Sample theme B\_ Italian[[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 | Veniamo a prenderti alla stazione  Vuoi apparecchiare la tavola, per favore?  Siediti  Apri la porta  È vietato l’uso del telefonino  Ci vediamo fuori della scuola alle 8 di mattina  La scuola sarà chiusa |
| **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 famiglia ospitante  Il Profilo  La cauzione  Le regole  Il denaro per le piccole spese/La paghetta  Giornaliero, settimanale, mensile  Il numero di emergenza  Se hai bisogno di assistenza  I documenti di viaggio  La ricerca su Internet  È vietato…  L’ Indirizzo e-mail  L’orario |
| **Spoken production** | 1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics** | Students can give a simple presentation or description using simple phrases | È una città grande /un paese grande  Di solito, il tempo fa …  Ci sono Y persone nella famiglia ospitante  Arriveremo a X il (data)  Saremo lì per Y giorni |
| **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 | Mi chiamo …  Vengo da …/Sono di  Sono studente /studentessa di scambio  Sarò qui per un mese  Può parlare un po’ più lentamente?  Mi dispiace, ma non ho capito.  Come si dice X in italiano?  Cosa significa X?  Scusi, mi può aiutare per favore?  Tocca a te.  Posso chiederti /chiederLe? ….  Posso andare prima?  Sono d’accordo/ Non sono d’accordo  Secondo me  Come ci arriverai?  A che ora è il pranzo? |
| **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 | Il post sul blog  Clicca qui  Aggiornare  Andrò  Sono andato/a  Ci vediamo dopo / A presto  C’è un incontro dopo scuola  Sarò tardi a casa stasera  Prenderò l’ultimo treno  Ho perso l’autobus  Grazie  Mi è piaciuto molto il mio soggiorno  Ho migliorato molto il mio italiano  Mi piacerebbe andare in questo viaggio perché…/Mi piace andare in questo viaggio perché… |
| **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 | La popolazione di X è… [[2]](#footnote-2)Θ  Y e Z sono persone famose di X  Il cantante /il gruppo più popolare è…  Il festival  Festeggiare… |
|  | **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 | In Italia, la gente si saluta…  Baciandosi[[3]](#footnote-3)Θ  Stringendosi la mano  Il giorno di scuola…  In Italia, il pasto principale è alle ore X  È normale…  Per la prima colazione si mangia… |

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)