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 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 semanada, 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 |
| **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 grande  Normalmente hace buen tiempo, sol  Hay X personas en la familia de acogida  Llegaremos el día X  Nos 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 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 hacienda 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? |
| **Writing** | 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 text messages to convey important information  Students can write short simple emails expressing thanks  Students can use the past and future tenses  Students can describe events in the past | Una entrada de blog  Haz clic aquí  Actualización  Iré  Fui  Hasta luego  Hay una reunión después del colegio  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… |
| **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 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/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)Θ  Y & 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)Θ  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... |

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)