

Learning outcomes

Listening and Speaking

(LS1) Listen to obtain information relating to more than one option, e.g. using a speaking timetable to get a train arrival and departure time and ticket prices **Pages 10, 49 (Tony's instructions), 88 (guidance counsellor), 97 (form filling), 103 (interview tips), 111 (Paul's interview), 118 (train timetable), 127 (customer service), 135 (employer expectations), 190 (garlic), 202 (learning)**

(LS2) Ask questions to obtain information, e.g. to check dates/prices/other facts, face to face and by telephone **Pages 10, 13, 29, 47, 88, 106 (role-play interview), 107 (role-play), 113 (interview), 114, 118 (telephone – questions), 134 (questions to clarify), 201 (tour question)**

(LS3) Follow a series of spoken instructions, e.g. top up a mobile telephone, follow directions to a familiar place **Pages 17, 39, 49, 54, 59, 87, 90, 165 (ATM instructions), 199 (hygiene routine)**

(LS4) Express opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme within a small group, give directions, leave a voice-mail message **Pages 10, 11, 12, 36, 41, 47, 66 (chat message), 68, 91, 110 (giving feedback), 120 (directions), 129 (feedback), 190 (flavours), 201 (holidays), 205 (evaluation)**

(LS5) Practical formal and informal communications, e.g. an interview or parent teacher meeting, and chatting while out with friend **Pages 10, 11, 26 (talking about confidence), 28 (talking about skills), 41 (talking about qualities), 46 (talking about work), 47 (game), 53 (talking about security job), 70**

(talking about technology), 71 (talking about technology), 76 (talking about learning styles), 84 (talking about learning plan), 93 (talking about job applications), 106 (role-play interview), 107 (acting out work situations), 108 (talking about picture), 109 (interview), 124 (talking about bullying at work), 127 (talking about customer service), 134 (role-playing work situations), 136 (talking about work sayings), 198 (talking about sleep), 202 (talking about learning), 203 (talking about personal checklist)

Reading

(R1) Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby Pages 9, 11, 13, 16 (work), 17 (salary), 19 (acronyms), 20 (work positions), 21 (counties in Ireland), 22 (days), 23 (months), 28 (skills), 29 (interests), 32 (profile), 38 (achievements), 41 (jobs), 43 (qualities), 46 (careers), 48 (occupations), 51 (male/female jobs), 52 (buzz words), 56 (self-employment), 58 (technology), 60 (technology), 68 (online course), 71 (technology), 78 (learning plan), 83 (courses), 91 (job adverts), 93 (job applications), 95 (letter), 96 (address), 99 (application form), 102 (clothes), 104 (interview), 106 (interview tips), 113 (interview), 118 (transport), 126 (qualities), 129 (customer feedback), 139 (safety), 140 (laws), 154 (first aid), 157 (economy), 158 (salary), 160 (unemployment), 163 (spending), 164 (money), 176 (meeting), 185 (health), 189 (foods), 195 (stress), 199 (hygiene), 200 (events)

(R2) Use simple rules and text conventions that support meaning, e.g. punctuation, common abbreviations Pages 9, 10, 11, 13,

14, 15, 19 (acronyms), 26 (bulleted list), 27 (sentences), 41 (list), 58 (common abbreviations), 91 (abbreviations), 95 (proofreading), 96 (address), 99 (form), 113 (questions), 118 (scrambled words), 158 (bold text), 159 (cheque), 174 (proofreading), 187 (recipe)

(R3) Interpret different forms of writing and text, including social sight signs and symbols, e.g. common formats of bills, menus, forms, timetables, road and other signs, simple food preparation instructions, short piece of personally relevant writing Pages 13, 17 (salary slip), 28 (checklist), 38 (sentences), 40 (certificate), 43 (qualities – images), 47 (rules), 48 (images), 54 (images & icons), 59 (icons), 61 (icons), 64 (Internet icons), 74 (diagram), 78 (writing tips), 79 (words & images), 84 (learning plan), 91 (job adverts), 95 (letter), 100 (CV headings), 105 (interview tips), 108 (reading a picture), 115 (checklist), 116 (email), 120 (map), 121 (foods), 122 (reading body language), 124 (poster), 136 (sayings/quotes), 138 (rules), 141 (safety signs), 142 (road signs), 166 (bill), 171 (image instructions), 188 (diagram), 190 (infographic), 196 (diagram), 204 (health diagram)

(R4) Find key information from different forms of writing, e.g. locating factual information in forms/bills, time and dates of appointments Pages 31 (skills), 46 (bulleted list), 49 (paragraph), 55 (schedule), 58 (definitions), 65 (website), 92 (job advert), 94 (job advert), 96 (table), 97 (list), 123 (poster), 133 (paragraph), 139 (manual handling image), 151 (labelled diagram), 160 (finding true statements), 162 (website), 176 (agenda), 183 (notice)

(R5) Use reading strategies, e.g. clues context, sound, prediction and decoding Pages 9, 18 (sounds), 21 (decoding), 39 (key words), 41 (looking up words), 44 (headings), 46 (sounds),

48 (image clues), 50 (image clues), 52 (decoding buzz words), 59 (image clues), 60 (image clues), 61 (icons), 71 (repetition), 76 (reading along), 83 (context), 92 (context), 103 (reading along), 108 (reading along), 109 (interview questions context), 121 (image clues), 126 (syllables), 148 (image clues), 154 (clues context), 162 (key words), 175 (sounds), 178 (prediction), 179 (prediction), 187 (alphabetical order), 189 (sounds), 193 (bulleted list), 197 (key words), 201 (prediction)

Writing

(W1) Write notes and messages needed for simple tasks, e.g. addressing an envelope, writing a cheque **Pages 22 (planner), 23 (calendar), 34 (list of values), 35 (profile), 38 (achievements), 41 (qualities), 42 (speech bubbles), 49 (answers), 59 (labelling icons), 64 (Internet icons), 67 (positive or negative), 70 (answers to questions), 74 (answers to questions), 82 (planner), 90 (answers), 94 (answers to questions), 96 (envelope), 105 (speech bubble), 130 (answers to questions), 143 (sign), 145 (hazards), 157 (true or false), 159 (cheque), 172 (labels), 180 (message), 183 (notice), 199 (labels), 200 (personal details), 205 (evaluation form)**

(W2) Write, including drafting, at least five sentences so that they convey meaning or information, e.g. to a friend arranging a meeting or giving directions **Pages 15 (self), 20 (jobs), 27 (qualities), 78 (reasons to learn), 132 (work responsibilities), 185 (keeping healthy), 201 (holiday)**

(W3) Use the rules of writing appropriately, e.g. spelling familiar words accurately, checking the spelling of less familiar words,

using capitals and full stops Pages 11, 14, 15, 16, 19 (acronyms), 21 (place names), 22, 23 (months), 27 (sentences), 32 (words), 37, 48 (labels), 50 (sentences), 58 (words), 62 (labels), 66 (chat), 75 (kind of learner), 83 (list), 85 (review), 86 (skills to work on), 87, 90, 95 (spelling), 98 (form), 99 (form), 100 (CV), 105 (contraction), 110 (feedback), 114 (questions), 118 (questions), 132 (sentences), 174 (proofreading); 179 (changing slang words), 180 (message), 188 (sentences), 194 (advice column), 196 (table), 200 (invitation)

(W4) Use a range of different forms of writing to suit purpose and audience, e.g. instructions involving three steps, a short journal entry on an event or experience Pages 12 (mind map), 17 (salary slip), 30 (rating), 33 (table), 44 (certificate), 44 (profile), 46 (sentences), 60 (labels), 81 (checklist), 85 (review), 88 (questions/diagram), 100 (CV), 110 (giving feedback), 120 (directions), 129 (customer feedback/survey), 152 (table), 164 (wish list), 173 (text message), 175 (shopping list), 176 (table), 177 (agenda), 193 (list symptoms)

Setting Learning Goals

(SLG1) Identify elements of a personal profile, e.g. some personal skills, attitudes, strengths and weaknesses Pages 25 (personal awareness), 27 (qualities), 28 (qualities and skills), 29 (interests), 31 (skills), 32 (strengths & weaknesses), 33 (strengths), 34 (values), 35 (profile), 37 (talents), 38 (achievements), 41 (qualities), 42 (qualities), 44 (profile), 53 (skills & qualities), 87 (improving performance)

(SLG2) Discuss different ways of learning Pages 74, 76, 190

(SLG3) Consider personal learning successes Pages 26, 29, 31 (transferable skills), 34 (values), 38 (achievements), 79 (answers to questions), 81 (reasons for success), 203 (health & hygiene)

(SLG4) Identify elements of the preferred personal learning style Pages 75, 190

(SLG5) Consider a learning plan, e.g. setting a target, looking at resources and necessary steps, time frame Pages 36 (steps for dream job), 78 (thinking about learning plan), 80 (learning plan start), 83 (resources), 84 (plan), 85, 87, 202 (talking about lifelong learning)

(SLG6) Implementing the plan Pages 78 (writing reasons to learn), 84 (completing the plan), 85, 90 (where to find jobs), 91 (looking at work jobs), 93 (job application), 99 (application form), 100 (completing short CV), 102 (clothes for interview), 164 (saving money), 198 (sleep)

(SLG7) Express opinions on how performance could be improved Pages 25 (health), 26 (confidence), 71 (technology), 81, 85, 86, 87, 107, 110 (interview feedback), 204 (health)

Using Technology

(VT1) Identify areas of everyday life where he/she interacts with technology, e.g. for learning, working, personal and home management, and for fun Pages 58, 60, 61, 70, 71, 116, 172, 173

(VT2) Consider some benefits and risks of using technology
Pages 67 (social media), 68 (technology), 69 (online safety)

(VT3) Use technology requiring not more than three functions, for personal, home and educational/workplace use; e.g. , assistive technologies, electronic information retrieval / communications devices, mobile phone, photocopier, computer, cameras, personal technologies-DVD/video player, household appliances Pages 21 (maps online), 35 (typing up profile), 62 (remote control), 65 (accessing a website), 82 (mobile phone time/alarm), 92 (looking for job online), 162 (online searching), 165 (ATM), 168 (photocopier), 169 (DVD player), 170 (website), 171 (making tea), 173 (text message), 180 (log into social media), 181 (typing list), 182 (printing a document), 191 (YouTube)

Nonverbal Communication

(NVC1) Identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action Pages 21 (maps), 37 (images), 42 (body language), 43 (images), 47 (game), 48 (images), 50 (kitchen icons), 53 (suitable body language), 59 (icons), 60 (images), 62 (symbols), 66 (social media icons), 70 (cartoons), 80 (image), 119 (signs), 122 (nonverbal communication), 148 (images), 151 (images), 152 (warning labels), 153 (images), 161 (image telling a story), 164 (diagram), 169 (symbols), 172 (mobile icons), 178 (shop sign), 198 (sleep infographic)

(NVC2) Use appropriate non-verbal behaviour in communication a simple idea, e.g. disappointment or joy, tone of voice to

seek/assistance/complain Pages 26 (body language to show confidence), 30 (number ratings), 42 (nonverbal messages), 103 (body language in an interview), 106 (interview body language), 107 (tones of voice, friendly body language), 123 (nonverbal communication), 198 (facial expressions)

(NVC3) Relay a response or request non-verbally, e.g. hitching a lift, signalling a phone call Pages 123, 190

(NVC4) Respond to non-verbal signal and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials Pages 22 (planner), 59 (icons), 64 (Internet icons), 72 (ergonomics image), 120 (map), 125 (direction signs), 141 (safety signs), 142 (road signs), 143 (safety sign), 144 (safety signs), 146 (signs), 186 (health signs)

(NVC5) Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire-drill Pages 54, 139 (following manual handling rules), 154 (first aid instructions), 171 (making tea), 191 (yoga stretches), 199 (hygiene routine)

Computer Skills

(CS1) Turn a personal computer on and off safely Pages 12, 21, 29, 35, 44, 63, 64, 65, 68, 72, 76, 92, 147, 162, 180, 181, 191, 192

(CS2) Use frequently-used keys appropriately, e.g. enter, space bar, upper and lower case, delete Pages 12, 29, 35, 44, 63, 64, 65, 68, 76, 147, 162, 180, 181, 191, 192

(CS3) Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print

and exit safely Pages 35 (profile), 181 (list), 182 (printing), 192 (safety sign on computer)

(CS4) Identify common information/symbols Pages 58, 59 (symbols), 61 (icons), 64 (Internet icons), 65 (RTE), 66 (social media), 70 (cartoon), 72 (ergonomics image), 116 (email), 147 (Google images)

(CS5) Access websites on the internet Pages 12 (thesaurus), 29 (hobbies & interests), 44 (social media), 63 (Google search words), 76 (learning styles), 92 (jobs online), 162 (unemployment support), 180 (social media), 191 (YouTube)

(CS6) Name some benefits of electronically stored information packages and the internet Pages 67, 68, 71, 147 (Google images), 181

Personal Safety

(PS1) Identify essential rights and responsibilities in relation to personal safety in a specified location, e.g. workplaces/at home/in the community Pages 17 (wages), 69 (responsibilities on the Internet), 119 (travelling), 130 (work responsibilities), 131 (personal safety at work), 132 (work safety)

(PS2) List key safety risks in the workplace/home/community Pages 35 (computer safety), 53 (talking about security job), 152 (hazardous substances)

(PS3) Recognise when his/her own safety is threatened, e.g. bullying/harassment, using equipment/common chemicals Pages 30 (interests), 192 (safety measures), 193 (symptoms of stress), 195 (symptoms of stress), 197 (depression)

(PS4) Name daily practices that promote personal safety, e.g. using pedestrian crossings, disconnecting electrical goods at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice/help, preventing stranger danger
Pages 65 (Internet safety); 67 (social media safety), 69 (safety online), 72 (ergonomics), 119 (travelling), 124 (bullying), 125 (knowing your way around), 131 (employee rights to safety), 132 (employee responsibilities), 138 (work safety rules), 139 (safe lifting), 140 (laws), 141 (safety signs), 142 (road signs), 145 (hazard identification), 146 (slips, trips and falls), 147 (PPE), 148 (work hazards), 149 (noticing hazards), 155 (general safety), 165 (ATM safety), 185 (healthy living), 186 (healthy living), 189 (eating for good health), 194 (reducing stress), 199 (hygiene), 203 (health & hygiene)

(PS5) Name the appropriate response when, a risk is identified, e.g. finding a safe exit, contact person/organisation, fire drill
Pages 36 (job dangers), 67 (disadvantages social media), 69 (online safety), 71 (technology risks), 72 (computer safety), 107 (reporting a hazard), 124 (bullying), 132 (reporting hazards), 134 (role-playing safety situations), 138 (work safety rules), 139 (manual handling), 142 (road signs), 144 (safety signs), 145 (workplace hazards), 147 (PPE), 148 hazards, 149 (classroom hazards), 150 (emergency procedures), 151 (flood), 152 (hazardous substances), 153 (fire precautions), 154 (first aid procedures), 165 (ATM safety), 186 (bad habits), 194 (problem page), 196 (eating correct foods)

