

Accredited Programme Outline

PROGRAMME TITLE: MODERN FOREIGN LANGUAGES – *French*
LEVEL 1
UNIT NO: 1
UNIT TITLE: GETTING TO KNOW YOU
LEVEL: 1
ELEMENT No: 1.1 Greet others and introduce yourself

Learning Outcomes:	
No	What the candidate must do:
1.1.1	Demonstrate a basic range of appropriate courtesies, using formal and informal language, to address, meet, greet, ask about the health of and take leave of another person and respond accordingly.
1.1.2	Use formal and informal simple question forms, terms and responses to ask another person their name and introduce themselves.
1.1.3	Pronounce and understand the letters of the alphabet; spell name(s) to others and write down names spelt out to them clearly and slowly by others.
1.1.4	Give and understand telephone numbers spoken slowly/clearly, using the natural and usual form of saying telephone numbers.
1.1.5	Use formal and informal simple question forms, terms and responses to ask another person about their nationality, country/ city of origin, the languages they speak, their profession/ occupation and marital status.
1.1.6	Respond affirmatively and negatively to relevant, simple question forms about their own nationality, country/city of origin, languages spoken, profession/occupation and marital status.
1.1.7	Record simple information relating to personal information , combining set phrases and familiar terms, writing and spelling clearly enough so that the reader understands.

No	What the candidate must know:
1.1.8	The basic forms of address .
1.1.9	Formal and informal simple question forms, terms and responses for meeting, greeting, asking about the health of and taking leave of another person; asking another person's name and introducing themselves; asking another person to spell their name and spelling their own name; asking for/giving telephone numbers; asking about/giving nationalities, country/city of origin, languages spoken, professions/occupations and marital status.
1.1.10	The alphabet.
1.1.11	Cardinal numbers 0-100.
1.1.12	Usual form of saying telephone numbers.
1.1.13	First person singular and second person singular personal pronoun.
1.1.14	First person singular and second person singular possessive adjective.
1.1.15	A limited range of common nationalities, languages, countries and cities .
1.1.16	How to say 'in', 'from' a country .
1.1.17	A limited range of common professions/occupations .
1.1.18	The basic terms for marital status .
1.1.19	How to use the simple negative form of response to questions about personal information.

Range (explanation of terms used in the learning outcomes):

Forms of address – equivalent terms for Sir, Madam, Miss

Formal and informal simple question forms and terms – e.g. How are you? And you? What's your name? How do you spell that? Pleased to meet you. What's your telephone number? What's your nationality? Are you English(French, French etc)? Where are you from? Do you speak English(French/French etc)? What languages do you speak? What is your profession? Are you a doctor (teacher, student, etc)? How old are you? Are you married (single, etc)? Pardon?

Cardinal numbers – 1, 2, 3 etc

Usual form of saying telephone numbers – whatever is the usual method in the relevant language, e.g. French telephone numbers are given in pairs: 93 48 22 60

First person singular personal pronoun – I

Second person singular personal pronoun – You. May be different terms for

'You' in certain languages, e.g. informal, formal, singular, plural

Possessive adjectives – My, your, his, her, etc. In this element, refers to 'my' and 'your' only. May be different forms for singular, plural, formal, informal, masculine and feminine in certain languages

Common nationalities and languages – e.g. English, French, French, Italian, German, American, Canadian, Australian, Scottish, Irish, Welsh. Terms for nationalities may be different for feminine versions in certain languages

Common countries, cities – e.g. England, France, Spain, Italy, Germany, United States, Canada, Australia, Scotland, Ireland, Wales, London, Paris, Madrid, Rome, Berlin, New York, Toronto, Sydney, Edinburgh, Dublin, Cardiff

'In', 'from' a country – Terms may be different for masculine, feminine and plural in certain languages

Common professions/occupations – e.g. Teacher, student, doctor, nurse, dentist, engineer, architect, secretary, accountant, journalist, electrician, housewife. Terms may be different for feminine versions in certain languages

Basic terms for marital status – married, single, divorced, separated, widow/widower. Terms may be different for feminine versions in certain languages

Simple negative form of response – e.g. 'No, I'm not English ...', 'No, I'm not from England ...', 'No, I don't speak English ...', 'No, I'm not a doctor ...', 'No, I'm not married ...'

Record simple information relating to personal information – e.g. writing and/or listening/reading task could be filling in personal information on a simple form

Assessment Guidance for the Unit:

Learning Outcome No	Evidence Requirements	Additional Information
All	<p>Must include assessments of all four skills of speaking, listening, reading and writing.</p> <p>Can include (against clear criteria):</p> <ul style="list-style-type: none">Tutor-marked tasks/assignmentsTutor record/checklist/commentsTutor observation/witness statementsAudio/video recordLearners' notesLearners' oral responses in English or the target languageLearners' written responses in English or the target language	<p>All four skills of speaking, listening, reading and writing should be assessed for every topic area in each element. The skills' assessments can be combined in one assignment task per topic area or in separate tasks.</p> <p>Topic areas within elements and units do not have to be assessed in the suggested order but it may be more logical to do so.</p>

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PROGRAMME TITLE: MODERN FOREIGN LANGUAGES – *French*
 LEVEL 1
 UNIT NO: 1
 UNIT TITLE: GETTING TO KNOW YOU
 LEVEL: 1
 ELEMENT NO: 1.2 Introduce and talk about others

Learning Outcomes:	
No	What the candidate must do:
1.2.1	Demonstrate a basic range of appropriate courtesies to introduce friends, family and/or colleagues to others and respond accordingly to being introduced to others.
1.2.2	Use formal and informal simple question forms, terms and responses to ask another person about their family members, friends and colleagues and respond to relevant, simple question forms about their own family members, friends and colleagues, including asking if they have any, how many, their names, ages, telephone numbers, nationalities, country/city of origin, the languages they speak, professions/occupations and marital status.
1.2.3	In addition to responding affirmatively to questions under 1.2.2, answer in the simple negative form using the third person singular and plural forms .
1.2.4	Record simple information relating to talking about others , combining set phrases and familiar terms, writing and spelling clearly enough so that the reader understands.

No	<i>What the candidate must know:</i>
1.2.5	Simple set phrases and terms to introduce and respond to being introduced to others.
1.2.6	The third person singular and plural possessive adjectives .
1.2.7	The third person singular (masculine and feminine) and third person plural personal pronouns .
1.2.8	Formal and informal simple question forms , terms and responses for asking/telling another person about their family members, friends and colleagues in relation to their children, brothers and sisters, a spouse, etc; their names and how they are spelt; their ages, telephone numbers, nationality, country/city of origin; languages spoken, professions/occupations and their marital status.
1.2.9	How to ask/express age in the affirmative and negative.
1.2.10	A limited range of common terms for family members/friends .

Range (explanation of terms used in the learning outcomes):

In addition to the range given in Unit 1, element 1.1:

Simple set phrases and terms – e.g. ‘This is ...’, ‘Mr, Mrs, Miss ...’, ‘My husband, my friend, my colleague etc’, ‘Pleased to meet you’

Third person singular and plural possessive adjectives – his/her and their. Terms may be different for singular, plural, masculine and feminine in certain languages

Third person singular personal pronouns – ‘He’ and ‘She’; **Third person plural personal pronoun** ‘They’. Terms may be different for feminine versions in certain languages

Common terms for family members/friends – e.g. husband, wife, son, daughter, father, mother, brother, sister, children, friend, friends

Formal and informal simple question forms – e.g. ‘Do you have any children?’, ‘How many children do you have?’, ‘What are their names?’ ‘What is his/her name?’, ‘How old is he/she?’, ‘How old are they?’, ‘Where does he/she come from?’, ‘What is his/her nationality?’, etc

Simple negative form using the third person singular and plural – e.g. ‘No, he’s/she’s not ten years old ...’, ‘No, he’s/she’s/they’re not English ...’, ‘No, he’s/she’s/they’re not from England ...’, ‘No, he/she doesn’t/they don’t speak English ...’, ‘No, he’s/she’s/they’re not a doctor ...’, ‘No, he’s/she’s/they’re not married ...’

Record simple information relating to talking about others – e.g. writing, listening and reading tasks could be filling in personal details on a simple form.

Assessment Guidance for the Unit:		
Learning Outcome No	Evidence Requirements	Additional Information
All	<p>Must include assessments of all four skills of speaking, listening, reading and writing.</p> <p>Can include (against clear criteria):</p> <ul style="list-style-type: none"> Tutor-marked tasks/assignments Tutor record/checklist/comments Tutor observation/witness statements Audio/video record Learners' notes Learners' oral responses in English or the target language Learners' written responses in English or the target language 	<p>All four skills of speaking, listening, reading and writing should be assessed for every topic area in each element. The skills' assessments can be combined in one assignment task per topic area or in separate tasks.</p> <p>Topic areas within elements and units do not have to be assessed in the suggested order but it may be more logical to do so.</p>

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PROGRAMME TITLE:	MODERN FOREIGN LANGUAGES – <i>French</i> LEVEL 1
UNIT NO:	1
UNIT TITLE:	GETTING TO KNOW YOU
LEVEL:	1
ELEMENT NO:	1.3 Express likes, dislikes and preferences

Learning Outcomes:	
No	<i>What the candidate must do:</i>
1.3.1	Use formal and informal simple question forms and terms to ask another person about what activities they like to do, within a limited range of common activities.
1.3.2	Use the first person singular present tense form of the verbs 'to like', 'to love', 'to adore' to respond to questions under 1.3.1 and express a liking for a limited range of common activities.
1.3.3	Use the third person singular and plural present tense form of the verbs to like', 'to love', 'to adore' to express another person's/other persons' liking for a limited range of common activities.
1.3.4	Use the simple negative form to express their dislike and another person's/other persons' dislike of a limited range of common activities.
1.3.5	Use formal and informal simple question forms and terms to ask another person about what activities they prefer to do, within a limited range of common activities.
1.3.6	Use the first person singular and the third person singular and plural (masculine and feminine) present tense form of the verb 'to prefer' to express their preferences and those of another person/other persons for a limited range of common activities.
1.3.7	Record simple information relating to expressing likes, dislikes and preferences.

No	What the candidate must know:
1.3.8	Formal and informal simple question forms and terms for asking another person what activities they like to do, within a limited range of common activities.
1.3.9	Use of the infinitive after a conjugated verb.
1.3.10	The first person singular and third person singular and plural (masculine and feminine) present tense form of the verbs 'to like', 'to love', 'to adore', 'to prefer' .
1.3.11	How to use the simple negative form to express dislike.
1.3.12	A limited range of common activities .

Range (explanation of terms used in the learning outcomes):

In addition to the range given in Units 1, elements 1.1 and 1.2:

Formal and informal simple question forms – e.g. 'What do you like doing?', 'Do you like ...?' (e.g. 'Do you like swimming?'), 'What do you prefer (doing)?'

Use of the infinitive after a conjugated verb – in English, this particular structure is conjugated verb + -ing participle (e.g. I like reading) but other languages may use a verb + infinitive structure, e.g. in French J'aime lire (I like to read).

Present tense form of the verbs 'to like', 'to love', 'to adore', 'to prefer' – e.g. 'I like(love/adore/prefer) ...', 'He/She likes(loves/adores/prefers) ...', 'They like(love/adore/prefer) ...'

Simple negative form – e.g. 'I don't like', 'He/She doesn't like', 'They don't like'.

Common activities – e.g. leisure activities (to read, to swim, to watch TV, to go to the cinema, to go shopping, to play golf, to play tennis, to play football, to do gardening, to go walking, etc)

Record simple information relating to expressing likes, dislikes and preferences – e.g. writing task could be a list of each category; e.g. listening/reading task could be marking on a list likes, dislikes and preferences heard/read or gap fill tasks, etc

Assessment Guidance for the Unit:		
Learning Outcome No	Evidence Requirements	Additional Information
All	<p>Must include assessments of all four skills of speaking, listening, reading and writing.</p> <p>Can include (against clear criteria):</p> <ul style="list-style-type: none"> Tutor-marked tasks/assignments Tutor record/checklist/comments Tutor observation/witness statements Audio/video record Learners' notes Learners' oral responses in English or the target language Learners' written responses in English or the target language 	<p>All four skills of speaking, listening, reading and writing should be assessed for every topic area in each element. The skills' assessments can be combined in one assignment task per topic area or in separate tasks.</p> <p>Topic areas within elements and units do not have to be assessed in the suggested order but it may be more logical to do so.</p>