

Area of Experience: Irish

Irish

At Junior Certificate level the student can:

- | | |
|---|--|
| 1 Listening and Speaking | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand and use basic spoken Irish in a variety of common social situations | |
| 2 Reading and Writing (1) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Read and write basic Irish in specific situations | |
| 3 Cultural Studies | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Discuss a range of Irish cultural traditions in historical, social and artistic matters | |
| 4 Tape (1) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Listen and understand basic spoken Irish in a variety of common social situations | |
| 5 Tape (2) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Listen and understand spoken Irish in a variety of common social situations | |
| 6 Reading and Writing (2) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Read and write Irish in specific situations | |
| 7 Letter Writing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Write a formal letter and an informal letter | |
| 8 Listening and Speaking (2) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Take part in a debate | |

Work begun ☒☐☐ | Work in progress ☒☒☐ | Work completed ☒☒☒

Listening and Speaking

Irish

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Understand and use basic spoken Irish in a variety of common social situations

Date Commenced: /

Date Awarded: /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Correctly follow classroom instructions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Introduce yourself, say 'hello' and 'goodbye' and reply | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give basic personal information: name, age, address, information about family member, where you are from | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Request basic personal information of someone else: name age, address ,family | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Express likes and dislikes, mentioning special interests or hobbies | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Enquire about someone else's likes and dislikes | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Say which school subjects you study and which you like and dislike | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Tell the time and ask someone the time | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Say what the weather is like | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Give days of the week, months of the year, your birthday and days and dates of three or four major festivals and holidays | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Ask for /order a quantity of food and drink | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Say how you are feeling and enquire how someone else is feeling | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Give simple directions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Reading and Writing 1

Irish

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Read and write basic Irish in specified situations

Date Commenced:

Date Awarded:

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Find specific information given in a poster or advertisement | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Find specific information given in a timetable or menu | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Recognise some local placenames and the name of your county | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Find specific information given in a short piece of prose | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Read independently a short piece of prose, e.g. postcard, letter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Correctly label specified drawings or diagrams e.g. parts of the body, rooms in a house or school, items in the classroom | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present personal information in CV format: name, address, date of birth etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Fill in commonly used basic forms | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Make brief notes or lists of things to do, e.g. homework in homework diary | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Correctly address an envelope and write a postcard | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Write a short message of three or four lines, e.g. a note, postcard or letter to a friend | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Write an acceptance and a refusal of an invitation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Cultural Studies

Irish

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Discuss a range of cultural traditions of historical, social and artistic interest

Date Commenced: / /

Date Awarded: / /

Learning Targets: Select any 10 objectives to work on

- This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Find out your surname in Irish, find its meaning and copy or design your family crest | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Draw a map of Ireland and/or your county, put in five Irish placenames and find out their meaning | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Describe or draw some famous monuments from ancient times* | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe or draw famous Irish artefacts* | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Collect pictures of or draw three features of the Irish landscape which have legends, stories or facts associated with them* | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Tell the stories of two Irish saints including a local saint | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Name two well-known traditional Irish musicians and listen to some songs or music they play | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Name two well-known popular Irish musicians and listen to some songs or music they play | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Watch and list examples of different kinds of Irish dancing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Choose one or more traditional Irish songs and find out all about them* | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Collect or copy examples of traditional Celtic patterns, design a card and include an Irish greeting* | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Make a list or two traditional foods. Include recipes. Cook and eat some examples | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Find different examples of the Irish language in use in your locality | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

* Explanation overleaf

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Irish Cultural Studies

Irish

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Discuss a range of cultural traditions of historical, social and artistic interest

Date Commenced: /

Date Awarded: /

- | | | |
|----|---|--|
| 14 | Retell two of your favourite Irish legends | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | Draw a map of Ireland and colour in the Gaeltacht areas.
Say what the Gaeltacht is | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 | Learn off the chorus of Amhrán na bhFiann | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 | Choose an Irish custom or festival and find out all about it | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18 | Find out about two Irish sports. Find out about local or county clubs
and gather information about teams | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

*Explanation

Examples which could be used with some of the Learning Targets of Irish Cultural Studies

- *Learning Target 3** Examples of famous monuments from ancient times include ogham stones, dolmens, round towers, high crosses, piper stones and burial chambers
- *Learning Target 4** Examples of famous Irish artifacts include Claddagh Ring, Tara Brooch, Derrynaflan and Ardagh Chalice
- *Learning Target 5** Examples of features of the Irish landscape include the Burren, Giant's Causeway, Devil's Bit, Rock of Cashel, Howth, Lough Derg, Croagh Patrick and Glendalough
- *Learning Target 10** Examples of traditional Irish songs include 'The Fields of Athenry' and 'Willie McBride'
- *Learning Target 11** Examples of traditional Celtic patterns can be found in the Book of Kells, dancing costumes, computer software and certificate borders

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Tape Work 1

Irish

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Listen and understand basic spoken Irish in a variety of common social situations

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Correctly follow tape instructions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Identify the three major dialects | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Locate on a Gaeltacht map where dialects come from | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Recognise key question words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Listen carefully to the conversations | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Identify topic/ location of conversation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Focus on pictures to find key information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Recognise days of the week, months of the year, seasons and festivals | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Listen for names of places i.e. business, cultural, entertainment, and leisure | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Listen for names of pastimes, sports, and hobbies | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Recall basic directional terms and find on diagram | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Isolate basic weather terms on tape and record appropriate answer | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Connect words and phrases in answer grid to questions asked | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

*Draft Statement, to be reviewed at a later date

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Tape Work 2

Irish

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Listen and understand spoken Irish in a variety of common social situations

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Correctly follow tape instructions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Identify the three major dialects and locate on a Gaeltacht map where dialects originate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Recognise key question words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Listen carefully to the speaker and/or conversation and isolate relevant information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Identify topic/ subject/ situation of conversation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Focus on pictures for key information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Recall specific tenses and specific phrases i.e. inné / amárach etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Recall directional terms and locate on diagram | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Isolate specific weather terms on tape and record appropriate answer | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Listen to tape carefully and choose relevant occupation mentioned | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Listen for names of pastimes, sports, and hobbies | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Listen for terms to describe news items i.e. fires, floods, accidents | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Identify names of towns and cities in Ireland in Irish | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Reading And Writing 2

Irish

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Read and write Irish in specified situations

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Focus on pictures for key information required. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Study poster /advertisement focusing on bold print. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Recognise key question words. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Read and understand a poem and using knowledge gained answer questions. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Find specific information from prose extracts. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Correctly identify and use the lay out of postcard and letter. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Correctly address an envelope. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Write an informal letter following given guidelines. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Write a postcard drawing from text and pictures given. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Write an invitation using text and pictures given. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Write an acceptance to an invitation using information given. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Write a note drawing on pictures and text given. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Compose a short paragraph on specific topics. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Using visual clues compose a short paragraph. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | Read over and critically reflect on work done. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun ☒ ☐ ☐ | Work in progress ☒ ☒ ☐ | Work completed ☒ ☒ ☒

Letter Writing

Irish

Statement code no. 7

Student:

Class:

At Junior Certificate, the student can:

Write a formal letter and an informal letter

Date Commenced

Date Awarded:

Learning Targets — This has been demonstrated by your ability to:

- | | |
|---|--|
| 1. Identify the difference between a formal and informal letter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Write the address in the top right-hand corner | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Write the date underneath the address | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Write the address of the person you are writing to on the left-hand side (formal letter) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Use the correct introduction | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. In the first paragraph, explain why you are writing the letter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. In the second paragraph, mention other reasons for the letter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Capable of concluding the letter in the last paragraph | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Finish off the letter with appropriate closing phrase | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Write the address properly on the envelope | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Use capitals for the names of the people and places | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Write a formal letter of complaint to a newspaper, shop or radio programme | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. Write a job application letter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. Write an informal letter to a friend in hospital | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. Respond to a personal letter, in three paragraphs | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun ☐☐☐ | Work in progress ☐☐☐ | Work completed ☐☐☐

Listening and Speaking 2

Irish

Statement code no. 8

Student:

Class:

At Junior Certificate, the student can:

Take part in a debate

Date Commenced

Date Awarded:

Learning Targets — This has been demonstrated by your ability to:

- | | |
|---|--|
| 1. Understand and use debating terminology
ex. motion, for, against, chairperson, opposition, etc. | <input type="text"/> <input type="text"/> <input type="text"/> |
| 2. Use the right language and vocabulary to get an argument
across and express opinions | <input type="text"/> <input type="text"/> <input type="text"/> |
| 3. Ask question based on the motion | <input type="text"/> <input type="text"/> <input type="text"/> |
| 4. Work as part of a group or in pairs before and during the debate | <input type="text"/> <input type="text"/> <input type="text"/> |
| 5. Express and argument in front of the class | <input type="text"/> <input type="text"/> <input type="text"/> |
| 6. Take part in the debate as chairperson, secretary, as part of the team for
or against the motion, or asking questions as a participant from the floor | <input type="text"/> <input type="text"/> <input type="text"/> |
| 7. Write a piece about the debate demonstrating one new thing you learned | <input type="text"/> <input type="text"/> <input type="text"/> |
| 8. Write a piece describing points you agreed with during the debate | <input type="text"/> <input type="text"/> <input type="text"/> |
| 9. Write a piece describing points you disagree with | <input type="text"/> <input type="text"/> <input type="text"/> |
| 10. Understand and use reported speech | <input type="text"/> <input type="text"/> <input type="text"/> |

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐