

Year 8 – Broad Learning Outcomes for Foreign Languages

LISTENING	
Broad Learning Outcomes	<ul style="list-style-type: none">• Can follow in outline short, simple, social exchanges related to areas of immediate priority.• Can catch the main point in short, simple messages provided the delivery is clear.• Can understand simple directions.• Can understand basic instructions.• Can follow a short text provided that speech is conducted slowly and clearly.• Can understand simple public announcements and adverts about predictable matters.
READING	
Broad Outcomes	<ul style="list-style-type: none">• Can understand personal simple correspondence (printed or online) about familiar subjects.• Can understand everyday notices/instructions in public places.• Can find specific, predictable information in simple everyday material (timetables/adverts).• Can understand information given by means of different visuals (illustrated brochures, maps).• Can understand texts describing everyday life (people, places, culture).• Can understand texts that provide simple instructions provided that they are written in simple language.
SPOKEN PRODUCTION	
Broad learning	<ul style="list-style-type: none">• Can give a simple description about immediate surroundings and everyday life (people, places, actions, daily

outcomes	<p>routines, likes and dislikes).</p> <ul style="list-style-type: none"> • Can speak about or describe something using a series of linked phrases and simple sentences.
SPOKEN INTERACTION	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can participate in very short social exchanges on familiar matters. • Can communicate and exchange information on everyday routine and free time. • Can generally understand clear, standard speech on familiar matters. • Can ask for repetition or re-wording in a conversation.
WRITTEN PRODUCTION	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can write a series of simple phrases and sentences linked with simple connectors. • Can write a short paragraph made up of simple phrases.
WRITTEN INTERACTION	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can write brief notes/short texts relating to matters in areas of immediate need. • Can write short notes, emails and text messages. • Can reply to simple notes, emails and text messages. • Can make simple requests about everyday needs and free time.

	SUBJECT FOCUS	VOCABULARY	GRAMMAR	TRANSVERSAL THEMES	LEARNING OUTCOMES
UNITÉ 1	La rentrée	<p>Reprise de la communication en classe: se présenter et présenter quelqu'un. Les salutations*.</p> <p>Révision des descriptions physiques + (plus détaillées).</p> <p>Les nationalités* Les nombres 70-1000</p> <p>La météo (il fait chaud / il fait du vent.../ il y a)</p> <p>Les saisons*/le calendrier*</p> <p>Les vêtements.</p>	<p>Les nationalités (rappel + introduction d'autres nationalités ex. : italien / canadien / russe / suisse...)</p> <p>Le Futur Proche</p>	<p>Interculturel Nous sommes tous différents et divers</p> <p>Fêtes et traditions maltaises / françaises</p>	<p> SOCIAL LEARNING I can introduce myself, state my age, birthday, nationality and where I live and ask others what their names, ages and nationalities are and where they live.</p> <p> LISTENING I can understand different forms of address. I can understand when others talk about familiar topics such as basic physical appearance, age, nationality, home and their hobbies.</p> <p> SPEAKING I can use different forms of address to speak to others using formal/ informal ways. I can talk about familiar topics such as basic physical appearance, age, nationality, home and hobbies. I can ask others about physical appearance, age, nationality, home and their hobbies. I can talk about numerical data which amounts up to 1,000. I can talk about dates, weather and seasons both in Malta and other countries. I can talk about special dates/ traditions in Malta and in other French speaking countries.</p>

		<p>Les fêtes et les traditions.</p> <p>*Rappel.</p>			<p> READING</p> <p>I can understand numbers up to 1, 000.</p> <p>I can understand simple texts about dates, weather and seasons both in Malta and in other countries.</p> <p>I can understand texts which talk about special dates/traditions in Malta and in other French speaking countries.</p> <p> WRITING.</p> <p>I can write about dates, weather and seasons in Malta and other countries.</p> <p>I can ask others about dates, weather and seasons in other countries.</p> <p>I can produce a simple text where I talk about very near future events.</p> <p>I can write about hobbies which I intend to practise.</p> <p> COMMUNICATION FOR DIVERSITY</p> <p>I can compare special dates and anniversaries in the Maltese calendar with special dates and anniversaries in French-speaking countries' calendars, e.g. 'la fête nationale en France', showing that I am willing to learn about other cultures and traditions.</p>
<p>UNITÉ 2</p>	<p>À boire et à manger</p>	<p>Les différents repas du jour</p> <p>L'heure (et demie / et quart / moins le</p>	<p>Les verbes PRENDRE, BOIRE et MANGER</p> <p>L'interrogation : Combien ?</p> <p>L'article partitif</p>	<p>Une journée d'un adolescent maltais / français</p>	<p> LISTENING</p> <p>I can identify food and drink items.</p> <p>I can understand simple texts about food and drink.</p>

		<p>quart / sept heures vingt...)</p> <p>L'adverbe de temps (le matin / l'après-midi / le soir...)</p> <p>L'alimentation</p> <p>Les magasins et les commerces qui vendent de la nourriture (la boulangerie / la pâtisserie / l'épicerie / le supermarché...)</p>	<p>Quantités précises / imprécises e.g un paquet de.../une bouteille de....</p> <p>Le négatif avec ne...pas / ne...rien / ne...jamais</p> <p>Ne...pas + de</p> <p>Le verbe VOULOIR (Tu veux du café ?/je voudrais du lait)</p> <p>L'imperatif (donnez-moi)</p> <p>Des adverbes simples ex normalement/chaque matin/le soir etc.</p>	<p>Les habitudes alimentaires</p> <p>La vie familiale</p> <p>Les repas</p> <p>La cantine</p> <p>Les spécialités et les recettes</p>	<p>I can understand a simple recipe and a menu.</p> <p>I can recognize different meals which are associated with different times of the day.</p> <p>I can identify different speciality food and drink shops</p> <p> SPEAKING.</p> <p>I can interact with others in order to buy food and drinks.</p> <p>I can order a meal at different places.</p> <p>I can discuss with and ask others about their meals during the day.</p> <p> READING</p> <p>I can follow simple texts about food and drink.</p> <p>I can understand a simple recipe and a menu.</p> <p>I can recognize different meals which are associated with different times of the day.</p> <p>I can identify different places where food and drink can be consumed.</p> <p> WRITING</p> <p>I can produce simple texts stating what I eat and drink during my day.</p> <p>I can ask others what they like/do not like to eat and drink.</p> <p>I can write a short text describing what I like and do not like to eat and drink.</p>
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UNITÉ 3

Bien manger et bouger

La nourriture saine et équilibrée.

Le sport (rappel et d'autres activités sportives/loisirs).

Les parties du corps.

Les verbes pronominaux.

Qu'est-ce qui ne va pas ?
(J'ai mal au ventre / à la tête...)

Jouer à/de/Faire (Rappel)

Le Passé Récent
'Je viens de faire du jogging.'

L'Impératif e.g
'Levez les bras, étirez les jambes'.

Modes de vie différentes.

La santé.

Les habitudes alimentaires.



SPEAKING

I can name body parts.

I can describe how I feel physically.

I can ask others how they feel.

I can talk about different sports/ physical exercises to keep fit.



WRITING

I can produce a short text in order to describe how I feel physically.

I can describe different activities which involve physical exercises.

I can write a text to show what type of sports I practise to keep fit.

I can produce a text which gives instructions/advice on healthy living.



LISTENING

I can understand when someone talks about parts of the body and ailments.

I can understand when others tell me how they are feeling physically.

I can understand simple instructions to do physical exercises or to follow orders in order to get well/better.



READING

I can understand a text which talks about the physical well-being and health.

					<p>I can recognize instructions given in texts which include advice about physical activities and healthy living.</p> <p>I can understand simple texts about sports and physical exercise.</p> <p>I can follow instructions/advice in order to feel better/well.</p>  SOCIAL LEARNING
<p>UNITÉ 4</p>	<p>La maison</p>	<p>La maison. Les pièces et les meubles. La chambre.</p> <p>Les nombres ordinaux (J'habite un appartement au troisième étage...)</p>	<p>L'interrogation : Où... ? Les prépositions de lieu (sur / sous / à côté de...) Il y a / Il n'y a pas de... Où se trouve... ? / Où est.... ?</p>	<p>Les lieux d'habitation différents</p>	 WRITING
					<p>I can describe my house, rooms and immediate surroundings.</p> <p>I can ask others about where they live and what their homes are like.</p> <p>I can state where certain things are in the house or in the surrounding area.</p> <p>I can ask where certain things are in a house or its surroundings.</p>  SPEAKING
					<p>I can talk about my immediate surroundings including my house, my room etc.</p> <p>I can ask others about their immediate environment.</p> <p>I can talk about different objects in different rooms.</p> <p>I can ask others about what they have in their rooms.</p>  LISTENING
					<p>I can understand short simple texts e about other people's houses and surrounding area.</p>

					<p>I can understand authentic texts such as adverts/promotions which describe houses/ rooms in a familiar environment.</p> <p> READING</p> <p>I can understand short texts about other people's houses and surrounding area.</p> <p>I can understand and associate short descriptions to different pictures/visuals of the familiar environment.</p> <p>I can understand a text which talks about moving house.</p>
<p>UNITÉ 5</p>	<p>En ville</p>	<p>Les lieux dans la ville.</p> <p>Les directions -au nord, au sud etc.,</p> <p>Les magasins et les commerces.</p> <p>Demander son chemin : » ; Je voudrais aller à ...' / Où est/se trouve...</p> <p>Les nombres ordinaux (Continuation) (Prenez la troisième à gauche...)</p> <p>Les directions (à gauche / à droite / tout droit)</p>	<p>L'Impératif (rappel) L'Impératif au négatif</p> <p>Les verbes TRAVERSER / MARCHER / TOURNER / PRENDRE / ALLER</p> <p>(Traversez la rue / Marchez jusqu'aux feux / Prenez la première rue à gauche / Allez tout droit...)</p> <p>Le verbe SE TROUVER</p> <p>(La boulangerie se trouve à côté de la pâtisserie / Excusez-moi monsieur, où se trouve le musée ?)</p>	<p>Villes typiques et lieux d'intérêt à Malte et en France.</p>	<p> SPEAKING</p> <p>I can talk about where I live and situate it in a wider context.</p> <p>I can give some details about geographical locations.</p> <p>I can name points of interest in my home area.</p> <p>I can ask others about interesting sites in their home town/country.</p> <p>I can talk about how to get to places in my country and abroad.</p> <p>I can ask others about different means of transport in their country/region showing awareness of sustainable modes of transport.</p> <p> LISTENING</p> <p>I can follow short texts in mostly simple familiar language about home areas and geographical locations.</p> <p>I can understand when others give instructions/directions in order to reach particular places.</p>

		<p>Les moyens de transport.* (Rappel)</p> <p>Transports en commun, covoiturage, aller à vélo, aller à pied.</p>	<p>Les prépositions à / au / à la / aux / chez (Rappel)</p>		<p>I can understand short simple texts which talk about means of transport. I can understand others when they give a description of a particular home/town area.</p> <p> WRITING</p> <p>I can write short texts in mostly simple language about home areas and geographical locations. I can give instructions/ directions how to reach a specific place. I can produce short simple texts which talk about means of transport.</p> <p> READING</p> <p>I can understand short texts in mostly familiar language about other countries and places to live in. I can understand texts which give a description of a particular home /town area.</p> <p> COLLABORATION</p> <p>I can collaborate with others and use ICT to produce a short presentation about my town/village.</p> <p> LEARNING TO KNOW</p> <p>I can understand directions and I can provide directions to others.</p>
<p>UNITÉ 6</p>	<p>Faites la fête!</p>	<p>Les fêtes (les cadeaux / le gâteau / les bougies / les décorations...)</p> <p>La nourriture pour des fêtes.</p>	<p>Les verbes apporter, s'amuser, préparer, organiser, inviter. Le verbe POUVOIR (Merci, je peux venir / je ne peux pas accepter...)</p>	<p>Célébrer une fête / un anniversaire/ . 'fête d'anniversaire.</p>	<p> SPEAKING</p> <p>I can talk about presents/food that I need in order to organise a party. I can ask others about presents/food that they need in order to organise a gathering/party. I can invite others for a celebration.</p>

		<p>Inviter quelqu'un.</p> <p>Accepter / Refuser une invitation.</p>	<p>L'interrogation : Pourquoi ? ...parce que</p> <p>Le Passé Composé¹ avec AVOIR</p>		<p>I can interact with others in order to refuse/accept an invitation.</p> <p> LISTENING</p> <p>I can follow others when they talk about what needs to be done in order to organise a party. I can understand others when they are organising an event. I can understand when others accept/refuse an invitation.</p> <p> READING</p> <p>I can understand texts which talk about what is needed to organise an event. I can understand an invitation. I can understand texts which show that an invitation has been refused/accepted.</p> <p> WRITING</p> <p>I can write about food that I like to eat/ drink. I can write about the food/ presents that others need to buy in order to organise an event such as a birthday party. I can write/ reply to a birthday party invitation. I can write a short text to accept /refuse an invitation and state why.</p>
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