Sample theme A\_ Spanish

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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 | Rápido, urgente  Vuelo número X  Ejemplos de conversaciones  Hoy en (nombre del país o ciudad) lloverá y hará viento  Vivo en Irlanda |
| **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** | Aeropuerto, tren, estación de autobuses  Pasajeros  Equipaje  Pueblo. ciudad  La plaza mayor  A la derecha, a la izquierda  Gira a la izquierda, a la derecha, da media vuelta |
| **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 | Aereopuerto  ¿Escribo mi nombre aquí? |
| **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 | Tú­/Usted  Buenos días/Buenas tardes/Buenas noches  Una sopa, por favor  Me llamo…  Soy de…  Tengo X años  Vivo en…  ¿Dónde está la playa más cercana?  ¿Dónde está el restaurante?  ¿Hay transporte público?  ¿Hay museos?  ¿Dónde está el hospital más cercano?  ¿Tienen habitaciones para el (fecha)?  ¿Cuánto cuesta la habitación?  ¿Tienen habitaciones más baratas?  Primero iremos a… /luego iremos a… |
| **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 | Salida desde  Destino  Llegada  Nombre  Dirección  Número de noches  Seguro  Seleccionar/escoger  Fecha de nacimiento  Hombre/mujer  El año pasado fui de vacaciones con mi familia a…  El hotel era enorme  La comida es buenísima |
| **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 | 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 está al sur de Europa  La población de X es de Y de personas  La capital de X es Z  X es famosa por… |