

WHAT WE COVER AND HOW:

Basic Communicative Proficiency required at LC level as set out by the National Syllabus		
Topic:	Linguistic Skills	Structures and Grammar
Meeting and getting to know people and maintaining social relations.	<ul style="list-style-type: none"> - Developing an awareness of appropriateness of register - Developing correct usage of question forms and appropriate replies. <p><i>Note: The 'je' form is used throughout by way of example. Pupils should be able also to use the tu/il/elle/on/nous/vous/ils/elles forms of verbs.</i></p>	Use of tu/vous Formal and informal language Use of interrogative forms: <ul style="list-style-type: none"> - est-ce que ...? - inversion of verb + subject - use of intonation
Making plans and discussing future action	<ul style="list-style-type: none"> - Mastery of forms expressing the future - Expressing degrees of willingness and 	<ul style="list-style-type: none"> - Use of future tense - Use of aller + infinitive - Use of adverbs and adverbial - expressions, e.g. du au; l'année prochaine; d'abord; après; ensuite; enfin. <p>e.g. je veux bien; je refuse; Use of:</p>

	<p>intentions according to different contexts</p> <p>- Communicating decisions/intentions with varying degrees of urgency or persuasion</p> <p>- Expressing cause and reason</p>	<p>si + present/future si + ira perfect/conditional</p> <p>Impersonal expressions, e.g. il faut + infinitive/ qu'il est important de/que</p> <p>e.g. afin de/que peur + infinitive, etc.</p>
Understanding, seeking and giving information about climate and weather	<p>- Mastery of a broad range of vocabulary relating to weather expressions</p> <p>- Relaying content of weather forecast in indirect form</p> <p>- Mastery of vocabulary and expressions relating to countries and geographical features</p>	<p>e.g. le ciel est couvert; il y aura des éclaircies</p> <p>Transforming from noun to verb, e.g. la pluie- il pleut/il va pleuvoir, etc</p> <p>selon la météo</p> <p>J'ai lu dans le journal que</p> <p>e.g. en France; au Portugal; sur la côte etc.</p>
Coping with travel and transport	<p>- Understanding information/relaying concise information</p> <p>- Expressing preference</p>	<p>Use of interrogative, e.g. Pourriez-vous m'indiquer ...?</p> <p>Use of imperative, e.g. Prenez/traversez/montez...!</p> <p>Use of 24-hour clock</p> <p>e.g. Il vaut mieux prendre le train; compartiment/siège non-fumeurs, s'il vous plaît.</p>

		Use of comparative and superlative, e.g. Il serait moins cher de prendre le bus.
<hr/>		
Buying goods and services	- Coping with numbers, names, forms	e.g. details of size taille/pointure, etc.
	- Decoding abbreviated forms of language, e.g. in petites annonces	e.g. vds= je vends; gd = qrand; frs = francs
	- Expressing approval/disapproval	e.g. cela (ne) m econvient (pas)
	- Enquiring, negotiating, choosing	Interrogative forms; expressions of preference
	- Becoming aware of intercultural difference in area of negotiation	e.g. Est-ce qu'il y a un tarif étudiant? Pourriez-vous me faire un rabais?
<hr/>		
Dealing with emergencies	- Requesting help	Au secours Pourriez-vous m'aider, svp
	- Transmitting degrees of urgency	Imperative forms, e.g. venez vite; dépêchez-vous
	- Differentiating degrees of urgency	Adverbs of time and manner, e.g. tout de suite; le plus vite possible
	- Giving account or description of event in the past and sequencing events	Use of passé composé, imperfect, pluperfect Use of: - après avoir/être + past participle - avant de + infinitive - avant que + subjunctive

		<ul style="list-style-type: none"> - en + pres. Participle - pendant que <p>Il avait beaucoup plu, le camion roulait vite et il a dérapé sur la chaussée glissante</p>
Facilitating, encouraging or impeding a course of action:	<ul style="list-style-type: none"> - Mastery of structures necessary to facilitate etc. a course of action 	<p>Interrogative sentences, e.g. puis-je/peux tu; est-ce qu'il est possible de est-ce qu'on peut vous permettez que</p> <p>Use of subjunctive Use of negatives</p>
	<ul style="list-style-type: none"> - Developing sensitivity to expressing degrees of approval and disapproval 	
	<ul style="list-style-type: none"> - Developing awareness of social and diplomatic dimensions 	<p>Use of conditional, e.g. je pourrais + infinitive il serait mieux/préférable plus utile de + infinitive</p>
Understanding, expressing feelings and attitudes:	<ul style="list-style-type: none"> - Moving from short to full utterances 	<p>Use of exclamations, e.g. sans bla.que! quelle horreur!</p>
	<ul style="list-style-type: none"> - Developing a choice of appropriate expressions 	
	<ul style="list-style-type: none"> - Developing the ability to express a wide range of feelings and to react appropriately in a variety of situations 	<p>Use of main verb + infinit, verb + ~/de + infinitive, e.g. J'espère y aller; J'aime chanter; Je suis ravi de vous voir</p>

		Use of subordinate clauses + indicative/subjunctive, e.g. J'espère qu'il viendra; je ne crois pas qu'il soit malade.
Managing a conversation		
Managing a conversation	- Developing sensitivity to use of register	Appropriate use of formal and informal personal pronouns, adjectives and verb forms
	- Developing awareness of appropriateness of formulas to initiate and end conversations	e.g. Vous auriez un moment, svp; Je vous dérange? Je dois filer. Allez, au revoir.
	- Developing use of question forms	Pourriez-vous répéter/expliquer, svp?
	- Qualifying degrees of comprehension	Qualifying adverbs, e.g. je n'ai pas tout à fait compris
Engaging in discussion		
Engaging in discussion	- Mastery of structures expressing agreement, disagreement, conviction, doubt and justification	Use of subordinate clauses, e.g. le suis persuadé/ convaincu que Je maintiens parce que Je doute que + subjunctive
	- Using language nuances to express conciliation, scepticism	e.g. il se peut que + indicative/subjunctive i'accepte ce que vous dites, mais oui, mais cependant toutefois tu crois? etc.
	- Summarising contents	Reported speech, e.g. il/elle a dit/estimé que
	- Using clauses of contrast	e.g. par contre; d'une part ... d'autre part; d'un côté de l'autre

Passing on messages:	- Relaying content of message	Use of direct/indirect speech, e.g. Martine a raté le bus. Elle vient demain. Martine a dit qu'elle arrive(ra) demain.
	- Communicating degrees of urgency	Expressions of time and urgency, e.g. le plus tôt possible/demain matin/dans une heure
	- Transforming language forms in expanding messages	Manipulating linguistic forms

* Ref: Department of Education & Skills, Ireland: <https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Senior-Cycle-/Syllabuses-and-Guidelines/?pageNumber=3>