Sample theme B\_Spanish[[1]](#footnote-1)Θ

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| **Sample activities or tasks**: Complete a mock online enquiry form for an exchange; role-play a 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 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***(From the Specification for Junior Cycle MFL)* | **COMPETENCES***(Informed by the CEFR)* | **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 interactions1.3 **Identify specific information in texts related to familiar topics** such as **announcements**, **conversations**, simple news items | Students can understand the main point in announcementsStudents can understand (and give) simple instructions | Te recogeremos en la estaciónPon la mesa, por favorSiéntateAbre la puertaLos móviles están prohibidos Quedamos en la puerta del colegio a las ocho de la mañanaEl 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 languageStudents can isolate the information required from a brochure or website | La familia de acogida El perfilEl depósitoLas reglas La semanada, paga para gastosA diario, semanalmente, mensualmenteUn número de contacto en caso de emergenciaSi necesitas asistenciaLos documentos de viajeBúsqueda por internetEstá prohibido Una dirección de correo electrónicoEl horario |
| **Spoken production** | 1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics** | Students can give a simple presentation or description using simple phrases | Es una ciudad grande/es un pueblo grandeNormalmente hace buen tiempo, sol Hay X personas en la familia de acogidaLlegaremos el día XNos quedaremos Y días |
| **Spoken interaction** | 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 understandingStudents can make and respond to suggestionsStudents can agree and disagree with others Students can manage simple and routine exchanges in the classroom  | Me llamo…Soy de… Estoy hacienda un intercambioMe 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 acuerdoEn mi opinión¿Cómo vas hasta allí?¿A qué hora se come?  |
| **Writing** | 1.20 **Write short descriptions of past, present and future events, activities and personal experiences** as well as imaginative texts1.22 **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 text messages to convey important information Students can write short simple emails expressing thanks Students can use the past and future tensesStudents can describe events in the past | Una entrada de blogHaz clic aquíActualizaciónIré Fui Hasta luegoHay una reunión después del colegioLlegaré tarde a casa esta nocheCogeré el ultimo trenPerdí el autobúsGraciasDisfruté mucho de mi estanciaMejoré mucho mi españolMe gustaría hacer este viaje /Me gusta ir en este viaje… |
| **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 **reflect on** what they need to improve and **set goals for improvement** | Students can identify similarities and differences in language structureStudents can set and monitor individual learning goals | Nouns are either masculine or feminine or pluralI noticed that...The word for X sounds like the same word in language YMy 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/countries such as statistical data, festivals, inventions, famous people** | Students can research and use basic facts about the country/countries of the TL | X tiene Y habitantes [[2]](#footnote-2)ΘY & Z son personas famosas de X El grupo más popular en (TL) es…/ El –La cantante más popular es...Festival Celebrar… |
|  | **Comparing their culture with that of the country/countries 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 | En X la gente se saluda… [[3]](#footnote-3)ΘBesándoseDándose la manoUn día de colegio en X es…En X la comida principal se come a las… Es típicoPara desayunar la gente come... |

1. Θ In this sample theme, the CEFR competences are mainly at A2 level. [↑](#footnote-ref-1)
2. Θ This could be in the target language and based on information from engaging with learning outcome 3.2 from the socio-cultural strand. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)