planning and Monitoring Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Name:** | | | **Class:** | | |
| **Class Planning / Monitoring Checklist**  **Level Six: Language Functions[[69]](#footnote-69)** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Initiate Social Interaction** | | | | | |
| Get someone’s attention |  |  | |  |  |
| **Clarify meaning** | | | | | |
| Express a lack of understanding |  |  | |  |  |
| Ask someone to repeat themselves |  |  | |  |  |
| **Converse with a person or people** | | | | | |
| Encourage someone |  |  | |  |  |
| Warn someone |  |  | |  |  |
| **Look for or give an opinion** | | | | | |
| Inquire about/Express a preference |  |  | |  |  |
| Express satisfaction |  |  | |  |  |
| Express dissatisfaction |  |  | |  |  |
| Express a hope |  |  | |  |  |
| Tell/Recount a story/incident |  |  | |  |  |
| Express a need |  |  | |  |  |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Look for or give information** | | | | | |
| Make a statement |  |  | |  |  |
| **Structure a conversation** | | | | | |
| Initiate a conversation |  |  | |  |  |
| Correct yourself |  |  | |  |  |
| Describe something – step by step |  |  | |  |  |

**Level Six**

Level 6 of the Functional Language and Communication Aid provides an outline of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

**Level 6 Functional Language and Key Vocabulary**

|  |  |
| --- | --- |
| **Level Six: Language Functions[[70]](#footnote-70)** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| Get someone’s attention | *Excuse me. Listen up!* |
| **Clarify meaning** | |
| Express a lack of understanding  Ask someone to repeat themselves | *Can you explain what you mean?*  *I need you to repeat that, please.* |
| **Converse with a person or people** | |
| Encourage someone  Warn someone | *Keep going. You can do it.*  *Be careful. Go easy.* |
| **Look for or give an opinion** | |
| Inquire about/Express a preference  Express satisfaction  Express dissatisfaction  Express a hope  Tell/Recount a story/incident  Express a need | *Which do you prefer? I prefer…*  *That’s great! I love that!*  *That’s awful. I really don’t like that.*  *I wish/I hope…*  *Last Saturday…. On the yard….*  *I need to use the toilet. I need a drink.* |
| **Look for or give information** | |
| Make a statement | *I ate 6 pancakes* |
| **Structure a conversation** | |
| Initiate a conversation  Correct yourself  Describe something – step by step | *Did you hear/know?*  *Oh, sorry! Excuse me!*  *First… Then… Finally…* |

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| **Level Six: Key Vocabulary [[71]](#footnote-71)** | | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | | |
| ankle |  | dramatic | |  | guilty |  | | personality |  | | teenager |  |
| ashamed |  | eyebrow | |  | moustache |  | | sensitive |  | | twisted |  |
| beard |  | frustrated | |  | musical |  | | sprain |  | |  |  |
| Statements | | | | | | | Questions | | | | | |
| I have a dramatic personality.  My aunt has an apartment in Spain. | | | I felt very guilty when I smashed the window. | | | | What colour is your beard?  How did you sprain your ankle? | | | Did you break the window because you were frustrated? | | |

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| **Level Six: Key Vocabulary[[72]](#footnote-72)** | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | |
| chef |  | lawyer | |  | relatives |  | soldier |  | | waiter |  |
| Statements | | | | | | Questions | | | | | |
| I have lots of relatives  My uncle is a lawyer. | | | A soldier works in the army. | | | Who are your relatives? | | | What does a chef do? | | |

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| **Level Six: Key Vocabulary[[73]](#footnote-73)** | | | | | | | | | | | |
| **My House** | | | | | | | | | | | |
| apartment |  | cutlery | |  | hanging baskets |  | radiator |  | | stereo |  |
| birdcage |  | fence | |  | key |  | saucer |  | | toolbox |  |
| closet |  | fish tank | |  | neighbours |  | side plate |  | |  |  |
| coffee table |  | footstool | |  | plant |  | spare room |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| There is a fence in my garden.  We have a spare room in our house. | | | My neighbours are very nice.  I helped to wash the cutlery. | | | Is there a radiator in your room? | | | Who uses a tool box? | | |

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| **Level Six: Key Vocabulary[[74]](#footnote-74)** | | | | | | | | | | | |
| **School** | | | | | | | | | | | |
| bus escort |  | hopscotch | |  | post-its |  | sticky notes |  | |  |  |
| corrections |  | lesson | |  | radiator |  | store room |  | |  |  |
| corridor |  | personal care | |  | roll book |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My Bus Escort walks me to school. | | | I use sticky notes for study.  If I make a mistake I must do my corrections. | | | Who fills in the roll book? | | | What is the store room used for? | | |

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| **Level Six: Key Vocabulary[[75]](#footnote-75)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| Brussel sprouts |  | garlic | |  | peppers |  | sour |  | | weighing scales |  |
| cauliflower |  | grapefruit | |  | pork chop |  | spicy |  | |  |  |
| cherries |  | grill | |  | salad dressing |  | tasty |  | |  |  |
| delicious |  | lamb chop | |  | shepherd’s pie |  | tough |  | |  |  |
| fizzy drink |  | lime | |  | soda bread |  | weigh |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| Dinner was delicious.  My dad bakes soda bread. | | | Fizzy drinks are bad for your teeth.  My mom cooks lamb chops on the grill | | | What meat is in shepard’s pie?  Do you eat spicy food? | | | Do you like pork chops? | | |

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| **Level Six: Key Vocabulary[[76]](#footnote-76)** | | | | | | | | | | | |
| **Television** | | | | | | | | | | | |
| boring |  | host | |  | music channel |  | news report |  | |  |  |
| character |  | interesting | |  | newsflash |  | presenter |  | |  |  |
| guest |  | media | |  | news anchor |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I think news reports are boring. | | | That character is very funny. | | | Who is your favourite character? | | | What is that presenter’s name? | | |

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| **Level Six: Key Vocabulary[[77]](#footnote-77)** | | | | | | | | | | |
| **Shopping** | | | | | | | | | | |
| automatic doors |  | opening hours | |  | shopkeeper |  |  |  | |  |
| counter |  | salesperson | |  | shop assistant |  |  |  | |  |
| Statements | | | | | | Questions | | | | |
| Be careful of the automatic doors. | | | That sales person was very helpful. | | | What are the opening hours for the café? | | | Where is the shop assistant gone? | |

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| **Level Six: Key Vocabulary[[78]](#footnote-78)** | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | |
| badminton |  | cello | |  | Girl Guides |  | pop music |  | |  |  |
| boccia |  | cheering | |  | Irish dancing |  | shuttle |  | |  |  |
| Brownies |  | flute | |  | judo |  | Youth Club |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I am in the Brownies. | | | You use a shuttle in badminton. | | | What is boccia? | | | Who are you cheering for? | | |

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| **Level Six: Key Vocabulary[[79]](#footnote-79)** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| blouse |  | cardigan | |  | headband |  | jeans |  | | polo shirt |  |
| bracelet |  | collar | |  | high heels |  | leggings |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I love your blouse. | | | My cardigan keeps me warm in the cold weather. | | | Where did you buy your bracelet? | | | Why is your collar so crooked? | | |

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| **Level Six Key Vocabulary[[80]](#footnote-80)** | | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | | |
| Baptism |  | Confirmation | |  | flight | |  | spooky |  | | villa |  |
| birthday wish |  | costumes | |  | guests | |  | tinsel |  | |  |  |
| coin toss |  | ferry | |  | restaurant | |  | vampire |  | |  |  |
| Statements | | | | | | Questions | | | | | | |
| We use a coin toss to see who goes first. | | | We ate dinner in a lovely restaurant yesterday. | | | Where do you put tinsel? | | | | How old will you be when you make your Confirmation? | | |

**Level 7 Student Checklist**

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| **Student Name:** | | | | | |
| **Student Checklist**  **Level Seven: Language Functions[[81]](#footnote-81)** | **No** | | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | | |
| **Initiate Social Interaction** | | | | | |
| Say goodbye to someone:  *Safe journey!* |  | |  |  |  |
| Ask for help:  *Excuse me, could you help me for a minute?* |  | |  |  |  |
| Make an introduction:  *This is my friend…* |  | |  |  |  |
| Congratulate someone:  *That was fantastic.* |  | |  |  |  |
| Commiserate someone:  *Hard luck! Try harder next time.* |  | |  |  |  |
| **Clarify meaning** | | | | | |
| Look for clarification: *How do you say/sign…?* |  | |  |  |  |
| **Converse with a person or people** | | | | | |
| Express thanks: *I’m so grateful for your help.* |  |  | |  |  |
| Suggest something: *Would anyone like to play soccer?* |  |  | |  |  |
| Ask someone to do something: *Could you stop that, please?* |  |  | |  |  |
| Tease someone: *Ha ha, did you see the score?* |  |  | |  |  |
| Invite someone somewhere: *Would you like to go to the cinema?* |  |  | |  |  |
| Warn someone: *Don’t go too fast!* |  |  | |  |  |
| **Student Checklist**  **Level Seven: Language Functions[[82]](#footnote-82)** | **No** | **To a limited extent** | | **To a large extent** | **Yes** |
| **Language Function** | | | | | |
| **Look for or give an opinion** | | | | | |
| Make an assumption:  *I suppose we have homework tonight?* |  | |  |  |  |
| Express certainty:  *I’m sure we have no homework!* |  | |  |  |  |
| Express a want or desire:  *I’d love to have ice-cream.* |  | |  |  |  |
| Agree with a statement:  *That’s the truth!* |  | |  |  |  |
| Disagree with a statement:  *That’s a lie!* |  | |  |  |  |
| Deny something:  *I didn’t do it! He did it!* |  | |  |  |  |
| Express disappointment:  *Oh, that’s a pity!* |  | |  |  |  |
| Express a need:  *I need to go to school tomorrow.* |  | |  |  |  |
| **Look for or give information** | | | | | |
| Make a statement: *He’s a tall man.* |  | |  |  |  |
| Report something: *They were late for school this morning.* |  | |  |  |  |
| Deliver a message: *We will have lunch in ten minutes.* |  | |  |  |  |
| **Structure a conversation** | | | | | |
| Initiate a conversation:  *You’re working very hard.* |  | |  |  |  |
| Correct yourself:  *Oh wait… I’m wrong.* |  | |  |  |  |
| Describe something – step by step:  *It wasn’t long before…* |  | |  |  |  |

**Level 7 Teacher Planning and Monitoring Checklist**

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| **Teacher Name:** | | | **Class:** | | |
| **Class Planning / Monitoring Checklist**  **Level Seven: Language Functions[[83]](#footnote-83)** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Initiate Social Interaction** | | | | | |
| Say goodbye to someone |  |  | |  |  |
| Ask for help |  |  | |  |  |
| Make an introduction |  |  | |  |  |
| Congratulate someone |  |  | |  |  |
| Commiserate someone |  |  | |  |  |
| **Clarify meaning** | | | | | |
| Look for clarification |  |  | |  |  |
| **Converse with a person or people** | | | | | |
| Express thanks |  |  | |  |  |
| Suggest something |  |  | |  |  |
| Ask someone to do something |  |  | |  |  |
| Tease someone |  |  | |  |  |
| **Class Planning / Monitoring Checklist**  **Level Seven: Language Functions** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Converse with a person or people** | | | | | |
| Invite someone somewhere |  |  | |  |  |
| Warn someone |  |  | |  |  |
| Boast |  |  | |  |  |
| **Look for or give an opinion** | | | | | |
| Make an assumption |  |  | |  |  |
| Express certainty |  |  | |  |  |
| Express a want or desire |  |  | |  |  |
| Agree with a statement |  |  | |  |  |
| Disagree with a statement |  |  | |  |  |
| Deny something |  |  | |  |  |
| Express disappointment |  |  | |  |  |
| Express a need |  |  | |  |  |
| **Class Planning / Monitoring Checklist**  **Level Seven: Language Functions** | | | | | |
| **Language Functions** | **Started** | **In Progress** | | **Completed** | **Teacher Comment** |
| **Look for or give information** | | | | | |
| Make a statement |  |  | |  |  |
| Report something |  |  | |  |  |
| Deliver a message |  |  | |  |  |
| **Structure a conversation** | | | | | |
| Initiate a conversation |  |  | |  |  |
| Correct yourself |  |  | |  |  |
| Describe something – step by step |  |  | |  |  |

**Level 7**

of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

**Level 7 Functional Language and Key Vocabulary**

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| **Level Seven: Language Functions** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| Say goodbye to someone  Ask for help  Make an introduction  Congratulate someone  Commiserate someone | *Safe journey!*  *Excuse me, could you help me for a minute?*  *This is my friend…*  *That was fantastic.*  *Hard luck! Try harder next time.* |
| **Clarify meaning** | |
| Look for clarification | *How do you say/sign…?* |
| **Converse with a person or people** | |
| Express thanks  Suggest something  Ask someone to do something  Tease someone  Invite someone somewhere  Warn someone  Boast | *I’m so grateful for your help.*  *Would anyone like to play soccer?*  *Could you stop that, please?*  *Ha ha, did you see the score?*  *Would you like to go to the cinema?*  *Don’t go too fast!*  *I’m the best!* |
| **Look for or give an opinion** | |
| Make an assumption  Express certainty  Express a want or desire  Agree with a statement  Disagree with a statement  Deny something  Express disappointment  Express a need | *I suppose we have homework tonight?*  *I’m sure we have no homework!*  *I’d love to have ice-cream.*  *That’s the truth!*  *That’s a lie!*  *I didn’t do it! He did it!*  *Oh, that’s a pity!*  *I need to go to school tomorrow.* |

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| **Level Seven: Language Functions** | |
| **The student will:** | **Examples** |
| **Look for or give information** | |
| Make a statement  Report something  Deliver a message | *He’s a tall man.*  *They were late for school this morning.*  *We will have lunch in ten minutes.* |
| **Structure a conversation** | |
| Initiate a conversation  Correct yourself  Describe something – Step by step | *You’re working very hard.*  *Oh wait… I’m wrong.*  *It wasn’t long before…* |

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| **Level Seven: Key Vocabulary [[84]](#footnote-84)** | | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | | |
| brain |  | depressed | |  | hearing aid |  | | muscle |  | | talented |  |
| dedicated |  | elderly | |  | middle aged |  | | puberty |  | |  |  |
| Statements | | | | | | | Questions | | | | | |
| I have two hearing aids. | | | My grandparents are elderly. | | | | Why is my muscle stiff? | | | Who is a talented actor? | | |

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| **Level Seven: Key Vocabulary[[85]](#footnote-85)** | | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | | |
| brother-in-law |  | mother-in-law | |  | remarried | |  | step-brother |  | | step-mother |  |
| father-in-law |  | receptionist | |  | sister-in-law | |  | step-father |  | | step-sister |  |
| Statements | | | | | | Questions | | | | | | |
| My sister’s husband is my brother-in-law. | | | The receptionist got remarried last year. | | | What is your step-brother’s name? | | | | How old is your step-father? | | |

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| **Level Seven: Key Vocabulary[[86]](#footnote-86)** | | | | | | | | | | | | |
| **My House** | | | | | | | | | | | | |
| avenue |  | conditioner | |  | greenhouse | |  | napkin |  | | shower gel |  |
| basement |  | conservatory | |  | guest room | |  | passcode |  | |  |  |
| candle |  | deodorant | |  | landing | |  | photo frame |  | |  |  |
| coaster |  | electronic gate | |  | moisturiser | |  | razor |  | |  |  |
| Statements | | | | | | Questions | | | | | | |
| I wash my hair with conditioner after I use my shampoo. | | | My parents like to read their newspapers in the conservatory. | | | What is the passcode for our electronic gate? | | | | What is growing in your greenhouse? | | |

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| **Level Seven: Key Vocabulary[[87]](#footnote-87)** | | | | | | | | | | | |
| **School** | | | | | | | | | | | |
| calculator |  | discuss | |  | noticeboard |  |  |  | |  |  |
| dictionary |  | equipment | |  | substitute teacher |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I look up new words in my dictionary.  I check that my sums are correct using my calculator. | | | We had a substitute teacher this week because our teacher was sick. | | | What was written on the noticeboard today?  Can we discuss my test please? | | | What PE equipment do we need for our next lesson? | | |

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| **Level Seven: Key Vocabulary[[88]](#footnote-88)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| avocado |  | croissant | |  | ingredients |  | salty |  | | steak |  |
| bagel |  | crunchy | |  | mango |  | slice |  | | supper |  |
| celery |  | crushed | |  | omelette |  | sliced |  | |  |  |
| chilli |  | cucumber | |  | poached egg |  | spices |  | |  |  |
| chopped |  | fluffy | |  | prawns |  | spinach |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| We can make croissants for breakfast tomorrow. | | | I love to eat chopped potatoes. | | | What ingredients do we need to make the omelette? | | | What time will supper be at this evening? | | |

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| **Level Seven: Key Vocabulary[[89]](#footnote-89)** | | | | | | | | | | | | |
| **Television** | | | | | | | | | | | | |
| brightness |  | drama | |  | horror | |  | sports show |  | | viewer |  |
| broadcast |  | entertainment | |  | main character | |  | talk show |  | |  |  |
| comedy |  | forecast | |  | romance | |  | thriller |  | |  |  |
| crime show |  | game show | |  | series | |  | trailer |  | |  |  |
| Statements | | | | | | Questions | | | | | | |
| I love to watch comedy shows. | | | I don’t like watching horror movies because they are too scary. | | | On what channels do they broadcast the weather forecast? | | | | Who is the main character in that crime show? | | |

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| **Level Seven: Key Vocabulary[[90]](#footnote-90)** | | | | | | | | | | | |
| **Shopping** | | | | | | | | | | | |
| barcode |  | clothes rack | |  | florist | |  | pharmacy |  | |  |
| cashier |  | customers | |  | launderette | |  | purchase |  | |  |
| chemist |  | deli | |  | newsagent | |  | stationary |  | |  |
| Statements | | | | | | Questions | | | | | |
| I get my medicine in the chemist.  We order our lunch at the deli. | | | There were a lot of customers in the shop. | | | What can you buy at the florist?  What is a barcode used for?  Where is the launderette? | | | | What stationary do you need for your homework? | |

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| **Level Seven: Key Vocabulary[[91]](#footnote-91)** | | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | | |
| bowling ball |  | boy band | |  | girl | |  | novels |  | | rock music |  |
| bowling lane |  | chapters | |  | hip-hop | |  | orchestra |  | | spectators |  |
| bowling pins |  | competition | |  | instruments | |  | practice |  | |  |  |
| Statements | | | | | | Questions | | | | | | |
| I practise for the competition every evening. | | | I like to listen to the orchestra. | | | What chapter of your novel are you reading? | | | | What bowling lane have we booked for my party? | | |

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| **Level Seven: Key Vocabulary[[92]](#footnote-92)** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| bra |  | flip flops | |  | key ring |  | strap |  | |  |  |
| buckle |  | gear bag | |  | leather |  | Velcro |  | |  |  |
| dungarees |  | jewellery | |  | pattern |  | wool |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I don’t like that pattern.  I have a brass buckle on my shoe. | | | I have a Velcro strap on my shoe instead of laces. | | | Where is my key ring? | | | Do flip flops hurt your feet? | | |

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| **Level Seven: Key Vocabulary[[93]](#footnote-93)** | | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | | |
| baubles |  | celebration | |  | groom | |  | page boy |  | |  |  |
| bride |  | finger food | |  | groomsman | |  | tan |  | |  |  |
| bridesmaid |  | flower girl | |  | Jack-O-Lantern | |  | wizard |  | |  |  |
| Statements | | | | | | Questions | | | | | | |
| The red baubles are nice on the Christmas tree.  We had a wonderful celebration for my birthday. | | | I was page boy at my uncle’s wedding. | | | What finger food did you eat at the party? | | | | Who will be bridesmaid at your aunt’s wedding? | | |

**Level 8 Student Checklist**

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| --- | --- | --- | --- | --- |
| **Student Name:** | | | | |
| **Student Checklist**  **Level Eight: Language Functions[[94]](#footnote-94)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Initiate Social Interaction** | | | | |
| Say goodbye to someone:  *I’ll talk to you later!* |  |  |  |  |
| Ask for help:  *Excuse me, I need help with this.* |  |  |  |  |
| Make an introduction:  *This is …* |  |  |  |  |
| Congratulate someone:  *That was fantastic.* |  |  |  |  |
| Commiserate someone:  *That was great effort.* |  |  |  |  |
| **Clarify meaning** | | | | |
| Look for clarification: *How do you say/sign…?* |  |  |  |  |
| Express a lack of clarity: I didn’t understand that. |  |  |  |  |
| **Converse with a person or people** | | | | |
| Suggest something: *Would anyone like to play soccer?* |  |  |  |  |
| Ask someone to do something: *Could you stop that, please?* |  |  |  |  |
| Invite someone somewhere: *Would you like to go to the cinema?* |  |  |  |  |
| Warn someone: *Don’t go too fast!* |  |  |  |  |
| Boast: *I’m the best* |  |  |  |  |
| **Student Checklist**  **Level Eight: Language Functions[[95]](#footnote-95)** | **No** | **To a limited extent** | **To a large extent** | **Yes** |
| **Language Function** | | | | |
| **Look for or give an opinion** | | | | |
| Make an assumption:  *I assume that it’s break time?* |  |  |  |  |
| Express certainty:  *I’m certain we finish school at 10 to 3!* |  |  |  |  |
| Express a want or desire:  *I want to go home!* |  |  |  |  |
| Agree with a statement:  *I agree with you!* |  |  |  |  |
| Disagree with a statement:  *That’s not true!* |  |  |  |  |
| Deny something: *It wasn’t me! You’re wrong!* |  |  |  |  |
| Express disappointment:  *I’m really disappointed by that!* |  |  |  |  |
| Express a need:  *I need to eat, I’m starving!* |  |  |  |  |
| **Look for or give information** | | | | |
| Make a statement: *He’s a tall man.* |  |  |  |  |
| Report something: *They were late for school this morning.* |  |  |  |  |
| Deliver a message: *We will have lunch in ten minutes.* |  |  |  |  |
| Pose and answer a variety of questions: *How? Why? When? Where? Who? Whose?* |  |  |  |  |
| Rectify something: *That’s a mistake! It’s really…* |  |  |  |  |
| **Structure a conversation** | | | | |
| Initiate a conversation:  *You’re working very hard.* |  |  |  |  |
| Correct yourself:  *Oh wait… I’m wrong.* |  |  |  |  |
| Describe something – step by step:  *It wasn’t long before…* |  |  |  |  |
| Summarise: *(Learners summarise information)* |  |  |  |  |
| End a conversation:  *I have to go. I will talk to you again!* |  |  |  |  |

**Level 8 Teacher Planning and Monitoring Checklist**

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| --- | --- | --- | --- | --- |
| **Class Planning / Monitoring Checklist**  **Level Eight: Language Functions** | | | | |
| **Language Functions** | **Started** | **In Progress** | **Completed** | **Teacher Comment** |
| **Look for or give an opinion** | | | | |
| Make an assumption |  |  |  |  |
| Express certainty |  |  |  |  |
| Express a want or desire |  |  |  |  |
| Agree with a statement |  |  |  |  |
| Disagree with a statement |  |  |  |  |
| Deny something |  |  |  |  |
| Express disappointment |  |  |  |  |
| Express a need |  |  |  |  |
| **Look for or give information** | | | | |
| Make a statement |  |  |  |  |
| Report something |  |  |  |  |
| Deliver a message |  |  |  |  |
| Pose and answer a variety of questions |  |  |  |  |
| Rectify something |  |  |  |  |
| **Class Planning / Monitoring Checklist**  **Level Eight: Language Functions** | | | | |
| **Language Functions** | **Started** | **In Progress** | **Completed** | **Teacher Comment** |
| **Structure a conversation** | | | | |
| Initiate a conversation |  |  |  |  |
| Correct yourself |  |  |  |  |
| Describe something – step by step |  |  |  |  |
| Summarise |  |  |  |  |
| End a conversation |  |  |  |  |

**Level 8**

Level Eight of the Functional Language and Communication Aid provides an outline of social language and communication functions in the following areas:

* Social Interaction
* Conversation
* Opinions
* Information

A key vocabulary guide is provided in the following areas

* Myself
* My Family
* My House
* School
* Food
* Television
* Shopping
* Pastimes
* Clothes
* Weather
* Special Occasions / Time

**Level 8 Language Functions and Key Vocabulary**

|  |  |
| --- | --- |
| **Level Eight: Language Functions** | |
| **The student will:** | **Examples** |
| **Initiate Social Interaction** | |
| Say goodbye to someone  Ask for help  Make an introduction  Congratulate someone  Commiserate someone | *I’ll talk to you later!*  *Excuse me, I need help with this.*  *This is …*  *That was fantastic.*  *That was great effort.* |
| **Clarify meaning** | |
| Look for clarification  Express a lack of clarity | How do you say/sign…  I didn’t understand that |
| **Converse with a person or people** | |
| Suggest something  Ask someone to do something  Invite someone somewhere  Warn someone  Boast | *Would you like to work with me?*  *Could you help me, please?*  *Would you like to come with us?*  *Don’t go too fast!*  *I’m the best!* |
| **Look for or give an opinion** | |
| Make an assumption  Express certainty  Express a want or desire  Agree with a statement  Disagree with a statement  Deny something  Express disappointment  Express a need | *I assume that it’s break time?*  *I’m certain we finish school at 10 to 3!*  *I want to go home!*  *I agree with you!*  *That’s not true!*  *It wasn’t me! You’re wrong!*  *I’m really disappointed by that!*  *I need to eat, I’m starving!* |

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| --- | --- |
| **Level Eight: Language Functions** | |
| **The student will:** | **Examples** |
| **Look for or give information** | |
| Make a statement  Report something  Deliver a message  Pose and answer a variety of questions  Rectify something | *He’s a tall man.*  *They were late for school this morning.*  *We will have lunch in ten minutes.*  *How? Why? When? Where? Who? Whose?*  *That’s a mistake! It’s really…* |
| **Structure a conversation** | |
| Initiate a conversation  Correct yourself  Describe something – Step by step  Summarise  End a conversation | *You’re working very hard.*  *Oh wait… I’m wrong.*  *It wasn’t long before…*  *(Learners summarise information)*  *I have to go. I will talk to you again!* |

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| **Level Eight: Key Vocabulary [[96]](#footnote-96)** | | | | | | | | | | | | |
| **Myself** | | | | | | | | | | | | |
| admitted |  | charismatic | |  | diligent |  | | mature |  | | reserved |  |
| ambitious |  | childish | |  | discharged |  | | occupation |  | |  |  |
| auburn |  | cochlear implant | |  | immature |  | | pins and needles |  | |  |  |
| Statements | | | | | | | Questions | | | | | |
| I was admitted to hospital on Monday.  I was discharged from hospital on Friday. | | | My younger brother is very immature and childish. | | | | What occupation would you like when you are older? | | | Who has auburn hair?  Who is the most diligent student in the class? | | |

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| **Level Eight: Key Vocabulary[[97]](#footnote-97)** | | | | | | | | | | | |
| **My Family** | | | | | | | | | | | |
| ancestors |  | distant relatives | |  | family tree |  | quality time |  | | veterinarian |  |
| descendants |  | extended family | |  | flight attendant |  | sibling |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| My ancestors came from Greece. | | | I have distant relatives in Sligo. | | | What are your siblings’ names? | | | Why did you bring your dog to the veterinarian? | | |

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| **Level Six: Key Vocabulary[[98]](#footnote-98)** | | | | | | | | | | | |
| **My House** | | | | | | | | | | | |
| air freshener |  | filing cabinet | |  | mattress |  | socket |  | | urban |  |
| bungalow |  | first storey | |  | pot plant |  | shrubs |  | |  |  |
| detached house |  | kennel | |  | rural |  | terrace house |  | |  |  |
| dormer |  | keyhole | |  | second storey |  | town house |  | |  |  |
| en suite bathroom |  | mansion | |  | semi-detached house |  | two-storey |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I have an en-suite-bathroom in my bedroom. | | | We live in a very rural area. | | | Do you live in a two-storey house? | | | Will you water the pot-plant please? | | |

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| **Level Eight: Key Vocabulary[[99]](#footnote-99)** | | | | | | | | | | | |
| **School** | | | | | | | | | | | |
| attendance |  | Home Economics | |  | monitor |  | Upholstery |  | |  |  |
| CSPE |  | keyboard | |  | mouse |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| Your attendance is school is terrible. | | | I have a Bluetooth mouse for my computer. | | | Do you study Home Economics in school? | | | Who studies CSPE? | | |

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| **Level Eight: Key Vocabulary[[100]](#footnote-100)** | | | | | | | | | | | |
| **Food** | | | | | | | | | | | |
| beansprouts |  | bland | |  | herbs |  | tart |  | |  |  |
| beverage |  | coconut | |  | light |  | tofu |  | |  |  |
| bitter |  | diced | |  | rich |  |  |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I diced the coconut. | | | That was too bland so I added herbs to make it taste better. | | | Do you like rich chocolate? | | | What’s your favourite beverage? | | |

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| **Level Eight: Key Vocabulary[[101]](#footnote-101)** | | | | | | | | | | | |
| **Television** | | | | | | | | | | | |
| advertisements |  | comedians | |  | director |  | mystery |  | | soundtrack |  |
| cast |  | comedy drama | |  | documentary |  | reality show |  | | soap opera |  |
| coach potato |  | current affairs | |  | genre |  | romantic comedy |  | | special |  |
| Statements | | | | | | Questions | | | | | |
| You are such a couch potato. | | | I find reality shows very boring. | | | What is your favourite genre of programme? | | | Who was the director of that film? | | |

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| **Level Eight: Key Vocabulary[[102]](#footnote-102)** | | | | | | | | | | |
| **Shopping** | | | | | | | | | | |
| aisles |  | escalator | |  | greengrocers |  | lottery ticket |  | |  |
| elevator |  | food court | |  | jewellers |  | stock |  | |  |
| Statements | | | | | | Questions | | | | |
| I love the food court in the shopping centre. | | | I bought a lottery ticket. I hope I win! | | | What can I buy in the greengrocers? | | | Where is the cereal aisle? | |

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| **Level Eight: Key Vocabulary[[103]](#footnote-103)** | | | | | | | | | | | |
| **Pastimes** | | | | | | | | | | | |
| album |  | competitors | |  | manager |  | scales |  | | trainer |  |
| author |  | crime | |  | opera |  | sci-fi |  | | tutor |  |
| ball room |  | fantasy | |  | recital |  | single |  | |  |  |
| bass |  | genre | |  | RnB |  | support |  | |  |  |
| championship |  | jazz | |  | romance |  | supporters |  | |  |  |
| classical |  | league | |  | saxophone |  | traditional |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| I love the hurling championship. | | | My sister played the saxophone beautifully at her recital. | | | Who are your main competitors for the competition? | | | What team do you support? | | |

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| **Level Eight: Key Vocabulary[[104]](#footnote-104)** | | | | | | | | | | | |
| **Clothes** | | | | | | | | | | | |
| accessories |  | denim | |  | nylon |  | polyester |  | |  |  |
| cotton |  | linen | |  | piercing |  | silk |  | |  |  |
| Statements | | | | | | Questions | | | | | |
| Silk feels very smooth. | | | My shirt is 100% cotton. | | | Where did you buy those accessories? | | | Do your parents know you got that piercing? | | |

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| **Level Eight: Key Vocabulary[[105]](#footnote-105)** | | | | | | | | | | | | |
| **Special Occasions / Time** | | | | | | | | | | | | |
| divorce |  | foreign country | |  | Holy Week | |  | registry office |  | | vacation |  |
| fast |  | ghoul | |  | marriage | |  | sacrifice |  | |  |  |
| Statements | | | | | | Questions | | | | | | |
| I have never been to a foreign country. | | | We fast on Good Friday. | | | Where did you go on vacation? | | | | What foreign countries have you visited? | | |

1. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels* [↑](#footnote-ref-1)
2. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-2)
3. The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels. [↑](#footnote-ref-3)
4. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-4)
5. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-5)
6. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-6)
7. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-7)
8. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-8)
9. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-9)
10. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-10)
11. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-11)
12. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-12)
13. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-13)
14. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-14)
15. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-15)
16. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-16)
17. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-17)
18. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-18)
19. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-19)
20. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-20)
21. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-21)
22. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-22)
23. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-23)
24. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-24)
25. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-25)
26. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-26)
27. The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels. [↑](#footnote-ref-27)
28. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-28)
29. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-29)
30. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-30)
31. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-31)
32. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-32)
33. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-33)
34. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-34)
35. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-35)
36. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-36)
37. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-37)
38. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-38)
39. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-39)
40. The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels. [↑](#footnote-ref-40)
41. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-41)
42. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-42)
43. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-43)
44. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-44)
45. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-45)
46. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-46)
47. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-47)
48. Students should be able to describe a shopping trip. [↑](#footnote-ref-48)
49. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-49)
50. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-50)
51. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-51)
52. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-52)
53. [↑](#footnote-ref-53)
54. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-54)
55. The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels. [↑](#footnote-ref-55)
56. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-56)
57. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-57)
58. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-58)
59. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-59)
60. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-60)
61. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-61)
62. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-62)
63. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-63)
64. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-64)
65. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-65)
66. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-66)
67. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-67)
68. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-68)
69. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-69)
70. The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels. [↑](#footnote-ref-70)
71. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-71)
72. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-72)
73. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-73)
74. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-74)
75. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-75)
76. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-76)
77. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-77)
78. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-78)
79. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-79)
80. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-80)
81. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-81)
82. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-82)
83. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-83)
84. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-84)
85. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-85)
86. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-86)
87. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-87)
88. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-88)
89. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-89)
90. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-90)
91. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-91)
92. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-92)
93. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-93)
94. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-94)
95. *The language functions and vocabulary from Level One should be revised in addition to the new language introduced in Level Two and subsequent levels.* [↑](#footnote-ref-95)
96. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-96)
97. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-97)
98. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-98)
99. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-99)
100. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-100)
101. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-101)
102. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-102)
103. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-103)
104. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-104)
105. **N** = New word **R** = Word reinforcement **E** = Emerging **A** = Acquired [↑](#footnote-ref-105)