

FACTFILE: GCSE IRISH



Listening 7

CONTEXT 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST



Social and global issues



Introduction

Here are some key points to help you study this topic.

Learning Outcomes

You should be able to:

- demonstrate understanding of different types of spoken language;
- follow and understand clear speech using familiar language;
- identify the overall message, key points, details and opinions in a variety of spoken passages;
- deduce meaning from a variety of spoken texts; and
- recognise and respond to key information, important themes and ideas in extended spoken text (including authentic sources, which may be adapted as appropriate) by being able to answer questions, extract information, evaluate and draw conclusions.

These lists are neither prescriptive nor exhaustive.

Skills

- Listen for the information you need to answer the question; there may be a lot of information you don't need.
- Don't focus on words you don't know – learn to get the gist of what you hear and then focus on the details.
- Remember – what you hear and what is written may be different ways of saying the same. Practice language manipulation.
- If you have to select the correct answer(s) from a list of possible correct answers, try to eliminate one choice during the first recording. Then eliminate another during the second recording.
- If the question is in English, answer in English. If the question is in Irish, answer in Irish.
- Read the question carefully. Make sure you understand the instructions. You may have to tick/ circle / underline the right answer – ensure you do the right thing!
- Don't jump to conclusions. Listen right to the end of the recording.
- Don't panic if you missed something and the recording runs on. Focus on what you can do.

Preparation

- Using a dictionary, make a list of (5–10) social issues in Irish, e.g. bochtanas, daoine gan dídean. You could use page 75 the CCEA for GCSE Irish textbook to help you.
- Using a dictionary, make a list of (5–10) anti-social behaviours in Irish, e.g. gadaíocht, spraoithiomáint, caitheamh tobaic. You could use page 75 the CCEA for GCSE Irish textbook to help you.
- Listen to the vocabulary on page 89 of the CCEA textbook three times. Listen actively and associate each issue with a matching image as you hear them. How much can you remember at the end?
- Look over the lists of vocabulary you have made above. Put them into three categories – sa chathair, faoin tuath, sa domhan.

Practice

- Listen for gist. You do not need to understand every word in the exercises below. Learning the key words for social issues, global issues and environmental issues will be helpful.
- When you have prepared the lists of words above, do the listening exercise on page 69 of the CCEA GCSE Irish textbook.
- Complete the exercise on page 71 of the textbook, *Daoine gan Dídean*. Listen to it as many times as you need to in order to answer all the questions.
- Do a class survey. Ask your classmates : cad é an fadhb is mó sa sochaí sa lá atá inniu ann? Give a choice of 5 issues in Irish. Make a bar chart / pie chart based on your results.
- Do the listening exercises on page 87 of the textbook about Environmental Issues.
- What environmental issues are global concerns? Make a list of them. Try to get 10 altogether.

Revision

- Ask a fluent Irish speaker to record the list you made of social issues on your phone. Listen and familiarise yourself with this vocabulary.
- Ask a fluent Irish speaker to record the list you made of anti-social behaviours on your phone. Listen and familiarise yourself with this vocabulary.
- Revise the vocabulary for feelings. These often appear with this unit in listening exercises.
- Listen again to these recordings or read over the lists of vocabulary you have compiled for preparation (above). Is it a big / terrible / small / global / local problem? – is fadhb mhór í, is fadhb mhillteanach í, is fadhb bheag í, is fadhb domhanda í, is fadhb áitiúil í.

