

MIGHTY ME

Primary Languages



Key Stages: 1/2 Years: 4/5



FOCUS

The stimulus for this journey begins with the children. They look at aspects of themselves and their lives. It encourages them to discover their strengths and explore the opportunities they have to positively influence life in their communities and in the wider world.

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, tone of voice etc;
- 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 TL.

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 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.

Saying Hello!

Suggested Learning Intentions

- Be able to identify and respond to words and phrases.
- Be able to take part in a short conversation.
- Be able to memorise and perform action songs.
- Become aware of some aspects of the culture and traditions of the new language country.

Suggested Activities

Teacher moves around the class saying: Hello! and Goodbye! to individual children, using lots of facial expression and gesture and encouraging them to repeat. Children practise the new language in small groups and during circle time. To add interest, greet each other in happy, sad, bored voices and pass the phrase around as a Mexican wave.

Discuss how people from other countries greet each other. Do they shake hands? Do they kiss on the cheek? Find out about the custom in the country of the new language.

Teacher introduces phrases for greetings at different times of the day: good morning, good afternoon/evening, good night. The children attach an appropriate action to each phrase, for example: stretching and opening eyes wide for good morning, miming putting on coat and going home for good afternoon/good evening and closing eyes and resting head on hands for goodnight.

What's in a Name?

Suggested Learning Intentions

- Become aware of the importance of non verbal communication.
- Be able to use and interpret non verbal communication, eg facial expression and body language to help convey meaning.
- Be able to take part in a short conversation.
- Become aware of some aspects of the culture and traditions of the new language country.

Suggested Activities

In circle time, think and talk about our names: meanings, why our parents chose them etc. Compare and contrast with typical names in the new language. Each child chooses a name in the new language and makes and decorates a name badge. Children then use their new name in language activities.

Using puppets, photos of famous celebrities or cartoon characters, teacher introduces meeting and greeting language, for example: Hello, my name is Bart. Hello, my name is David Beckham. The photos are distributed among the children who then use them to introduce themselves to the class. Language can be extended to include: What's your name? Goodbye! Play Soft Ball to practise asking and saying your name, assuming the voice and persona of a well-known character or celebrity, for example: Hello, my name is Harry Potter, while miming casting a spell. In Circle Time children practise meeting and greeting using their new language name. Use happy, sad, excited, bored voices. Play Paul Jones and the Cocorico game.

Teacher uses puppets or photos of people who are smiling, happy, sad, or miserable to introduce a range of answers to the question: How are you? Practise question and answer with soft ball and Roll the Dice (with feelings faces) encouraging children to use lots of facial expression, body language and tone of voice to help convey meaning.

All About Us

Suggested Learning Intentions

- Be able to give and follow instructions.
- Be able to memorise and perform action songs.
- Recognise that languages describe familiar things differently.
- Become aware of some of the similarities and differences between the features of English and the new language.

Suggested Activities

Using him/herself as a model, teacher introduces parts of the body. Children point to appropriate part on teacher's command and repeat. Play Simon Says game and perform action songs such as: Head, Shoulders, Knees and Toes or the Hokey Cokey. Teacher describes his/her own eye colour and then describes eye colour of different children, introducing I have, he has, and she has. In circle time, children respond to instructions such as: The boys with blue eyes change places. Extend language to include hair colour and style. Play: Who am I? game.

Children make envelope or sock puppets adding facial features. They name the puppet in the new language and introduce it and describe it to the class. The puppets can be kept for other language activities.

Make monster drawings responding to teacher or leaders instructions, for example: S/he has three arms, long blue hair and four eyes-two yellow and two green. Form teams of four and stand in a line along the classroom with player four at the board. Player one is given a picture of a monster. He describes it bit by bit in whispers to player two who passes on the information to player three and so on. He might whisper for example:

- three green eyes;
- a long black nose;
- five green arms.

Player four draws the monster. Children must use only the new language to pass on information.

Listen carefully to the word order when describing eye and hair colour. Discuss where the adjective is placed. Is this the same as in English or in other languages known by the class? If the word order is new, use it to describe yourself or your friend in English, for example: I have hair long and black and eyes blue. Discuss what it might be like for speakers of other languages to learn English.

Resources

Electronic Resources

ICT Software	Suggested websites
<p data-bbox="188 463 544 533">Kids Language Lessons. GSP.</p> <p data-bbox="188 551 544 696">Sonica Spanish R M Launchpad 2 VL Systems (French German and Spanish)</p>	<p data-bbox="592 463 1434 792">www.cilt.org.uk www.nacell.org.uk www.bbc.co.uk/languages www.teachingideas.co.uk www.enchantedlearning.com www.incompetech.com/beta/cal-yearly French www.momes.net www.pouletfrites.com www.leclubfrançais.co.uk/babelzone/babelzoneland.htm</p> <p data-bbox="592 831 1078 904">German www.the-voyage.com/kids_new/</p> <p data-bbox="592 943 660 972">Irish</p> <p data-bbox="592 1016 919 1090">Spanish www.sgci.mec.es/uk/</p> <p data-bbox="592 1128 1214 1240">International awareness: www.oxfam.org.uk/coolplanet/ontheline/ www.uk.weather.yahoo.com</p>

Traditional Resources

Books/Teaching Materials	Audio/Visual (Media Texts)
<p>CILT Young Path Finders Series: (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: Mighty Me CCEA classroom language.</p>	<p>CCEA : Languages Are Child's Play DVD CILT Early Language Learning Videos</p> <ol style="list-style-type: none"> 1 Making it happen ISBN 190203189X 2 Making it work ISBN 1902031970 3 Making it better ISBN 1904243126 <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: 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 salutations	Meetings and greetings
Salut Bonjour Bonsoir Bonne nuit Au revoir A demain Comment t'appelles tu? Je m'appelle... Et toi? Ça va? Ça va bien, merci Comme ci, comme ça Ça ne va pas Et toi?	Hello Good morning Good evening Good night Goodbye Until tomorrow What's your name? My name is ... And what about you? How are you? Fine thanks Ok, not too bad Not well/things aren't going well And what about you?

Les parties du corps	Body parts
<p>Le corps La tête Le bras/les bras La jambe/les jambes La main/les mains Le pied/les pieds L'estomac Le dos L'épaule/les épaules Le genou/les genoux Le visage La bouche Le nez Les yeux Les oreilles Les cheveux</p>	<p>body head arm/arms leg/legs hand/hands foot/feet stomach back shoulder/shoulders knee/knees face mouth nose eyes ears hair</p>
<p>Comment es- tu? Comment est-il? Comment est -elle</p>	<p>What do you look like? What does he look like? What does she look like?</p>
<p>J'ai les cheveux longs J'ai les cheveux courts J'ai les cheveux blonds j'ai les cheveux noirs j'ai les cheveux roux j'ai les cheveux marrons il a les cheveux longs etc elle a les cheveux blonds etc j'ai les yeux bleus j'ai les yeux gris j'ai les yeux marrons j'ai les yeux verts il a les yeux bleus etc elle a les yeux gris etc je suis beau il est beau</p>	<p>I have long hair I have short hair I have blond/fair hair I have black hair I have red hair I have brown hair he has long hair etc she has fair hair etc I have blue eyes I have grey eyes I have brown eyes I have green eyes I have blue eyes she has grey eyes I am good looking he is good looking</p>

Les parties du corps	Body parts
je suis jolie elle est jolie je suis grand je suis grande il est grand	I am pretty she is pretty I am tall (boy) I am tall (girl) he is tall

Topic Language: German

Sich treffen und sich begrüßen	Meetings and greetings
Hallo Guten Morgen Guten Tag Guten Abend Gute Nacht Auf Wiedersehen Bis morgen Wie heißt du?/Wie ist dein Name? Ich heiße.../Mein Name ist... Und du?/Und dir? Wie gehts? Danke, gut. Ganz gut. Nicht so gut. Und dir?/Und dir?	Hello Good morning Good Day(after lunch) Good evening Good night Goodbye Until tomorrow What's your name? My name is ... And what about you? How are you? Fine thanks Ok, not too bad Not well/things aren't going well And what about you?
	Body parts
der Körper der Kopf der Arm/die Arme das Bein/die Beine die Hand/die Hände der Fuß/die Füße der Magen der Rücken die Schulter/die Schultern das Knie/die Knie das Gesicht der Mund die Nase das Auge/die Augen das Ohr/die Ohren das Haar/die Haare	body head arm/arms leg/legs hand/hands foot/feet stomach back shoulder/shoulders knee/knees face mouth nose eyes ears hair

Wie siehst du aus?	What do you look like?
<p>Wie sieht er aus? Wie sieht sie aus?</p> <p>Ich habe langes Haar. Ich habe kurzes Haar. Ich habe blondes Haar. Ich habe schwarzes Haar. Ich habe rotes Haar. Ich habe braunes Haar.</p> <p>Ich habe lockiges Haar. Ich habe gerades Haar.</p> <p>Er hat langes Haar. Sie hat langes Haar.</p> <p>Ich habe blaue Augen. Ich habe graue Augen. Ich habe braune Augen. Ich habe grüne Augen. Sie hat graue Augen.</p> <p>Ich sehe gut aus. Er sieht gut aus. Ich bin hübsch. Er ist hübsch</p> <p>Ich bin groß.</p> <p>Er ist groß. Ich bin klein.</p> <p>Er ist klein. Sie ist klein. Ich habe eine Brille auf/Er trägt eine Brille. Sie/Er hat eine Brille auf/Sie trägt eine Brille.</p>	<p>What does he look like? What does she look like?</p> <p>I have long hair I have short hair I have blond/fair hair I have black hair I have red hair I have brown hair</p> <p>I have curly hair I have straight hair</p> <p>he has long hair etc she has fair hair etc</p> <p>I have blue eyes I have grey eyes I have brown eyes I have green eyes she has grey eyes</p> <p>I am good looking he is good looking I am pretty she is pretty</p> <p>I am tall (boy) I am tall (girl) he is tall I am small (boy) I am small (Girl) He is small She is small I wear glasses</p> <p>he/she wears glasses</p>

Topic Language: Irish

Bualadh le Chéile agus Beannachtaí	Meetings and greetings
Dia duit Maidin mhaith Tráthnóna maith Oíche mhaith Slán Go dtí amárach Cad é an t-ainm atá ort?an t-ainm atá orm agus cad é mar atá cúrsaí leat? Cad é mar atá tú? Go maith, go raibh maith agat Go measartha Ní go maith/níl cúrsaí go rómhaith Agus cad é mar atá cúrsaí leatsa?	Hello Good morning Good evening Good night Goodbye Until tomorrow What's your name? My name is ... And what about you? How are you? Fine thanks Ok, not too bad Not well/things aren't going well And what about you?

Baill an Choirp	Body parts
corp cloigeann/ceann lámh/lámha (hands) cos/cosa (legs) sciathán/sciatháin (arms) cos/cosa (feet) bolg droim gualainn/guailí glúin/glúine aghaidh béal srón súile	body head arm/arms leg/legs hand/hands foot/feet stomach back shoulder/shoulders knee/knees face mouth nose eyes

Baill an Choirp	Body parts
<p>cluasa gruaig</p> <p>cad é an chuma atá ort?</p> <p>Cad é an chuma atá air? Cad é an chuma atá uirthi?</p> <p>Tá gruaig fhada orm. Tá gruaig ghairid orm. Tá gruaig fhionn orm. Tá gruaig dhubh orm. Tá gruaig rua orm. Tá gruaig dhonn orm. tá gruaig fhada air tá gruaig fhionn uirthi tá súile gorma agam ta súile glasa agam (grey or green) tá súile donna agam tá súile glasa agam (green or grey) tá súile gorma aige tá súile glasa aici (grey or green) tá mé dóighiúil tá sé dóighiúil tá mé gleoite tá sí gleoite tá mé ard tá sé ard tá sí ard tá mé beag tá sé beag tá sí beag</p>	<p>ears hair</p> <p>What do you look like?</p> <p>What does he look like? What does she look like?</p> <p>I have long hair I have short hair I have blond/fair hair I have black hair I have red hair I have brown hair he has long hair etc she has fair hair etc I have blue eyes I have grey eyes I have brown eyes I have green eyes He has blue eyes she has grey eyes I am good looking he is good looking I am pretty she is pretty I am tall he is tall she is tall I am small he is small she is small</p>

Topic Language: Spanish

Saludos	Meetings and greetings
Hola Buenos días Buenas tardes Buenas noches Adíos Hasta mañana ¿Cómo te llamas? me llamo ¿Y tú? ¿Qué tal? Muy bien gracias Regular Mal ¿Y tú?	Hello Good morning Good evening Good night Goodbye Until tomorrow What's your name? My name is ... And what about you? How are you? Fine thanks Ok, not too bad Not well/things aren't going well And what about you?

Las partes del cuerpo	Body parts
el cuerpo la cabeza el brazo/los brazos lapierna/las piernas la mano/las manos el pie/los pies el estómago la espalda el hombro/los hombros la rodilla/las rodillas la cara la boca la nariz el ojo/los ojos las orejas el pelo	body head arm/arms leg/legs hand/hands foot/feet stomach back shoulder/shoulders knee/knees face mouth nose eye/eyes ears hair

¿Cómo eres?	What do you look like?
<p>¿Cómo es? tengo el pelo largo tengo el pelo corto tengo el pelo rubio tengo el pelo negro tengo el pelo castaño soy pelirrojo/soy pelirroja tengo el pelo rizado tengo el pelo liso</p> <p>tiene el pelo largo tiene el pelo rubio</p> <p>tengo los ojos azules tengo los ojos grises tengo los ojos marrones tengo los ojos verdes</p> <p>tiene los ojos azules</p> <p>soy guapo es guapo soy bonita es bonita soy alto soy alta es alto soy bajo soy baja es bajo es baja</p> <p>llevo gafas lleva gafas</p>	<p>What does he/she look like? I have long hair I have short hair I have blond/fair hair I have black hair I have brown hair I have red hair boy/girl I have curly hair I have straight hair</p> <p>he/she has long hair etc he/she has fair hair etc</p> <p>I have blue eyes I have grey eyes I have brown eyes I have green eyes</p> <p>he/she has blue eyes</p> <p>I am good looking he is good looking I am pretty she is pretty I am tall (boy) I am tall (girl) he is tall I am small (boy) I am small(girl) he is small she is small</p> <p>I wear glasses he/she wears glasses</p>