

Below is an illustration for teachers of how to develop exponents. Explicit links to the MFL specification (learning outcomes) and to the CEFR (competences) are included. Such links support teachers in their planning. They also provide assistance in devising ‘can do’ statements for students that can be included in their portfolios. The entirety of learning outcomes (LOs) are usually developed over the course of Junior Cycle. Therefore the LOs 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. 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.

## Sample Theme: Happy Birthday! <sup>1</sup>

<b>Sample Activities or tasks:</b> – Bingo game using number; have a conversation with friends to ask their hobbies; make a profile of your favourite sport player; have a conversation with friends to ask and tell time; role play giving information of opening and closing time of events, shops, museums to Japanese friends; have a conversation with friends to ask their birthday and what present they want; write a birthday card for a friend or a family member; make a poster of a Japanese annual event and an Irish annual event; write and send SMS using emoji and reply; create the Kanji calendar.....				
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	1.3 Identify specific information in texts related to familiar topics such as announcements, <b>conversations</b> , simple news items	Students can understand someone mentioning time, days, months and dates  Students can understand someone giving opening and closing time  Students can understand some basic information	10 時 15 分です (It's10:15) 誕生日は 3 月 5 日です (My birthday is March 5)  ○時から○時までです (It's from ~o'clock to ~o'clock)  ○才です (I'm ~years old) 趣味は～です (My hobby is ~)

<sup>1</sup> In this sample theme the CEFR competences are mainly at A1.1 level

			about themselves including hobby	
<b>Reading</b>	<p>1.5 <b>Recognise the meaning of familiar words and phrases</b> to include everyday signs and notices in public places</p> <p>1.6 <b>Understand the general sense of a text on familiar topics</b></p> <p>1.7 <b>Identify specific information in a range of texts dealing with familiar topics</b></p>	<p>Students can read a simple birthday card</p> <p>Students can read a simple SMS with emoji</p> <p>Students can read dates on calendar and signboard using Kanji number</p>	<p>おたんじょう日、おめでとう (Happy birthday)</p> <p>(わたしの／ぼくの) たんじょう日は3月5日です◎ (My birthday is March 5 ◎ )</p> <p>十月五日 (October 5th)</p>	
<b>Spoken Production</b>	1.9 <b>Pronounce words accurately enough to be understood</b> with appropriate intonation	Students can pronounce words and simple sentences	<p>読書 (reading)、ゲーム(game)、ダンス(dance)、スポーツ(sports)</p> <p>趣味は～です(My hobby is ~)</p> <p>電話番号は〇〇です (My phone number is ~)</p> <p>～月(month of ~)</p> <p>～曜日(day of the week)</p> <p>～時(~ o'clock)</p>	
<b>Spoken Interaction</b>	<p>1.11 <b>Interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language</b></p> <p>1.12 <b>Use simple polite forms in formal and informal situations</b> such as</p>	Students can wish someone Happy birthday	<p>お誕生日、おめでとう (Happy birthday)</p> <p>ありがとう (Thank you)</p>	

		greetings, thanks, <b>introductions</b> and respond appropriately	Students can greet and respond with bowing	
		<b>1.13 Ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations</b>	Students can provide basic personal information Students can ask and tell a friend what they want for their birthday	誕生日はいつですか。(When is your birthday?) 3月5日です。(It's March 5) 何がほしいですか (What do you want for your birthday?) 〇〇がほしいです(I want ~)
		<b>1.14 Understand and use numbers</b> as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events	Students can ask for and tell the time	今何時ですか (What time is it now?) 〇時です (It's ~o'clock)
	<b>Writing</b>	<b>1.17 Write words and create short sentences using various media on everyday topics</b> with accuracy	Students can write basic sentences about themselves Students can write month, date, and days of the week in Kanji	誕生日はいつですか。(When is your birthday?) 3月5日です。(It's March 5) 〇月〇日〇曜日 (month, date, day of the week)
		<b>1.22 Produce and edit texts and interact with others in writing using appropriate digital technologies</b>	Students can write "Happy Birthday" on birthday card or Ecard to a friend	お誕生日、おめでとう (Happy birthday)
<b>Language Awareness</b>	<b>Reflecting on how the target language works</b>	<b>2.2 Apply all language learning to creative activities</b> such as <b>producing</b> simple poems, <b>posters</b> , presentations, games and drama	Students can create a calendar with Kanji	

	<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 and 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 grammatical characteristics of Japanese related to the usage of noun and honorific prefix</p> <p>Students can explain characteristics of word order in Japanese compared with English sentence structure</p> <p>Students can set and monitor individual learning goals</p>	<p>I noticed that .....</p> <p>In Japanese nouns have a polite form to refer to something that belongs to others such as “your name”, “your family member’s name”, “your birthday” in contrast to “my name” or “my birthday”</p> <p>Dates are stated in the order of year, month, and date in Japanese</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>
<p>Socio-Cultural Knowledge and Intercultural Awareness</p>	<p>Learning about relevant facts, people, places and history about the</p>	<p>3.2 Discover and use facts and figures related to the target country/ies such as statistical data, festivals, inventions, famous people</p>	<p>Students can do some research on Japanese annual events</p>	

	<p>country/ies related to the target language</p> <p>Learning about traditions, customs and behaviours</p> <p>Comparing their culture with that of the country/ies related to the target language</p>	<p><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</b></p> <p><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</b></p>	<p>Students can identify similarities and differences in terms of birthday celebration in Japan and Ireland</p> <p>Students can analyse similarities and differences in terms of teenagers' hobby in Japan and Ireland</p>	<p>I learnt how to wish happy birthday to my peers in Japanese</p> <p>I learnt what kind of gifts are given for birthday in Japan</p> <p>I think activities such as ~ are popular in Japan because..., whereas in Ireland...</p>
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