Leaving Certificate
LCVP

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Levels	Students' English-language skills should be developed to **Level B1** during funded Language Support. Mainstream subject learning will require the development of skills at **Level B2** if students are to cope with public examinations.
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using materials for LCVP Link Modules and accessing curriculum content and learning activities.
Other relevant Units	See also various ***Business*** units which also cover some relevant topics.
Contents of this Unit	**Page** Keywords 3 Vocabulary file 4,5 Activating students' knowledge 6 Focus on vocabulary 7,8 Focus on grammar 9,10 *(verbs, can, should, must, prepositions)* Focus on reading 11,12,13 Focus on writing 14,15,16 *(preparing a CV, writing a letter of invitation)* Answer Key 17,18,19

Using this unit

Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary,* and *Focus on grammar* have been designed, in particular, for Language Support classes.

Focus on reading and *Focus on writing* are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the *Link Modules* for the Leaving Certificate Vocational Programme. Students will need to use their textbooks or course materials if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate.* A copy of the Learning Record should be distributed to each student for each Unit studied.

Students should:

1. Write the subject and topic on the record.

2. Tick off/date the different statements as they complete activities.

3. Keep the record in their files along with the work produced for this unit.

4.   Use this material to support mainstream subject learning.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.

prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.

prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Leaving Certificate Vocational Programme

Keywords

Nouns

ability
action
activity
aims
assessment
business
camcorder
career
certificate
conclusions
contribution
core
document
enterprise
evaluation
experience
folder
future
groupings
individual
interview
interviewer
investigation
items
link modules
objectives
onlooker
opinions
opportunity
optional
organisation

outcomes
placement
plan
portfolio
post
presentation
projector
questions
recommendations
record
report
research
steps
student
subjects
summary
teamwork
templates
video
visit
visitor
work

Verbs

can
must
should
to achieve
to assess
to assign
to communicate
to conclude
to debrief

to decide
to engage
to evaluate
to invite
to learn
to make
to participate
to plan
to prepare
to recommend
to record
to revisit
to submit
to thank

Adjectives

aware
compulsory
concise
elaborate
mandatory
optional
related
relevant
specific
voluntary

Other terms

actively
PEP
SLOs

Vocabulary file for the topic
Leaving Certificate Vocational Programme

Word	Meaning	Page(s) in my textbook	Note
compulsory			
portfolio			
enterprise			
employment			
recruitment			
application			
skills			
duties			
teamwork			

Leaving Certificate Vocational Programme

Word	Meaning	Page(s) in my textbook	Note
presentation			
word-processed			
investigation			
work experience			
Curriculum Vitae			
interview			
referee			
ICT			
evaluation			
assessment			

Introduction

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

The world of work
Getting a job that I would like

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).

 Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Leaving Certificate Vocational Programme

Level: B1 Individual / pair	**Focus on vocabulary**

1.   Word building

Complete the grid by writing the noun forms of the verbs below. The first one is done for you. Be careful with spelling! Write **a** or **an** before each noun. Check your textbook or dictionary if you are not sure.

Verb	Noun
to submit	A submission
to assess	
to conclude	
to decide	
to evaluate	
to recommend	
to achieve	
to plan	

2.   Irregular plurals

We form the plural of many words by adding **'s'** to the word. However, there are some plural words that do not follow this rule.

Write the plurals of the words below in the grid and check your dictionary or textbook if you are not sure.

These words are important for this unit. If you are not sure what they mean, write a note in the third column.

Singular	Plural	Note
activity		
summary		
business		
ability		
opportunity		

3.   Matching

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions. Look at your text book if you need help.

Column A	Column B
analysis of research	the standards used for marking and judging a piece of work
evaluation methods	a description of your education, work experience, interests etc.
curriculum vitae (CV)	activities or themes that are found in many different subjects
assessment criteria	the tasks you must complete in order to achieve the outcomes that are required
specific learning outcomes (SLOs)	examination of the results of research
cross-curricular	how a task, exercise or activity is judged to decide whether it was good/bad/effective etc.

4.   Completing sentences

Choose the best word or phrase (a, b or c) to complete the sentences below.

1.   When people choose to work for nothing to help others this is

a) work placement.   **b) voluntary work.**   **c) employment.**

2.   When giving a presentation you must be careful about your

a) delivery.   **b) CV.**   **c) SLOs.**

3.   A short, clear and concise document which describes a situation or activity is

a) a portfolio.   **b) a summary report.**   **c) a template.**

4.   When you make a visit out you should be

a) courteous.   **b) busy.**   **c) tired.**

5.   It is against the law to _____ when selecting or promoting employees.

a) interview   **b) discriminate**   **c) draw conclusions.**

Level: B1 Individual	**Focus on grammar**

5. Verbs used in *Planning* and *Evaluating*

a) **Read the text carefully.**

When you are planning an activity you must decide on the SLOs that you want to achieve. Then you must draw up a timetable.

After the activity you should reflect on the experience. Then you assess the activity and how everybody performed. Finally you draw conclusions and make recommendations which are based on the conclusions. You can also suggest follow-on activities.

b) **Return to the text and underline all the verbs (action words).**

Some of the verbs in this text are followed by a preposition.

c) **Complete the grid by writing the prepositions that follow the verbs.**

Verb	Preposition
to decide	
to draw	
to reflect	
to base (something)	

d) **Now put the correct verbs into the sentences below. Be careful with your <u>tenses!</u>**

1) It was an interesting experience and afterwards we _____ _____ how it had changed us.

2) Before you begin your project it is important to _____ _____ a good plan so that everybody knows what to do.

3) We _____ _____ our route before we started the journey.

4) He wrote a very interesting book which he _____ _____ his life.

e) **Read the text again and find which verbs go with the words in the grid.**

Word	Verb
timetable	
experience	
activity	
conclusions	
recommendations	

6.   Can, should, must

These verbs are used to give extra information.
In the text above they are giving advice to the student.

> **can =** it is **possible** to do something
> You **can** make suggestions. = It is not essential to do this but if you have some suggestions then it is a good idea to include them.
>
> **should** = you are being **given advice** to do this thing
> You **should** write clearly. = You can write badly but it will be **better** if you write clearly.
>
> **must** = you do not have a choice, this is **essential**
> You **must** wear a seatbelt. = because this is the law.

Complete the following sentences using **can, should** or **must**. Read the sentences carefully before you put in the words

a)   You _____ take the bus but I think the train is better.

b)   You _____ bring your passport or you will not be allowed to stay.

c)   He _____ prepare the presentation because he is very good at writing.

d)   You _____ pay now or they will call the police.

e)   You _____ go to the doctor because you seem to be sick.

f)   You _____ be polite because you are representing the school and it is very important.

g)   They _____ visit the museum because it is interesting.

h)   This is very good, you _____ enter for the competition.

j)   If you like I _____ meet you at 4 o'clock.

7.   Prepositions

Put the correct prepositions into these sentences. Use the prepositions in the box below. There is one preposition for each sentence

a)   Prepare to answer questions _____ your project.

b)   Keep all your work _____ your portfolio.

c)   Relax _____ the day of your interview.

d)   Have a discussion _____ the plan.

e)   What are the enterprises _____ your local area?

f)   Divide the work _____ four parts so that everybody has something to do.

g)   What are the issues _____ your own place?

h)   What is the salary _____ tax?

in	about	on	in
after	in	into	on

Leaving Certificate Vocational Programme

Level: B1 / B2 Individual / pair	**Focus on reading**

8.   Read the text below which is about preparing for the *LCVP programme*.

The important thing about this programme is that you will learn how to prepare yourself for the future, for entering employment and for the world of work. The course will give you time to think about yourself and how you would like to shape your future. It will also give you the opportunity to experience planning and taking part in activities both inside and outside school.

You should make sure that you participate fully in all parts of the programme. You will be involved in planning, coming up with new ideas, preparing the details, working with other people and making the best use of time. When you prepare a plan and carry out research you will learn how to make decisions on the basis of your research. This will help you decide whether you should proceed or change the direction of your plan.

You will also prepare a portfolio of your work. This is a very important part of the programme. You will learn how to prepare items for your portfolio and how to organise them properly. The programme is based on Specific Learning Outcomes which are objectives that you must include in your activities.

You should also understand how your work will be judged. There are assessment criteria for your portfolio as well as for the exam that you will take. When you know the assessment criteria, you are able to make decisions about what you need to learn and do in order to achieve the criteria.

Now read the following statements and indicate with a tick (√) whether they are True or False.

	True	**False**
The LCVP only prepares you for an exam.		
The LCVP helps you think about your own future.		
You must participate in all the activities.		
There is no need to research.		
The portfolio is not compulsory.		
It is important to organise the portfolio properly.		
SLOs are important when planning activities for the programme.		
The assessment criteria are not important for students.		

9.   Read the text below which is about *Preparing a Presentation*.

When you are preparing to give a presentation you must make sure that your presentation is clear both to you and for your audience. You must never put anything into a presentation that you do not fully understand yourself. You should also think about questions that may be asked by people in the audience. You should try to appear relaxed. You should also dress in an appropriate way.

It is important to speak clearly, and to make eye contact with people in the audience. You should also make sure that you do not drop your voice or speed up your speech at the end of sentences or as the presentation proceeds. You can use body language or gestures to emphasise points and to help make the meaning clear, but be careful that you do not have mannerisms that will distract people. It's a good idea to get a friend to watch you when you practice and to tell you if you are doing anything that could be distracting.

Try not to read everything from your notes. Practice and prepare so that you are very familiar with the content of your presentation. Then you will have confidence to speak without using your notes too often. It's a good idea to have notes with you, just in case you get nervous.

Make your presentation clear and logical. Make sure that the points follow one another in a logical sequence. Do not be afraid to express your own ideas or opinions.

Read the following statements and put a tick (√) in the correct column(s) to show whether the statement refers to 1)   preparing yourself (personal preparation), 2) presenting skills or 3) what is in the presentation.

	Personal preparation	Presenting skills	The presentation
You should dress appropriately.			
You should not read everything from notes.			
You should avoid distracting mannerisms.			
You should organise your information in a logical way.			
You should use body language appropriately.			
You should make sure that you understand everything in your presentation.			
You should practice with a friend.			
Don't speak too fast or drop your voice.			
Think about questions that people might ask.			
Express your own ideas or opinions.			

Leaving Certificate Vocational Programme

10.   Making notes from text

Read the following text then use the grid below to make notes of the important information in the text. Note the main topic of the paragraph, who is involved and what activities are being discussed.

Inviting a visitor to speak to the class

1   In every community there are many people with interesting things to tell. Perhaps they have been successful business people, sportspeople or have had interesting experiences in their lives. They might be able to give you practical experience which will help you in your own life, or they might inspire you to think about doing something different.

2   It is important to prepare for a visiting speaker so that everybody gains from the experience. This means being actively involved in the preparations as well as thinking about how the visit will contribute to your learning.

3   Research is the first stage. You should carry out research to find out as much as possible about the speaker, then discuss the visit in your class. If you have already found information in your research, prepare different questions to ask when you meet the visitor.

4   You must also prepare the room so that it is suitable for the visitor. Find out if he or she requires a projector or any other facilities. Will it be necessary to photocopy materials in advance of the visit? Is the room very big and will the visitor have a problem being heard? A small thing can spoil a visit, so make sure that you have thought about all the details.

5   Decide who will be responsible for different parts of the visit. For example, who will meet the visitor when he or she arrives? Who will introduce the visitor? Who will invite questions? Who will thank the visitor at the end? If you have got permission to record the event with a camera or camcorder, then who will be responsible for that?

Par.	Topic	People	Activities
1			
2			
3			
4			
5			

Level: B1 / B2 Individual	**Focus on writing**

Preparing a CV

A good CV is an important introduction to a prospective employer. Your CV should not be too long, but should include the information that will give a good idea about you, your education, your interests and skills. If you are sending a CV in application for a job, it should be word-processed.

Plan a CV using the headings below. You can prepare your own template if you wish.

CURRICULUM VITAE

Personal details
Name:
Address:

Contact number:
Email address:

_____

Education
Primary school:
Post primary school:

Examination results
Junior Certificate: (Year)
Subjects, Level and Results:

Leaving Certificate: (Year)
Subjects, Level and Results:

Work experience

Employer:

Duties and responsibilities:

Dates:

Employer:

Duties and responsibilities:

Dates:
_____

Hobbies and Interests

_____

Achievements (_e.g. driving licence, certificates, experiences as a volunteer etc.)_

_____

Referees

Signature: _____ **Date:** _____

Note: You may wish to add other headings to your CV. This is an example only.

Level: B1 / B2 Individual / Pair

Focus on writing

Writing a letter

Write a letter to a local business leader inviting him or her to visit your class and give a talk about their career.

You should include the following points in your letter:

- Explain who you are and who you are representing
- Tell the person why you are writing and the purpose of this visit
- Tell the person when you would like the visit to take place but invite him/her to choose or select a day and time that suits.
- Explain how many people will be present
- Ask if any particular facilities will be needed (photocopying, screen etc)
- Invite him/her to contact you either by letter or email
- Thank him/her in advance for their help.

▪

Answer Key

Focus on vocabulary

1. Word building

Verb	Noun
to submit	a submission
to assess	an assessment
to conclude	a conclusion
to decide	a decision
to evaluate	an evaluation
to recommend	a recommendation
to achieve	an achievement
to plan	a plan
to reflect	reflection

2. Irregular plurals

Singular	Plural
activity	activities
summary	summaries
business	businesses
ability	abilities
opportunity	opportunities

3. Matching

Column A	Column B
analysis of research	examination of the results of research
evaluation methods	how a task, exercise or activity is judged to decide whether it was good/bad/effective etc.
curriculum vitae (CV)	a description of your education, work experience, interests etc.
assessment criteria	the standards used for marking and judging a piece of work
specific learning outcomes (SLOs)	the tasks you must complete in order to achieve the outcomes that are required
cross-curricular	activities or themes that are found in many different subjects

4. Completing sentences
1. **b)**
2. **a)**
3. **b)**
4. **a)**
5. **b)**

Focus on grammar

5.

b) When you are <u>planning</u> an activity you <u>must decide</u> on the SLOs that you <u>want to achieve</u>. Then you <u>must draw up</u> a timetable.

After the activity you <u>should reflect</u> on the experience. Then you <u>assess </u>the activity and how everybody <u>performed</u>. Finally you <u>draw</u> conclusions and <u>make</u> recommendations which are <u>based </u>on the conclusions. You <u>can</u> also <u>suggest </u>follow-on activities.

c)

Verb	Preposition
to decide	on
to draw	up
to reflect	on
to base (something)	on

d)
1) It was an interesting experience and afterwards we *reflected on* how it had changed us.
2) Before you begin your project it is important to *draw up* a good plan so that everybody knows what to do.
3) We *decided on* our route before we started the journey.
4) He wrote a very interesting book which he *based on* his life.

e)

Word/Expression	Verb
timetable	to draw up
experience	to reflect on
activity	to plan, to assess
conclusions	to draw
recommendations	to make

6.   Can, should, must
a) You *can* take the bus but I think the train is better.
b) You *must* bring your passport or you will not be allowed to stay.
c) He *can/should* prepare the presentation because he is very good at writing.
d) You *must* pay now or they will call the police.
e) You *should* go to the doctor because you seem to be sick.
f) You *must* be polite because you are representing the school and it is very important.
g) They *should* visit the museum because it is interesting.
h) This is very good, you *should* enter for the competition.
j) If you like I *can* meet you at 4 o'clock.

7.   Prepositions

a) Prepare to answer questions *on* your project.
b) Keep all your work *in* your portfolio.
c) Relax *on* the day of your interview.
d) Have a discussion *about* the plan.
e) What are the enterprises *in* your local area?
f) Divide the work *into* four parts so that everybody has something to do.
g) What are the issues *in* your own place?
h) What is the salary *after* tax?

Focus on reading

8.   True or False

	True	False
The LCVP only prepares you for an exam.		√
The LCVP helps you think about your own future.	√	
You must participate in all the activities.	√	
There is no need to research.		√
The portfolio is not compulsory.		√
It is important to organise the portfolio properly.	√	

SLOs are important when planning activities for the programme.	√	
The assessment criteria are not important for students.		√

9. *Preparing a Presentation*

	Personal preparation	Presenting skills	The presentation
You should dress appropriately.	√		
You should not read everything from notes.		√	
You should avoid distracting mannerisms.		√	
You should organise your information in a logical way.			√
You should use body language appropriately.		√	
You should make sure that you understand everything in your presentation.	√		
You should practice with a friend.	√		
Don't speak too fast or drop your voice.		√	
Think about questions that people might ask.	√		
Express your own ideas or opinions.			√

10. Making notes from text

Suggested answers:

Par.	Topic	People	Activities
1	where to find speakers /visitors	people in the community – business, sports etc.	give information. inspire
2	advance preparation	class	getting involved in arrangements, thinking about the visit
3	research	class	find as much information as possible, prepare questions
4	prepare the room	class	projector, photocopies, size of room
5	assign responsibilities	class	meet, introduce, thank, camera