

LEVEL A1

Language competences on a global scale for a student of a level A1 according to the description propose by the *Framework*

The student understands and uses everyday expressions and the very basic phrases aimed at the satisfaction of needs of a concrete type. He can introduce him to others and can ask and answer the questions about his personal details such as where he lives, people he knows and the things he possesses. He can interact in a simple way while the other person talks slowly and clearly and is prepared to help .

LISTENING SKILLS

- Listen and memorize short, simple songs, rhymes, words, poems
- Perform simple requests involving a physical response
- Follow the instructions given on a school work
- Understand simple oral messages applied to the language spoken at the class
- Listen brief oral messages related to the daily experiences of your own and others

READING SKILLS

- Read diagrams , trigrams and complex sounds
- Read and understand short and simple sentences
- Combining words and images
- Associate cartoons and simple captions
- Sort short sentences with the help of the images
- Rearrange actions related to daily routine
- Answer some simple questions of understanding by identifying the main information
- Understand the overall meaning of both short and simple text
- Run a series of written instructions That are related to the activity That is being performed (eg . " Highlights " , " notes")

SPEAKING AND INTERACTION SKILLS

- Use simple greetings and farewell
- Give and ask simple information about himself
- Expressing simple requests aimed at fulfilling basic needs
- Describe in simple way actions of the daily activities
- Ask for and give simple numerical information (eg . " How much "...)
- Ask and give information easily on personal tastes and preferences (eg . " I like it" , "I do not like... ")
- Give simple orders in situations of family life and school
- Telling briefly and simply facts and events related to personal experience gained recently
- Report in a simple way using the single words or short phrases about the main essence of a text

TEXTS WRITTING SKILLS

- Write and write down words and short phrases under the dictation
- Fill out a simple questionnaire with a personal data

- Write the word corresponding to the data known on the image
- Write short lists of words related to both different lexical fields indicated and family
- Write short and simple sentences related to known images
- Produce a short and simple text description of himself and on his family
- Find the missing word or hidden in the sentence/phrase or in a short and simple text
- Reorder the sequence of the elements of a sentence
- Reorder in both logical and chronological sequence minimum sentences, within a short text possibly accompanied by images
- Transform the sentences from affirmative to negative

GRAMMAR STRUCTURES

- Definite and indefinite articles
- Gender and number
- Concordance article / noun / verb in the present tense
- Structuring the minimum sentence : subject / predicate / direct object
- Possessive adjectives singular M / F
- Demonstrative adjectives : this / a , the / a
- Qualifying Adjectives
- Common everyday verbs in the present tense
- Past participle (used as the past)
- Use of the imperative , to be considered limited to the prevailing
- Present Perfect , as a bridge to A2 , through the auxiliary be / have in the present tense

TOPICS

- Greetings and compliments
- Introduction
- Conventional linguistic formulas (eg. "Thank you!", "Please!")
- Formulation of basic requests and reception of basic commands that require a physical response
- Presentation of the members of the family, with regard to family ties
- A brief physical description of family members
- Description of the different surroundings and objects of the house
- Indication of friendships and activities conducted outside school
- Time is understood in chronological order (hours, days, months, years) and atmospheric dimension

LEVEL A2

Language competences on a global scale for a student of a level A2 according to the description propose by the Framework

The student can understand sentences and frequently used expressions related to areas of most immediate relevance(such as basic information about person and family, shopping, food, shopping,

local geography, games and leisure) can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He can describe in simple terms aspects of her own life and the surroundings and matters that relate to immediate needs.

LISTENING SKILLS

- Listen and understand messages and ads that are short, clear and simple
- Understand simple information on how to get from one place to another on foot
- Extract essential information from short, simple dialogues on everyday topics
- Listen and understand short stories related to concrete experiences lived by others, with the support of images, capturing the overall content
- Listen and understand short, simple fairy tales read or told by the teacher with the support of illustrations or drama, understanding their overall content, and identifying people, places and actions
- Listen and understand simple descriptions of objects, places, people asking questions to identify the object described and completing grids prepared by the teacher

READING SKILLS

- Read slowly, clearly pronouncing the words
- Use tones suitable for punctuation
- Read and understand short, simple narrative texts
- Take the topic of the text being read, referred to family members or content of a concrete type
- Highlight and detect key information from simple texts
- Identify and highlight words and / or phrases that do not understand
- Identify key words in a text short and simple
- Answering questions of the closed type (multiple choice, true or false)
- Answer simple questions of open-ended type in a brief and simple way
- Connect the various information identifying the causal links, and temporal logic
- Report the content of short simple texts with the guidance of appropriate simple questions
- Formulate questions respecting the order of presentation used in the text
- Understand signs and notices of general use in public places (streets, bars, railway stations ..)
- To understand simple instructions, advice or announcements, structured in a sequential way (recipes, tips for diets or medical care)
- To identify the constituent parts of a simple book (title, index, chapters, illustrations ...)
- Express a positive or negative opinion of some short texts
- Identify, with the help of the teacher, some analytical elements (adjectives, nouns)

SPEAKING AND INTERACTION SKILLS

- Expanding its lexical knowledge based on experience and known issues with nouns, verbs and adjectives appropriate to the context and to use the vocabulary learned in new contexts (organization of leisure, health, nutrition)
- Introduce yourself and present someone, in formal or informal, with simple sentences, short and consistent
- Describe simply his habits and tastes, the reasons for his choices
- Take a short and simple statement prepared on topics on family and school everyday, consciously using causal and temporal words (when, why)

- Asking and giving clear and simple information about the location of a place, on a path to follow, on the means of transport to be taken
- Telling briefly an event or a personal experience or others occurred in the present or in the past
- Understand the short and simple story of an event or a past experience
- Following a brief discussion in the family or school and intervene to express your opinion/comment positive or negative one
- To organize its interventions within time limits set by the rules of communication (waiting for your turn, speaking simply and clearly, listening to other posts)

TEXTS WRITING SKILLS

- Writing in Italian with sufficient expertise spelling
- Write short simple text dictation
- Fill out forms and answer simple questionnaires
- Write a short note or message to people known to inform, instruct, make proposals (addresses of friends, way to school, informal invitations)
- Write short texts of a personal nature, connecting with simple connective phrases such as "and", "but", "because"
- Describe in simple people, things or places known
- Describe in short sentences simple personal and family experiences, activities or events past and present (holidays, festivals, events of daily life)
- Write an e-mail or a short personal letter using appropriately formulas of introduction, conclusion and greetings
- Express personal opinions or moods of experiences (happiness, joy, agreement or disagreement, sadness) in a simple way
- Complete a simple text with missing words
- Reorder parts of a text in a logical and / or chronological order
- Assign a title to read a short text
- Identify the most important information of a text (who, where, when, what, why)
- Summarize the sequences of a simple text with short sentences

GRAMMAR STRUCTURES

- Correspondance item / name / adjective
- Structuring of simple sentences with subject / verb / direct object
- Knowledge and use of personal pronouns
- Use the present tense, the present perfect, infinite and imperfect
- Expansion of the minimum sentence by answering simple questions: Where? When?
- Use motion verbs with prepositions
- Use of adverbs of time (yesterday, today, tomorrow) and place (front, back, near, far, etc.)
- Using expressions: "I like why .. "" I do not like because" "
- Use of the most common adjectives with their opposites
- Knowledge and use of the possessive
- Knowledge and use of ordinal numbers

TOPICS

- Parts of the body
- Clothing
- The various surroundings and the different types of home
- Family life
- The free time (hobbies, games, with whom? When?)
- Social life

- Orientation in the space