



## Draft Specification for Junior Cycle Modern Foreign Languages



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## Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

# Rationale

The study of modern foreign languages enables students to build on their language learning in English and Irish in primary school and further develops their skills in and enjoyment of using languages. Language learning is accessible to all students and contributes to their cognitive, personal and social growth by enhancing their communicative and thinking skills, as well as their participation in a global society. Being able to communicate in the mother tongue and in foreign languages are also among the eight Key Competences for Lifelong Learning identified by the European Union and European Council in 2006<sup>1</sup>.

Language learning develops students' general language awareness. It enhances their ability to analyse how language works, to compare languages, and to reflect on how they learn languages. This has a positive effect on their first language skills and on future language learning.

In learning foreign languages, students are actively engaged in activities and tasks which integrate the five language skills of listening, reading, spoken production, spoken interaction and writing. As a result, they communicate with increasing independence, confidence and creativity. As learning is a social activity as well as a personal one and as communication is central to language, learning languages offers students ample opportunities to work with others to develop their language skills and achieve appropriate goals.

A fundamental feature of languages is that they give students access to new worlds and different ways of thinking. The resulting development of socio-cultural knowledge and intercultural awareness also enhances students' cognitive development. By reflecting on other cultures and making comparisons they develop a deeper understanding of their own while appreciating diversity.

Language learning also broadens students' horizons and enables them to develop a lifelong learning skill for education, leisure and work, and to develop a positive attitude towards other languages and cultures. Modern technologies play a key role in making language learning and language use increasingly more accessible and enjoyable for learners, by facilitating access to information and communication with people at a global level.

The society we live in has become multilingual. Ireland needs to increase its language capacity and to foster plurilingualism (a person's ability to communicate in more than one language). While English is an international language, knowledge of other languages gives us cultural and competitive advantages.

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<sup>1</sup> Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]

Many studies attest to the benefits of bilingualism and plurilingualism. Students who have been exposed to language learning from an early age perform better than those who have not, not only in verbal skills, but also in mathematics. They display enhanced abilities in areas such as problem solving, multi-tasking, creativity and pattern recognition<sup>2</sup>.

Please note that this specification has been developed as a framework to be used for teaching junior cycle French, German, Italian and Spanish as Modern Foreign Languages.

The language exponents provide a detailed example of how a teacher will use the specification to plan for teaching and learning.

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<sup>2</sup> See García, Ofelia (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Malden, MA and Oxford, United Kingdom: Wiley-Blackwell. pp 93-108.

# Aim

The specification for Junior Cycle Modern Foreign Languages aims to develop communicative language skills broadly aligned with the A band (A1 to A2, Basic User) of the Common European Framework of Reference for Languages (CEFR) and its descriptors. It also aims to enable students to explore the interdependence between language and culture, to develop their appreciation of the relevance of languages to their lives for personal, social, educational, vocational and leisure purposes, and to derive enjoyment from language learning.

More specifically it encourages all students to:

- actively engage in language activities and tasks developing the capacity to understand written and spoken language
- communicate effectively and confidently in the target language in familiar contexts through a range of media
- develop their capacity to use appropriate structures and vocabulary for purposes of communication, both written and oral
- enjoy a language learning experience that will facilitate and encourage them to continue learning languages in future
- be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress
- appreciate their own and other cultures
- develop skills that they can apply to other areas of study and to their lives.



## Overview: Links

Tables 1 and 2 on the following pages show how Junior Cycle Modern Foreign Languages are linked to central features of learning and teaching in junior cycle.

### Statements of Learning

The statement	Examples of relevant learning
SOL 2 The student listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability.	In strand 1 students will develop their communicative language competence by actively engaging in language activities and tasks in the integrated language skills of listening, reading, spoken production, spoken interaction and writing.
SOL 6 The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.	In strand 3 students will reflect on the values, beliefs and traditions of another culture. By doing this, they will gain deeper insights into their own culture and develop a positive attitude towards as well as respect and curiosity for diversity. They will also develop an awareness and appreciation of the multilingual and multicultural society in which they live.
SOL 16 The student describes, illustrates, interprets, predicts and explains patterns and relationships.	In strand 2 students will learn how the target language works; they will explore, describe and explain patterns such as word order, word endings, sentence construction, verb system. By comparing the target language with other languages they know, students will look at the relationships between languages and will gain deeper insights into how their own language works.
SOL 24 The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	In all strands students will use digital technologies to access information related to the target language and culture, to engage with a range of formats (written, audio, video) and to communicate with speakers of the target language using appropriate tools in a responsible and ethical manner.

*Table 1: Links between Junior Cycle Modern Foreign Languages and the Statements of Learning*

## Key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course but some are particularly significant. The examples below identify some of the elements that are related to learning activities in Modern Foreign Languages. Teachers can also build many of the other elements of particular key skills into their classroom planning. The eight key skills are set out in detail in Key Skills of Junior Cycle.

The junior cycle curriculum focuses on eight key skills:

- Being creative
- Being literate
- Being numerate
- Communicating
- Managing information and thinking
- Managing myself
- Staying well
- Working with others



Figure 1: Key Skills of Junior Cycle

<b>Key skill</b>	<b>Key skill element</b>	<b>Student learning activity</b>
Being literate	Developing my spoken language	In all strands students will engage in meaningful communicative activities and tasks. They will learn to communicate effectively and confidently in the target language in familiar contexts.
Managing myself	Being able to reflect on my own learning	In all strands students will monitor, reflect on and evaluate their progress by considering feedback from others and from self-assessment.
Staying well	Being positive about learning	In all strands students will develop a positive attitude towards language learning as they engage with diversity and reflect on their successes.
Managing Information and Thinking	Using digital technology to access, manage and share content	In all strands students will use a range of digital technologies to research and manage content as well as to communicate.
Being numerate	Seeing patterns, trends and relationships	In all strands participation in language activities, will offer students many opportunities to reinforce concepts such as number recognition, sequencing, date, time, value, measurement, percentage. They will also notice linguistic and cultural patterns and trends as they develop their language and intercultural awareness.
Being creative	Exploring options and alternatives	In all strands students will have opportunities to explore options and make choices as they engage in communicative activities and become increasingly more autonomous learners.
Working with others	Learning with others	In all strands students will engage in pair and group work, as well as in peer-assessment
Communicating	Using language	In all strands students will become familiar with the language of routine classroom interactions. The target language will be the principal medium of teaching and learning.

*Table 2: Links between Junior Cycle Modern Foreign Languages and Key Skills*

## Overview: Course

The specification for junior cycle Modern Foreign Languages is designed for a minimum of 200 hours of timetabled students engagement, and is organised around integrated strands, elements and learning outcomes. The strands are:

- Communicative Competence
- Language Awareness
- Socio-Cultural Knowledge and Intercultural Awareness.

The strand **Communicative Competence** is concerned with developing the students' ability to communicate meaningfully in the target language. This strand incorporates five elements, representing the five language skills of listening, reading, spoken production, spoken interaction and writing. The strand **Language Awareness** enhances the students' general awareness about languages, and incorporates the three elements of reflecting on how the target language works, comparing the target language with other languages students know, and reflecting on their own language learning strategies. The third strand, **Socio-Cultural Knowledge and Intercultural Awareness**, gives students access to new cultural dimensions and encourages them to reflect on their own culture. The three elements of this strand develop students' knowledge of the countries and cultures related to the target languages, and enable them to make comparisons with their own country and culture.

## Learning Outcomes

For each element across the three strands, a number of learning outcomes are set out. Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Modern Foreign Languages in junior cycle.

Junior Cycle Modern Foreign Languages are offered at a common level. The learning outcomes set out in the following tables have therefore been developed as unconstrained outcomes to apply to all students. They lend themselves to differentiated teaching, learning and assessment.

The learning outcomes are broadly aligned to the A band of the CEFR (A1-A2) and as set out here they represent outcomes for students at the end of their three years of study. The learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning of Modern Foreign Languages up to the end of junior cycle.

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

User-oriented, the learning outcomes describe clearly what students will be expected to achieve and should be able to do in the target language. They refer to specific domains of language use (public, personal and educational), which are appropriate to the students' age and experience.

## Integrated Teaching and Learning

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience of Communicative Competence, Language Awareness, Socio-Cultural Knowledge and Intercultural Awareness. Likewise, grammar, syntax and pronunciation have been embedded so these aspects of language learning are taught in a communicative context.

## Expectations for Students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised. Annotated examples of student work developed by teachers will be included alongside the specification. The examples of student work linked to learning outcomes will also offer commentary and insights that support differentiation.

## Progression from primary to senior cycle

### Primary curriculum

The Primary Language Curriculum (2015) is an integrated curriculum, with the same curriculum structure and components for Irish and English. It recognises that developing skills in one language will

help children to develop skills in another language. It seeks to develop not only communicative competence in English and Irish, but also a lifelong interest in and love of language learning for personal enjoyment and enrichment. It aims to nurture in children an awareness of language and an appreciation of the content and structure of language. While the main focus is on meaningful communication, and children are taught through the target language, there is also provision for explicit teaching of form, including certain features of grammar. The curriculum aims to help children become motivated, autonomous learners of language. All these features of the Primary Language Curriculum sit well with the rationale and aims of the Junior Cycle Modern Foreign Languages specification and build a good foundation for students' learning of additional languages in junior cycle and beyond. Similarly, students, whose mother tongue is other than English or Irish will have skills on which to build and awareness of language and its structure that they will be able to apply when they undertake a MFL in junior cycle.

## Senior cycle

As students progress from junior cycle to senior cycle, they are afforded many opportunities to build on their previous language learning experiences. For many, these opportunities begin in Transition Year, where students may further explore the language and associated cultures which they have studied in junior cycle and/or experience learning a new language. Students who choose to study a modern foreign language for Leaving Certificate will benefit from the continuity and close alignment between the three junior cycle strands and the Leaving Certificate behavioural objectives of Basic Communicative Proficiency, Language Awareness and Cultural Awareness. Building on the learning outcomes of junior cycle MFL, the Leaving Certificate syllabuses aim to further develop learner autonomy and to help students develop strategies for effective language learning. In addition, the learning of a modern foreign language is integral to both the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied (LCA).

## Expectations for students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is:

- Exceptional
- Above expectations

- In line with expectations
- Yet to meet expectations

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised. Examples of student work annotated by teachers will be included alongside the specification. The examples of student work linked to learning outcomes will also offer commentary and insights that support differentiation.

## Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Modern Foreign Languages in junior cycle. Junior Cycle Modern Foreign Languages are offered at a common level.

The learning outcomes set out in the following tables have therefore been developed as unconstrained outcomes at a common level to apply to all students. They lend themselves to differentiated teaching, learning and assessment.

The learning outcomes are broadly aligned to the A band of the CEFR (A1-A2) and as set out here they represent outcomes for students at the end of their three years of study. **The learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been ‘completed’ but will continue to support the students’ learning of Modern Foreign Languages up to the end of junior cycle.**

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. The students’ engagement and learning are optimised by a fully integrated experience of Communicative Competence, Language Awareness, Socio-Cultural Knowledge and Intercultural Awareness.

User-oriented, they describe clearly what students will be expected to achieve and should be able to do in the target language. They refer to specific domains of language use (public, personal and educational), which are appropriate to the students’ age and experience.



## Strand 1. Communicative Competence

<b>Communicative Competence</b> provides students with ample opportunities to communicate in the target language for meaningful purposes. In this strand students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, spoken interaction and writing.	
<b>Elements</b>	<b>Learning Outcomes</b> <i>Students should be able to</i>
<b>Listening</b>	1.1 identify the general topic of a conversation on familiar topics when it is expressed clearly  1.2 recognise frequently used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions  1.3 identify specific information in texts related to familiar topics such as announcements, conversations, simple news items  1.4 source, select and share audio stimuli such as songs, conversations, advertisements through appropriate digital technologies
<b>Reading</b>	1.5 recognise the meaning of familiar words and phrases to include everyday signs and notices in public places  1.6 understand the general sense of a text on familiar topics  1.7 identify specific information in a range of texts dealing with familiar topics  1.8 source and use authentic texts to explore topics of relevance through a range of media
<b>Spoken production</b>	1.9 pronounce words accurately enough to be understood with appropriate intonation  1.10 convey simple descriptions, presentations or announcements on familiar topics

<b>Spoken interaction</b>	<p>1.11 interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language</p> <p>1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately</p> <p>1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations</p> <p>1.14 understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events</p> <p>1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary</p> <p>1.16 communicate orally with others using digital technologies such as social media</p>
<b>Writing</b>	<p>1.17 write words and create short sentences using various media (emails, letters, blogs, postcards...) on everyday topics with accuracy</p> <p>1.18 write a series of phrases and sentences linked with simple connectors such as <i>but, and, or, as</i></p> <p>1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities</p> <p>1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts</p> <p>1.21 fill out forms relevant to their age group and experience</p> <p>1.22 produce and edit texts and interact with others in writing using appropriate digital technologies</p>

## Strand 2: Language Awareness

<b>Language Awareness</b> enhances the students' general awareness about languages. In this strand they analyse how the target language works, they compare the languages they know (English, Irish and/or mother tongue) and they reflect on their own language learning strategies.	
<b>Elements</b>	<b>Learning Outcomes</b> <i>Students should be able to</i>
<b>Reflecting on how the target language works</b>	2.1 recognise and describe language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions 2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama 2.3 recognise how gender and social conventions influence target language usage
<b>Comparing the target language with other languages they know</b>	2.4 identify similarities and differences between the pronunciation, intonation and rhythm of the target language and that of other languages they know 2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate
<b>Reflecting on how they learn languages</b>	2.6 identify, share and explain their preferred language learning strategies 2.7 monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement

## Strand 3: Socio-Cultural Knowledge and Intercultural Awareness

<b>Socio-cultural knowledge and Intercultural Awareness</b> gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand students acquire cultural information about the target country/ies and are encouraged to compare other cultures to their own.	
<b>Elements</b>	<b>Learning Outcomes</b> <i>Students should be able to</i>
<b>Learning about relevant facts, people, places and history about the country/ies related to the target language</b>	3.1 name and describe some features of the target language country/ies such as geographical features, weather, places and landmarks, food 3.2 discover and use facts and figures related to the target country/ies such as statistical data, festivals, inventions, famous people 3.3 use a range of media to display and present the information they have acquired
<b>Learning about traditions, customs and behaviours</b>	3.4 identify and explain some aspects of the target language country/ies in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions 3.5 identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/ies is evolving 3.6 select, process and present information through appropriate use of digital technologies, and evaluate it for truth and reliability
<b>Comparing their culture with that of the country/ies related to the target language</b>	3.7 analyse similarities and differences in relation to their peers' life in the target language country/ies in areas of daily life such as school, socialising, sport, eating habits 3.8 compare and contrast aspects of personal interest in the target language country/ies with those in their own country and present them using a range of media 3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together

	<p>3.10    compare and contrast the use of numbers in the target language</p> <p>country/ies and in their own with regard to familiar topics such as prices, age, dates, seasons</p>
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# Assessment

## Assessment in Junior Cycle Modern Foreign Languages

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for learners to take through a differentiated curriculum, or to identify specific areas of difficulty (or strength) for a given learner. While different techniques may be employed for formative, diagnostic and certification purposes, assessment of any kind can improve learning by exerting a positive influence on the curriculum at all levels. To do this it must reflect the full range of curriculum goals.

Assessment in Junior Cycle Modern Foreign Languages rests upon the provision for learners of opportunities to set clear goals and targets in their learning and upon the quality of the focused feedback they get in support of their learning. Providing focused feedback on their learning to students is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades to provide detailed feedback that focuses not just on how the student has done in the past but on the next steps for further learning.

Essentially, the purpose of assessment at this stage of education is to support learning. To support their engagement with assessment, teachers and schools will have access to an Assessment Toolkit. Along with the guide to Subject Learning and Assessment Review meetings, the Toolkit will include learning, teaching and assessment support material, including:

- Formative assessment
- Planning for and designing assessment
- Assessment activities for classroom use
- Judging student work – looking at expectations for students and features of quality
- Reporting
- Thinking about assessment: ideas, research and reflections
- Glossary of assessment terms.

The contents of the Toolkit will be an essential element of quality assurance, and will include the range of assessment supports, advice, guidelines and annotated examples of student work that will enable schools and teachers to engage with the new assessment system in an informed way, with confidence and clarity.

## Assessment for the Junior Cycle Profile of Achievement

Junior Cycle Modern Foreign Languages has two Classroom-Based Assessments (CBAs), an Assessment Task linked to the second CBA, and a Final Examination.

The two Classroom-Based Assessments in Modern Foreign Languages relate to specified learning outcomes for communicative competence, language awareness, and socio-cultural competence and intercultural awareness. The CBAs are scheduled at particular times in the school calendar though they are designed to be manageable as part of normal teaching and learning processes. The first takes place at the end of term three in Year Two. The second CBA takes place at the end of term one in Year Three.

Following the second of these assessments students will complete an Assessment Task which is sent to the State Examinations Commission for marking and will be worth 10% of the total marks available for the final examination. An outline is in Table 3 below. Details will be set out in the assessment guidelines which will be developed for MFL and made available with the final publication of the specification.

<b>Classroom-Based Assessment (CBA)</b>	<b>Format</b>
<b>Oral communication<sup>3</sup></b>	Individual, pair or group communication using an interview, role-play, presentation (accompanied by question and answer session) or other scenario. The focus is on a topic of interest to the student or a simulation of an experience in the target language country. The purpose is for the student to demonstrate the skills of oral production and interaction
<b>Selection of texts from student portfolio</b> A portfolio is a collection of the student's work including a broad range of items, such as written texts, projects, audio/visual materials, learning logs, student reflections and learning	Two items chosen by the student from his/her collection

<sup>3</sup> See the paragraph on Inclusive Assessment Practices below

goals. It is recognised that in this context the student's created texts may be presented in a wide range of formats – hand-written, digital, multi-modal, and so on.	
<b>The Assessment Task (AT)</b>	Students complete a specified written task related to the second CBA, which is sent to the SEC for marking. 10% of the total marks available for the final examination will be assigned to the AT.

*Table 3: Classroom-Based Assessments: Modern Foreign Languages*

## Rationale for the Classroom-Based Assessments

The strands of Junior Cycle Modern Foreign Languages are: Communicative Competence, Language Awareness, Socio-cultural knowledge and Intercultural Awareness.

Over the three years of junior cycle students will have many opportunities to enjoy and learn the target language across the strands. They will engage in language activities and tasks; they will communicate in the target language; they will listen, read, speak and write for a range of meaningful purposes; they will gain insights into the target language culture/s and will learn how the target language works.

Through these activities they will develop knowledge, understanding and skills in language and literacy, thereby achieving the learning outcomes across the strands and elements. The Classroom-Based Assessments link to important aspects of that development and relate clearly to priorities for learning and teaching. Tables indicating the main learning outcomes to be assessed through each of the tasks are provided below, stressing the interdependence and integration of the strands. Therefore, although a CBA may relate to spoken production and interaction, for example, learning outcomes from listening, reading and language awareness are of significance.

### Oral communication

Students are given an opportunity to choose a topic or issue that is of interest or importance to them and to carry out an exploration over time. The development of spoken interaction and spoken production will be central here. However, there are other skills which will be developed e.g. reading and



basic research skills, organising material, using key phrases and questions to give shape to ideas or to develop a point of view. This Classroom-Based Assessment provides useful opportunities for the study of a range of oral presentation styles, and/or those needed to prepare for an interview, a role-play or for a conversation. In addition, the task offers students opportunities, where appropriate, to collaborate with classmates and others in gathering and developing materials, leading to **oral communication for summative assessment**. Some of the learning outcomes to be assessed through oral communication are:

Communicative Competence	Language Awareness	Socio-cultural knowledge and Inter-cultural Awareness
1.1, 1.3, 1.9, 1.10, 1.11, 1.13	2.2, 2.5	3.1, 3.4, 3.6, 3.7

## Selection of Portfolio Items

Producing and collecting texts in a variety of formats e.g. written, audio, audio-visual or digital is a vital part of Modern Foreign Languages. Students learn a lot from the **process** of language acquisition if they are taught how to use a portfolio to record and reflect on their learning. They need to develop a sense of audience, and an awareness of the process of language acquisition - trying things out, revising, honing their grammatical knowledge and polishing for presentation. This is best done over time, with supportive feedback and scaffolding from the teacher. This Classroom-Based Assessment offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts using a variety of media over time and **choosing two pieces to present for summative assessment**. The main learning outcomes to be assessed through the collection of the student's texts are:

Communicative Competence	Language Awareness	Socio-cultural knowledge and Inter-cultural Awareness
1.3, 1.4, 1.6, 1.8, 1.17, 1.20	2.3, 2.5, 2.6, 2.7	3.2, 3.8, 3.9, 3.10

## Features of quality

Features of quality in support of student and teacher judgement will be available for each of the Classroom-Based Assessments. The features of quality are the criteria that will be used to assess the pieces of student work.

## The Assessment Task

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the Final Examination for Modern Foreign Languages. The Assessment Task is specified by the NCCA and related to the learning outcomes on which the second Classroom-Based Assessment is based. The Assessment Task will be devised from some or all of the following elements:

- A short stimulus in visual, written, audio or audio-visual format
- Comprehension of and short written response to the stimulus
- A written task that tests the students in:
  - Their ability to link the stimulus to their experience of The Presentation of Portfolio Items
  - Their understanding and evaluation of that experience
  - Their capacity to reflect on the skills they have developed
  - Their understanding of a cultural aspect of the target language country about which there will be evidence of learning in the student's portfolio

## Inclusive assessment practices

This specification allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations e.g. the support provided by a Special Needs Assistant or the support of assistive technologies should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

## The final examination

The examination will be offered at a Common Level. There will be one examination paper.

The final examination		
<b>Reading/engaging with texts</b>	Students will sit a written examination paper of up to two hours duration. They will be required to engage with,	The examination takes place at the

<b>Comprehending</b> <b>Responding</b> <b>Listening</b>	demonstrate comprehension of, and respond to stimulus material. The content and format of the examination papers may vary from year to year. In any year, the learning outcomes to be assessed will constitute a sample of the outcomes from the tables of learning outcomes.	end of Year 3 and will be offered at a common Level.
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The material for Junior Cycle MFL to be included in the Assessment Toolkit will contain details of the practical arrangements relating to the Classroom-Based Assessments including, for example, the suggested format for written pieces, the format and duration of oral pieces, and the process of Subject Learning and Assessment Review involved.

## Appendix 1: Development of Modern Foreign Language exponents

This document illustrates how teachers might develop exponents in each of the modern foreign languages.

Explicit links to learning outcomes in the MFL specification are included. These and the competences below are both informed by the CEFR. Such links support teachers in their planning and also provide assistance in devising 'can do' statements for students that can be included in their portfolios.

The entirety of learning outcomes are usually developed over the course of junior cycle. Therefore the learning outcomes chosen here represent a sample of ones that could be developed not only during the study of this theme but they would be incrementally achieved over the three years of junior cycle across a number of themes. In addition, the relevant aspects of learning outcomes related to the sample exponents below are in bold.

No significance should attach to the choice of theme or learning activities used here. Any theme and any relevant activity could have been chosen for illustrative purposes.

Pages 29-31 contain the English version of the exponents and in the succeeding pages the exponent is presented as it might be developed for each of the four languages.

## Sample Theme: On Holiday

<b>Sample Activities or tasks:</b> – 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; role play a tourist asking a police man 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	<b>LEARNING OUTCOMES</b> <i>Informed by the junior cycle MFL specification</i>	<b>COMPETENCES</b> <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.3 Identify specific information in texts related to, familiar topics such as announcements, <b>conversations</b> , simple news items	Students can understand (and give) simple directions and instructions  Students can name places and landmarks in in a town	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	Students can use the present simple	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 and accurately Students can use appropriate intonation for questioning	Challenging words will be provided in each language here e.g. <i>Aeroporto</i> 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	Students can greet people accurately, using the appropriate forms Students can provide personal information	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

		<p>information on familiar topics and everyday situations</p> <p>1.14 Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events</p>	<p>Students can pose questions</p> <p>Students can ask someone to repeat</p> <p>Students can ask someone to speak slowly</p> <p>Students can use gesture to keep communication going</p> <p>Students can understand and use numbers</p> <p>Students can understand and interpret prices</p>	<p>I live in</p> <p>Where is the nearest beach?</p> <p>Where is the restaurant?</p> <p>Is there public transport?</p> <p>Are there museums?</p> <p>Where is the nearest hospital?</p> <p>Do you have rooms for X date?</p> <p>How much does the room cost?</p> <p>Are there any cheaper ones?</p> <p>First we go/do... then we will...</p>
	Writing	<p>1.17 Write words and create short sentences using various media on everyday topics with accuracy</p> <p>1.21 Fill out forms relevant to their age group and experience</p>	<p>Students can use an online booking site in the target language or make a booking via the phone</p>	<p>Departing from</p> <p>Destination</p> <p>Arriving</p> <p>Name</p> <p>Address</p> <p>Number of nights</p> <p>Insurance</p> <p>Select/choose</p> <p>Date of birth</p> <p>Male/female</p> <p>Last year I went with my family on holiday to...</p> <p>The hotel was huge</p> <p>The food is delicious</p>
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	<p>I like using .....</p> <p>When I learn new words I....</p> <p>I practise by....</p>

				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/ies	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...

## FRENCH

<b>Sample Activities or tasks:</b> – 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; role play a tourist asking a police man 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 <i>From the Junior Cycle MFL specification, informed by the CEFR</i>	COMPETENCES <i>Informed by the CEFR</i>	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	Rapide/express Numéro de vol Exemples de dialogue Aujourd'hui en (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	Students can use the present simple	Aéroport, gare/gare routière, station (métro) Passagers/passagères Bagages Centre-ville La place principale à droite/gauche Tourne à gauche/droite/se retourner
	Spoken Production	1.9 Pronounce words accurately enough to be understood with appropriate intonation	Students can pronounce words and simple statements and accurately Students can use appropriate intonation for questioning	Aéroport  J'écris mon nom ici ?



	Spoken Interaction	<p>1.12 Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately</p> <p>1.13 Ask and answer questions, and exchange ideas, emotions and information on familiar topics and everyday situations</p> <p>1.14 Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events</p>	<p>Students can greet people accurately, using the appropriate forms</p> <p>Students can provide personal information</p> <p>Students can pose questions</p> <p>Students can ask someone to repeat</p> <p>Students can ask someone to speak slowly</p> <p>Students can understand and use numbers</p> <p>Students can understand and interpret prices</p>	<p>Tu/Vous Bonjour/ Bonsoir Un bol de 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 est le resto ? Y-a-t'il des transports en commun ? 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...</p>
	Writing	<p>1.17 Write words and create short sentences using various media on everyday topics with accuracy</p> <p>1.21 Fill out forms relevant to their age group and experience</p>	<p>Students can use an online booking site in the target language or make a booking via the phone</p>	<p>Point de départ Destination Arrivée Nom (Prénom) Adresse Nombre de nuits Assurance Sélectionner/choisir Date de naissance Mâle / Femelle</p>

				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 <sup>4</sup>	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/ies	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 ....

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<sup>4</sup> It is unlikely that students will use phrases in the target language to reflect on their learning.

## GERMAN

**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; role play a tourist asking a police man 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 <i>From the Junior Cycle MFL specification, informed by the CEFR</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.3 Identify specific information in texts related to, familiar topics such as announcements, <b>conversations</b> , 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	Sich ausdrücken  Die Flugnummer X  Unterhaltungen verstehen  Das Wetter ist heute nass und windig in Deutschland  Ich wohne in Irland
	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		Der Flughafen, Der Bahnhof, ZOB  Der Zug  Die Passagiere, Die Fahrgäste  Das Gepäck  Die Stadt/ Das Stadtzentrum  Der Marktplatz  links/rechts  gehen Sie (nach) links/rechts

				<p>drehen/kehren Sie um, gehen Sie zurück.</p> <p>WC/Toiletten</p> <p>Tauchen Verboten!</p>
	<b>Spoken Production</b>	<b>1.9 Pronounce words accurately enough to be understood with appropriate intonation</b>	<p>Students can pronounce words and simple statements and accurately</p> <p>Students can use appropriate intonation for questioning</p>	<p>Flughafen, Parkhaus, Fahrkarten, Ausgang/Ausfahrt</p> <p>Soll ich hier unterschreiben?</p>
	<b>Spoken Interaction</b>	<p><b>1.12 Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately</b></p> <p><b>1.13 Ask and answer questions, and exchange ideas, emotions and information on familiar topics and everyday situations</b></p>	<p>Students can greet people accurately, using the appropriate forms</p> <p>Students can provide personal information</p> <p>Students can pose questions</p> <p>Students can ask someone to repeat</p> <p>Students can ask someone to speak slowly</p> <p>Students can understand and use numbers</p>	<p>Grammar related to formal/informal greeting (du/Sie)</p> <p>guten Morgen, guten Abend</p> <p>Ich hätte bitte gern/ Ich möchte bitte eine Suppe.</p> <p>Ich heiße..../Mein Name ist</p> <p>Ich bin... (+ Nationalität)</p> <p>Ich bin X Jahre alt</p> <p>Ich wohne in...</p> <p>Wie komme ich am besten zum nächsten Strand?</p> <p>Wo ist das Restaurant?</p> <p>Gibt es hier öffentlichen Nahverkehr?</p> <p>Gibt es hier ein Museum?</p> <p>Wie komme ich am besten zum nächsten Krankenhaus?</p>

		1.14 Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events	Students can understand and interpret prices	Haben Sie von X bis X ein Zimmer frei? Was kostet ein Zimmer für eine Nacht? Gibt es ein günstigeres Zimmer? Als erstes gehen wir/machen wir... dann machen wir...
	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	Abfahrt von Reiseziel ankommen/ Ankunft Name/ Vorname/Nachname Adresse/Anschrift Anzahl der Übernachtungen Versicherung wählen/aussuchen  letztes Jahr bin ich mit meiner Familie in Urlaub nach...gefahren Geburtsdatum Geschlecht - Männlich/Weiblich Das Hotel ist schön/ groß Das Essen ist lecker
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/ies	<p>X liegt im Süden von Europe</p> <p>X Menchen wohnen in..../ Die Einwohnerzahl von X ist ...</p> <p>Die Hauptstadt von Deutschland/Österreich/ der Schweiz ist .....</p> <p>Berlin ist für .... berühmt/bekannt</p> <p>Es gibt viel .... in X</p>

ITALIAN

**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; role play a tourist asking a police man 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 <i>From the Junior Cycle MFL specification, informed by the CEFR</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.3 Identify specific information in texts related to, familiar topics such as announcements, <b>conversations</b> , simple news items	Students can understand (and give) simple directions and instructions  Students can name places and landmarks in in a town	Espresso Volo numero X Esempi di conversazione Il tempo in Italia sarà umido e ventoso oggi Abito in 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	Students can use the present simple	Aeroporto, stazione ferroviaria/degli autobus (autostazione) Passeggeri Bagagli Città/centro  La piazza principale A destra/a sinistra Giri/Gira a sinistra/a destra/intorno
	Spoken Production	1.9 Pronounce words accurately enough to be understood with appropriate intonation	Students can pronounce words and simple statements and accurately  Students can use appropriate intonation for questioning	Aeroporto, parcheggio, biglietto, uscita,  Scrivo il mio nome qui?

	Spoken Interaction	<p>1.12 Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately</p> <p>1.13 Ask and answer questions, and exchange ideas, emotions and information on familiar topics and everyday situations</p> <p>1.14 Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events</p>	<p>Students can greet people accurately, using the appropriate forms</p> <p>Students can provide personal information</p> <p>Students can pose questions</p> <p>Students can ask someone to repeat</p> <p>Students can ask someone to speak slowly</p> <p>Students can understand and use numbers</p> <p>Students can understand and interpret prices</p>	<p>Grammar related to formal/informal greeting (tu/Lei) Buongiorno/Buonasera Vorrei una zuppa, per favore Mi chiamo</p> <p>Sono (+ nazionalità) Ho X anni Abito a</p> <p>Dov'è la spiaggia più vicina? Dov'è il ristorante? Ci sono mezzi pubblici? Ci sono musei? Dov'è l'ospedale più vicino?</p> <p>Avete camere libere per il (+ data)? Quanto costa/viene la camera? Avete camere più economiche/che costano meno? Prima andiamo/facciamo... poi ... (+ futuro)</p>
	Writing	<p>1.17 Write words and create short sentences using various media on everyday topics with accuracy</p> <p>1.21 Fill out forms relevant to their age group and experience</p>	<p>Students can use an online booking site in the target language or make a booking via the phone</p>	<p>In partenza da Destinazione In arrivo Nome Indirizzo Numero di notti Assicurazione Seleziona/Scegli</p>



				Data di nascita Sesso maschile/femminile L'anno scorso sono andato/a con la mia famiglia in vacanza a ... L'hotel era enorme/grandissimo Il cibo era squisito
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/ies	X è nel Sud dell'Europa X ha Y abitanti La capitale d'Italia è Roma Roma è famosa per...

## SPANISH

**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; role play a tourist asking a police man 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 <i>From the Junior Cycle MFL specification, informed by the CEFR</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.3 Identify specific information in texts related to, familiar topics such as announcements, <b>conversations</b> , simple news items	Students can understand (and give) simple directions and instructions  Students can name places and landmarks in in a town	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	Students can use the present simple	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 and accurately Students can use appropriate intonation for questioning	Aereopuerto, ¿Escribo mi nombre aquí?

	Spoken Interaction	<p>1.12 Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately</p> <p>1.13 Ask and answer questions, and exchange ideas, emotions and information on familiar topics and everyday situations</p> <p>1.14 Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events</p>	<p>Students can greet people accurately, using the appropriate forms</p> <p>Students can provide personal information</p> <p>Students can pose questions</p> <p>Students can ask someone to repeat</p> <p>Students can ask someone to speak slowly</p> <p>Students can understand and use numbers</p> <p>Students can understand and interpret prices</p>	<p>Tú/Usted</p> <p>Buenos días/ Buenas tardes/Buenas noches</p> <p>Una sopa, por favor</p> <p>Me llamo...</p> <p>Soy de ...</p> <p>Tengo X años</p> <p>Vivo en...</p> <p>¿Dónde está la playa más cercana?</p> <p>¿Dónde está el restaurante?</p> <p>¿Hay transporte público?</p> <p>¿Hay museos?</p> <p>¿Dónde está el hospital más cercano?</p> <p>¿Tienen habitaciones para el (fecha)?</p> <p>¿Cuánto cuesta la habitación?</p> <p>¿Tienen habitaciones más baratas?</p> <p>Primero iremos a... / luego iremos a...</p>
	Writing	<p>1.17 Write words and create short sentences using various media on everyday topics with accuracy</p> <p>1.21 Fill out forms relevant to their age group and experience</p>	<p>Students can use an online booking site in the target language or make a booking via the phone</p>	<p>Salida desde</p> <p>Destino</p> <p>Llegada</p> <p>Nombre</p> <p>Dirección</p> <p>Número de noches</p> <p>Seguro</p> <p>Seleccionar/escoger</p> <p>Fecha de nacimiento</p> <p>Hombre/mujer</p>

				<p>El año pasado fui de vacaciones con mi familia a...</p> <p>El hotel era enorme</p> <p>La comida es buenísima</p>
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	<p>I like using .....</p> <p>When I learn new words I....</p> <p>I practise by....</p> <p>I learned how to...</p>
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/ies	<p>X está al sur de Europa</p> <p>La población de X es de Y de personas</p> <p>La capital de X es Z</p> <p>X es famosa por</p>

## Sample Theme: **Going on a School Exchange** <sup>5</sup>

<b>Sample Activities or tasks:</b> Complete a mock online enquiry form for an exchange; role play Skype call in target language(TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role play in interactions with host family; role play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country.....				
STRAND	ELEMENT	LEARNING OUTCOMES <i>Informed by the junior cycle MFL specification</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.2 Recognise frequently used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions  1.3 Identify specific information in texts related to familiar topics such as announcements, conversations, simple news items	Students can understand the main point in announcements  Students can understand (and give) simple instructions	We will collect you at the station Set the table please Sit down Open the door Mobile phones are not allowed Meet outside the school at 8am The school will be closed
	Reading	1.7 Identify specific information in a range of texts dealing with familiar topics  1.8 Source and use authentic texts to explore topics of relevance through a range of media	Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website	Host family Profile Deposit Rules Pocket money Daily, weekly, monthly Emergency contact number If you need assistance Travel documents Internet search It is forbidden to ... Email address Timetable

<sup>5</sup> In this sample theme the CEFR competences are mainly at A2 level

	<b>Spoken Production</b>	1.10 Convey simple descriptions, presentations or announcements on familiar topics	Students can give a simple presentation or description using simple phrases	It is a big city/ town The weather is usually There are Y people in the host family We will arrive in X on (date) We will be there for Y days
	<b>Spoken Interaction</b>	1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions and respond appropriately  1.15 Take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary	Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom	My name is... I come from ... I am an exchange student I will be here for a month Can you speak a little slower? I'm sorry I don't understand. How do you say? What does X mean? Excuse me could you help me It is your turn. Can I ask you....? May I go first? I agree/ disagree In my opinion How will you get there? What time is lunch at?
	<b>Writing</b>	1.20 Write short descriptions of past, present and future events, activities and personal experiences as well as imaginative texts  1.22 Produce and edit texts and interact with others in writing using appropriate digital technologies	Students can write short simple blog entries  Students can send short simple emails and texts messages to convey important information  Students can write short simple emails relating expressing thanks	Blog entry Click here Update I will go I went See you later There is a meeting after school I will be late home this evening I will get the last train I missed the bus Thank you

			Students can use the past and future tenses  Students can describe events in the past	I really enjoyed my stay I really improved my (TL) I would like/I like going on this trip because ...
Language Awareness	Comparing the target language with other languages they know  Reflecting on how they learn language	2.5 Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate  2.7 Monitor and assess their own learning, using feedback they receive to <b>reflect on</b> what they need to improve and <b>set goals for improvement</b>	Students can identify similarities and differences in language structure  Students can set and monitor individual learning goals	Nouns are either masculine or feminine or plural I noticed that ..... The word for X sounds like the same word in language Y  My goal is .... At the end of the exchange I hope that I ..... I find this difficult because ... I enjoyed working on this because...
Socio-Cultural Knowledge and Intercultural Awareness	Learning about relevant facts	3.2 Discover and use facts and figures related to the target country/ies such as statistical data, festivals, inventions, famous people	Students can research and use basic facts about the country/ies of the TL	<sup>6</sup> The population of X is... Y&Z are famous people from country X The most popular (TL) singer/band is ..... Festival To celebrate.....
	Comparing their culture with that of the country/ies related to the	3.9 Appreciate how cultural differences influence social relations, such as in greetings and eating together	Students can appreciate cultural and social differences	<sup>6</sup> In X country people greet each other by ..... Kissing Shaking hands The school day in X is...

<sup>6</sup> This could be in the target language and based on information from engaging with Learning Outcome 3.2 from the socio-cultural strand

	target language			In X country the main meal is at Y time
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## German<sup>5</sup>

<b>Sample Activities or tasks:</b> Complete a mock online enquiry form for an exchange; role play Skype call in target language(TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role play in interactions with host family; role play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country.....				
STRAND	ELEMENT	LEARNING OUTCOMES <i>Informed by the junior cycle MFL specification</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.2 <b>Recognise frequently used words and phrases related to areas of immediate relevance</b> and experience, including the language of routine classroom interactions  1.3 <b>Identify specific information in texts related to familiar topics</b> such as <b>announcements, conversations</b> , simple news items	Students can understand the main point in announcements  Students can understand (and give) simple instructions	Wir holen Sie/dich am Bahnhof/ZOB ab.  Decken Sie bitte den Tisch/Kannst du bitte den Tisch decken?  Setzen Sie sich/Setz dich//Nehmen Sie bitte Platz/Nimm bitte Platz Machen Sie bitte die Tür auf/ Mach bitte die Tür auf//Öffnen Sie bitte die Tür/Öffne bitte die Tür Handys Verboten! Wir treffen uns um 8 Uhr vor der Schule. Die Schule wird geschlossen sein
	Reading	1.7 <b>Identify specific information</b> in a range of texts <b>dealing with familiar topics</b>	Students can search for and find specific information in everyday material	Die Gastfamilie Das Profil Die Anzahlung/Das Pfand anzahlen (v) Die Regeln

		1.8 Source and use authentic texts to explore topics of relevance through a range of media	<p>Students can understand regulations when expressed in simple language</p> <p>Students can isolate the information required from a brochure or website</p>	<p>Das Taschengeld täglich, wöchentlich, monatlich Die Notrufnummer ist //Im Notfall melden Sie sich bei.... Wenn Sie Hilfe brauchen,... Die Reisepapiere/ Die Reisedokumente Die Internetsuche .....ist verboten! Die Emailadresse Der Fahrplan (travel timetable)</p>
	Spoken Production	1.10 Convey simple descriptions, presentations or announcements on familiar topics	Students can give a simple presentation or description using simple phrases	<p>Es ist eine große Stadt Das Wetter ist normalerweise... Es gibt X in der Gastfamilie Wir kommen in X am (+Datum) an Wir bleiben Y Tage dort</p>
	Spoken Interaction	<p>1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions and respond appropriately</p> <p>1.15 Take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary</p>	<p>Students can engage in routine social interactions and ask for repetition or clarification to aid understanding</p> <p>Students can make and respond to suggestions</p> <p>Students can agree and disagree with others</p> <p>Students can manage simple and routine exchanges in the classroom</p>	<p>Ich heiße.... Mein Name ist.... Ich komme aus..... Ich bin ein Austauschschüler/Ich bin eine Austauschschülerin Ich verbringe einen Monat hier Können Sie/Kannst du ein bisschen langsamer sprechen bitte? Es tut mir leid, ich verstehe nicht. Wie sagt man.....? Was bedeutet X? Entschuldigen Sie bitte, können Sie mir helfen? Du bist daran. Darf ich bitte fragen... Darf ich zuerst...(+verb) Ich stimme zu/ich bin auch der Meinung.</p>

				<p>Ich bin damit nicht einverstanden/Ich bin nicht der Meinung Meiner Meinung nach... Wie kommt man am besten dahin? Um wie viel Uhr ist das Mittagessen?</p>
	Writing	<p>1.20 Write short descriptions of past, present and future events, activities and personal experiences as well as imaginative texts</p> <p>1.22 Produce and edit texts and interact with others in writing using appropriate digital technologies</p>	<p>Students can write short simple blog entries</p> <p>Students can send short simple emails and texts messages to convey important information</p> <p>Students can write short simple emails relating expressing thanks</p> <p>Students can use the past and future tenses</p> <p>Students can describe events in the past</p>	<p>Blog-Eintrag Hier klicken Das Update (n) aktualisieren (v) Ich werde.....gehen Ich bin.....gegangen Es gibt nach der Schule eine Besprechung Ich komme heute Abend etwas später nach Hause Ich fahre mit dem letzten Zug Ich habe den Bus verpasst Herzlichen Dank Der Austausch hat mir viel Spaß gemacht/sehr gut gefallen Ich habe meine Deutschkenntnisse viel verbessert Ich möchte/ich mache diese Reise/Fahrt gern weil,.....</p>
Language Awareness	Comparing the target language with other languages they know	<p>2.5 Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate</p> <p>2.7 Monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and set goals for improvement</p>	<p>Students can identify similarities and differences in language structure</p> <p>Students can set and monitor individual learning goals</p>	<p>Nouns are either masculine or feminine or plural I noticed that ..... The word for X sounds like the same word in language Y</p> <p>My goal is .... At the end of the exchange I hope that I ..... I find this difficult because ...</p>

	Reflecting on how they learn language			I enjoyed working on this because...
Socio-Cultural Knowledge and Intercultural Awareness	Learning about relevant facts	3.2 Discover and use facts and figures related to the target country/ies such as statistical data, festivals, inventions, famous people	Students can research and use basic facts about the country/ies of the TL	<sup>6</sup> Die Einwohnerzahl von X ist .... X&Y sind berühmte Menschen/Persönlichkeiten aus Deutschland Der bekannteste Sänger Deutschlands ist.../Die bekannteste Musikgruppe ist.... Das Fest/Das Festival feiern
	Comparing their culture with that of the country/ies related to the target language	3.9 Appreciate how cultural differences influence social relations, such as in greetings and eating together	Students can appreciate cultural and social differences	<sup>6</sup> In X begrüßt man sich ... mit einem Kuss in dem man sich die Hand schüttelt Der Schultag in X ist ... in X isst man das Hauptessen/ die Hauptmahlzeit um...Uhr

## Italian <sup>5</sup>

<b>Sample Activities or tasks:</b> Complete a mock online enquiry form for an exchange; role play Skype call in target language(TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role play in interactions with host family; role play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country.....				
STRAND	ELEMENT	LEARNING OUTCOMES <i>Informed by the junior cycle MFL specification</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.2 Recognise frequently used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions  1.3 Identify specific information in texts related to familiar topics such as announcements, conversations, simple news items	Students can understand the main point in announcements  Students can understand (and give) simple instructions	Veniamo a prenderti alla stazione Vuoi apparecchiare la tavola, per favore? Siediti Apri la porta È vietato l'uso del telefonino Ci vediamo fuori della scuola alle 8 di mattina La scuola sarà chiusa
	Reading	1.7 Identify specific information in a range of texts dealing with familiar topics  1.8 Source and use authentic texts to explore topics of relevance through a range of media	Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website	La famiglia ospitante Il Profilo La cauzione Le regole Il denaro per le piccole spese/La paghetta Giornaliero, settimanale, mensile Il numero di emergenza Se hai bisogno di assistenza I documenti di viaggio La ricerca su Internet È vietato ... L' Indirizzo e-mail L'orario

	<b>Spoken Production</b>	1.10 Convey simple descriptions, presentations or announcements on <b>familiar topics</b>	Students can give a simple presentation or description using simple phrases	È una città grande / un paese grande Di solito, il tempo fa ... Ci sono Y persone nella famiglia ospitante Arriveremo a X il (data) Saremo lì per Y giorni
	<b>Spoken Interaction</b>	1.12 use simple polite forms in formal and informal situations such as greetings, thanks, <b>introductions</b> and respond appropriately  1.15 Take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, <b>asking for help and repetition where necessary</b>	Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom	Mi chiamo ... Vengo da ... / Sono di Sono studente /studentessa di scambio Sarò qui per un mese Può parlare un po' più lentamente? Mi dispiace, ma non ho capito. Come si dice X in italiano? Cosa significa X? Scusi, mi può aiutare per favore? Tocca a te. Posso chiederti /chiederLe? .... Posso andare prima? Sono d'accordo/ Non sono d'accordo Secondo me Come ci arriverai? A che ora è il pranzo?
	<b>Writing</b>	1.20 Write short descriptions of past, present and future events, activities and <b>personal experiences</b> as well as imaginative texts  1.22 Produce and edit <b>texts and interact with others in writing using appropriate digital technologies</b>	Students can write short simple blog entries  Students can send short simple emails and texts messages to convey important information  Students can write short simple emails relating expressing thanks	Il post sul blog Clicca qui Aggiornare Andrò Sono andato/a Ci vediamo dopo / A presto C'è un incontro dopo scuola Sarò tardi a casa stasera Prenderò l'ultimo treno Ho perso l'autobus

			<p>Students can use the past and future tenses</p> <p>Students can describe events in the past</p>	<p>Grazie</p> <p>Mi è piaciuto molto il mio soggiorno</p> <p>Ho migliorato molto il mio italiano</p> <p>Mi piacerebbe andare in questo viaggio perché ... / Mi piace andare in questo viaggio perché ...</p>
Language Awareness	<p>Comparing the target language with other languages they know</p> <p>Reflecting on how they learn language</p>	<p>2.5 Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate</p> <p>2.7 Monitor and assess their own learning, using feedback they receive to <b>reflect on</b> what they need to improve and <b>set goals for improvement</b></p>	<p>Students can identify similarities and differences in language structure</p> <p>Students can set and monitor individual learning goals</p>	<p>Nouns are either masculine or feminine or plural</p> <p>I noticed that .....</p> <p>The word for X sounds like the same word in language Y</p> <p>My goal is ....</p> <p>At the end of the exchange I hope that I .....</p> <p>I find this difficult because ...</p> <p>I enjoyed working on this because...</p>
Socio-Cultural Knowledge and Intercultural Awareness	Learning about relevant facts	3.2 Discover and use facts and figures related to the target country/ies such as statistical data, festivals, inventions, famous people	Students can research and use basic facts about the country/ies of the TL	<p><sup>6</sup>La popolazione di X è ...</p> <p>Y e Z sono persone famose di X</p> <p>Il cantante / il gruppo più popolare è.....</p> <p>Il festival</p> <p>Festeggiare .....</p>
	Comparing their culture with that of the country/ies related to the target language	3.9 Appreciate how cultural differences influence social relations, such as in greetings and eating together	Students can appreciate cultural and social differences	<p><sup>6</sup>In Italia, la gente si saluta .....</p> <p>Baciandosi</p> <p>Stringendosi la mano</p> <p>Il giorno di scuola ...</p> <p>In Italia, il pasto principale è alle ore X</p> <p>È normale ....</p> <p>Per la prima colazione si mangia ...</p>

## Spanish

<b>Sample Activities or tasks:</b> Complete a mock online enquiry form for an exchange; role play Skype call in target language(TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role play in interactions with host family; role play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country.....				
STRAND	ELEMENT	LEARNING OUTCOMES <i>Informed by the junior cycle MFL specification</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.2 Recognise frequently used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions  1.3 Identify specific information in texts related to familiar topics such as announcements, conversations, simple news items	Students can understand the main point in announcements  Students can understand (and give) simple instructions	Te recogeremos en la estación Pon la mesa, por favor Siéntate Abre la puerta Los móviles están prohibidos Quedamos en la puerta del colegio a las ocho de la mañana El colegio estará cerrado
	Reading	1.7 Identify specific information in a range of texts dealing with familiar topics  1.8 Source and use authentic texts to explore topics of relevance through a range of media	Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website	La familia de acogida El perfil El depósito Las reglas La semana, paga para gastos A diario, semanalmente, mensualmente Un número de contacto en caso de emergencia Si necesitas asistencia Los documentos de viaje Búsqueda por internet Está prohibido Una dirección de correo electrónico El horario



	<b>Spoken Production</b>	<b>1.10 Convey simple descriptions, presentations or announcements on familiar topics</b>	Students can give a simple presentation or description using simple phrases	Es una ciudad grande / es un pueblo grande Normalmente hace buen tiempo, sol Hay X personas en la familia de acogida Llegaremos el día X Nos quedaremos Y días
	<b>Spoken Interaction</b>	<b>1.12 use simple polite forms in formal and informal situations</b> such as greetings, thanks, <b>introductions</b> and respond appropriately  <b>1.15 Take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary</b>	Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom	Me llamo.... Soy de ... Estoy haciendo un intercambio Me quedaré un mes ¿Puedes hablar un poco más despacio? Disculpa, no entiendo ¿Cómo se dice...? ¡Qué significa...? Perdón, ¿podría ayudarme por favor? Te toca ¿Puedo preguntar....? ¿Puedo pasar primero? Estoy de acuerdo/ No estoy de acuerdo En mi opinión ¿Cómo vas hasta allí? ¿A qué hora se come?
	<b>Writing</b>	<b>1.20 Write short descriptions of past, present and future events, activities and personal experiences</b> as well as imaginative texts	Students can write short simple blog entries  Students can send short simple emails and texts messages to convey important information	Una entrada de blog Haz clic aquí Actualización Iré Fui Hasta luego Hay una reunión después del colegio

		1.22 <b>Produce and edit texts and interact with others in writing using appropriate digital technologies</b>	<p>Students can write short simple emails relating expressing thanks</p> <p>Students can use the past and future tenses</p> <p>Students can describe events in the past</p>	<p>Llegaré tarde a casa esta noche Cogeré el ultimo tren Perdí el autobús Gracias Disfruté mucho de mi estancia Mejoré mucho mi español Me gustaría hacer este viaje /Me gusta ir en este viaje...</p>
Language Awareness	<p>Comparing the target language with other languages they know</p> <p>Reflecting on how they learn language</p>	<p>2.5 <b>Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate</b></p> <p>2.7 <b>Monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and set goals for improvement</b></p>	<p>Students can identify similarities and differences in language structure</p> <p>Students can set and monitor individual learning goals</p>	<p>Nouns are either masculine or feminine or plural I noticed that ..... The word for X sounds like the same word in language Y</p> <p>My goal is .... At the end of the exchange I hope that I ..... I find this difficult because ... I enjoyed working on this because...</p>
Socio-Cultural Knowledge and Intercultural Awareness	Learning about relevant facts	3.2 <b>Discover and use facts and figures related to the target country/ies such as statistical data, festivals, inventions, famous people</b>	Students can research and use basic facts about the country/ies of the TL	<p><sup>6</sup>X tiene Y habitantes Y&amp;Z son personas famosas de X El grupo más popular en (TL) es... / El -La cantante más popular es... Festival Celebrar...</p>

	Comparing their culture with that of the country/ies related to the target language	3.9 Appreciate how cultural differences influence social relations, such as in greetings and eating together	Students can appreciate cultural and social differences	<sup>6</sup> En X la gente se saluda..... Besándose Dándose la mano Un día de colegio en X es... En X la comida principal se come a las.... Es típico Para desayunar la gente come .....
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## French <sup>5</sup>

<b>Sample Activities or tasks:</b> Complete a mock online enquiry form for an exchange; role play Skype call in target language(TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role play in interactions with host family; role play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country.....				
STRAND	ELEMENT	LEARNING OUTCOMES <i>Informed by the junior cycle MFL specification</i>	COMPETENCES <i>Informed by the CEFR</i>	SAMPLE EXPONENTS
Communicative Competence	Listening	1.2 Recognise frequently used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions  1.3 Identify specific information in texts related to familiar topics such as announcements, conversations, simple news items	Students can understand the main point in announcements  Students can understand (and give) simple instructions	Nous viendrons te/vous chercher à la gare Mets la table s'il te plait Mettez la table, s'il vous plait. Assois-toi / Asseyez-vous Ouvre(z) la porte Les portables sont interdits L'école sera fermée
	Reading	1.7 Identify specific information in a range of texts dealing with familiar topics  1.8 Source and use authentic texts to explore topics of relevance through a range of media	Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website	La famille d'accueil Le profil Les arrhes Les règles L'argent de poche Quotidien, hebdomadaire, mensuel Le numéro d'urgence Si vous avez besoin d'aide Si tu as besoin d'aide Les documents de voyage Une recherche C'est interdit de ... L'adresse e-mail L'horaire Les coutumes

	<b>Spoken Production</b>	1.10 Convey simple descriptions, presentations or announcements on familiar topics	Students can give a simple presentation or description using simple phrases	C'est une grande ville D'habitude, le temps fait... Il y a ... personnes dans la famille d'accueil Nous arrivons à X le (date) Nous y passerons ... jours
	<b>Spoken Interaction</b>	1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions and respond appropriately  1.15 Take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary	Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom	Je m'appelle... Je viens de... Je suis un(e) élève irlandais(e) Je resterai ici pour un mois Pourriez-vous parler plus lentement? Peux-tu parler plus lentement? Désolé(e), je ne comprends pas. Comment dit-on ...? Que signifie X? Excusez- moi, pourriez-vous m'aider? Pardon, peux-tu m'aider? C'est ton tour/ à toi maintenant Puis-je te/ vous demander... ? Puis-je commencer? Je (ne) suis (pas) d'accord À mon avis, Comment iriez-vous là? Comment vas-tu y aller ? À quelle heure est le déjeuner?
	<b>Writing</b>	1.20 Write short descriptions of past, present and future events, activities and personal experiences as well as imaginative texts  1.22 Produce and edit texts and interact with others in writing using appropriate digital technologies	Students can write short simple blog entries  Students can send short simple emails and texts messages to convey important information  Students can write short simple emails relating expressing thanks	Le billet d'un blog Cliquez ici Mettre à jour (v) La mise à jour (n) Je vais aller / J'irai Je suis allé(e) À bientôt ! Il y a une réunion après l'école Je serai en retard ce soir

			<p>Students can use the past and future tenses</p> <p>Students can describe events in the past</p>	<p>Je prendrai le dernier train J'ai raté le bus Merci Je te/vous remercie Mon séjour m'a beaucoup plu J'ai beaucoup amélioré mon français J'aimerais/ J'aime faire ce voyage parce que...</p>
Language Awareness	<p>Comparing the target language with other languages they know</p> <p>Reflecting on how they learn language</p>	<p>2.5 Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate</p> <p>2.7 Monitor and assess their own learning, using feedback they receive to <b>reflect on</b> what they need to improve and <b>set goals for improvement</b></p>	<p>Students can identify similarities and differences in language structure</p> <p>Students can set and monitor individual learning goals</p>	<p>Nouns are either masculine or feminine or plural I noticed that ..... The word for X sounds like the same word in language Y</p> <p>My goal is .... At the end of the exchange I hope that I ..... I find this difficult because ... I enjoyed working on this because...</p>
Socio-Cultural Knowledge and Intercultural Awareness	Learning about relevant facts	3.2 Discover and use facts and figures related to the target country/ies such as statistical data, festivals, inventions, famous people	Students can research and use basic facts about the country/ies of the TL	<p><sup>6</sup> La population de X est... Y &amp; Z sont des célébrités francophones Le chanteur/ groupe francophone le plus populaire est ... Un festival Célébrer / fêter</p>
	Comparing their culture with that of the country/ies related to the	3.9 Appreciate how cultural differences influence social relations, such as in greetings and eating together	Students can appreciate cultural and social differences	<p><sup>6</sup>Dans le pays X, on se salue: -en faisant la bise -en se serrant la main La journée scolaire en X est... Dans le pays X, on prend le repas principal à Yh Il est coutume de...</p>

	target language			Pour le petit déjeuner, on prend...
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## Appendix 2: The CEFR Common Reference Levels – global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.



	A1	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>
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## Appendix 3: The Common Reference Levels – self-assessment grid

		A1	A2	B1	B2	C1	C2
U N D E R S T  A N D  I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can

		of immediate need or on very familiar topics.	conversation going myself.	(e.g. family, hobbies, work, travel and current events).		and relate my contribution skilfully to those of other speakers.	backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

<b>W R I T I N G</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well- structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
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