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 instructionsStudents can name places and landmarks in a townStudents can use the present simple | Rapide/expressNuméro de volExemples de dialoguesAujourd’hui en/à (pays/ville) il y a du vent et il pleutJ’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-villeLa place principaleà droite/gaucheTourne à gauche/droite |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accuratelyStudents can use appropriate intonation for questioning | AéroportJ’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 formsStudents can provide personal informationStudents can pose questionsStudents can ask someone to repeatStudents can ask someone to speak slowlyStudents can understand and use numbersStudents can understand and interpret prices | Tu/vousBonjour/Bonsoir Je prendrais une soupe s’il vous plaît Je m’appelle…Je viens de…J’ai X ansJ’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 départDestinationArrivéeNom (Prénom)Adresse Nombre de nuitsAssuranceSélectionner/choisirDate de naissance Sexe: masculin/fémininL’année dernière je suis allé(e) en vacances en/ à \_\_\_\_\_\_\_\_\_\_\_\_ avec ma familleL’hôtel était énormeLa 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’EuropeLa population de X est Y personnesLa capitale de X est ZX 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)