Sample theme A \_French

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| **Sample activities or tasks**: Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items | Students can understand (and give) simple directions and instructions  Students can name places and landmarks in a town  Students can use the present simple | Rapide/express  Numéro de vol  Exemples de dialogues  Aujourd’hui en/à (pays/ville) il y a du vent et il pleut  J’habite en Irlande |
| **Reading** | 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**  1.7 **Identify specific information** in a range of texts **dealing with familiar topics** | Aéroport, gare/gare routière, station (métro)  Passagers  Bagages  Centre-ville  La place principale  à droite/gauche  Tourne à gauche/droite |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accurately  Students can use appropriate intonation for questioning | Aéroport  J’écris mon nom ici ? |
| **Spoken interaction** | 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**  1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**  1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events** | Students can greet people accurately, using the appropriate forms  Students can provide personal information  Students can pose questions  Students can ask someone to repeat  Students can ask someone to speak slowly  Students can understand and use numbers  Students can understand and interpret prices | Tu/vous  Bonjour/Bonsoir  Je prendrais une soupe s’il vous plaît  Je m’appelle…  Je viens de…  J’ai X ans  J’habite (à)…  Où est la plage la plus proche?  Où se trouve le restaurant?  Y-a-t’il des transports publics?  Est-ce qu’il y a des musées?  Où est l’hôpital le plus proche?  Avez-vous des chambres (libres) pour X (date)  Les chambres coûtent combien?  Avez-vous une chambre moins chère?  Pour commencer nous allons/faisons… puis nous… |
| **Writing** | 1.17 **Write words and create short sentences using various media on everyday topics with accuracy**  1.21 **Fill out forms relevant to their age group and experience** | Students can use an online booking site in the target language or make a booking via the phone | Point de départ  Destination  Arrivée  Nom (Prénom)  Adresse  Nombre de nuits  Assurance  Sélectionner/choisir  Date de naissance  Sexe: masculin/féminin  L’année dernière je suis allé(e) en vacances en/ à \_\_\_\_\_\_\_\_\_\_\_\_ avec ma famille  L’hôtel était énorme  La nourriture est délicieuse/ savoureuse |
| **Language awareness** | **Reflecting on how they learn language** | 2.6 **Identify, share and explain some language-learning strategies** | Students can identify strategies to help them learn[[1]](#footnote-1) | I like using…  When I learn new words I…  I practise by…  I learned how to… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.1 **Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks** | Students know the names of cities and major landmarks in the target language country/countries | X est au sud de l’Europe  La population de X est Y personnes  La capitale de X est Z  X est (bien) connu(e) pour… |

1. It is unlikely that students will use phrases in the target language to reflect on their learning. [↑](#footnote-ref-1)