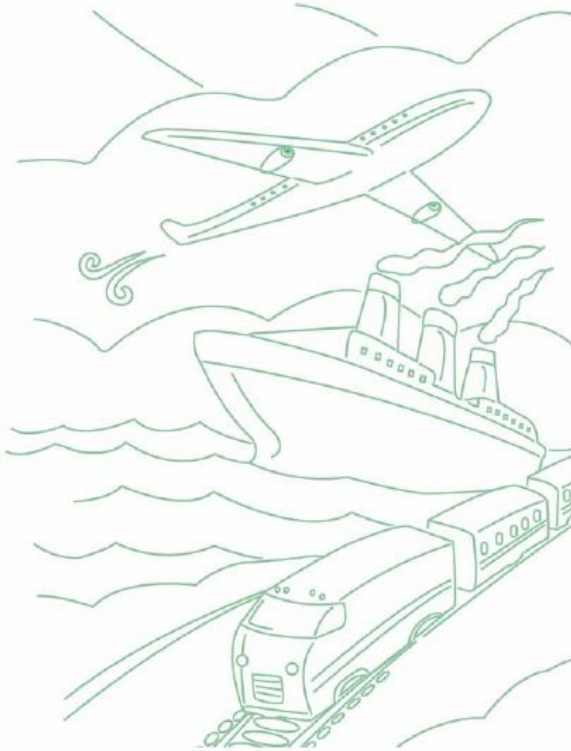


JOURNEYS

Primary Languages



Key Stages: 1/2 Years: 4/5

FOCUS

Children explore why and how we make journeys and what effects they have on the lives of others and ourselves. They explore their journey through life and find out about the similarities and differences that exist within their locality and reflect on the advantages of living in a diverse society. They are invited to experiment by representing this through music and art.

Overview

Knowledge about language

Children will:

- become aware of the centrality of language in communication;
- be able to interpret non-verbal communication, for example facial expression, body language etc tone of voice;
- know that there are many different languages;
- recognise that languages describe familiar things differently;
- know that languages borrow words from other languages;
- know that languages have different ways of expressing social relationships;
- become aware of some of the similarities and differences between the features of English and the target language (TL).

Topic Language Areas

Modes of transport
Directions
Names of countries
Nationalities

Intercultural awareness

Children will:

- become more aware of the country/countries of the TL, the culture and traditions of the speakers of the TL, and compare these with our own;
- know some typical names;
- identify social conventions at home and in other cultures.

The activities suggested in this optional section of the ICL are intended to:

- develop the language learning skills of listening and speaking, reading and writing in the chosen new language;
- encourage children to consider the importance of language and to explore the structure of language and the similarities and differences between English and their new language;
- provide a meaningful context for finding out about and understanding the traditions, values and cultures of other people and the countries they live in.

The activities are suitable for children who are just beginning to learn the new language although teachers may adapt them to suit the needs and enhance the learning of children who already have some language learning experience. Language banks for classroom language, for playing games and core ICL language as well as instructions for all the games can be found in the CCEA Guidance for Primary Languages. The flexible structure of the materials also allows teachers to include and combine languages activities from different ICLs when they support a given theme.

The languages activities also complement and reinforce work done in the different Learning Areas and can provide a meaningful and enjoyable learning experience which will contribute to the development of whole curriculum skills.

As well as using the ICL as a context for language learning, teachers will recognise many opportunities which arise during the school day and in the normal class routine for using the new language in a natural and realistic way. Taking advantage of these opportunities will greatly enhance the children's language learning experience.

Where in the World?

Suggested Learning Intentions

- Be able to take part in a short conversation.
- Be able to recognise some simple familiar words in written form.
- Be able to copy some simple familiar words using a model.
- Know that languages describe familiar things differently.
- Become aware of some of the similarities and differences between the features of first and the new language.
- Become more aware of the country of the new language.

Suggested Activities

Invite pupils to locate the new language country on a world map.

Key Questions

- Is the language spoken in other countries?
- If so, where are they?
- Discuss why the new language is spoken in other places: consider migration and colonisation.
- Is this the same for English? Are there people living in Northern Ireland from other countries?
- Are their children in the class from other countries?
- If so, encourage them to share their language, for example expressions for meeting and greeting, please and thank you.

Compare a world map in English with one in the new language.

Key Questions

- Can the children identify familiar countries and capital cities in the new language?
- Can the children identify similarities and differences with English?
- How are UK countries and capital cities named in the new language?
- Label familiar countries, holiday destinations etc on a blank world wall map in the new language.

Make a collection of magazine photos of well known people of different nationalities, sports personalities, celebrities etc. Teacher introduces each person and adds their nationality, for example: this is Thierry Henri, he is French. This is Marge Simpson, she is American etc. If there are children of other nationalities in the class or school, they can become the 'celebrities'. Children listen carefully to differentiate between feminine and masculine endings and compare with English. Place the 'celebrity' photos on the display map. Using the soft ball, children introduce themselves in the persona of one of the celebrities, giving their name and nationality and paying attention to correct ending. In circle time, children introduce themselves to the next person giving their own name and nationality.

Journeys: Planning

Suggested Learning Intentions

- Become more aware of some aspects of the culture and traditions of the country of the new language.
- Be able to remember and reproduce accurately words and phrases.
- Be able to copy some simple familiar words using a model.

Suggested Activities

Discuss journeys we have made, the journey to school, journey to the shops, journeys to holiday destinations etc. How did we travel? What is our favourite way to travel? Use the internet and or travel brochures to plan a journey to the country of the new language. How will we travel? 'Book' flights, ferries, trains and work out journey times and costs.

Using photos, magazine pictures, toys, power point etc. teacher introduces means of transport and associated phrases, I go by train, on foot etc. Play hunt the thimble with transport toys and stepping stones to practice the new vocabulary. Learn and perform action songs such as The Wheels on the Bus in the new language.

Using traditional or electronic resources, carry out a class survey on how we travel to and from school and present findings in the new language. Where possible, share and compare with partner school. Play 'roll the dice' with transport pictures to make sentences such as I go to school by boat, by rocket. (Encourage the children can be as imaginative as they can!)

Finding Your Way!

Suggested Learning Intentions

- Be able to carry out and give instructions.

Suggested Activities

As part of PE warm up, teacher directs the children to move around the hall giving directions to go straight ahead, go backwards, turn right/left etc in the new language. Children take on the role of leader and direct the class. Play 4 corners using go left, go right, go straight ahead, go back.

In groups plan a route for roamer around the hall or class. Swap programming instructions in the new language with another group and see if they can safely steer Roamer along his journey.

Play a team treasure hunt game. Using cones or other markers design a 'maze' in the hall. Choose a player from each team to be the treasure hunter who goes outside while the treasure is hidden. Teams, starting at different ends of the maze have to direct their player to the hidden treasure. The first player to the treasure wins.

Resources

Electronic Resources

ICT Software	Suggested websites
Sonica Spanish R M	<p>www.cilt.org.uk www.nacell.org.uk www.bbc.co.uk/languages www.teachingideas.co.uk www.enchantedlearning.com</p> <p>French www.momes.net www.pouletfrites.com www.leclubfrançais.co.uk/babelzone/babelzoneland.htm</p> <p>German www.the-voyage.com/kids_new/</p> <p>Irish</p> <p>Spanish www.sgci.mec.es/uk/</p> <p>International awareness: www.oxfam.org.uk/coolplanet/ontheline/</p>

Traditional Resources

Books/Teaching Materials	Audio/Visual (Media Texts)
<p>CILT Young Path Finders Series:</p> <p>(YPF6) <i>Let's join in!</i> ISBN 1902031 09 1 (YPF11) <i>A Flying Start</i> ISBN 1904243304 (YPF2) <i>Games and Fun Activities</i> ISBN 1874016410</p> <p>CCEA Guidance on Using Games CCEA Topic language for: A Journey through the Year CCEA classroom language.</p>	<p>CCEA: Languages Are Child's Play DVD CILT Early Language Learning Videos</p> <p>1 Making it happen ISBN 190203189X 2 Making it work ISBN 1902031970 3 Making it better ISBN 1904243126</p> <p>Audio cassettes: Le Français en Chantant, <i>European Schoolbooks</i> ISBN 227804186X Chantez plus fort! <i>Brilliant Publications</i> ISBN 1903853370</p> <p>CD: A Stór's a Stóirín - <i>Pádraigín Ní Uallacháin CEFCE 166 Gael-Linn.</i> CD and Book: Cúl agus Cúilín - <i>Malachy Duffin Aonar Publications 2003</i> CD: Abraimis Amhráin 'is Rainn - Bunscoil Phobal Feirste, Náiscoil Bhreandáin. <i>Available from the nursery school, Náiscoil Bhreandáin in Belfast.</i></p> <p>1, 2,3 Salsa! <i>European Schoolbooks</i> El Club Español: Mi libro de canciones</p> <p><i>Le Club Français</i> Le Club Français en l'école</p> <p>Der Kinder Club <i>Le Club Français</i> Das Singemause Liederbuch: 100 weitere tolle Spiellieder <i>Munster:</i> <i>Menschenkinder</i></p>

Topic Language: French

Les Pays	Countries- to choose from!
la France	France
le Royaume Uni	United Kingdom
l'Irlande	Ireland
l'Irlande du Nord	Northern Ireland
l'Angleterre	England
l'Écosse	Scotland
le Pays de Gaille	Wales
l'Allemagne	Germany
l'Autriche	Austria
la Belgique	Belgium
la Chypre	Cyprus
le Danemark	Denmark
l'Espagne	Spain
l'Estonie	Estonia
la Finlande	Finland
la Grèce	Greece
la Hongrie	Hungary
l'Italie	Italy
la Lettonie	Latvia
la Lituanie	Lithuania
le Luxembourg	Luxemburg
la Malte	Malta
le Pays Bas	Holland
la Pologne	Poland
le Portugal	Portugal
la République Tchèque	Czech Republic
la Slovaquie	Slovakia
la Slovénie	Slovenia
la Suède	Sweden
la Suisse	Switzerland
Londres	London
Edimbourg	Edinburgh
L'Europe	Europe
les États-Unis	United States
le Canada	Canada
l'Australie	Australia
l'Afrique	Africa

Les nationalités	Nationalities
Quelle est ta nationalité	What nationality are you?
Je suis français/e	I am French
Je suis irlandais/e	I am Irish
Je suis anglais/e	I am English
Je suis écossais/e	I am Scottish
Je suis gallois/e	I am Welsh
Je suis allemand/e	I am German
Je suis autrichien/ne	I am Austrian
Je suis belge	I am Belgian
Je suis chypriote	I am Cypriot
Je suis danois/e	I am Danish
Je suis estonien/ne	I am Estonian
Je suis finlandais/e	I am Finnish
Je suis grec/grecque	I am Greek
Je suis hongrois/e	I am Hungarian
Je suis italien/ne	I am Italian
Je suis lette/lettonne	I am Latvian
Je suis lituanien/ne	I am Lithuanian
Je suis luxembourgeois/e	I am from Luxemburg
Je suis maltais/e	I am Maltese
Je suis polonais/e	I am Polish
Je suis portugais/e	I am Portuguese
Je suis tchèque	I am Czech
Je suis slovaque	I am Slovakian
Je suis slovène	I am Slovenian
Je suis suédois(e)	I am Swedish
Je suis suisse	I am Swiss
Je suis européen/ne	I am European
Je suis américain/ne	I am American
Je suis canadien/ne	I am Canadian
Je suis africain/ne	I am African
Il est	He is
Elle est	She is

Les Transports	Transport
<p>à pied le bus le car la voiture le camion le taxi le vélo la moto le vélomoteur la fusée le train le bateau l'avion l'hélicoptère le métro la trottinette le tracteur le cheval Comment viens-tu/vas-tu à l'école? je viens/vais à l'école à pied à vélo à vélomoteur à cheval à trottinette à moto je viens/vais à l'école en voiture en bus en taxi en hélicoptère en bateau en car en train en avion en fusée en camion en tracteur il vient elle vient il va elle va</p>	<p>by foot bus coach car lorry taxi bike motorbike moped rocket train boat plane helicopter metro scooter tractor horse how do you come/go to school? I come/go to school by foot by bike by moped on horseback by scooter by motorbike by car by bus by taxi by helicopter by boat by coach by train by plane by rocket by lorry by tractor he comes she comes he goes she goes</p>

Instructions et Directions	Instructions and Directions
<p> Marchez Marchez sur place Marchez au pas Marchez à reculons Marchez en avant Marchez sur la pointe des pieds Circulez Courez Sautez Sautez à cloche-pied Rentrez au centre Stop! Reposez-vous à gauche à droite tout droit vite plus lentement un pas deux pas </p>	<p> Walk Walk on the spot March Walk backwards Walk forwards Walk on tip toe Move around Run Jump Hop Come back to the centre Stop! Rest to the left to the right straight ahead quickly more slowly one step two steps </p>

Topic Language: German

Länder-Auswahl	Countries to choose from!
Frankreich	France
Großbritannien	United kingdom
Irland	Ireland
Nordirland	Northern Ireland
England	England
Schottland	Scotland
Wales	Wales
Deutschland	Germany
Österreich	Austria
Belgien	Belgium
Zypern	Cyprus
Dänemark	Denmark
Spanien	Spain
Estland	Estonia
Finnland	Finland
Griechenland	Greece
Ungarn	Hungary
Italien	Italy
Lettland	Latvia
Litauen	Lithuania
Luxemburg	Luxemburg
Malta	Malta
Holland	Holland
Polen	Poland
Portugal	Portugal
Tschechien	Czech Republic
Slowakei	Slovakia
Slovenien	Slovenia
Schweden	Sweden
Schweiz	Switzerland
London	London
Edinburg	Edinburgh
Europa	Europe
USA	United States
Kanada	Canada
Australien	Australia
Afrika	Africa

Nationalität	Nationalities
Was ist deine Nationalität?	What nationality are you?
Ich bin Franzose/Französin.	I am French
Ich bin Ire/Irin.	I am Irish
Ich bin Engländer/-in	I am English
Ich bin Schotte/Schottin.	I am Scottish
Ich bin Waliser/-in.	I am Welsh
Ich bin Deutscher/Deutsche.	I am German
Ich bin Österreicher/-in.	I am Austrian
Ich bin Belgier /-in.	I am Belgian
Ich bin Zypriote/-in.	I am Cypriot
Ich bin Däne/Dänin.	I am Danish
Ich bin Este/Estin.	I am Estonian
Ich bin Finne/Finnin.	I am Finnish
Ich bin Grieche/Griechin.	I am Greek
Ich bin Ungar/-in	I am Hungarian
Ich bin Italiener/-in.	I am Italian
Ich bin Lette/-in.	I am Latvian
Ich bin Litauer/-in.	I am Lithuanian
Ich bin Luxemburger/-in.	I am from Luxemburg
Ich bin Malteser/-in.	I am Maltese
Ich bin Pole/Polin.	I am Polish
Ich bin Portugiese/Portugiesin.	I am Portuguese
Ich bin Tscheche/Tscheckin.	I am Czech
Ich bin Slowake/Slowakin	I am Slovakian
Ich bin Slovenier/-in.	I am Slovenian
Ich bin Schwede/Schwedin.	I am Swedish
Ich bin Schweizer/-in.	I am Swiss
Ich bin Europäer/-in.	I am European
Ich bin Amerikaner/-in	I am American
Ich bin Kanadier/-in.	I am Canadian
Ich bin Afrikaner/-in.	I am African
Er ist	He is
Sie ist	She is

Transport	Transport
zu Fuß Bus Reisebus Auto lastauto taxi fahrrad motorrad moped rakete aug boot/schiff flugzeug hubschrauber U-bahn roller traktor pferd Wie kommst/gelangst du zur Schule? Ich komme zu Fuß/Ich laufe zur Schule. mit dem Fahrrad mit dem Moped mit dem Pferd mit dem Roller mit dem Motorrad mit dem Auto mit dem Bus mit dem Taxi mit dem Hubschrauber mit dem Boot/ Schiff mit dem Reisebus mit dem Zug mit dem Flugzeug mit der Rakete mit dem Lastauto mit dem Traktor er kommt sie kommt er geht sie geht	by foot bus coach car lorry taxi bike motorbike moped rocket train boat plane helicopter metro scooter tractor horse How do you come/go to school? I come/go to school by foot by bike by moped on horseback by scooter by motorbike by car by bus by taxi by helicopter by boat by coach by train by plane by rocket by lorry by tractor he comes she comes he goes she goes

Anweisungen und Richtungen	Instructions and Directions
<p> Laufe! Laufe auf der Stelle! Marschiere! Laufe rückwärts! Laufe vorwärts! Laufe auf Zehenspitzen! Laufe herum! Renne! Springe! Hüpfе! Kommt zur Mitte! Halt! Pause! auf der linken Seite auf der rechten Seite gerade aus schnell langsam ein Schritt zwei Schritte </p>	<p> Walk Walk on the spot March Walk backwards Walk forwards Walk on tip toe Move around Run Jump Hop Come back to the centre Stop! Rest to the left to the right straight ahead quickly more slowly one step two steps </p>

Topic Language: Irish

Tíortha - le roghnú astu!	Countries- to choose from!
an Fhrainc	France
an Ríocht Aontaithe	United kingdom
Éire	Ireland
Tuaisceart Éireann	Northern ireland
Sasana	England
Albain	Scotland
an Bhreatain Bheag	Wales
an Ghearmáin	Germany
an Ostair	Austria
an Bheilg	Belgium
an Chipir	Cyprus
an Danmhairg	Denmark
an Spáinn	Spain
an Eastóin	Estonia
an Fhionlainn	Finland
an Ghréig	Greece
an Ungáir	Hungary
an Iodáil	Italy
an Laitvia	Latvia
an Liotuáin	Lithuania
an Lucsamburg	Luxemburg
an Málta	Malta
an Ísiltír	Holland
an Pholainn	Poland
an Phortaingéil	Portugal
an Poblacht na Seice	Czech Republic
an tSlóvaic	Slovakia
an tSlóivéin	Slovenia
an tSualainn	Sweden
an Eilvéis	Switzerland
Londain	London
Dún Éideann	Edinburgh
an Eoraip	Europe
Na Stáit Aontaithe	United States
Ceanada	Canada
an Astráil	Australia
an Afraic	Africa

Náisiúntachtaí (Nationalities)	Nationalities
<p>Cén náisiúntacht thú?</p> <p>Is Francach mé</p> <p>Is Éireannach mé</p> <p>Is Sasanach mé</p> <p>Is Albanach mé</p> <p>Is Breatnach mé</p> <p>Is Gearmánach mé</p> <p>Is Ostarach mé</p> <p>Is Beilgeach mé</p> <p>Is Cipireach mé</p> <p>Is Danmhargach mé</p> <p>Is Eastónach mé</p> <p>Is Fionlannach mé</p> <p>Is Grégach mé</p> <p>Is Ungárach mé</p> <p>Is Iodálach mé</p> <p>Is Laitviach mé</p> <p>Is Liotuánach mé</p> <p>Is as Lucsamburg mé</p> <p>Is Máltach mé</p> <p>Is Polannach mé</p> <p>Is Portaingéalach mé</p> <p>Is Seiceach mé</p> <p>Is Slóvacach mé</p> <p>Is Slóivéanach mé</p> <p>Is Sualaimach mé</p> <p>Is Eilvéiseach mé</p> <p>Is Eorpach mé</p> <p>Is Meiriceánach mé</p> <p>Is Ceanadach mé</p> <p>Is Afracach mé</p> <p>Is.....mé</p> <p>Is.....í</p>	<p>What nationality are you?</p> <p>I am French</p> <p>I am Irish</p> <p>I am English</p> <p>I am Scottish</p> <p>I am Welsh</p> <p>I am German</p> <p>I am Austrian</p> <p>I am Belgian</p> <p>I am Cypriot</p> <p>I am Danish</p> <p>I am Estonian</p> <p>I am Finnish</p> <p>I am Greek</p> <p>I am Hungarian</p> <p>I am Italian</p> <p>I am Latvian</p> <p>I am Lithuanian</p> <p>I am from Luxemburg</p> <p>I am Maltese</p> <p>I am Polish</p> <p>I am Portuguese</p> <p>I am Czech</p> <p>I am Slovakian</p> <p>I am Slovenien</p> <p>I am Swedish</p> <p>I am Swiss</p> <p>I am European</p> <p>I am American</p> <p>I am Canadian</p> <p>I am African</p> <p>He is</p> <p>She is</p>

Lompar	Transport
de chois	by foot
bus	bus
cóiste	coach
carr	car
leoraí	lorry
tacsaí	taxi
rothar	bike
gluaisrothar	motorbike
móipéid	moped
roicéid	rocket
traein	train
bád	boat
eitleán	plane
héileacaptar	helicopter
meató	metro
scútar	scooter
tarracóir	tractor
capall	horse
cad é mar a tháinig tú?/ mar a chuaigh tú ar scoil?	how do you come/go to school?
tagaim/téim ar scoil de chois	I come / go to school by foot
ar rothar	by bike
ar mhóipéid	by moped
ar mhuinteapail	on horseback
ar scútar	by scooter
i gcarr	by motorbike
i mbus	by car
i dtacsaí	by bus
i héileacaptar	by taxi
i mbád	by helicopter
i gcóiste	by boat
i dtraein (leis an traein)	by coach
in eitleán	by train
i roicéid	by plane
i leoraí	by rocket
i dtarracóir	by lorry
tagann sé	by tractor
tagann sí	he comes
téann sé	she comes
téann sí	he goes
	she goes

Orduithe agus Treoracha	Instructions and Directions
<p>Siúil Siúil in áit na mbonn Máirseáil Siúil chun tosaigh Siúil ar chúl Siúil ar bharraicíní Bog thart Rith Léim Preab Tar ar ais go dtí an lár Stad! Deán scíth Ar clé Ar deis Díreach ar aghaidh Go gasta Níos fadálaí Céim amháin Dhá chéim</p>	<p>Walk Walk on the spot March Walk backwards Walk forwards Walk on tip toe Move around Run Jump Hop Come back to the centre Stop! Rest to the left to the right straight ahead quickly more slowly one step two steps</p>

Topic Language: Spanish

Los países	Countries
L'España	Spain
El Reino Unido	United kingdom
L'Irlanda	Ireland
L'Irlanda del Norte	Northern Ireland
L'Inglaterra	England
L'Escocia	Scotland
El país de Gales	Wales
L'Alemania	Germany
L'Austria	Austria
La Bélgica	Belgium
La Chipre	Cyprus
La Dinamarca	Denmark
L'Eslovaquia	Slovakia
L'Eslovenia	Slovenia
L'Estonia	Estonia
La Francia	France
La Finlandia	Finland
La Grecia	Greece
La Holanda	Holland
La Hungría	Hungary
L'Italia	Italy
La Letonia	Latvia
La Lituania	Lithuania
El Luxemburgo	Luxemburg
La Malta	Malta
La Polonia	Poland
El Portugal	Portugal
La República Checa	Czech Republic
La Suecia	Sweden
La Suiza	Switzerland
Londres	London
Edimburgo	Edinburgh
Dublín	Dublin
L'Europa	Europe
Los Estados Unidos	United States
El Canadá	Canada
L'Australia	Australia
África	Africa

Las nacionalidades	Nationalities
<p>¿De qué nacionalidad eres? soy español/a soy irlandés, irlandesa soy inglés/inglesa soy escocés/escocesa soy galés/galesa soy alemán/alemana soy austriaco/a soy belga soy chipriota soy danés/danesa soy estonio/a soy finlandés/finlandesa soy griego/a soy húngaro/a soy italiano/a soy letón/letona soy lituano/a soy luxemburgués/luxemburguesa soy maltés/maltesa soy polaco/a soy portugués/portuguesa soy checo/a soy eslovaco/a soy esloveno/a soy sueco/a soy suizo/a soy europeo/a soy americano/a soy canadiense soy africano/a es</p>	<p>What nationality are you? I am Spanish I am Irish I am English I am Scottish I am Welsh I am German I am Austrian I am Belgian I am Cypriot I am Danish I am Estonian I am Finnish I am Greek I am Hungarian I am Italian I am Latvian I am Lithuanian I am from Luxemburg I am Maltese I am Polish I am Portuguese I am Czech I am Slovakian I am Slovenian I am Swedish I am Swiss I am European I am American I am Canadian I am African He/she is</p>

Los transportes	Transport
<p> andando el autobús el autocar el coche el camión el taxi la bicicleta la moto el ciclomotor el cohete el tren el barco el avión el helicóptero el metro la motoneta el tractor el caballo ¿Cómo vienes tú al colegio? Yo vengo andando en bici/bicicleta en ciclomotor a caballo en motoneta en moto en coche en autobús en taxi etc yo cojo el tren yo cojo el autobús de colegio viene coje </p>	<p> by foot bus coach car lorry taxi bike motorbike moped rocket train boat plane helicopter metro scooter tractor horse how do you come/go to school? I come/go to school by foot by bike by moped on horseback by scooter by motorbike by car by bus by taxi etc I take/catch the train I take/catch the school bus He/she comes He/she takes </p>

Instrucciones y direcciones	Instructions and Directions
<p> andad andad en vuestro sitio marcha forzada andad hacia atrás andad hacia delante andad de puntillas circularad corred saltad saltad con un pie volved al centro ¡paraos! descansad a la izquierda a la derecha todo recto rápido más despacio un paso dos pasos </p>	<p> Walk Walk on the spot March Walk backwards Walk forwards Walk on tip toe Move around Run Jump Hop Come back to the centre Stop! Rest to the left to the right straight ahead quickly more slowly one step two steps </p>