Sample theme A: On holiday

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| **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  in a town  Students can use the present simple | Express  Flight number X  Samples of conversation  The weather in (TL country) will be wet and windy today  I live in Ireland |
| **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** | Airport, train/bus station  Passengers  Luggage  Town/city centre  The main square  On the right/left  Turn left/right/around |
| **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 | Challenging words will be provided in each language here, e.g. *aeroporto* in Italian  Do I write my name here? |
| **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 use gesture to keep communication going  Students can understand and use numbers  Students can understand and interpret prices | Grammar related to formal/informal greeting (tu/vous)  Good morning/afternoon/evening  I would like a bowl of soup please My  name is…  I am from…  I am X years old  I live in…  Where is the nearest beach?  Where is the restaurant?  Is there public transport?  Are there museums?  Where is the nearest hospital?  Do you have rooms for X date?  How much does the room cost?  Are there any cheaper ones?  First we go/do… then we will… |
| **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 | Departing from… Destination  Arriving  Name  Address  Number of nights  Insurance  Select/choose  Date of birth  Male/female  Last year I went with my family on holiday to…  The hotel was huge  The food is delicious |
| **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 is in Southern Europe  There are Y number of people living in X  The capital city of X is Z  X is famous for… |