



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

**Programme Module**

**Everyday Irish**

**leading to**

**Level 3 FETAC Component: Irish 3N0869**

**Please note the following prior to using this programme module descriptor:**

- This programme module can be delivered as a stand alone module or as part of the:
  - 1. Level 3 FETAC Certificate in General Learning 3M0874**
  - 2. Level 3 FETAC Certificate in Employability Skills 3M0935**
  - 3. Level 3 FETAC Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 FETAC Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 FETAC Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Briefs for the Collection of Work and the Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

## Overview of the Programme Module

The Programme Module is structured as follows:

**Section 1 to 8:** contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

**Section 9:** details the learning outcomes prescribed for the programme module by FETAC. These outcomes are set by FETAC and cannot be changed in any way by the CDETb or individual teachers/tutors.

**Section 10:** outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

**Section 11:** contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

**Section 11a** specifically prescribes the way in which learners are required to present evidence for assessment.

**Learner Marking Sheet:** this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

<b>Programme Module</b>	<b>Award</b>
<b>1. Title of Programme Module</b> Everyday Irish	<b>2. Component Name and Code</b> Level 3 Irish 3N0869
<b>3. Duration in Hours of Programme Module</b> 100	<b>4. Credit Value</b> 10
<b>5. Assessment Technique</b> Collection of Work 40% Skills Demonstration 60%	<b>6. Specific Requirements</b> None.
<b>7. Aims of the Programme Module</b>	
<p>This programme module aims to provide the learner with the knowledge, skills and competencies to communicate at an introductory level in Irish, socially and in simple work-related tasks under supervision.</p>	
<b>8. Objectives:</b>	
<ul style="list-style-type: none"> <li>• to develop a level of language in order to be able to use the Irish language in a limited and familiar range of social and professional situations</li> <li>• to gain an initial understanding of the culture of Ireland</li> <li>• to learn to indicate a breakdown in communication and use relevant vocabulary to redress the situation</li> </ul>	
<b>9. Learning Outcomes of Irish 3N0869</b>	
<p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs</li> <li>2. use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink</li> <li>3. use sentence connectors, question words and simple grammatical constructions with correct pronunciation</li> <li>4. exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities</li> <li>5. indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'do you speak Irish?' in the target language</li> <li>6. read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information</li> <li>7. interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases.</li> </ol>	
<b>Delivery Strategies and Learning Activities</b>	
<p>This programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities.</p>	

## 10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

### Correct Pronunciation and Grammatical Constructions

**Learning Outcome 3:** Use sentence connectors, question words and simple grammatical constructions with correct pronunciation.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- when communicating in the Irish language, ensure that the learner uses correct pronunciation and grammatical constructions , to include:
  - sentence connectors, for example, and, or, with, but, then
  - question words, for example, why, where, who, when

### A New Culture

**Learning Outcome 1:** Display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- familiarise the learner with certain cultural elements of the host country.
 

To ensure this familiarity the teacher /tutor will explore with the learner :

  - the geographical location, size and population of the host country
  - significant customs in the host country, for example, festivals, holidays
  - features of everyday life, for example, eating and drinking habits, local customs and social norms in the host country, local ways of greeting people
  - important historical and current affairs events.

This initial exploration may take place through the learner's own language, if appropriate.

### Greetings & Nice to Meet You

**Learning Outcome 2:** Use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink.

**Learning Outcome 4:** Exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities

*In order to help the learner achieve **Learning Outcomes 2 and 4** in particular, consider doing the following:*

- expose the learner to the language and meta linguistic elements necessary to:
  - exchange greetings in both familiar and limited social and work settings in Irish
  - converse at an introductory level in both familiar and limited social and work settings in Irish
- facilitate the learner to reproduce the necessary language autonomously, to include:
  - greet and take leave

- say yes, no, please, thank you
- make a simple apology
- use introductions and courtesies
- communicate basic personal information, to include:
  - first name and family name, to include, spelling the names
  - age
  - date of birth, to include, communicating the date and month of the year
  - family status
  - occupation or profession
  - nationality
  - personal interests
  - where the learner lives
  - information about:
    - ❖ personal responsibilities
    - ❖ lifestyle preferences
    - ❖ people they know
    - ❖ personal possessions

### Everyday Life

**Learning Outcome 7:** Interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- expose the learner to the language and meta linguistic elements necessary to carry out every day social and work related functions at a basic level.
 

Learning will be reinforced so that the learner is able to reproduce the necessary language autonomously, to include:

  - numbers 1-100, for example, making phone calls and taking phone messages that include reference to numbers
  - time, to include, stating and asking the time, reading basic timetables
  - follow simple directions, follow maps and give basic directions using appropriate vocabulary. this will include expressions to:
    - state elements of space and location, for example, where is ....?, here is....., straight ahead, over, under, past
    - read basic signs and maps
  - make familiar purchases, to include:
    - ordering quantities
    - discussing price and amounts of money, recognising the local currency
    - reading basic sales documentation, for example, product descriptions or information on special offers
  - order and purchase food and drink, to include reading menus.

### Say it again please?

**Learning Outcome 5:** Indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'do you speak Irish?' in the target language.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- explore with the learner the processes and language that may be used to indicate a lack of understanding or lack of ability to communicate

- reinforce learning so that the learner is able to reproduce the necessary language autonomously, to include using:
    - methods to express non-understanding, for example, shaking your head, shrugging your shoulders
    - language to express non-understanding, for example, pardon, excuse me, can you repeat please?
    - phrases to ask for repetition and/or slower speech, for example, please say that again, what did you say, please slow down
    - the phrase 'do you speak Irish?' and respond accordingly, for example, I speak a little Irish, I understand what you are saying
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### **Reading**

**Learning Outcome 6:** Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- facilitate the learner to read a minimum of 10 introductory level reading texts, to include:
  - 6 texts with a personal or social emphasis
  - 4 texts that may be related to the world of work
- while reading the texts, facilitate the learner to complete pre-reading and during reading exercises for each one to demonstrate basic comprehension skills
- consider with the learner the notices and signs they encounter on a daily basis, for example, road signs, place or location names, public service signs, items on notice boards
- review each notice and sign to determine the message it is communicating.

### 11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Briefs for the Collection of Work and the Skills Demonstration. In devising the Assessment Briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner's worksheet, diagrams, cloze tests, multiple choice statements, visual presentation or another appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio. A dictionary may be used at all stages of the assessment process.

<b>Collection of Work</b>	<b>40%</b>
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include evidence that demonstrates:</p> <ul style="list-style-type: none"> <li>• an appreciation of the culture of Ireland, to include: <ul style="list-style-type: none"> <li>○ an overview of the geographical location, size, population of the host country</li> <li>○ an awareness of the significant customs in the host country, for example, festivals, holidays</li> <li>○ a description of features of everyday life, for example, eating and drinking habits, local customs and social norms in the host country</li> <li>○ an overview of important historical and current affairs events</li> </ul> </li> </ul> <p>This work may be evidenced through the learner's own language, if appropriate</p> <ul style="list-style-type: none"> <li>• an ability to read a minimum of 10 introductory level reading texts, on both social information and work-related information ( In reading the texts, the learner will complete tasks to demonstrate an understanding of the context and content of the text)</li> <li>• an ability to read the message being communicated in a minimum of 6 common notices and signs</li> <li>• the capacity to complete a simple form requiring personal details such as name, address, phone number, age, date of birth.</li> </ul>	
<b>Skills Demonstration</b>	<b>60%</b>
The learner will complete 4 Skills Demonstrations at appropriate intervals during the course of the programme module. All Skills Demonstrations must be evidenced by audio or video tape and included in the learner's portfolio of assessment. If using video tape please include running order of the learner's role plays. If using audio tape, use one audio tape per learner.	
<p>In completing the 4 Skills Demonstrations, the learner will demonstrate correct pronunciation and the use of grammatical constructions in the Irish language , to include:</p> <ul style="list-style-type: none"> <li>• sentence connectors, for example, and, or, with, but, then</li> <li>• question words, for example, why, where, who, when</li> </ul> <p>In competing the 4 Skills Demonstrations the learner may also communicate the following, when relevant:</p> <ul style="list-style-type: none"> <li>• language to express non-understanding</li> <li>• phrases to ask for repetition and/or slower speech</li> </ul>	



- an appropriate answer to 'Do you speak Irish'
- gestures to express non-understanding

**Skills Demonstration 1:**

The learner will demonstrate an introductory level of social and appropriate language when introducing themselves to another person. This will include the learner communicating the following:

- an appropriate greeting
- personal information
- courtesies
- a simple apology
- taking leave

**Skills Demonstration 2:**

The learner will demonstrate an introductory level of social and appropriate language when going shopping. This will include the learner communicating the following:

- the quantity of items required
- the price of the items
- the amount of money involved in purchasing the items
- a description of the product or information about special offers

**Skills Demonstration 3:**

The learner will demonstrate an introductory level of social and appropriate language when eating out. This will include the learner:

- reading the menu
- greeting the person taking the order
- ordering food from the menu
- ordering drink from the menu or asking for a glass/jug of water
- thanking the person who brings the food and drink

**Skills Demonstration 4:**

The learner will demonstrate an introductory level of social and appropriate language when trying to find their way to a desired location. This will include the learner:

- looking at a map and communicating basic directions they will follow to get to their location
- asking someone for directions to a location
- asking someone for the time
- stating the time for someone
- reading a basic timetable to see when something is open or to use public transport

**11.b Assessment - General Information – Irish 3N0869**

All instructions for the learner should be clearly outlined in an Assessment Brief.

<b>Mapping Each Learning Outcomes to an Assessment Technique</b>	
<b>Learning Outcome</b>	<b>Assessment Technique</b>
1. Display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs.	Collection of Work
2. Use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink.	Skills Demonstration
3. Use sentence connectors, question words and simple grammatical constructions with correct pronunciation.	Skills Demonstration
4. Exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities.	Collection of Work Skills Demonstration
5. Indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak English/ [name mother tongue]' in the target language.	Skills Demonstration
6. Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information.	Collection of Work
7. Interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases.	Skills Demonstration

**Grading**

At Level 3 a Learner is graded as Successful or Referred.

**Successful** means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

**Referred** means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from FETAC.

**Level 3 Irish 3N0869**

**Learner Marking Sheet**



Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	<input checked="" type="checkbox"/> If present in portfolio	Please indicate where evidence is to be found
1. display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs	<ul style="list-style-type: none"> <li>• awareness of:                             <ul style="list-style-type: none"> <li>○ the geographical location, size, population of the host country</li> <li>○ significant customs in the host country, for example, festivals, holidays</li> <li>○ features of everyday life – eating and drinking habits, local customs and social norms in the host country</li> <li>○ important historical and current affairs events</li> </ul> </li> </ul> This may be evidenced through the learner's own language, if appropriate		
2. use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink	<ul style="list-style-type: none"> <li>• use introductory vocabulary to:                             <ul style="list-style-type: none"> <li>○ greet and take leave</li> <li>○ say yes, no, please, thank you</li> <li>○ use introductions, basic personal information, courtesies</li> <li>○ state and be able to spell first name and family name</li> <li>○ state your age, nationality and marital status</li> <li>○ give date of birth – to include dates and months of the year</li> <li>○ use numbers 1-100</li> <li>○ state and ask the time</li> <li>○ ask and give basic directions</li> <li>○ make purchases</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ order food and drink</li> <li>○ read menus</li> </ul>		
3. use sentence connectors, question words and simple grammatical constructions with correct pronunciation	<ul style="list-style-type: none"> <li>● in all communications, use: <ul style="list-style-type: none"> <li>○ appropriate sentence connectors</li> <li>○ appropriate question words</li> <li>○ simple grammatical constructions</li> <li>○ correct pronunciation</li> </ul> </li> </ul>		
4. exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities	<ul style="list-style-type: none"> <li>● exchange basic personal information, to include: <ul style="list-style-type: none"> <li>○ first name and family name, to include, spelling the names</li> <li>○ age and date of birth</li> <li>○ family status</li> <li>○ occupation or profession</li> <li>○ nationality</li> <li>○ personal interests</li> <li>○ where the learner lives</li> <li>○ information about: <ul style="list-style-type: none"> <li>▪ personal responsibilities</li> <li>▪ lifestyle preferences</li> <li>▪ people they know</li> <li>▪ personal possessions</li> </ul> </li> </ul> </li> <li>● state and ask the time</li> <li>● read basic maps</li> <li>● use expressions to state elements of space and location such as: <ul style="list-style-type: none"> <li>○ where is?</li> <li>○ here is</li> <li>○ straight ahead</li> <li>○ over</li> <li>○ other relevant expressions</li> </ul> </li> <li>● exchange information about quantities when purchasing goods</li> <li>● discuss price and amounts of money</li> </ul>		

<p>5. indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'do you speak English/ [name mother tongue]' in the target language</p>	<ul style="list-style-type: none"> <li>• use: <ul style="list-style-type: none"> <li>○ methods to express non-understanding</li> <li>○ language to express non-understanding</li> <li>○ phrases to ask for repetition</li> <li>○ the phrase 'do you speak Irish'</li> <li>○ appropriate phrases to respond to being asked 'do you speak Irish'</li> </ul> </li> </ul>		
<p>6. read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information</p>	<ul style="list-style-type: none"> <li>• read simple and commonly seen notices</li> <li>• read simple and commonly seen signs</li> <li>• read a minimum of 10 pieces of text on familiar subjects relating to social and work information</li> </ul>		
<p>7. interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases.</p>	<ul style="list-style-type: none"> <li>• interact appropriately using the Irish language</li> <li>• use simple exchanges when communicating with others</li> <li>• use basic everyday phrases when communicating with others</li> <li>• order food and drink appropriately</li> <li>• make familiar purchases.</li> </ul> <p>See the criteria for learning outcome number 2 and learning outcome number 4 above.</p>		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_