

## Foreign Language Curriculum: Year 8 – MQF Level 2.1

LISTENING	
<p>Broad Learning Outcomes</p>	<p><b>Can follow in outline short, simple, social exchanges related to areas of immediate priority.</b>  <b>Can catch the main point in short, simple messages provided the delivery is clear.</b>  <b>Can understand simple directions.</b>  <b>Can understand basic instructions.</b>  <b>Can follow a short text provided that speech is conducted slowly and clearly.</b>  <b>Can understand simple public announcements and adverts about predictable matters.</b></p>
<p>Specific Learning Outcomes</p>	<ul style="list-style-type: none"> <li>• Can understand very basic information related to a person and one’s family.</li> <li>• Can understand very basic information/conversations related to shopping.</li> <li>• Can understand very basic information/conversations related to someone’s home area.</li> <li>• Can understand very basic information/conversations related to someone’s job.</li> <li>• Can understand the outline of simple information given in a situation, such as on a guided tour, e.g ‘On the right-hand side ....’</li> <li>• Can understand a simple telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket.</li> <li>• Can understand directions relating to how to get from X to Y, by foot or public transport.</li> <li>• Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.</li> </ul>

Learning Outcomes at MQF Level 2.1 correspond to CEFR Descriptors at A2 Level.

READING	
Broad Learning Outcomes	<p><b>Can understand personal simple correspondence (printed or online) about familiar subjects.</b></p> <p><b>Can understand everyday notices/instructions in public places.</b></p> <p><b>Can find specific, predictable information in simple everyday material (timetables/adverts).</b></p> <p><b>Can understand information given by means of different visuals (illustrated brochures, maps).</b></p> <p><b>Can understand texts describing everyday life (people, places, culture).</b></p> <p><b>Can understand texts that provide simple instructions provided that they are written in simple language.</b></p>
Specific Learning Outcomes	<ul style="list-style-type: none"> <li>• Can read and understand information in advertisements, prospectuses, menus, reference lists and timetables.</li> <li>• Can read and understand information on signs in streets, restaurants, railway stations, workplaces.</li> <li>• Can read and understand directions, instructions and warnings.</li> <li>• Can understand information in which the principal attractions of a city or area is described.</li> <li>• Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.'</li> <li>• Can understand texts/articles/online posts about someone's life (age, job, daily routines, etc).</li> </ul>

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SPOKEN PRODUCTION	
Broad Learning outcomes	<p><b>Can give a simple description about immediate surroundings and everyday life (people, places, actions, daily routines, likes and dislikes).</b></p> <p><b>Can speak about or describe something using a series of linked phrases and simple sentences.</b></p>
Specific Learning Outcomes	<ul style="list-style-type: none"> <li>• Can describe people s/he knows (age, hometown, languages, hobbies, job, favourite food, etc).</li> <li>• Can describe his/her hometown.</li> <li>• Can describe routines.</li> <li>• Can explain what he/she likes or dislikes about something.</li> <li>• Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).</li> <li>• Can briefly talk about what he/she plans to do at the weekend or during the holidays.</li> <li>• Can give very simple directions from place to place, using basic expressions such as 'left' and 'straight ahead' along with sequential connectors such as 'at first' and 'then'.</li> </ul>

SPOKEN INTERACTION	
Broad Learning Outcomes	<p><b>Can participate in very short social exchanges on familiar matters.</b></p> <p><b>Can communicate and exchange information on everyday routine and free time.</b></p> <p><b>Can generally understand clear, standard speech on familiar matters.</b></p> <p><b>Can ask for repetition or re-wording in a conversation.</b></p>
Specific Learning Outcomes	<ul style="list-style-type: none"> <li>• Can establish social contact: greetings and farewells; introductions; giving thanks.</li> <li>• Can express how he/she feels in simple terms, and express thanks.</li> <li>• Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.</li> <li>• Can use simple everyday polite forms of greeting and address.</li> <li>• Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.</li> <li>• Can make and respond to invitations, suggestions and apologies.</li> <li>• Can say what he/she likes and dislikes.</li> <li>• Can exchange opinions and compare things and people using simple language.</li> <li>• Can discuss what to do in the evening, at the weekend.</li> <li>• Can make and respond to suggestions.</li> <li>• Can agree and disagree with others.</li> <li>• Can discuss what to do, where to go and make arrangements to meet.</li> <li>• Can express opinions in a limited way.</li> <li>• Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</li> <li>• Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions.</li> <li>• Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Can ask for and provide everyday goods and services.</li> <li>• Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</li> <li>• Can ask about things and make simple transactions in shops, post offices or banks.</li> <li>• Can give and receive information about quantities, numbers, prices etc.</li> <li>• Can make simple purchases by stating what is wanted and asking the price.</li> <li>• Can order a meal.</li> <li>• Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.'</li> <li>• Can ask (face-to-face) for a medical appointment and understand the reply.</li> <li>• Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.</li> <li>• Can ask and answer questions about what they do in free time.</li> <li>• Can ask for and give directions referring to a map or plan.</li> <li>• Can ask for and provide personal information.</li> <li>• Can ask and answer simple questions about an event, e.g. ask where and when it will take place, who will be there.</li> <li>• Can describe to a doctor very basic symptoms and ailments such as cold and flu.</li> </ul>
<b>WRITTEN PRODUCTION</b>	
Broad Learning Outcome	<p><b>Can write a series of simple phrases and sentences linked with simple connectors.</b></p> <p><b>Can write a short paragraph made up of simple phrases.</b></p>
Specific Learning Outcomes	<ul style="list-style-type: none"> <li>• Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job of relatives or friends.</li> <li>• Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectors like 'because' and 'but.'</li> </ul>

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WRITTEN INTERACTION	
Broad Learning Outcomes	<p><b>Can write brief notes/short texts relating to matters in areas of immediate need.</b></p> <p><b>Can write short notes, emails and text messages.</b></p> <p><b>Can reply to simple notes, emails and text messages.</b></p> <p><b>Can make simple requests about everyday needs and free time.</b></p>
Specific Learning Outcomes	<ul style="list-style-type: none"> <li>• Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity).</li> <li>• Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself.</li> <li>• Can write very simple personal letters expressing thanks and apology.</li> <li>• Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).</li> <li>• Can write a short text in a greeting card (e.g. for someone's birthday or to wish them a Happy New Year!).</li> <li>• Can write short, simple notes and messages relating to matters in areas of immediate need.</li> <li>• Can fill in personal and other details on most everyday forms.</li> <li>• Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time.</li> <li>• Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.</li> <li>• Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.</li> <li>• Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).</li> </ul>