

LEVEL
1



Sample!

AROUND THE WORLD

in 80 Days

Student Worksheets



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Mapping of Learning Outcomes



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14. Answer the questions.

a) How many people are there in your family?

b) How many brothers do you have?

c) Are you married?

d) Do you have a son or a daughter?

e) Where does your family live?

f) Who is your favourite uncle?



15. In pairs, ask each other these questions.



16. Read.

I have a big family. My father is 77 (seventy-seven). He is retired. My mother is 75 (seventy-five). She is also retired. But they are both always busy! My brother is an artist in the city. I have two of his great paintings in my home. My brother is married and has three children. I also have an older sister who is a teacher. She is married and also has three children. I have three children too! When the family gets together, there are quite a few adults and children!



17. Answer the questions:

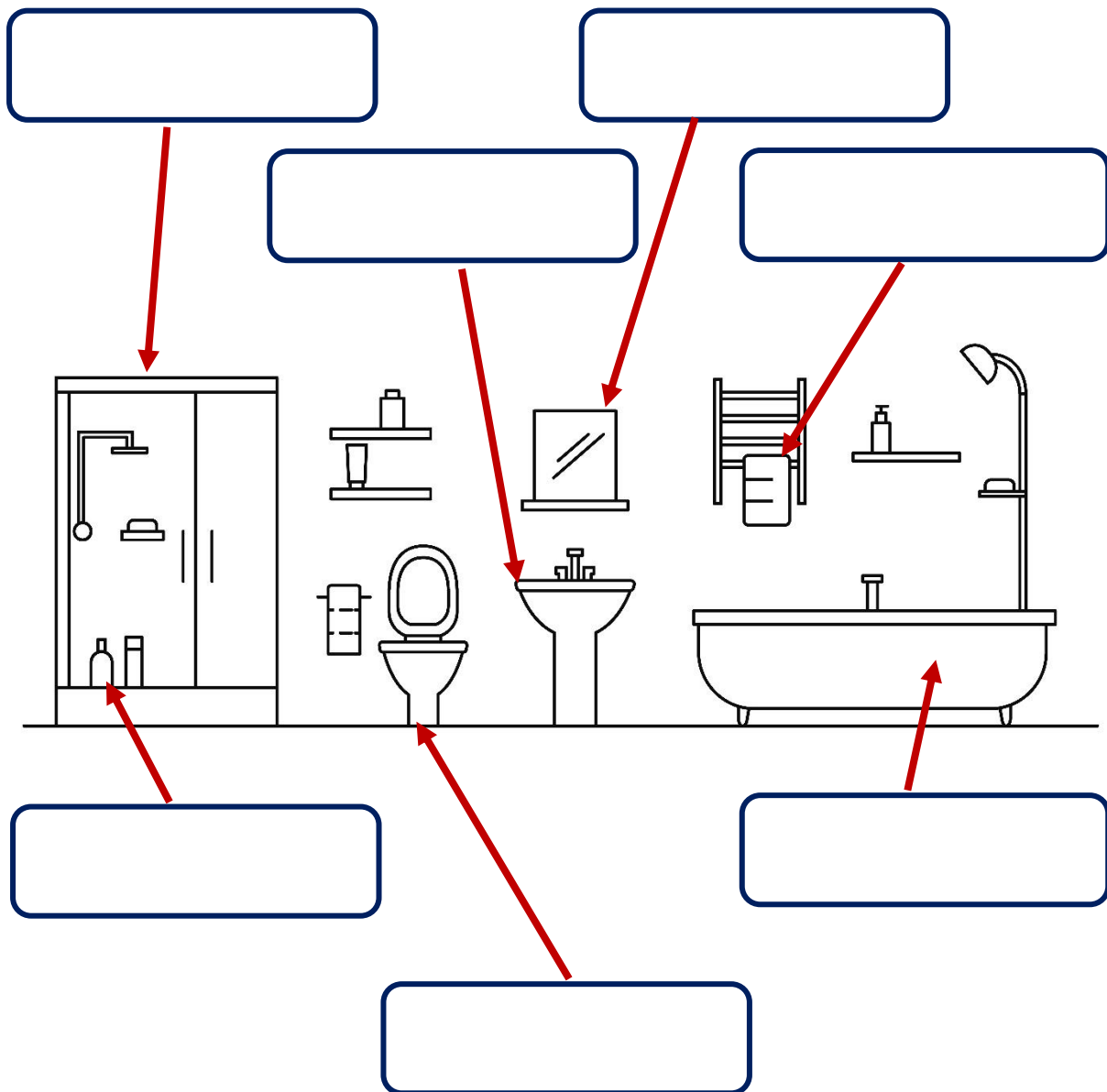
- How old is my father? _____
- What talent does my brother have? _____
- Where does my brother live? _____
- What job does my sister have? _____



e) How many nieces and nephews do I have?

13. Label the bathroom.

basin, bath, shampoo, mirror, shower, toilet, towel





17. Look at the bedroom. Answer the questions.



- a) How many plants are there? _____
- b) What letter of the alphabet can you see on the shelf?

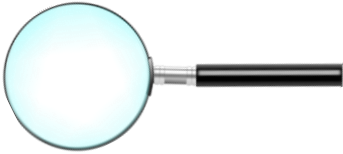
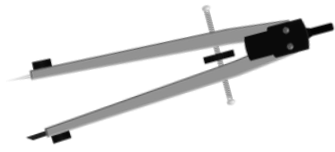
- c) Would you say the lamp was tall or short?

- d) How many pictures are there above the bed?

- e) What object shows the time? _____
- f) What colour is the bed? _____
- g) What is on the first shelf? _____
- h) Do you like the style of this bedroom? Say why or why not.



8. What do we use these things for? Match the pictures and uses.



Highlighting

Adding numbers

Painting

Calling

Looking closer

Drawing a circle

Clipping together

Colouring



17. Where do you do these things?

a) Tick the correct columns.

	Home	School	Both
a) Wash your hair			
b) Write words			
c) Sweep the floor			
d) Wash dishes			
e) Write on the board			
f) Talk to classmates			
g) Do the laundry			
h) Do maths			
i) Help the teacher			
j) Sit at your desk			
k) Make tea			
l) Go to sleep			
m) Watch a movie			
n) Wash your hands			
o) Send a text message			

b) Write 1 other thing you only do at school.

c) Write 1 other thing you only do at home.





10. Answer the questions.

Where would you go to report a crime?

Where would you go to get your teeth checked?

Where would you go buy a plant?

Where would you go to deposit money?

Where would you go buy a coffee?

Where would you go to buy a newspaper?





E. Famous Landmarks

1. Read and discuss.

What is a landmark?

It is an object or feature of a landscape or town that is easily seen and recognised from a distance. It can help people know what their location is.

Newgrange Tomb (Co. Meath)

Situated in the Boyne Valley, the Newgrange Tomb is a 5,200-year-old stone passage, the symbol of Ireland's Ancient East, and older than the Great Pyramids of Egypt.



Blarney Stone and Castle (Co. Cork)

Blarney Castle was built in 1446 by Dermot McCarthy, King of Munster. The Blarney Stone can be found here, and




legend has it that kissing the stone gives you 'the gift of the gab'!

WAIT
TIME TO
ENTER CASTLE
& KISS THE
STONE FROM
THIS POINT IS
90MIN



7. Fill in this brochure template for an area of local interest.



VISIT THIS PLACE!

Name of Place:


Area:

County:

Write about this place:

Why do people like this place?

Give it a star rating: (shade the stars)





A. Music

1. Complete the sentences about traditional Irish music.

Irish, play, Ireland, music, kind, ago, whistle

- a) Long _____, Irish music and songs were not usually written down.
- b) Adults taught children to _____ the music by ear.
- c) The children learned the songs by heart. Learning the _____ in this way is called the 'oral tradition'.
- d) Today, _____ music is very popular around the world.



- e) Instruments include the harp, bagpipes, fiddle, flute, tin _____, accordion, guitar, bodhrán and concertina.
- f) The bodhrán is a _____ of drum.
- g) The harp has been the symbol of _____ since medieval times.



A. Types of Transport

1. Read the transport words. Write the correct letters by the pictures.

A. camper van

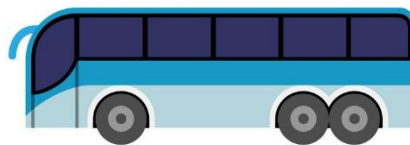
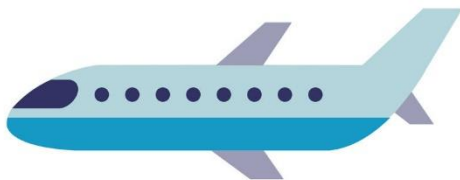
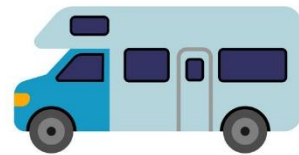
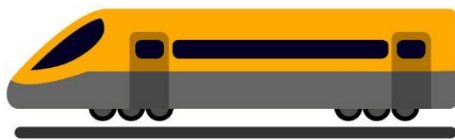
B. truck

C. motorbike

D. bus

E. ship

F. bicycle





HOME PROJECT

4. Find pictures of old cars to compare with modern ones. Include the pictures with your portfolio.

Look at how the motor car has changed!



1880



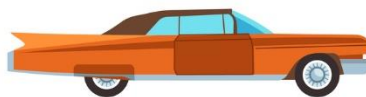
1900



1920



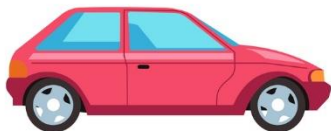
1940



1960



1970



1980



1990



2000



2005



2010



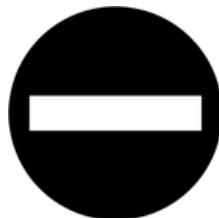
2020

5. Which year do you like best?



3. Write the meanings of these signs.

**Hotel, No Parking, Bar, Toilets, Café, Bus,
Picnic Spot, Taxi, No Entry**





Assessment Brief 4

Course:	Around the World in 80 Days
Assessment:	Collection of Work
Title:	Bon Voyage
Weighting:	Collection of Work 100%

Guidelines

You will be expected to:

1. Choose a destination from Assessment 1 or 2.
2. Make a social story to prepare for your outing or trip.
3. Map the routes you would take to reach your chosen destination.
4. Explore the costs involved in transport, tickets and food for the trip.
5. Find out about travel documents you might need for certain countries.
6. Take part in a real or virtual journey to a foreign country.

Assessment criteria

- Exercises and tasks must be complete and correct.
- Answers must be set out in a clear way.
- Use the vocabulary of
- Become familiar with the different things that need to be done to prepare for your outing or trip, e.g., transport, tickets, packing, etc.
- State what you would expect to see if you arrive at your chosen place.
- When mapping the routes, state which modes of transport you would be using.
- Do research to find out the costs of tickets, transport, activities, hotel, etc. Work out a total cost.
- Take part in a sensory experience of your chosen country.



- Discussions may be recorded.
- Photographic and/or video evidence may be required.

Submission date: _____

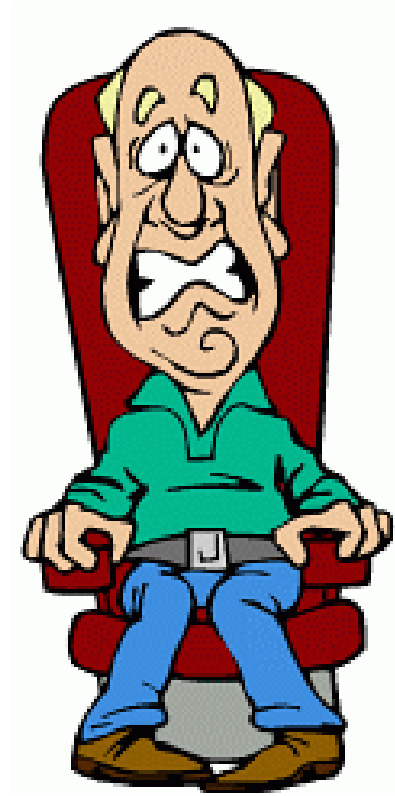
I confirm that this is my own work.

Signed: _____

Date: _____



1. Look at the ticket:



2. Answer the questions:

- Where is Adam flying from? _____
- What is his seat number? _____
- What is the flight number? _____
- What is the boarding time? _____
- What is Adam's surname? _____
- From which gate is the flight leaving? _____



D. Packing

1. What will the weather be like? (Think about what time of the year will be going and what season it will be)

2. What kind of clothes will you need to pack? Keep in mind the weather and how long you will be there!



3. What type of weather do you think this traveller going to? Give reasons for your answer.





G. Go on a journey!

1. If you travelled to your chosen country, what do you think your experience would be? Describe it, using the senses.

a) What does it look like? What can you see?



b) What does it sound like? What can you hear?



c) What does it smell like?



a) What things can you touch?



b) What can you taste?





Mapping of Learning Outcomes

STRAND 1: HOME IS WHERE MY HEART IS

My home and my family

- 1.1 identify members of their family, using any form of expression **Pages 8 to 13 (family), Pages 15 to 17 (family)**
- 1.2 recognise and/or respond to photographs of their family as opposed to photographs of strangers **Page 14 (family photos)**
- 1.3 list the rooms in their homes and link rooms in their home to activities that occur there **Pages 18 to 38 (home, rooms in the home, activities at home, objects in the home)**
- 1.4 identify familiar objects from their home **Pages 18 to 38 (home, rooms in the home, activities at home, objects in the home)**
- 1.5 construct a 2D/3D image of the external features of their home **Page 39 (making a 2D or 3D image of home)**

My school

- 1.6 list the different areas of the school/classroom and link them with activities that occur there **Pages 40 to 42 (different areas of school and classroom, activities), Page 47 (classroom activity)**
- 1.7 separate activities that happen at home from those that happen at school **Page 50 (classroom / home rules), Page 51 (activities at home and school), Page 52 (learning from home)**
- 1.8 identify familiar objects associated with the school **Pages 41, 43 to 46 (school objects)**



- 1.9 show recognition of staff and students at school through any form of expression **Page 48 (staff and students at the school)**
- 1.10 navigate the route to their classroom and other areas of the school, by any chosen means **Page 49 (navigating the school)**

My community and local amenities

- 1.11 show recognition of places and people in the community **Page 53 (people in your community), Pages 54 to 60 (recognising places in the community), Page 64 (community help)**
- 1.12 invite a member of the local community to come and speak at their school **Page 61 (invitation to a person in the community)**
- 1.13 observe and participate in the collection and recording of data of the amenities that students in their school use **Pages 62 to 63 (survey, collection of data)**

Local places of interest/famous landmarks

- 1.14 identify the local attractions and famous landmarks in their home county **Pages 65 to 68 (famous landmarks)**
- 1.15 choose an area of interest in the locality and participate in discussions about it and/or visit that area **Pages 69 to 70 (local places of interest)**
- 1.16 participate in an artistic piece of work relating to the chosen landmark **Page 71 (drawing)**

STRAND 2: A WHOLE NEW WORLD

Climates, clothing and cuisines

Pages 75 to 77 (choosing the country)



- 2.1 observe and participate in a sensory experience of the climate of the chosen country, contrasting it to the climate of Ireland **Pages 78 and 79 (climate)**
- 2.2 differentiate between clothing that would be worn in hot and cold climates **Page 80 (clothing worn in different climates)**
- 2.3 participate in researching traditional clothing worn in the chosen country and discuss colours, textures and functions of the clothing **Page 81 (traditional clothing)**
- 2.4 create a piece of artwork, using fabric and fibre, to represent the traditional clothing **Pages 82 and 83 (artwork)**
- 2.5 identify foods that are familiar to Ireland **Pages 84 to 86 (Irish foods)**
- 2.6 experience new tastes and flavours and record their preferences **Pages 87 to 90 (traditional foods from chosen country, other foods)**
- 2.7 participate in preparing a traditional meal from the chosen country **Page 90 (recipe card)**

Sights, songs and sports

- 2.8 listen/view and respond to traditional music/songs (or videos accompanying pop songs) from the chosen country, by creating a piece of artwork, dance or drama **Pages 91 to 94 (Irish music), Pages 95 to 96 (music from chosen country and artwork while listening to it)**
- 2.9 list the native landmarks of the chosen country, using any form of text **Pages 97 to 98 (landmarks in chosen country)**
- 2.10 compare one or more of the landmarks of the chosen country with one or more chosen in strand 1 **Page 98 (comparison)**



- 2.11 participate in gathering information about special occasions/sporting events from the chosen country **Page 99 (events and occasions)**

Plants and animals

- 2.12 explore pictures of plants and trees native to the chosen country **Pages 100 to 102 (plants in Ireland, plants in chosen country)**
- 2.13 create a piece of artwork depicting the terrain of the chosen country **Pages 109 and 110 (terrain artwork)**
- 2.14 recognise and examine the characteristics of animals native to the chosen country **Page 103 to 107 (animals in Ireland, animals in chosen country)**
- 2.15 visit a pet shop/farm/zoo and take photographic evidence of animals they might find in their chosen country **Page 108 (photographic evidence)**

STRAND 3: PLANES, TRAINS AND AUTOMOBILES

Modes and methods of transport

- 3.1 list a variety of modes of transport and examine the features and purpose of the vehicles **Pages 114 to 117 (types of transport)**
- 3.2 collect and record data on which modes of transport the students use and have used in the past **Pages 118 to 119 (survey, collection of data)**

History of transport

- 3.3 research and name animals that were used for transportation **Pages 120 and 121 (animals used for transportation)**
- 3.4 find pictures of old cars and trains to compare with more modern ones **Pages 122 to 124 (pictures of old**



and modern cars), Page 125 (pictures of old and modern trains)

- 3.5 create a timeline of the history of transportation Page 126 (timeline)
- 3.6 create a piece of artwork related to transport (a vehicle from recyclable materials, a picture collage of famous vehicles from movies) Pages 127 and 128 (artwork)

Accessibility of transport

- 3.7 record how they travel to school each day Page 129 (daily travelling)
- 3.8 participate in discussions about the safety features and adaptations in vehicles Pages 130 and 131 (safety features and adaptations)
- 3.9 become aware that some transport has cost involved and research the costs for local buses and trains Pages 132 to 133 (look at cost of tickets)
- 3.10 identify road signs and road markings, and take photographic evidence of them in the local community Pages 135 to 139 (road signs)
- 3.11 travel on a public mode of transport with assistance Page 134 (travelling on public transport)

STRAND 4: BON VOYAGE

Venturing further afield

- 4.1 choose a destination from strand 1 or 2 and identify what to expect when they arrive there Page 143 (preparing to travel), Page 156 (using senses to go on a journey, using imagination)
- 4.2 create a social story using any form of text in preparation for the excursion Pages 144 to 145 (social story for preparation)



- 4.3 participate in mapping routes and identifying modes of transport needed to reach the chosen destination
Pages 146 to 149 (types of travel)
- 4.4 explore the costs involved in transport, tickets and food for the trip **Page 150 (activities – costs), Page 153 (costs)**
- 4.5 identify suitable clothing and essential personal items required for the trip and participate in packing a bag **Pages 151 to 152 (packing)**
- 4.6 explore relevant travel documents required for local/foreign travel **Pages 154 and 155 (travel documents)**
- 4.7 participate in a real/virtual journey to a foreign country **Page 157 (real or virtual journey, writing diary pages)**
- 4.8 participate in a sensory experience of that country **Page 156 (using senses to go on a journey)**