



Level 1

Sample!

Communication

Student Worksheets





Note to the Teacher

The activities include Reading, Writing, Nonverbal Communication and Listening & Speaking.

This is a set of different worksheets that can be used to cover some of the learning outcomes. They can be used for practice or assessment.

The worksheets can be photocopied, and the book can be used as a teaching tool on the interactive whiteboard. It is not intended to be used from start to finish as there are many worksheets. Although it is intended for Level 1, there are some worksheets that can be used for the preparation of other modules and levels.

Not all pages need to be photocopied. There are some pages which teachers can read and learners can follow along.

A combination of word lists has been used, e.g. Dolch words, 100 High Frequency Words, Fry's List and an Oxford Word List. Word recognition and practice for these words can be found on the worksheets in boxes entitled Words. Use the word boxes that suit the learners; not all words will need to be covered at this level.

The Listening texts are available separately. Teachers can read these, or the recordings can be used.

The assessment briefs are also available separately in the Communications 1 link.



Finding the letters

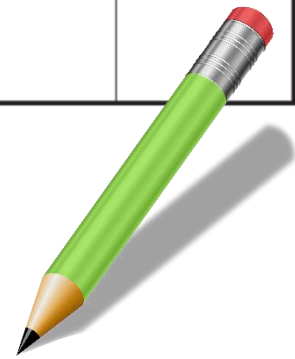
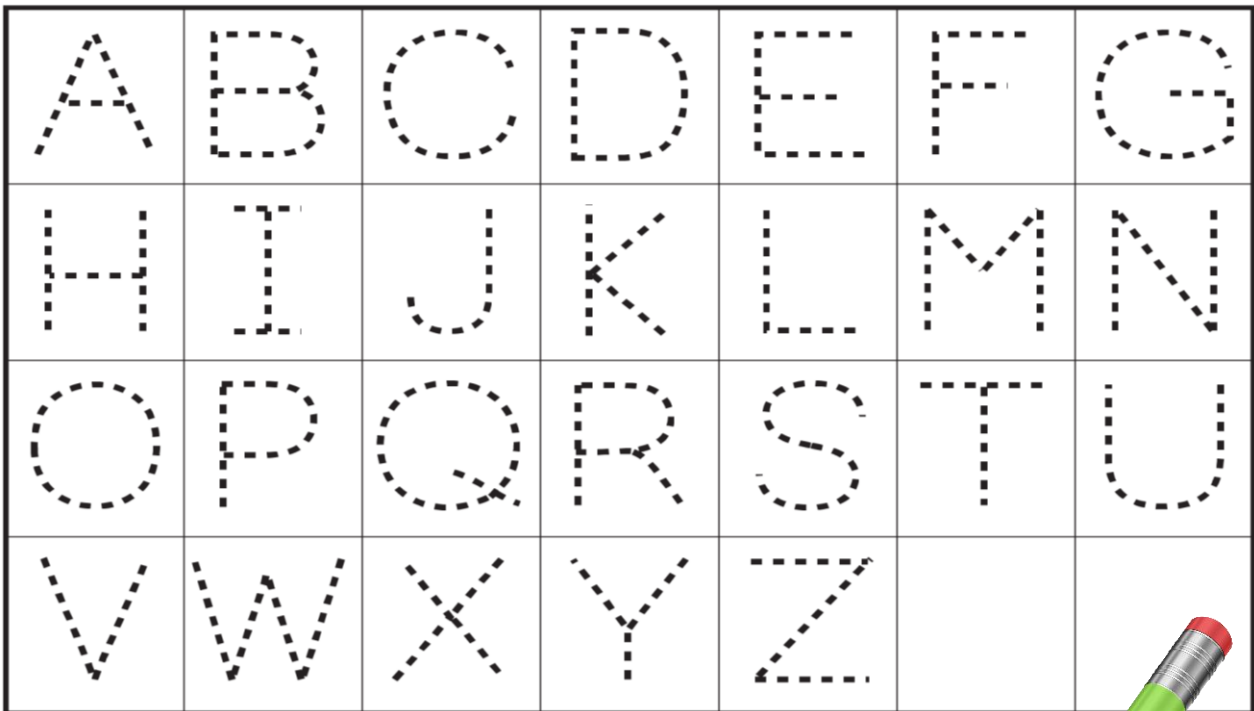
Circle the matching letters.

a	a e e a e e a
c	c o c c o c o
b	b d b b d b d
e	e c e e e c c
p	p q p p q p q
n	n h h n n h n
i	i j i j i j i
d	d b d d b d b
u	u n u u n u n
h	n h h n n h n
t	t f t t f t f
m	m n m n n m m
v	v u v u u v u
h	h n h h n n h
j	j i j j i j i
o	o c o c c o o



Writing the alphabet 2

Trace over the capital letters.



Write the alphabet in capital letters.



Words at home

1. Circle the correct words.



a) mug jug rug



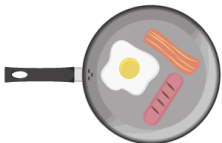
b) pot top cot



c) ham ram jam

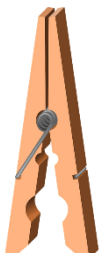


d) cut cup cub



e) pan can fan

2. Write the words.





Words backwards

Which of these words can go backwards?

Write the words that make sense.

a) tap _____

b) mad _____

c) rug _____

d) nap _____

e) pet _____

f) tab _____

g) mum _____

h) sun _____

i) nip _____

j) pit _____

Example:

mug → gum

pot → top





Listening 3 (Sounds and words)

1. Listen to the recording. Tick the words you hear.

- black
- brack

- clean
- cream

- sleet
- sleep

- clown
- crown

- scale
- stale

2. Listen to the teacher reading letters. Write them down.

3. What word do they spell?

4. Use nonverbal communication to show the following:

- The music is too loud.
- You want to tell a secret.
- You are struggling to hear.





Final sound d

1. Add the sound **d** to these. Read the words.

a) be _

b) fe _

c) le _

d) re_

e) we_

f) sle_

g) fle _

2. Change the last letter of each word to **d**:

a) sat _____

b) foot _____

c) bun _____

d) cot _____

e) bag _____

Read the new words.

d

Example

hip → hid



Yes or no



1. Answer **yes** or **no**.

- a) Do you have a brother? -----
- b) Do you have a sister? -----
- c) Do you have a son? -----
- d) Do you have a daughter? -----

<u>Words</u>
yes
no

2. Find these words:

b	q	i	x	c	d	s	z	mother father brother sister son daughter
k	u	c	x	w	a	i	f	
q	i	j	o	s	u	s	q	
h	s	o	n	i	g	t	v	
y	b	r	o	t	h	e	r	
m	d	s	a	h	t	r	i	
d	m	o	t	h	e	r	v	
f	a	t	h	e	r	h	n	



Capital letters and full stops

We start a sentence with a capital letter.

We end a sentence with a full stop.

1. Circle the capital letters and full stops:

Martin **just** got **home** from work.

He is reading the newspaper. He

likes to **read** the sport section.



2. Write the sentences correctly:

a) she just went home

b) i like to read

c) he is at home

She is reading a book.





Irish talk

1. Talk about: What do these sentences mean?

- a) She is just mooching about.
- b) The teacher gave out to me.
- c) We had great craic last night.
- d) Fair play to you!
- e) That child is bold.



2. Match the Irish words and meanings:

- | | |
|-----------|-----------|
| a) dear | thing |
| b) flog | head |
| c) noggin | expensive |
| d) yoke | sell |

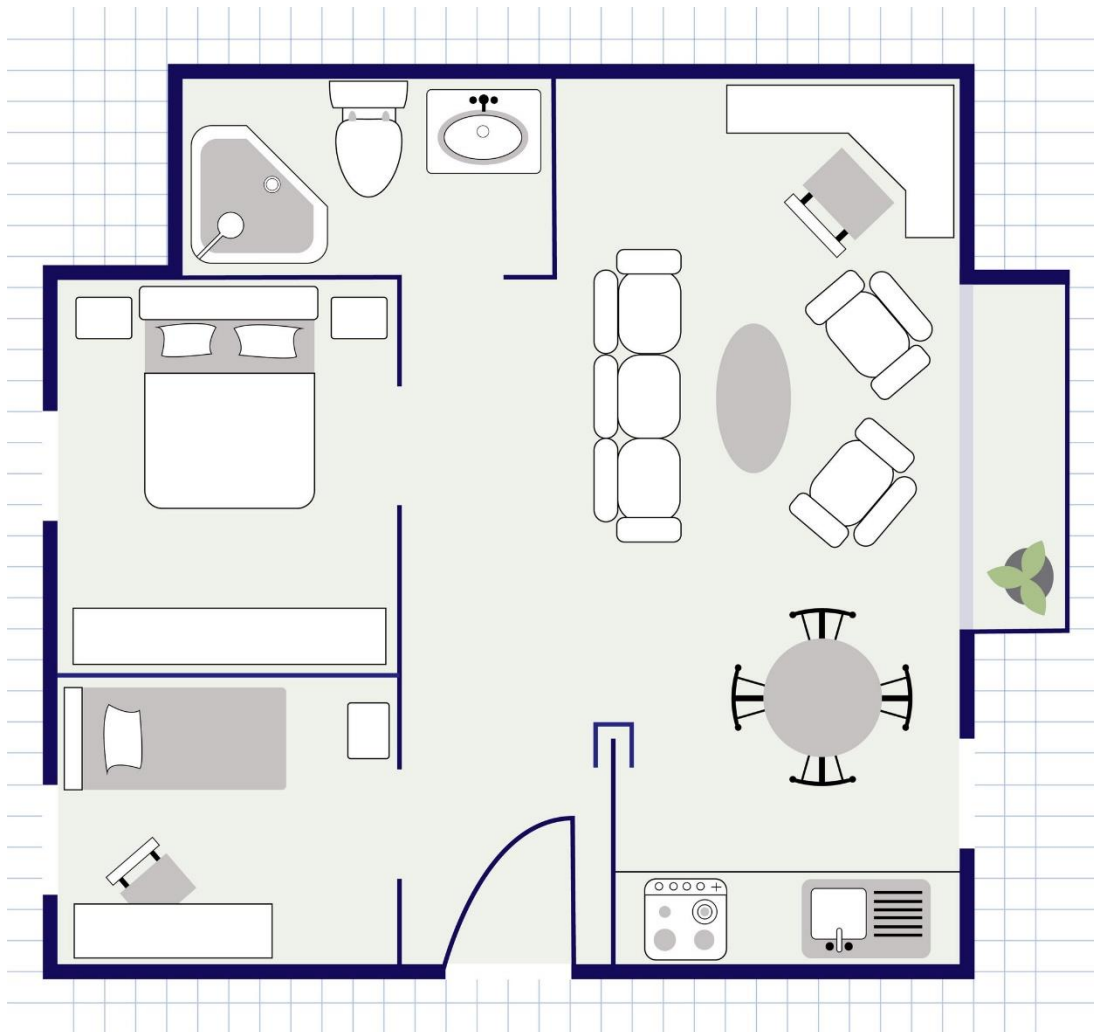


3. Write one sentence with an Irish word or saying.



Following instructions I (Room plan)

1. Look at the plan below. In your group, talk about the different rooms.
2. Listen to the recording and follow the instructions.



3. Where did you land up? Circle the word below.

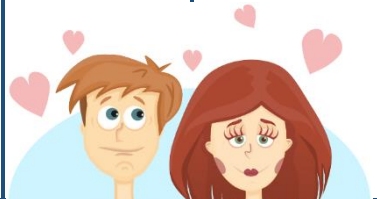
living room, single bedroom, kitchen,
double bedroom, bathroom



Using a calendar

Use Sally's calendar to answer the questions.

MAY

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7 May Day	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28 Spring Bank Holiday	29	30	31			

- Sally has a doctor's appointment on May 17.
Circle the date.
- Sally has a date on May 9. Draw a heart on this day.
- What day is May Day? _____
- What day is the 31st May? _____
- Write your initials on Friday 11th May.

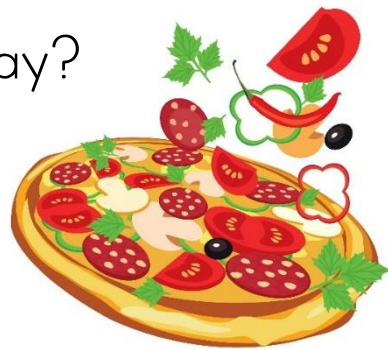


Question words

1. Use question words:

who, where, when, what

- a) _____ is the time?
- b) _____ is coming for dinner?
- c) _____ is your birthday?
- d) _____ do you live?



2. Match the question words and answers.

Paddy and Pat are going out for pizza in the town for Paddy's birthday tonight.

- | | |
|------------------|------------------|
| a) Who? | in the town |
| b) When? | Paddy's birthday |
| c) Where? | Paddy and Pat |
| d) What? | tonight |
| e) Why? | out for pizza |

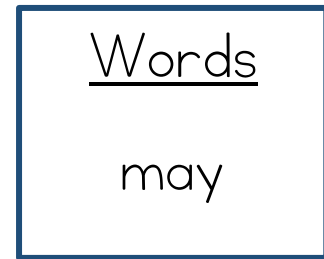
Words: who, when



Nonverbal communication

1. Use gesture and body language to ask these questions:

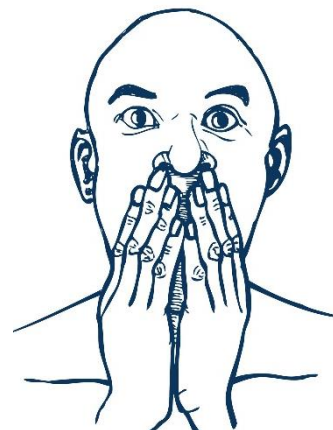
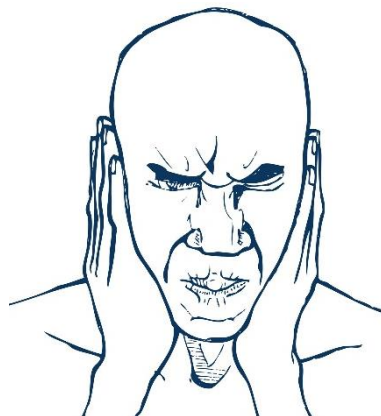
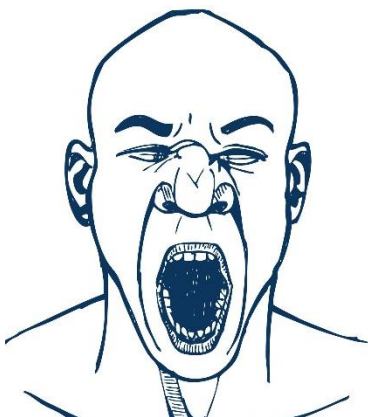
- a) What is the time?
- b) Can you come here?
- c) Can you give me a lift?
- d) **May** I say something?



2. Answer these questions without speaking:

- a) Did you drink tea today?
- b) How many children do you have?

3. Look at John. How is he feeling?





Reading skills I

1. Do you **want** to go **out**?

Not really.

No yes.

2. How many sugars do you **want** in your coffee?

Too much.

Two.

3. There is someone outside.

Is there?

Where?

4. What time is dinner?

Yesterday.

At about 6.



Words

want

out

two



Places we go to

1. Listen to the teacher reading the sentences.

Write yes or no.

- a) We go to the library to buy food. _____
- b) We go to the cinema to **watch** a movie. _____
- c) We go to the post office to post a letter. _____
- d) We go to the airport to catch a train. _____
- e) We go to the bank to get money. _____

2. Where will I go? Write the letters by the sentences.



A



B



C



D

- a) I want to **buy** milk. _____
- b) I want to have a haircut. _____
- c) I want my clothes washed. _____
- d) I want to have a drink with a friend. _____

Words

buy

watch



Birdwatching

1. Read this:

I went birdwatching.

I **looked** in the trees.

I **saw** a robin.

I **saw** a dove.

I **saw** a finch.



2. Fill in the missing words.

I went birdwatching.

I _____ in the trees.

I _____ a robin.

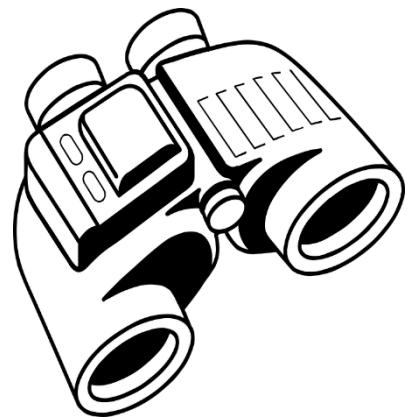
I _____ a dove.

I _____ a finch.

Words

saw

looked





Menu

Complete the menu. Add these dishes to the menu.

Soup, Ice-cream, Tea or Coffee, Chicken Curry

Menu

Starter _____

Main _____

Dessert _____

Beverage _____



Complete the conversation by finishing the words.

please, How, have, thanks, you

CATHY: Good afternoon. Do y_____h_____ any rooms, please?

RECEPTIONIST: Yes. Would you like a double room, madam?

CATHY: Yes, p_____.



RECEPTIONIST: Fine. How **many** nights would you like to stay?

CATHY: Just one. H_____ much will it cost?

RECEPTIONIST: €89, including breakfast. Is that OK?

CATHY: Yes, t_____.

Words many

*Act it out - be friendly!

Market



On Saturday morning, **Mr** and **Mrs** Kay **walked** to the market. They **bought lots of** vegetables. They had to go home **by** taxi as they had too much to carry!

Unscramble the words in the text:

On Saturday morning, Mr and Mrs Kay **walked** to **het** _____ market. They bought **stol** _____ of vegetables. They had to go **meho** _____ by taxi as they had too much to **racry** _____!

Words

Mr

Mrs

lots

of

by

bought

walked



Email



1. Read this email.

To: martinkelly@home.ie

Subject: Course

Dear Martin,

Your reading class starts on Wed. 27th July at 2 p.m.

See you then.

Regards

Rob 😊

2. Put this email in order. Write numbers 1 to 5:

Regards, Rob

Subject: Course

Your reading class starts

To: martinkelly@home.ie

Dear Martin,

*Do you know some emoticons?

Job advert 2



1. Read this advert.

Classified Ads

RESTAURANTS &
of the following:

HOSTESSES
NEW TRAINER
MANAGER

pany - Kuwait, is in
have an exp in the same

rollers - Must have an
ation
ave an experience in Tally

ience in the same field.
g with you copies of the

ORATION
(Kati City
extension)

POOLING ONLY

**The City Hotel is
looking for a bar
manager.**

**Interviews on 10th Aug.
€1500 p.m.**

Tel: Bob, 246789

Email: info@cityhotel.ie

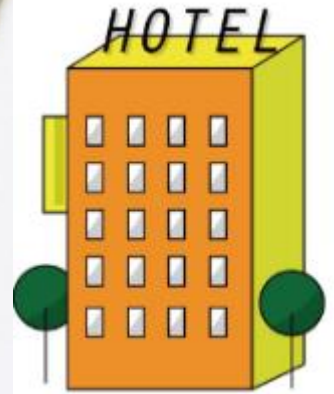
SENIOR MER
Female, Business
more than 35 years
merchandising gain
learner, flexible an
computer program

ACCOUNTANT
CPA licensed with
environment . W
procedures espe
supervision of
Computer profic
for details.

PRODUC
Must have
2 years mi
furnishing a
application
Office & ot
and can wo

Comp
Male, 22
driver's li

INTERE
BICUTA
COMP



2. What do these abbreviations stand for?

- a) Aug. _____
- b) € _____
- c) p.m. _____
- d) Tel _____
- e) @ _____

Telephone
euro
per month
at
August

*Find the abbreviations in the ad.

Giving messages without speaking

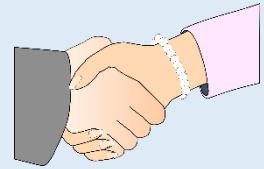


1. Imagine you are in an interview.

Say these things below. Add body language, facial expressions, tone, etc.

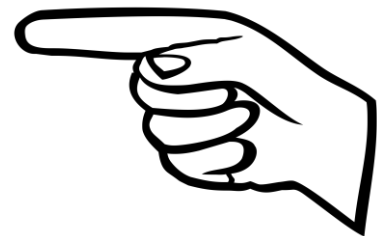
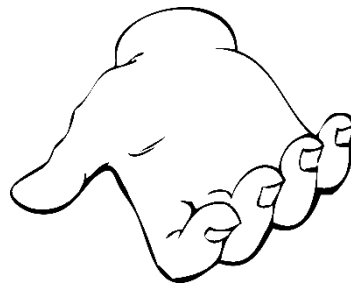
Example:

It's nice to meet you.



- a) Hello, my name is
- b) Thank you for calling me.
- c) I am always on time.
- d) Yes, I would like to work here.
- e) Thank you. Goodbye.

2. What are these people 'saying'?



Listening 13 (Telephone message)



Listen carefully to the telephone message.

Choose the correct answers.

1. Who left this telephone message?

Michael Gold

Mark Silver

2. Where did you apply for this job?

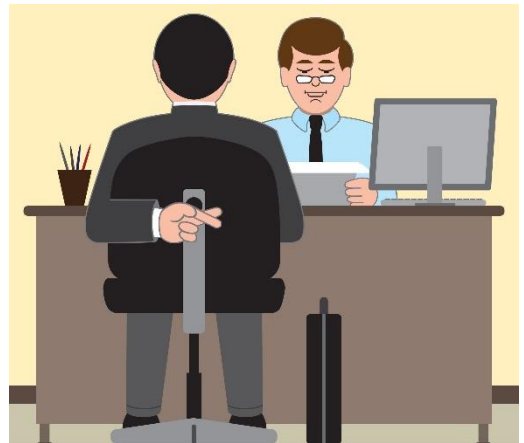
River Hotel

Lake Hotel

3. When is the interview?

Monday 28th March

Tuesday 29th March



4. What time is the interview?

10 a.m.

3 p.m.



Mapping of Learning Outcomes

Reading

Learners will be able to:

(RI) Recognise some familiar words independently including some that are commonly used and personally relevant Page 22 (word family), Page 23 (listening for 3-letter words), Pages 24 to 28 (reading and writing 3-letter words), Page 30 (reading sentences), Pages 32 to 38 (reading common words, word families), Pages 40 to 53 (letter sounds, common words, word families, new words, vowels, words in words), Pages 56 to 59 (reading family words, questions), Page 72 (family words), Pages 83 and 84 (plurals), Page 85 (compound words), Page 86 (Irish words / sayings), Page 89 (gender), Page 91 (describing words), Page 92 (opposites), Page 95 (contractions), Pages 98, 100, 101, 103 (home vocabulary), Pages 112 to 115 (days of the week), Page 118 (months of the year), Page 120 (calendar words), Pages 122 to 127, 129, 132, 135 (healthy food / cooking vocabulary), Page 128 (question words), Pages 139 to 147 (activities, health), Pages 150 and 151 (colours), Page 157 (stationery), Page 161 (weather words), Page 161 (weather words), Page 170 (describing



words), Pages 175, 177 (places we go to), Pages 179 and 180 (activities), Page 182 (birds), Page 188 (shoes), Page 197 (menu words), Page 204 (weekend plans), Page 220 (work words), Page 226 (work words), Page 239 (yes/no)

(R2) Interpret some common symbols and signs in familiar contexts Page 100 (personal care icons), Page 103 (household icons), Page 110 (emergency number), Page 134 (sugar-free symbol), Page 138 (sport icons), Page 181 (beach signs), Page 185 (directions), Page 186 (road signs), Page 201 (signs - airport), Page 203 (hotel icons), Pages 244 to 246 (work signs), Page 251 (handwashing)

(R3) Demonstrate awareness of text conventions, print material and the alphabet, e.g. reading from left to right, top to bottom, concept of a sentence, brand names and logos on print materials, recognising cues and clues, seeking the amount payable on a bill Pages 11 to 19 (letters of the alphabet), Page 22 (word family), Page 23 (listening for 3-letter words), Pages 24 to 28 (reading and writing 3-letter words), Page 30 (reading sentences), Pages 32 to 38 (reading common words, word families), Page 39 (listening for words and letters), Pages 40 to 53 (letter sounds, common words,



word families, new words, vowels, words in words), Page 60 (note), Page 70 (invitation), Page 72 (family words), Pages 74 to 76 (capital letters), Page 78 (full stops), Page 79 (questions and question marks), Page 80 (capital letters and full stops), Page 81 (parts of a text), Page 93 (conjunctions), Page 95, 133 (contractions), Pages 168 and 169 (questions), Page 223 (odd one out)

(R4) Make sense of simple personally relevant sentences containing familiar words Page 30 (reading sentences), Page 56 (sentence about family), Page 77 (sequencing parts of a sentence), Page 164 (can you?)

(R5) Use word identification strategies, e.g. context of words, sight sounds, word endings Pages 20 and 21 (3-letter words, sounding out), Page 22 (word family), Page 23 (listening for 3-letter words), Pages 24 to 28 (reading and writing 3-letter words), Page 31 (listening for words), Pages 32 to 38 (reading common words, word families), Page 39 (listening for words and letters), Pages 40 to 53 (letter sounds, common words, word families, new words, vowels, words in words), Page 55 (reading questions), Pages 56 to 59 (reading family words, questions), Pages 63 and 64 (more family words, questions), Pages 83 and 84 (plurals), Page 85



(compound words), Page 89 (gender), Page 90 (reading tongue twisters), Page 96 (root words), Page 126 (alphabetical order), Page 128 (question words), Page 131 (key words), Page 165 (verbs), Page 173 (laundry words), Page 178 (CVC words), Page 209 (shopping words - context), Page 214 (paragraph - context), Page 217 (rhyming words), Page 219 (picture clues), Page 237 (alliteration), Page 240 (homonyms)

(R6) Identify the nature of familiar documents, e.g. bills, junk mail, instructions Page 60 (note), Page 66 (thank you note), Page 68 (message), Page 70 (invitation), Page 81 (parts of a text), Page 108 (advert), Page 110 (999 information), Page 113 (timetable), Page 119 (calendar), Page 130 (instructions), Page 136 (instructions), Page 155 (text message), Page 167 (bill), Page 185 (directions), Page 190 (flight costs), Page 200 (boarding card), Page 202 (dialogue), Page 210 (advert), Page 213 (price tags), Pages 227 to 229 (emails), Pages 231 and 232 (job ad)

Writing

Learners will be able to:

(W1) Write some familiar words for different purposes, e.g. own name and address Page 51 (farm



experience), Page 59 (family words), Page 60 (write dates), Page 70 (invitation), Page 71 (writing information about self), Page 72 (family name), Page 77 (name), Pages 105 and 106 (own location in Ireland), Page 107 (own address) Page 140 (writing about activity), Page 162 (daily routine), Page 166 (my day), Page 241 (describing words)

(W2) Transcribe simple information in specific order, e.g. phone number, days of the week Pages 14 to 18

(alphabet letters in order), Pages 20 and 21

(transcribing simple words), Page 64 (writing questions / reordering words), Page 67 (family words), Page 101

(living room vocabulary), Pages 112 to 115 (transcribing days of the week), Page 122 (transcribing sentences),

Page 170 (describing words), Page 171 (prepositions),

Page 182 (birds), Page 204 (weekend plans), Page 221

(transcribing routine words), Page 225 (labels), Page

243 (common words)

(W3) Write for different personal and socially relevant audiences, e.g. personal shopping list/reminder, sending a

card/postcard, sending a text message, competition

entry Page 66 (thank you note), Page 68 (message),

Page 70 (invitation), Page 101 (image labels), Page 107

(envelope), Page 142 (form), Page 155 (text message),



Page 163 (timetable), Page 183 (movie review), Page 187 (sign), Page 193 (menu), Page 195 (customer review form), Page 206 (rating travel experience), Page 207 (postcard), Page 212 (label), Page 216 (shopping list), Page 247 (job form)

(W4) Use some rules of writing appropriately, e.g. use of capital letters to start a sentence, write a sentence correctly Pages 5 to 10 (writing practice), Pages 11 to 19 (letters of the alphabet), Pages 20 and 21 (copying 3-letter words), Page 22 (word family), Pages 24 to 28 (reading and writing 3-letter words), Page 29 (writing words), Page 30 (making new words), Pages 32 to 38 (writing common words, word families), Pages 40 to 53 (letter sounds, common words, word families, new words, vowels, words in words), Page 56 (writing a sentence about family), Page 58 (capital letters), Page 64 (writing questions), Page 71 (writing information about self), Pages 74 to 76 (capital letters), Page 78 (full stops), Page 79 (questions and question marks), Page 80 (capital letters and full stops), Pages 83 and 84 (plurals), Page 86 (writing a sentence with an Irish word), Page 89 (gender), Page 93 (conjunctions), Page 105 (writing sentence about location), Page 109 (writing numbers), Pages 112 to 115 (days of the week - starting



with capital letters), Page 147 (writing a sentence about health), Page 148 (making words), Page 161 (writing about weather), Page 181 (sentence about beach), Page 211 (crossword), Page 222 (proofreading), Page 236 (crossword)

Nonverbal Communication

Learners will be able to:

(NVCI) Use appropriate nonverbal behaviour to secure and maintain the attention of another Page 65 (using nonverbal communication in a conversation), Page 77 (using nonverbal communication to talk about self to others), Page 106 (using nonverbal communication to keep others listening), Page 156 (gestures), Page 196 (nonverbal communication), Page 238 (using nonverbal communication in a meeting), Page 242 (traffic officer - gestures), Page 248 (giving messages without speaking)

(NVC2) Communicate an idea/request non-verbally Page 39 (use nonverbal communication to give a message), Page 62 (interpreting facial expressions), Page 64 (answering questions without words), Page 126 (using nonverbal communication to demonstrate cooking methods), Page 130 (instructions for making a smoothie)



- showing steps nonverbally), Page 156 (gestures), Page 158 (gestures, facial expressions), Page 164 (saying yes or no nonverbally), Page 172 (giving messages with nonverbal communication), Page 176 (playing charades), Page 184 (facial expressions), Page 189 (greetings, gestures), Page 194 (role-play, using gestures / facial expressions), Page 213 (using gestures), Page 230 (acting out a job), Page 235 (body language at work), Page 252 (giving opinions)

(NVC3) Respond to body language, e.g. facial expression, gesture Page 62 (interpreting facial expressions), Page 65 (using nonverbal communication in a conversation), Page 65 (using nonverbal communication in a conversation), Page 156 (gestures), Page 191 (nonverbal communication), Page 224 ('reading' a picture), Page 233 (gestures)

(NVC4) Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols Page 100 (personal care icons), Page 103 (household icons), Page 110 (emergency number), Page 134 (sugar-free symbol), Page 138 (sport icons), Page 176 ('reading' a picture), Page 181 (beach signs), Page 185 (directions), Page 186 (road signs), Page 201 (signs - airport), Page 203 (hotel icons), Pages 244 to 246 (work signs), Page 251 (handwashing)



(NVC5) Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/baby's bottle Page 77 (sequencing parts of a sentence), Page 116 (sequencing times of day), Page 125 (ordering the steps for making tea), Page 130 (instructions for making a smoothie), Page 136 (instructions - ordering the pictures), Page 154 (order instructions), Page 157 (ordering tasks), Page 230 (ordering plant growth), Page 251 (handwashing - sequence images)

Listening & Speaking

Learners will be able to:

(LS1) Listen to obtain information, e.g. weather forecast, talking clock, traffic report Page 23 (listening for 3-letter words), Page 31 (listening for words), Page 39 (listening for words and letters), Page 61 (listening to questions), Page 64 (listening to questions), Page 65 (listening to conversation - pair work), Page 69 (listening to information about family), Page 90 (listening to tongue twisters), Page 116 (following instructions to fill in a timetable), Page 125 (listening to

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instructions to make tea), Page 127 (listening to letters to spell out words), Page 134 (listening for information about sugar), Page 144 (listening to medical words), Page 145 (listening to a text, answering questions), Page 160 (weather report), Page 177 (listening to the teacher read sentences), Page 179 (listening to the teacher reading the list), Page 185 (directions), Page 194 (listening task), Page 198 (listening - announcement), Page 205 (listening task), Page 206 (listening to the teacher's questions), Page 215 (voice message), Page 249 (voice message)

(LS2) Follow clear succinct instruction in familiar contexts Page 23 (following activity instructions), Page 31 (following activity instructions), Page 31 (following activity instructions), Page 90 (reciting tongue twisters), Page 99 (following teacher instructions), Page 102 (following teacher instructions), Page 104 (following teacher instructions), Page 110 (following instructions to make a mock 999 call), Page 116 (following instructions to fill in a timetable), Page 125 (listening to teacher instructions), Page 135 (listening to the teacher's instructions), Page 150 (listening to teacher instructions), Page 154 (listening to teacher instructions), Page 185 (directions), Page 234



(instructions), Page 238 (instructions), Page 242
(instructions), Page 250 (instructions)

(LS3) Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. planning a holiday or social event Page 59 (family), Page 61 (talking about family history / memories), Page 86 (talking about Irish words and sayings), Page 105 (talking about Ireland and where students live), Page 143 (discussing life balance), Page 160 (discussing weather)

(LS4) Interact appropriately in a narrow range of formal and informal social situations, e.g. in relation to greeting, leaving, seeking information/assistance from an employer/doctor/family member/friend Page 59 (talking about family), Page 61 (talking about family history / memories), Page 65 (pair work - conversation), Page 77 (introductions, talking about self), Page 79 (voice when asking a question), Page 94 (group work - saying similes), Page 105 (talking about Ireland and where students live), Page 106 (group work - talking about own location), Page 110 (making a mock 999 call, seeking assistance), Page 134 (taking part in a discussion about sugar), Page 137 (discussing healthy living), Page 146 ('talking' to the doctor), Page 153



(answering questions about self), Page 189 (greetings), Page 190 (conversation), Page 192 (discussion), Page 194 (role-play) Page 202 (acting out dialogue), Page 238 (taking part in a meeting)

(LS5) Express opinions, facts and feelings in response to familiar and/or personal situation, e.g. using speech, gesture or signing as appropriate Page 61 (talking about family and personal history - facts and feelings), Page 66 (pair work - saying thank you), Page 91 (describing things in the present), Page 106 (group work - talking about own location and opinions), Page 135 (giving opinions), Page 159 (opinions), Page 192 (giving compliments / complaints), Page 252 (giving opinions)

(LS6) Communicate about the past, present and future activities Page 61 (talking about the past - family history / memories), Page 65 (pair work - conversation about the present), Pages 87 and 88 (present, past and future), Page 91 (describing things in the present), Page 106 (group work - talking about own present location), Page 117 (talking to the group - yesterday / today / tomorrow), Page 160 (giving a weather report - present)