



*Ministero della Pubblica Istruzione*

## **Quale profilo e quali competenze per l'inglese del docente di scuola primaria**

**Un'esperienza di ricerca**

**AS**  
agenziascuola  
agenzia nazionale per lo sviluppo dell'autonomia scolastica

## 7. Ipotesi di sillabo per lo sviluppo di competenze linguistiche

### 7.1 Premessa

Questa ipotesi di sillabo nasce dall'esigenza di fornire un repertorio per il lavoro comune su cui fondare la progettazione del curriculum dei corsi di formazione linguistica per i docenti della scuola primaria. Va segnalato che esistono vari sillabi elaborati da alcuni Uffici Scolastici Regionali, reperibili nella versione elettronica.

Nel definire i contenuti, al fine di fornire spunti per una progettazione pluriennale, la proposta è partita dai descrittori di competenza del QCER per ogni livello (A1, A2 e B1), che sono poi stati declinati tenendo conto delle strutture e delle funzioni principali indicate per ciascun livello.

Un sillabo può presentarsi sotto diverse forme. Può fornire inventari di strutture grammaticali, di funzioni, di nozioni, di descrittori di competenze, e così via. Può essere organizzato sotto forma di elencazioni di obiettivi intermedi e finali del percorso di studio. Oppure può apparire sotto forma di "blocchi" definiti in base alla lunghezza dei corsi o in base ai vari livelli (A1, A2 B1). Dovrebbe in ogni caso basarsi sempre sulle competenze descritte nel QCER per i livelli da A1 a B1.

Il sillabo viene fornito in inglese non solo perché la sua lettura può costituire un esercizio di comprensione da svolgere con i corsisti, ma anche perché è immediatamente confrontabile con gli indici e i descrittori di competenza forniti dai libri di testo. Inoltre, partendo da una estrapolazione dei descrittori di competenza (ampliati con proposte di funzioni, lessico, struttura) e di categorie descrittive tratti dal QCER, vengono forniti un elenco di riferimento - "reference checklist" - per l'area grammaticale e una proposta di argomenti - "classroom language" - riferiti alla lingua della classe.

### 7.2 Descrittori di competenza dal CEFR<sup>8</sup>

A1 from Global scale, CEFR

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

<sup>8</sup> Council of Europe, *Common European Framework of Reference for Languages: Learning, teaching, assessment.*, Cambridge University Press, 2001, pp. 24/26.

A1 from Self-assessment grid, CEFR

UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A1 Proposte per Funzioni, Strutture, Lessico

Functions	Structures	Lexis
Introducing oneself and other people	Be	Everyday objects Countries and nationalities
Greeting and taking leave		Hello, goodbye, etc.
Giving personal information: name, surname, job, age, phone number, marital status, nationality Filling in forms.	Articles Possessive adjectives Question words	Introductions Countries Jobs The alphabet Cardinal numbers (1-100)
Talking about one's family	Have Plural of nouns	The family Pets
Talking about daily routines Talking about people's jobs Telling the time	Simple present: affirmative, interrogative, negative Prepositions	Days of the week, months, seasons Basic routine actions Ordinal numbers Dates Connectors: and, or, but
Talking about houses, rooms and furniture.	There is / are Some / any Imperative Place prepositions Demonstratives	Everyday objects House and flat, rooms, furniture Types of houses School spaces School subjects Common places in a town
Describing present actions	Present continuous	

Talking about the weather	Descriptive vocabulary about the weather: it's sunny, etc.
Writing postcards and e-mails	Dear... Love... From...
Describing people: face, body, clothes	Descriptive adjectives Clothes
STRATEGIES:	<ul style="list-style-type: none"> <li>• Ask for repetition of important pieces of information</li> <li>• Ask spelling of unknown words</li> <li>• Ask how to say unknown words in English</li> <li>• Ask meaning of unknown words</li> </ul>

A2 from Global scale, CEFR

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A2 from Self-assessment grid, CEFR

<b>UNDERSTANDING</b>	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
<b>SPEAKING</b>	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>WRITING</b>	Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.



A2 Proposte per Funzioni, Strutture, Lessico

Functions	Structures	Lexis
Giving personal information Expressing possession	Possessive pronouns Saxon genitive	
Talking about habits and free time activities Talking about preferences	Simple present and adverbs of frequency Like/love + ing	School subjects Leisure activities / sports / hobbies / festivities
Giving directions	Imperative Place prepositions	Places in a town Directions
Talking about ability	Can/can't Could/couldn't	
Understanding, talking / writing about past events Narrating in chronological sequence, using appropriate tenses and connectors Telling stories Describing holidays and incidents	Past tense of to be Past simple regular and irregular Time expressions Time prepositions Past continuous	Connectors: when, where, because
Offering food and drink Accepting / refusing	Some / any Countable / uncountable nouns Would like	Food and drink
Forecasting the weather Making suggestions, accepting / refusing.	Going to, will future Shall we / Let's / Why don't we	Expanding vocabulary about the weather
Comparing objects, places, people and animals	Comparatives and superlatives	Countries, geographical features, animals
Talking about future plans, predictions, arrangements Express decisions of the moment, make promises	Going to, will future, present continuous Time clauses First conditional	Connectors: when, where, because, if, as soon as, until
Describing people's personality		Personality
Interviewing		
Describing feelings		Feelings
Talking about the recent past	Present perfect simple Already, yet	
Talking about duration	Present perfect simple Since / for How long	
Writing informal letters and e-mails		Dear... Love... From...
Talking about quantity	A lot, much, many Few / a few / little / a little Use of articles	

Expressing obligation	Have to, must, need	
Giving advice	Should	
Expressing possibility	May	
Expressing prohibition	Mustn't	
Expressing lack of necessity	Don't have to, needn't	
At the restaurant: choosing from the menu; ordering food and drink paying	I'd like	Food and drink
Buying things	Shops	
Asking for a room at a hotel		
Describing illness	Health	
Booking a train, flight...	Means of transport, holidays	
Using telephone language		
STRATEGIES:	<ul style="list-style-type: none"> <li>• Ask for clarification of important information</li> <li>• Ask for repetition / clarification of instructions / directions</li> <li>• Ask how to say unknown words in English</li> <li>• Ask meaning of unknown words</li> </ul>	

B1 from Global scale, CEFR, p. 24

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B1 from Self-assessment grid, CEFR

UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when delivery is relatively slow and clear.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

## B1 Proposte per Funzioni, Strutture, Lessico

Functions	Structures	Lexis
Talking about preferences and giving reasons		I love, like, hate, don't mind
Giving information about / describing countries and cities		
Understanding, talking / writing about past events Narrating in chronological sequence, using appropriate tenses and connectors Telling stories Describing holidays and incidents Understanding a biography, the news, a story	Past simple vs. Past continuous Past perfect	Extension of irregular verbs  Connectors: while, before, after, since, as, although, so, so that, to  Sequence/discourse markers: first, then, next...
Giving information about something read / seen, Retelling Giving opinions		
Talking about past habits	Used to	
Reporting conversations	Reported speech: statements, questions, commands, say/tell	
Giving advice	Ought to	
Expressing possibility	Might	
Speculating	Second conditional If / unless	
Describing simple processes	Passive voice	
	Infinitive / gerund after verbs	
	Causative have/get	
	Verb + object + infinitive Give / send etc. + direct / indirect object	
Describing illness		Health
Organizing travel		Transport
STRATEGIES:	<ul style="list-style-type: none"> <li>Ask how to say something in English by paraphrasing</li> <li>Ask for confirmation of meaning (of word / sentence)</li> </ul>	

7.3 Proposte di categorie descrittive<sup>9</sup>

Ambito	Luoghi	Istituzioni	Persone	Oggetti	Avvenimenti	Azioni	Testi
Privato	Casa propria della famiglia di amici di estranei (appartamento, locali, giardino)	La famiglia Reti sociali	Genitori Nonni e nonne Figli e nipoti Fratelli e sorelle Zii e zie	Mobili e arredo Abbigliamento Apparecchi domestici Giocattoli, attrezzi, igiene personale	Feste in famiglia Incontri Incidenti, infortuni Fenomeni naturali Feste, visite Passeggiate a piedi, in bicicletta, in moto	Routine quotidiane: vestirsi, svestirsi, cucinare, mangiare, lavarsi Bricolage, giardinaggio Lettura, radio e TV Divertimenti	Ricette Manuali scolastici Romanzi, riviste Giornali Materiale pubblicitario Opuscoli Lettere personali Testi orali diffusi via radio e registrati
	Spazio per sé in una pensione, in un hotel		Cugini e cugine, affini, Coniugi, persone con cui si è in intimità	Oggetti d'arte, libri Animali (domestici) Alberi, piante, prati, stagni	Vacanze, escursioni Eventi sportivi	Hobby Giochi e sport	
	Campagna, mare		Amici, conoscenti	Beni domestici Bagagli			
				Attrezzature per il tempo libero e lo sport			

Ambito	Luoghi	Istituzioni	Persone	Oggetti	Avvenimenti	Azioni	Testi
Pubblico	Luoghi pubblici: strada, piazza, parco Mezzi di trasporto Negozzi Supermercati	Uffici statali Servizio sanitario Gruppi Istituzioni religiose	Semplici cittadini Rappresentanti ufficiali Autisti, controllori Passeggeri Giocatori, fans, spettatori	Soldi, portamonete, portafogli Documenti Merci Armi Zaini, valige, borse Palle	Incidenti Infortuni, malattie Incontri pubblici Giornate benefiche, Multe, arresti Partite, gare Spettacoli	Acquistare i servizi pubblici e utilizzarli Usare il servizio sanitario Viaggi in auto, treno, nave, aereo Partite, gare Divertimenti e attività del tempo libero Funzioni religiose	Annunci e avvisi Etichette, confezioni Volantini, graffiti Biglietti, orari Cartelli, Regolamenti Programmi Menu
	Ospedali, ambulatori cliniche		Attori, pubblico, Camerieri, personale dei bar Portieri Preti, fedeli	Programmi Pasti, bevande, merende Passaporti, patenti	Matrimoni, funerali		
	Stadi, campi sportivi, palestre						
	Teatri, cinema, spettacoli						
	Ristoranti, bar, alberghi, Luoghi di culto						

<sup>9</sup> La tabella è un adattamento della TAVOLA 5 - Contesto situazionale d'uso della lingua: categorie descrittive. Consiglio d'Europa, *Quadro Comune Europeo di Riferimento per le Lingue: apprendimento, insegnamento, valutazione*, La Nuova Italia - Oxford, 2002, pp. 60-61.



Ambito	Luoghi	Istituzioni	Persone	Oggetti	Avvenimenti	Azioni	Testi
<b>Educativo</b>	Scuole: atrio, aule, cortile, campi sportivi, corridoi	Scuola Collegio Università	Insegnanti Bidelli Assistenti Genitori	Materiale per scrivere Abbigliamento scolastico	Inizio d'anno Ingresso in classe Fine anno	Lezioni Giochi Ricreazione	Testi autentici (vedi sopra) Libri di testo, di lettura
	Collegi Università		Compagni di classe Professori universitari Lettori	Abbigliamento e attrezzature sportive Cibo	Visite e scambi Pomeriggi e serate con i genitori	Gruppi e associazioni Compiti in classe Lavori in laboratorio	Libri di consultazione Testi alla lavagna (luminosa) Testi su schermo (computer e TV)
	Sale per le conferenze		Studenti universitari	Apparecchi audiovisivi	Giornate sportive, Partite	Studio in biblioteca	Esercizi Articoli di giornale
	Aule per i seminari		Bibliotecari e personale di laboratorio	Lavagna e gesso	Problemi disciplinari	Seminari e lavori assistiti	Sommari Dizionari
	Associazioni studentesche		Personale della mensa, Personale delle pulizie	Computer		Compiti a casa	
	Residenze universitarie		Portieri, segretari	Cartelle e zaini		Dibattiti e discussioni	
	Laboratori						
	Mense						

**7.4 Proposta di una reference checklist per l'area grammaticale- Livello B1**

Verbs	Regular and irregular forms	
<i>Modals</i>	Can	Ability; requests; permission
	Could	Ability; possibility; polite requests
	Would	Polite requests
	Will	Offer
	Shall	Suggestion; offer
	Should	Advice
	May	Possibility
	Might	Possibility
	Have (got) to	Obligation
	Must	Obligation
Mustn't	Prohibition	
Need	Necessity	
<i>Tenses</i>	Present simple	States, habits, systems and processes (and verbs not used in the continuous form)
	Present continuous	Future plans and activities, present actions
	Present perfect simple	Recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since
	Past simple	Past events
	Past continuous	Parallel past actions, continuous actions interrupted by the past simple tense
Past perfect simple	Narrative, reported speech	



	Future	(with) Going to
	Future	(with) Present continuous and present simple
	Future	Offers, promises, predictions, etc.
<i>Verb Forms</i>	Affirmative, interrogative, negative	
	Imperatives	
	Infinitives	(with and without to) After verbs and adjectives
	Gerunds (-ing form)	After verbs and prepositions
	Gerunds	As subjects and objects
	Passive forms	Present and past simple
	Verb + object + infinitive	Give/take/send/bring/show + direct/indirect object
	Causative	Have/get something done
	So/nor with auxiliaries	So do I/Nor have I
	Conditional Sentences	Type 0: An iron bar expands if/when you heat it. Type 1: If you do that again, I'll leave. Type 2: I would tell you the answer if I knew it. If I were you, I wouldn't do that again.

<i>Compound Verb Patterns</i>	Phrasal verbs/verbs with prepositions.	
<i>Simple Reported Speech</i>	Statements, questions and commands	Say, ask, tell He said that he felt ill. I asked her if I could leave. No-one told me what to do.
	Indirect and embedded questions: know, wonder	Do you know what he said? I wondered what he would do next.
<i>Interrogatives</i>	What, What (+ noun)	
	Where; When	
	Who; Whose; Which	
	How; How much; How many; How often; How long; etc	
	Why (including the interrogative forms of all tenses and modals listed)	
<i>Nouns</i>	Singular and plural	Regular and irregular forms
	Countable and uncountable nouns	With some and any
	Abstract nouns	

	Compound nouns	
	Complex noun phrases	
	Genitive: 's & s'	
<i>Pronouns</i>	Personal (subject, object, possessive)	
	Reflexive and emphatic:	Myself, etc.
	Impersonal	It, there
	Demonstrative	This, that, these, those
	Quantitative	One, something, everybody, etc
	Indefinite	Some, any, something, one, etc.
	Relative	Who, which, that, whom, whose
<i>Articles</i>	a + countable nouns	
	the + countable/uncountable nouns	
<i>Adjectives</i>	Colour, size, shape, quality, nationality	
	Predicative and attributive	
	Cardinal and ordinal numbers	
	Possessive:	My, your, his, her, etc
	Demonstrative	This, that, these, those
	Quantitative	Some, any, many, much, a few, a lot of, all, other, every, etc.
	Comparative and superlative forms (regular and irregular)	(not) as . . . as, not . . . enough to, too . . . to
	Order of adjectives	
	Participles as adjectives	
	Compound adjectives	
	Regular and irregular form	
	Manner:	Quickly, carefully, etc
	Frequency	Often, never, twice a day, etc
	Definite time	Now, last week, etc
	Indefinite time	Already, just, yet, etc.
<i>Adverbs</i>	Degree	Very, too, rather, etc.
	Place	Here, there, etc.
	Direction	Left, right, along, etc.
	Sequence	First, next, etc
	Sentence adverbs	Too, either, etc.
	Pre-verbal, post-verbal and end-position adverbs	

Comparative and superlative forms (regular and irregular).

	Location	To, on, inside, next to, at (home), etc
	Time	At, on, in, during, etc.
	Direction	To, into out of, form, etc.
	Instrument	By, with
	Miscellaneous	Like, as, due to, owing to, etc.
<i>Prepositions</i>	Prepositional phrases	At the beginning of, by means of, etc.
	Prepositions preceding nouns and adjectives	By car, for sale, at last, etc.
	Prepositions following (i) nouns and adjectives	Advice on, afraid of, etc.
	(ii) Verbs	Laugh at, ask for, etc.
<i>Connectives</i>	And, but, or, either . . . or	
	When, while, until, before, after, as soon as	
	Where	
	Because, since, as, for	
	So that, (in order) to	
	So, so . . . that, such . . . that	
	If, unless	
	Although, while	