

## FRENCH AND GERMAN

This is a communicative syllabus organised around the *needs, expectations and interests* which pupils bring to the foreign language classroom.

The adolescent learner in the Irish context seldom needs to use the target language in an authentic exchange with a native speaker. His or her *real needs* centre around using and understanding the target language as a means of communication and instruction in the classroom. However, a pupil brings to the classroom a reasonable *expectation* that his or her language learning will equip him or her to cope in a country where the language is native. The learner can also reasonably expect that the language-learning process will draw upon themes and activities that are of *interest* to him or her.

The syllabus is to be seen as a *teaching syllabus*, a statement of the minimum content of *themes* and *communicative tasks* which should have been covered by pupils at Intermediate Certificate level.

The items listed under the heading 'SOME EXPONENTS' exemplify some of the language items which might be used in carrying out a given communicative task. This small selection of *exponents* is intended as a guide. The teacher may use them or offer the pupils other words and phrases. It is not necessary for a pupil to have mastered all the listed exponents: he or she should, however, be able to carry out all the communicative tasks, at least at a simple level.

The list of exponents is *not a prescriptive* list for setters of the Intermediate Certificate Examination. They will aim to test communicative competence in respect of the themes and communicative tasks: they are not restricted to the list of exponents that appears in the syllabus.

### General Aims

#### 1. *General educational aims:*

The general educational aims of the Intermediate Certificate programme in the target language are:-

- (a) to contribute to pupils' awareness of language as a system of communication;
- (b) to give pupils an awareness of another culture, and thus a more objective perspective of their own culture;
- (c) to contribute to the development in pupils of the capacity to engage in fruitful transactions and interactions with others;
- (d) through (a), (b) and (c) to contribute to pupil's overall personal and social development;
- (e) to give pupils the possibility of access to sources of information, culture enrichment and entertainment through the target language;
- (f) to encourage and equip pupils to consider participating in social and cultural activities which may involve some use of the target language;

- (g) to make it possible for pupils to consider taking up job and further education/training opportunities which may involve some use of the target language;
- (h) to give pupils the kind of language learning experience that will encourage and facilitate their learning further languages in later life;
- (i) through (e), (f), (g) and (h) to enlarge pupils' work, further education and leisure options.

## **2. *General communicative aims:***

The general communicative aims of the Intermediate Certificate programme in the target language are:

- (a) to enable pupils to cope with the normal classroom use of the target language;
- (b) to equip pupils with a competence in the target language which would enable them to provide themselves with basic necessities, to avoid misdemeanours and/or serious embarrassment, and to engage in some degree of social interaction in a country/situation where only the target language was in use;
- (c) to furnish pupils with linguistic skills which will make it possible for them to pursue at least some aspects of their general interests through the medium of the target language;
- (d) through (a), (b) and (c) and otherwise, to ensure that pupils' competence in the target language is such as to be conducive to the fulfilment of the general educational aims specified above.

## **Behavioural Objectives**

### ***Introductory:***

The behavioural objectives of the syllabus are basically those communicative tasks which the learner should be able to perform in order for the general aims set out above to be met. It should be noted that any given communicative task can be effectively carried out in a variety of ways, using language of varying complexity. Accordingly, pupils from a wide spectrum of the ability range should be able to complete these tasks successfully and thus steadily gain rather than lose confidence in using the target language.

As far as possible the tasks specified are neutral as between what is appropriate behaviour for an adolescent and what is appropriate for an adult. The reason for this is that the aims of the syllabus are not focused solely on pupil's current situation, but attempt to address continuing and future demands pupils may make on their competence in the target language.

Care has also been taken to ensure that there is a balance between objectives which relate to such activities as information-getting and shopping (transactional, i.e. message-oriented) and those which have to do with the initiation and maintenance of social contact (interactional i.e. listener-oriented). This balance of transactional and interactional relates

to the fact that the syllabus aims to facilitate the development of skills which will permit the pupil to some extent to socialise through the medium of the target language as well as to use the language for strictly utilitarian purposes.

If not all the tasks specified here are equally plausible as instances of natural foreign language use, it is because the constraints imposed by the limited channels available for teaching and testing purposes necessitate the inclusion of tasks which are “related to” or “pre-requisite for” authentic language use. For example, a listening comprehension task in which the learner answers questions in his/her mother tongue about information gleaned from a piece of discourse in the target language is somewhat improbable as a “real life” application of competence in the target language. However, it is *related to* more authentic tasks – for instance, telling someone who does not understand the target language what is being said by a native-speaker of that language or what is going-on in a film or television programme in the target language. Moreover, the performance of such a task depends on a process (decoding spoken language) which cannot be tested *directly* and which has to be mastered in order for any kind of natural communication to take place.

***Tasks, activities and exponents:***

The communicative tasks which follow are divided into two broad categories, those which involve some productive use of the target language (P1-P20) and those which involve only receptive use of the target language (R1-R2). The language needed for the performance of tasks specified under the format heading will also be expected to be accessible to pupils’ receptive skills. The converse does not hold, however. That is to say, pupils will not be required to deploy productively language exclusively associated with tasks designated as receptive.

Within the two above-named categories tasks are grouped under headings which point to general activities and themes to which such tasks might relate. This arrangement is for ease of reference and is *not* intended to suggest that there is necessarily anything hard and fast about the relationship between a specific task and a given general activity or theme.

For each group of communicative tasks involving productive use of the target language a small selection of linguistic exponents is indicated. Once again it should be noted that these items are included merely to provide a few immediate reference points for the syllabus user, and are not intended as any kind of definitive statement about the linguistic knowledge a learner would need in order to perform particular productive tasks.

***Tasks involving productive use of the target language:***

(**N.B.** Unless otherwise stated these are to be taken as *oral* tasks).

Note on the presentation of exponents, (in the case of German):

In some cases the plus sign (+) is used to combine exponents according to German main clause word order and thus indicate basic syntactic structure, e.g. “wie + alt + sein” as the

exponents/structure underlying “wie alt bist du?” “wie alt war sie?”, etc. In other cases compound exponents are given in their canonical form (the one usually found in dictionaries), e.g. “eine Party geben” as the idiom underlying “wir geben eine Party”.

PI GENERAL ACTIVITY/  
THEME:

Meeting and getting to know people

Communicative tasks:

Saying hello  
Asking someone his/her name  
Giving your own name  
Asking someone his/her age  
Giving your own age  
Asking someone where he/she comes from  
Saying where you come from  
Introducing someone else  
Finding out who someone is  
Saying who someone is  
Finding out who something belongs to  
Saying who something belongs to  
Saying goodbye

Some exponents:  
(French)

- bonjour  
- comment + aller  
- (comment +) s'appeler  
- quel + âge + avoir  
- avoir + **NUMBER** + ans  
- venir + de (+ où)  
- présenter  
- ce + être ( + qui)  
- à + qui + être  
- être + de  
- au revoir

Some exponents:  
(German)

Guten Tag  
wie geht's (+ DATIVE PRONOUN)  
wie + heißen  
wie + alt + sein  
sein + **NUMBER** + Jahre (+ alt)  
woher + kommen  
kommen + aus + **PLACE**  
sich vorstellen  
wer + sein  
wem + gehören  
gehören + **DATIVE OF OWNER**  
auf Wiedersehen

P2 GENERAL ACTIVITY/  
THEME:

Communicative tasks:

Engaging in and talking about leisure pursuits  
Asking someone what he/she would like to do  
Saying what you would like to do  
Suggesting doing something  
Agreeing to/rejecting a suggestion  
Inviting someone to something  
Responding to an invitation  
Asking how long something lasts  
Saying how long something lasts  
Asking people about their free time activities  
Asking why/why not  
Describing your own free time activities  
Giving your opinion about books and articles you  
have read, music you have listened to and TV  
programmes and films you have seen  
Stating reasons for your opinion  
Agreeing/disagreeing with other people's opinion

Some exponents:  
(French)

- qu'est ce que – vouloir + faire
- vouloir – INFINITIVE (...),
- on + VERB PRES (...), e.g.  
on joue au tennis?
- VERB 1<sup>ST</sup> PERSON PL. PRES.  
(...) e.g. jouons au tennis
- d'accord
- (non merci +) ne + vouloir + pas (...)
- IMPERATIVE OF venir
- manger
- déjeuner
- dîner
- passer la journée/soirée/matinée/l'après-midi
- chez nous/moi
- surprise partie
- (sur) boum
- (oui +) vouloir bien
- être + gentil
- (non +) (être +) désolé + ne + pouvoir pas
- combien de temps
- durer
- NUMBER + minutes/heures
- qu'est-ce que + aimer + faire
- pourquoi (pas)
- aimer + NOUN PHRASE/INFINITIVE (...)
- faire de, e.g. faire du sport

- jouer à
- lire
- écouter la radio/la musique (pop/classique)
- regarder la télé(vision)
- aller au cinéma
- trouver + NOUN PHRASE +  
bien/pas mal/intéressant/passionnant/excellent /  
ennuyeux/affreux/dégoûtant
- à mon avis
- livre
- article
- disque
- programme
- film
- parce que ...
- moi aussi
- être + d'accord (+ avec...)
- ne + être + pas + d'accord (+ avec...)

Some exponents:  
(German)

was + wollen + machen  
was möchtest du + INFINITIVE  
wollen wir + INFINITIVE VERB IST PERSON  
PLURAL PRES., e.g. spielen wir Tennis?  
ja gern(e)  
einverstanden  
wie du willst  
nein danke  
wollen + nicht  
IMPERATIVE OF kommen  
essen  
zu Mittag/Abend essen  
den Tag/Abend verbringen  
Vormittag/Nachmittag  
bei mir/uns  
feiern  
eine Party geben  
das ist nett von dir/Ihnen  
nein, leider nicht  
(es) tut mir leid  
wie lange  
dauern  
NUMBER + Minuten/Stunden  
was + machen + gern  
warum (nicht)  
mögen + INFIN., e.g. ich mag lesen

VERB + gern, e.g. ich schwimme gern  
treiben + Sport  
spielen + SPECIFIC GAME  
lesen  
hören + gern + Radio/Musik/Popmusik/klassische Musik  
fernsehen  
ins Kino gehen  
finden + toll/prima/klasse/gut/nicht schlecht / interessant  
finden + langweilig/scheußlich/blöd  
Buch  
Artikel  
Schallplatte, Kasette  
Sendung, Programm  
Film  
weil .... (SUBORDINATE WORD ORDER)  
ich auch  
sein + (nicht) einverstanden + mit + DATIVE

P3 GENERAL ACTIVITY/  
THEME:

Making plans

Communicative tasks:

Discussing alternatives  
Asking someone about his/her weekend or holiday plans  
Saying what you intend to do at the weekend or during the holidays  
Asking someone about his/her career hopes  
Saying what kind of job you would like  
Arranging a meeting with someone.

Some exponents:  
(French)

- ou bien + pouvoir + INFIN.  
(...) ou bien + pouvoir + INFIN (...), e.g.  
ou bien on pourrait aller à la mer ou bien on  
pourrait se promener dans le campagne  
- préférer + INFIN (...)  
- VERB IST PERSON PL. PRES.  
+ plutôt (...), e.g. regardons plutôt la télé  
- qu'est-ce que + aller + faire  
- aller + INFIN  
- FUTUR ORINAIRE  
- ce weekend  
- pendant les vacances  
- qu-'est-ce que + espérer/vouloir/aimer

(CONDITIONAL) + faire dans la vie  
- espérer/vouloir/aimer  
(CONDITIONAL) + aevenir .... /travailler  
comme/dans.....  
- se (re)voir/se retrouver  
- quand  
- où  
- à quelle heure  
- prendre rendez-vous pour...  
- DAYS OF THE WEEK  
- le + NUMBER + MONTH  
- à + NUMBER + heures  
  (+ NUMBER/et quart/et  
  demie/moins + NUMBER/  
  moins le quart

Some exponents:  
(German)

vielleicht + können + INFIN.  
(e.g. vielleicht können wir ans Meer fahren)  
VERB + lieber, e.g. ich gehe lieber 'raus)  
was + machen/tun  
am Wochenende  
in den Ferien  
was + mögen, (CONDITIONAL)  
+ werden, e.g. was möchtest du werden?  
werden/mögen (CONDITIONAL)  
+ gern + sein/werden, e.g. ich möchte/ würde (gern)  
Ingenieur sein/werden  
sich wiedersehen/sich treffen  
wann/um wieviel Uhr  
wo  
einen Termin machen für ...  
sich mit jemandem verabreden  
DAYS OF THE WEEK  
am + ORDINAL NUMBER + MONTH  
um + CARDINAL NUMBER + Uhr  
um + Viertel + nach/vor +  
CARDINAL NUMBER  
um + halb + CARDINAL NUMBER

P4 GENERAL ACTIVITY/  
THEME:

Visiting/staying in a home where the target  
language is spoken

Communicative tasks:

Expressing appreciation  
Saying please  
Saying thank you



Offering to help  
Asking for help  
Asking for things  
Asking what/which to take/use etc.  
Requesting permission  
Expressing contentment/discontentment

Sine exponents:  
(French)

-être (-très) + gentil/bon/sympa (-thique)  
- apprécier  
- accueil/hospitalité  
- s'il vous/te plaît  
- merci  
- pouvoir + vous/te + aider (e.g. puis-je vous aider?  
vous pouvez m'aider?)  
- pouvoir + passer (e.g. vous pouvez me passer le  
sel, s'il vous plaît?)  
- quel  
- lequel  
- être (+ très) + content  
- ne + être + pas (+très) + content

Some exponents:  
(German)

sein + sehr) nett/schön  
sein + dankbar  
willkommen heißen  
sein + freundlich  
bitte  
danke (schön)  
können + DATIVE PRONOUN  
+ helfen, e.g. können Sie mir helfen  
können + DATIVE PRONOUN + geben/reichen,  
e.g. kannst du mir bitte die Butter geben/reichen)  
gib mir bitte....  
welchen/welches/welche  
sein + zufrieden + mit  
(nicht) gefallen  
(nicht) passen  
mögen, e.g. das mag ich (nicht)  
sein + gut  
das ist/schmeckt gut

P5 GENERAL ACTIVITY/  
THEME:

Communicative tasks:

Talking about your own family and home  
Saying how many brothers and sisters you have  
Saying what your parents do  
Saying what members of your family look like  
Saying wherabouts you live

Describing your locality  
Describing the house or flat you live in  
Saying where things are at home  
Saying what you usually do at home  
Making comparisons  
Correcting a false impression

Some exponents:  
(French)

- avoir + NUMBER + frère(s)/ souer(s)
- ma mère/mon père est ...
- ma mere/mon père travaille dans/comme...
- être + petit/grand/blond/brun/roux/beau/joli
- ne + être + pas + tellement + ADJECTIVE
- habiter en/au + NAME OF COUNTRY
- habiter dans le sud/nord/est/ouest
- habiter à + NAME OF TOWN/VILLAGE/SUBURB
- c'est une grande ville/une petite ville/une ville moyenne/un (petit) village/en banlieue/dans la campagne
- maison/appartement
- petit/grand
- avoir + NUMBER + pièces
- être + dans/sous/sur/devant/derrière/en face de/près de
- d'habitude
- à la maison/chez nous
- se lever
- manger
- regarder la télévision
- se coucher
- à + CLOCK TIME
- plus/moins/aussi + ADJECTIVE (+ que ...)
- le plus/moins + ADJECTIVE (+ de...)
- non, je n'ai pas de/je ne suis pas/ce n'est pas/il n'y a pas de ETC.

Some exponents:  
(German)

haben + CARDINAL NUMBER +  
Geschwister/Brüder/Schwestern  
meine Mutter/mein Vater ist ...  
meine Mutter/mein Vater arbeitet bei ... /als  
sein + klein/groß/blond/dunkel/schön/hübsch  
sein (+ nicht) (+ sehr) + ADJ.  
wohnen in  
wohnen + in Nord-/Süd-/Ost-/West- + PLACE  
eine Großstadt, eine Kleinstadt, ein kleines Dorf  
in einem Vorort, in der Vorstadt

auf dem Land  
Wohnung  
Klein/groß  
Haben + CARDINAL NUMBER + Zimmer  
Sein + in .../unter.../über .../vor.../hinter...  
/gegenüber ..../ neben...  
gewöhnlich  
zu Hause/bei uns  
aufstehen  
essen  
fernsehen  
ins Bett gehen  
um + CLOCK TIME  
großer/kleiner als  
(nicht) so groß wie  
am größten  
nein, ich habe kein .../ich bin nicht.../das ist  
nicht...  
es gibt einen/keinen...

P6 GENERAL ACTIVITY.  
THEME:

Talking about animals

Communicative tasks:

Asking about pets  
Saying if you have a pet and if so what it is  
Naming some farm animals which are common in  
Ireland  
Saying you like/dislike certain animals  
Saying what certain animals eat

Some exponents:  
(French)

- (est-ce que +) avoir/aimer ....  
- animal, chien, chat, tapin, vache, cheval,  
mouton, ETC.  
- aimer  
- adorer  
- ne + aimer + pas  
- détester  
- préférer  
- manger de al viande, du poisson, de la  
salade, de l'herbe, ETC

Some exponents:  
(German)

haben/mögen  
Tier, Haustier, Hund, Katze, Kaninchen, Kuh,  
Pferd, Schaf, ETC.  
(nicht) gern haben/mögen/lieben

hassen/nicht leiden können  
lieber haben  
Fleisch/Fisch/Salat/Gras fressen

P7 GENERAL ACTIVITY/  
THEME:

Talking about the weather

Communicative tasks:

Describing the weather  
Saying what you do when the weather is good and bad.

Some exponents:  
(French)

- IMPERSONAL il + faire + beau/  
mauvais/chaud/froid/duvent (...)  
- IMPERSONAL il + pleuvoir (...)  
- quand il fait ... /pleut, je ...

Some exponents:  
(German)

das Wetter ist schön/schlecht/kalt windig sein  
es regnet  
wenn es regnet, + VERB + PRONOUN ETC.

P8 GENERAL ACTIVITY/  
THEME:

Talking about things you have done, things that have happened, and the way things were

Communicative tasks:

Saying what you did or did not do yesterday, last week, last month, last year, at the weekend, during the holidays, etc.  
Asking what happened  
Saying what happened  
Describing what things were like

Some exponents:  
(French)

PASSÉ COMPOSÉ OR VERBS  
- hier, la semaine dernière, le mois dernier, l'année dernière, ce weekend, pendant les vacances, ETC.  
- (qu'est-ce qui +) arriver/se passer (...)  
- IMPERFECT OF VERBS  
- quand/pendant que + CLAUSE  
(E.G. quand j'étais petit...)

Some exponents:  
(German):

PAST FORMS  
gestern/letzte Woche/letztes Jahr  
vor einem Monat/am Wochenende  
während der Ferien  
was + passieren/geschehen

PAST TENSE OF VERBS,

PRÄTERITUM OF haben, sein  
werden, MODAL VERBS  
Als/während + SUBORDINATE WORD ORDER

NOTE:- *Specific to GERMAN:*

*For receptive purposes*, recognition of common verbs in everyday usage in PERFEKT, PLUSQUAMPERFEKT and PRÄTERITUM is expected. *For productive purposes*, either the PERFEKT or the PRÄTERITUM is acceptable at this level; in the case of haben, sein, werden and the MODAL VERBS, the PRÄTERITUM is the simpler and the more current form and is to be preferred. This comment also applies to P 17.

P9 GENERAL ACTIVITY/  
THEME:

Talking about school and communicating in the classroom

Communicative tasks:

Saying what happens and when during a normal school day  
Giving your opinion about various school subjects  
Saying how good or bad you are at particular subjects  
Asking for help/explanations/information  
Asking how to say something in the target language  
Asking what something means in English/Irish  
Asking someone to repeat or re-phrase something  
Asking someone to say something more slowly  
Saying that you do not understand something  
Asking for a dictionary  
Suggesting things to do  
Discussing the pros and cons of a suggestion  
Saying who is absent and why  
Apologizing for lateness or unacceptable behaviour  
Explaining why you were late or why you did something  
Explaining why you did not do your homework  
In group or pair work sorting out with classmate(s) who is to do what (with whom) when  
Beginning an activity  
Commenting on own and others' performance  
Changing/ending an activity  
Asking to be tested

Some exponents:  
(French)

- à + CLOCK TIME  
- se lever  
- aller à pied/à vélo/en autobus/par le train  
- prendre l'autobus/le train  
- cours, récréation, ETC.  
- commencer

- terminer
- aimer/adorer/ne + aimer + pas/ detester +  
NAME OF SUBJECT
- être (+ assez/trés.trop) facile/difficile
- être (+ intéressant/ennuyeux
- être (plus/moins) fort en +  
NAME OF SUBJECT
- ne + être + pas fort en +  
NAME OF SUBJECT
- être nul en + NAME OF SUBJECT
- vous pouvez m'aider/m'expliquer ..../me dire...?
- comment dit-on .... en français?
- que veut dire ... en anglais?
- vous pouvez répéter (...), s'il vous plaît
- vous pouvez le dire un peu plus simplement,  
s'il vous plaît?
- vous pouvez parler un peu plus lentement, s'il  
vous plaît?
- je ne comprends pas (...)
- je peux avoir un dictionnaire, s'il vous plaît?
- on pourrait + INFINITIVE
- je trouve ça une bonne/mauvaise idée, parce que..
- ...est absent parce que...
- malade, chez le dentiste, ETC.
- s'excuser de...
- retard, bêtise, impertinence
- j'ai été en retard/fait cela/dit cela, parce que ..../  
à cause de ...
- je n'ai pas fait mon devoir parce que ..../à cause  
de ....
- qui est-ce qui, qui est-ce que, qu'est-ce que, avec  
qui
- commencer
- être le premier, le deuxième, ETC.
- à ... de commencer/parler/continuer
- (c'était) (très) bien/pas (si) mal/pas tellement  
bien/affreux
- non ça ne se dit pas/on dit ...
- changer (de)
- terminer
- vous pouvez me tester, s'il vous plaît?

Some exponents:  
(German)

um + CLOCK TIME  
aufstehen  
Zu Fuß geben/laufen  
Mit dem Rad/Bus/Zug/Auto fahren

Unterricht, Stunde, Pause  
beginnen/anfangen  
zu Ende sein  
mögen/nicht mögen/hassen +  
NAME OF SCHOOL SUBJECT  
NAME OF SCHOOL SUBJECT +  
ist mein Lieblingsfach  
SCHOOL SUBJECT + sein (+  
ziemlich/sehr/zu) + leicht/schwer  
sein + interessant/langweilig  
sein + gut/schlecht + in + NAME  
OF SCHOOL SUBJECT  
kannst du/können Sie mir helfen  
kannst du/können Sie mir erklären/sagen...  
wie sagt man ... auf Deutsch?  
was heißt ... auf Deutsch/Englisch?  
noch einmal bitte  
wie bitte?  
kann man das einfacher sagen?  
langsamer bitte  
ich verstehe nicht ....  
darf ich bitte das Wörterbuch haben?  
ich finde das eine gute/schlechte/doofe Idee, weil ...  
PERSON'S NAME + ist nicht hier, weil ...  
krank/beim Zahnarzt sein  
sich entschuldigen  
spät kommen  
Dummheiten machen  
unböflich sein  
ich komme spät/ich habe das gemacht/das gesagt,  
weil ...../  
wegen + GENITIVE  
ich habe die Hausaufgabe nicht gemacht, weil...  
wer/wen/mit wem/was ...?  
anfangen  
der/die erste, zweite, ETC. sein  
beginnen/anfangen + zu + INFIN.  
sein + gut/schlecht/scheußlich/grauenhaft  
nein, man sagt das nicht, man sagt...  
tauschen/ändern  
Schluß machen  
stimmt das?  
Habe ich das richtig gesagt?

THEME:

Communicative tasks:

Buying a ticket  
Inquiring about departure and arrival times  
Checking the destination of a particular bus/train/  
boat/plane  
Asking how long a particular journey takes

Some exponents:  
(French)

- je voudrais un billet/aller (simple)/  
aller (et) retour/pour ...  
- le bus/le train/le bateau/  
l'avion (de ...) part/arrive à quelle heure?  
- c'est bien le bus/le train/le bateau/l'avion  
(à destination) de ...?  
- trajet, voyage  
- prendre, demander  
- combien de temps

Some exponents:  
(German)

ich möchte eine Fahrkarte/einfach/hin und  
zurück + nach + PLACE  
um wieviel Uhr fährt der Bus/der  
Zug/die Fähre nach + PLACE?  
um wieviel Uhr fliegt die Maschine nach + Place +  
ab?  
um wieviel Uhr kommt der Bus/der Zug/die  
Fähre/der Flug in + PLACE + an?  
ist das der Bus/der Zug/die Fähre nach + PLACE?  
Reise/Fahrt  
nehmen  
fragen  
wie lange

P 11 GENERAL ACTIVITY  
THEME:

Coping with not feeling well or a minor accident

Communicative tasks:

Saying you fell ill  
Saying something hurts  
Asking if there is a doctor/hospital/pharmacy  
nearby  
Asking when you can see the doctor  
Talking about your general condition and symptoms  
Buying medicine and medical supplies

Some exponents:  
(French)

- se sentir + malade  
- ne + se sentir + pas + bien  
- mon/ma + PART OF BODY + me fait mal



- est-ce qu'il y a un médecin/un hôpital/uné pharmacie par ici?
- heures de consultation
- avoir (+très) + chaud/froid/envie de vomir/sommeil/mal (au/à la/aux + PART OF BODY)
- avoir la fièvre
- être enrhumé
- tousser
- (ne + pouvoir + pas + ) dormir
- ordonnance
- médicaments, comprimés, pansements, ETC.

Some exponents:  
(German)

sich nicht wohl fühlen  
krank sein  
es ist mir kalt/schlecht/ETC  
PART OF BODY – tut mir weh gibt es hier  
einen Arzt/ein  
Krankenhaus/eine Apotheke in der Nähe?  
Sprechstunde  
ich habe Kopfschmerzen ETC  
Fieber haben  
erkältet sein  
husten  
nicht schlafen können  
Rezept/etwas verschreiben  
Medikamente, Tabletten, Salbe, ETC.

P 12 GENERAL ACTIVITY/  
THEME:

Finding out and telling people the time, the day,  
the date

Communicative tasks:

Asking what time it is  
Saying what time it is  
Asking what day it is  
Saying what day it is  
Asking what the date is  
Saying what the date is

Some exponents:  
(French)

- quelle heure est-il?
- il est + NUMBER + heures (+ NUMBER/ et demie/et quart/moins + NUMBER/moins le quart)
- quel jour sommes-nous?
- nous sommes + DAY
- quelle est la date (aujourd'hui)?
- le combien sommes-nous?
- nous sommes le + NUMBER (+ MONTH)

Some exponents:  
(German)

wieviel Uhr ist es?/wie spät ist es?  
es ist + CLOCK TIME  
was ist heute?  
Heute ist + DAY OF WEEK  
welches Datum haben wir heute?  
heute ist der + ORDINAL NUMBER + MONTH

P 13 GENERAL ACTIVITY/  
THEME:

Finding your way and helping other people to find  
their way

Communicative tasks:

Attracting attention  
Asking for directions  
Giving directions  
Asking how far away something is  
Saying how far away something is

Some exponents:  
(French)

-Monsieur!/Madame!/ Mademoiselle!  
- où se trouve ..., s'il vous plaît?  
- il y a ... par ici?  
- pour aller au/à la..., s'il vous plaît?  
- pendre, tourner, continuer, aller, traverser, ETC  
- à droite, à gauche, tout droit  
- la première, la deuxième, ETC  
- cuisine, salle de bains, chambre, ETC.  
- cinéma, piscine, église, mairié, commissariat, ETC  
- c'est loin?  
- combien y a-t-il d'ici à ...  
- ce + (ne +) être (+pas) + très) loin  
(à peu près + NUMBER + mètres/kilomètres

Some exponents:  
(German)

wo ist ... bitte?  
gibt es .... in der Nähe?  
entschuldigen Sie bitte  
wie komme ich zum/zur ... bitte?  
nehmen, biegen  
gehen + geradeaus/über ... /durch .../....  
entlang/rechts/links  
die erste/zweite/ETC. Straße links/rechts  
Zimmer, Küche, Badezimmer, Toilette  
Kino, Schwimmbad, Kirche  
Rathaus, Polizei ETC.  
ist es weit?  
wie weit ist es von hier bis/nach/zu ....?  
es ist (nicht) (sehr) weit  
ungefähr + CARDINAL NUMBER +

Meter/Kilometer

P 14 GENERAL ACTIVITY/  
THEME:

Eating and drinking and talking about food and drink

Communicative tasks:

Beginning a meal  
Offering (more) food or drink to someone  
Accepting (more) food or drink from someone  
Declining (more) food or drink  
Asking for something to be passed to you  
Asking what something is  
Asking how you eat something  
In a café or restaurant attracting the attention of the waiter/waitress  
Asking for a menu  
Ordering something to eat and/or drink  
Asking for the bill/how much it costs  
Paying  
Asking for information about cafes and restaurants  
Giving information about cafes and restaurants  
Commenting on food and drink  
Saying what you like to eat and drink  
Saying you are hungry or thirsty

Some exponents:  
(French)

- bon appétit!  
- vous voulez/tu veux du/de la/des ....?  
- un peu plus de ...?  
- encore?  
- très volontiers  
- s'il vous plaît  
- non merci  
- non merci, j'ai très bien mangé  
- pouvoir + passer (e.g. tu peux me passer le vin, s'il te plaît?)  
- qu'est-ce que c'est (,s'il te/vous plaît)?  
- comment (est-ce que) ça se mange?  
- Garçon!/Monsieur!/ Mademoiselle!  
- la carte, s'il vous plaît  
- je voudrais....  
- café (au lait), thé (au lait), coca, jus de fruit, ETC.  
- sandwich, pizza, crêpe, frites, ETC.  
- l'addition, s'il vous plaît  
- ça fait combien?  
- voilà

Some exponents:

Gutten Appetit!

(German)

möchtest du/möchten Sie ...?  
noch etwas?  
bitte  
gern  
danke  
nein danke, es hat sehr gut geschmeckt  
kannst du/können Sie mir ... geben/reichen?  
was ist das bitte?  
wie ißt man das bitte?/wie  
wird das gegessen?  
Herr Ober/Fraulein  
Die Speisekarte bitte!  
Ich möchte ...  
Kaffee, Tee (mit Milch/Sahne/Schlagsahne)  
Saft, ETC.  
Brot, Pizza, Würstchen, Pommes Frites ETC.  
die Rechnung bitte!  
wieviel macht das?  
hier bitte!  
wo kann man hier gut/billig essen?  
Hunger/Durst haben

P 15 GENERAL ACTIVITY/  
THEME:

Shopping

Communicative tasks:

Asking if a shop has the commodity or item of  
clothing you require  
Asking for the foodstuff, snack, gift, card, stamp,  
garment, etc. you want.  
Identifying the particular item you want  
Saying what size you need  
Asking about prices

Some exponents:  
(French)

- est-ce que vous avez du/de la/des...?  
- je voudrais ... s'il vous plaît  
- celui-là/celle-là/ceux-là/celles-là, s'il vous plaît  
- taille + NUMBER  
- la pointure + NUMBER  
- quell est le prix (de ...)?

Some exponents:  
(German)

haben Sie ...?  
ich möchte...  
ich hätte gern ...  
den/die/das da bitte

Größe + NUMBER  
was kostet das?

P. 16 GENERAL ACTIVITY/  
THEME:

Using the telephone

Communicative tasks:

Saying hello on the 'phone  
Saying who is 'phoning  
Asking to speak to someone  
Asking for information  
Asking to be rung back  
Giving your number

Some exponents:

- âllo  
- ici ...  
- c'est ... à l'appareil  
- je peux parler à ... s'il vous plaît?  
- je téléphone pour te/vous demander un petit  
renseignement sur ...  
- vous pouvez/tu peux me rappeler  
- NUMBERS

Some exponents:

heir + NAME  
am Apparat, e.g. wer ist am  
Apparat? bleiben Sie am Apparat!  
kann ich bitte + NAME + sprechen?  
ich rufe dich/Sie an  
ich rufe an, um zu fragen, ob ....  
können Sie bitte zurückrufen?...  
CARDINAL NUMBERS  
danke für den Anruf  
ich werde es + DATIVE + ausrichten/sagen  
auf Wiederhören

P 17 GENERAL ACTIVITY/  
THEME:

Writing a short note/postcard

Communicative tasks:

Writing that someone telephoned/called at a  
particular time  
Writing that someone will ring again/call back  
on a particular day at a particular time  
Writing that someone wants to see a particular  
person on a particular day at a particular time in a  
particular place  
Writing that a meeting has been cancelled/

postponed till a particular day at a particular time  
Writing that you have had to go out and that you  
will be back at a particular time  
Writing conventional postcard greetings  
Writing that you are in a particular place  
(with a particular person/particular persons)  
and that you are/are not enjoying yourself for  
particular reasons  
Writing what you intend to do when you get home.

Some exponents:  
(French)

- PASSÉ COMPOSÉ OF VERBS
- téléphoner
- venir + voir
- FUTUR ORDINAIRE OF VERBS
- aller + INFIN
- rappeler
- revenir
- DAYS OF THE WEEK
- à + CLOCK TIME
- vouloir + voir
- à/dans/chez...
- rendez-vous avec...
- annuler
- remettre + jusqu'à ...
- devoir + sortir
- revenir, rentrer, être de retour
- souvenirs affectueux, bonjour à tous, ETC.
- en/à/dans...
- avec ...
- s/amener
- ne + s'amuser + pas
- formidable/ennuyeux
- parce que .../à cause de...

Some exponents:  
(German)

PAST FORMS OF VERBS  
anrufen/telefonieren  
vorbeikommen  
zurückrufen  
zurückkommen  
wiederkommen  
DAYS OF THE WEEK  
Um + CLOCK TIME  
mögen/woollen + sehen  
in/bei/an ...  
sich verabreden  
verabredet sein

absagen  
verschieben auf  
müssen + ausgehen  
nach Hause kommen  
sein + zurück  
sein + wieder da  
herzliche Grüße an alle, ETC.  
in/bei...  
mit ...  
Spaß haben  
es macht mir/uns Spaß  
sich gut unterhalten  
genießen  
toll, prima, fabelhaft, langweilig  
sich langweilen  
etwas + gut/interessant/lang-weillig +  
finden + weil .../denn .../wegen....

P. 18 GENERAL ACTIVITY/  
THEME:

Writing a short personal letter

Communicative tasks:

Opening a personal letter  
Writing that you received someone's letter and  
thanking him/her for it  
Writing in general terms about yourself, your  
family, your home and your friends  
Writing in general terms about your likes and  
dislikes  
including in a letter an invitation to someone to  
come and stay with you  
Writing that you would like to accept someone's  
invitation to go and stay with him/her  
Writing that you are not able to go and stay with  
someone – giving your reasons  
Closing a personal letter

Some exponents:  
(French)

- cher...  
- bien + recevoir (e.g. j'ai bien reçu ta lettre)  
- merci pour  
- remercier de  
- (s')appeler  
- avoir + NUMBER + ans  
- avoir + NUMBER + frère(s)/ soeur(s)  
- mon père est ...  
- ma mere est ...

- habiter
- ami
- aimer
- ne + aimer + pas
- préférer
- adorer
- détester
- je voudrais t'inviter à venir passer ... chez nous
- accepter (volontiers, avec grand plaisir)
- invitation
- j'aimerais accepter ... mais malheureusement ...
- ne + pouvoir + pas
- ne + être + pas + possible
- parce que ...
- amities, affectueusement, bien des choses, ETC

Some exponents:  
(German)

Lieber/Liebe + NAME  
bekommen, e.g. ich habe Deinen  
Brief bekommen  
vielen Dank für  
danken + PRONOUN + für  
heißen  
sein + CARDINAL NUMBER + Jahre (alt)  
haben + CARDINAL NUMBER +  
Gechwister/Brüder/Schwestern mein Vater ist ...  
meine Mutter ist...  
wohnen  
Freund(in)  
(nicht) mögen  
(sehr) gern haben  
lieber haben  
gut/schlecht finden  
hassen/nicht leiden können  
ich lade Dich ein, .... bei uns zu verbringen  
gern/mit Freude annehmen  
ich würde gern + INFIN, aber leider....  
nicht können  
sein + (nicht) möglich, + weil ...  
Grüße an ...  
Alles Gute, ETC.

P. 19 GENERAL ACTIVITY'  
THEME:

Writing for information or to make a booking

Communicative tasks:

Opening a formal letter  
Enquiring by letter about hotel/youth hostel/



camping site accommodation/vacation employment  
Enquiring by letter about facilities and activities  
in a particular area  
Making a hotel/youth hostel/camping site  
reservation by letter  
Closing a formal letter

Some exponents:  
(French)

- Monsieur/Madame
- je vous saurais gré de ...
- renseignement(s)
- hotel/auberge de jeunesse/camping
- chambre (à un/deux/trois ETC.  
lits), lit, emplacement
- w.c., douche, bain
- téléphone, télévision
- petit déjeuner, demi-pension, pension
- tarif, prix (par nuit, par semaine).  
compris, non-compris, reductions (pour groupes)
- emploi, travail, travailler
- cinéma, théâtre, spectacle, discothèque, restaurant,  
piscine, plage, stade, ETC
- réserver
- je vous prie d'agréer, Monsieur/Madame,  
l'expression de mes sentiments distingués

Some exponents:  
(German)

Sehr geehrter Herr/Sehr geehrte Frau  
ich hätte/möchte gern Information über...  
Hotel, Jugendherberge  
Zimmer mit Einzelbett/Doppelbett/Bad/WC/  
Dusche/Telefon/Fernseher  
Frühstück  
Halbpension, Vollpension  
Preis, Übernachtung, pro Woche, inklusiv  
(Gruppen) Ermäßigung  
Kino, Theater, Spiele, Veranstaltungen, Disko,  
Restaurant, Schwimmbad, Strand, Camping-platz,  
ETC.  
reservieren/buchen  
ich danke Ihnen im voraus  
mit freundlichen Grüßen, Ihr(e) + NAME

P. 20 GENERAL ACTIVITY/  
THEME:

Filling in a simple form/making out a simple  
*curriculum vitae*

CUMMUNICATIVE TASK:

Writing such personal information as your name,

sex, marital status, place and date of birth, age and occupation

Some exponents:  
(French)

- masculine/féminin
- non marié
- NAMES OF COUNTRIES
- DATES
- NUMBER + ans (et + NUMBER + mois)
- étudiant

Some exponents:  
(German)

männlich/weiblich  
ledig/verheiratet  
NAMES OF COUNTRIES  
DATES  
CARDINAL NUMBER + Jahre/Monate  
Student(in)

*Tasks involving only receptive use of the target language*

(Cf. first paragraph of section headed *Tasks, activities and exponents*)

R 1 GENERAL ACTIVITY/  
THEME:

Listening for information

Communicative tasks:

Understanding the main elements of the kinds of announcements you are likely to hear at bus stations, railway stations, ferry terminals, airports, hotels, and larger shops  
Understanding the main elements of (simplified) news bulletins  
Understanding the main elements of conversations and telephone messages which involve the performance of tasks detailed in P1-P16  
Giving a spoken or written summary in English or Irish of the main elements of announcements, news bulletins, conversations, and telephone messages such as those described above  
Giving spoken or written answers in English or Irish, or non-verbal answers, to questions in English or Irish about the main elements of announcements, news bulletins, conversations and telephone messages such as those described above.

**N.B.** – The task relating to *NEWS BULLETINS* are not part of the syllabus in the case of German.

**R 2 GENERAL ACTIVITY/  
THEME:**

Reading for information

**Communicative Tasks:**

Understanding the main elements of the kinds of warning and information signs and notices you are likely to encounter on the road, in the streets of a town or village, and in the bus stations, railway stations, ferry terminals, airports, hotels, hostels and shops.

Understanding the main elements of a menu

Understanding the main elements of (authentic) pictorial advertisements

Understanding the main elements of short (authentic) newspaper magazine reports

Understanding the main elements of letters, forms, *curricula vitae* and transcriptions of conversations which involve the performance of tasks detailed in P1-P20.

Giving a spoken or written summary in English or Irish of the main elements of signs, notices, advertisements, reports, letters and transcriptions such as those described above.

Giving spoken or written answers in English or Irish, or non-verbal answers, to questions in English, or Irish about the main elements of signs, notices, advertisements, reports, letters and transcriptions such as those described above.

**Note:** Oral Assessment in French, German, Spanish and Italian.

The Intermediate Certificate Examination may include an assessment of oral proficiency as provided for in Rule 34 (iii). The Department's Circular M56/68 also refers.

**Aim of Assessment:** to evaluate the student's oral proficiency in conversation on everyday topics at a level normally associated with students in the 15+ age group. In arriving at an assessment the following should be taken into account: comprehension, correctness, accuracy in pronunciation, range of vocabulary, facility of expression and fluency.