Sample theme A\_ Italian

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| **Sample activities or tasks**: Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items | Students can understand (and give) simple directions and instructions  Students can name places and landmarks in a town  Students can use the present simple | Espresso  Volo numero X  Esempi di conversazione  Il tempo in Italia sarà umido e ventoso oggi  Abito in Irlanda |
| **Reading** | 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**  1.7 **Identify specific information** in a range of texts **dealing with familiar topics** | Aeroporto, stazione ferroviaria/degli autobus (autostazione)  Passeggeri  Bagagli  Città/centro  La piazza principale  A destra/a sinistra  Giri/Gira a sinistra/a destra/intorno |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accurately  Students can use appropriate intonation for questioning | Aeroporto, parcheggio, biglietto, uscita  Scrivo il mio nome qui? |
| **Spoken interaction** | 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**  1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**  1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events** | Students can greet people accurately, using the appropriate forms  Students can provide personal information  Students can pose questions  Students can ask someone to repeat  Students can ask someone to speak slowly  Students can understand and use numbers  Students can understand and interpret prices | Grammar related to formal/informal greeting (tu/lei)  Buongiorno/Buonasera  Vorrei una zuppa, per favore  Mi chiamo  Sono (+ nazionalità)  Ho X anni  Abito a  Dov’è la spiaggia più vicina?  Dov’è il ristorante?  Ci sono mezzi pubblici?  Ci sono musei?  Dov’è l’ospedale più vicino?  Avete camere libere per il (+ data)?  Quanto costa/viene la camera?  Avete camere più economiche/che costano meno?  Prima andiamo/facciamo… poi … (+ futuro) |
| **Writing** | 1.17 **Write words and create short sentences using various media on everyday topics with accuracy**  1.21 **Fill out forms relevant to their age group and experience** | Students can use an online booking site in the target language or make a booking via the phone | In partenza da Destinazione  In arrivo  Nome  Indirizzo  Numero di notti  Assicurazione  Seleziona/scegli  Data di nascita  Sesso maschile/femminile  L’anno scorso sono andato/a con la mia famiglia in vacanza a…  L’hotel era enorme/grandissimo  Il cibo era squisito |
| **Language awareness** | **Reflecting on how they learn language** | 2.6 **Identify, share and explain some language-learning strategies** | Students can identify strategies to help them learn | I like using…  When I learn new words I…  I practise by…  I learned how to… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.1 **Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks** | Students know the names of cities and major landmarks in the target language country/countries | X è nel Sud dell’Europa  X ha Y abitanti  La capitale d’Italia è Roma  Roma è famosa per… |