

Foreign language Curriculum: Year 7 – MQF level 1

*Learning outcomes at MQF level 1 correspond to CEFR descriptors at A1 level.

LISTENING	
Generic learning outcomes	<p>Can understand single words and short simple standard phrases.</p> <p>Can understand short basic texts.</p> <p>Can recognise concrete information on familiar topics encountered in everyday life, provided that it is delivered in slow and clear speech.</p> <p>Can follow speech which is very slow and carefully articulated with long pauses to assimilate meaning.</p>
Specific learning outcomes	<ul style="list-style-type: none">• Can understand simple greetings.• Can understand basic every day classroom instructions.• Can understand basic references to time.• Can understand people describing themselves, their likes and dislikes, their own family, pets and friends using very simple phrases.• Can understand figures, price and times given slowly and clearly in an announcement.• Can understand basic references to familiar topics.

READING	
Generic learning outcomes	<p>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p> <p>Can understand short texts on subjects of personal interest written with simple words and supported by illustrations and pictures.</p> <p>Can understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases.</p> <p>Rereading is required.</p>
Specific learning outcomes	<ul style="list-style-type: none"> • Can read and understand greetings, short notes, lists of things. • Can understand simple questions, phrases and statements related to immediate needs. • Can read and understand basic rubrics. • Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations. • Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can understand short texts (e.g. adverts, timetables) on subjects of personal interest written with simple words and supported by illustrations and pictures. • Can read and understand when someone gives basic personal information.

SPOKEN PRODUCTION	
Generic learning outcomes	Can produce simple mainly isolated phrases about oneself, people and places.
Specific learning outcomes	<ul style="list-style-type: none"> • Can introduce oneself briefly. • Can introduce other people. • Can give personal information. • Can talk about one's family in simple phrases. • Can give information about others. • Can use simple isolated phrases/sentences to describe immediate surroundings. • Can describe simple aspects of everyday life in a series of simple and brief sentences (e.g. routine).
SPOKEN INTERACTION	
Generic learning outcomes	<p>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate needs or on familiar topics.</p>
Specific learning outcomes	<ul style="list-style-type: none"> • Can use basic greetings and leave-taking expressions. • Can take part in a simple conversation on familiar themes (eg. his/her school/family/home). • Can ask how people are and reply in a simple manner. • Can ask and react to basic questions related to immediate needs. • Can ask and react to basic questions related to familiar topics. • Can ask and react for repetition or help if something is not understood. • Can exchange likes and dislikes using a limited range of expressions, when addressed clearly slowly and directly (e.g. about sports, food).

WRITTEN PRODUCTION	
Generic learning outcome	<p>Can write simple isolated phrases and sentences.</p> <p>Can give information in writing about matters of personal relevance using simple words and basic expressions.</p>
Specific learning outcomes	<ul style="list-style-type: none"> • Can write simple phrases and sentences about oneself and others, where they live and what they do. • Can write simple sentences about everyday life (e.g. school / routine).
WRITTEN INTERACTION	
Generic learning outcomes	<p>Can ask for or pass on personal details in written form.</p>
Specific learning outcomes	<ul style="list-style-type: none"> • Can fill in short forms giving personal details. • Can write short phrases/sentences/questions related to immediate needs. • Can write a short simple message to friends to give them a piece of information or to ask them something. • Can write short simple postcards, messages, SMS and online postings using simple words and formulaic expressions. • Can greet someone, apologise, express thanks, and say good bye.

Level 7 – Year 7 Learning Outcomes and Language Content

Theme 1 – Hello!	Language content
<p>Speaking I can use different forms of address. I can greet people, ask how they are, tell them how I am and ask how others are. I can introduce people to others. I can introduce myself. I can say how old I am. I can ask for other people's names and ages. I can spell in German and ask how something is spelled.</p> <p>Listening I can understand someone asking for name and age. I can understand people introducing themselves. I can understand someone asking how something is written.</p> <p>Reading I can read and understand greetings. I can understand basic personal information: name, surname and age e.g. Profil or Anmeldeformular.</p> <p>Writing I can fill in personal details: note down name, surname and age. I can note down a word or name spelled in German.</p>	<p>Greetings Hallo! , Grüß Gott!, Servus! ...</p> <p>Greetings according to time of the day Guten Morgen!/ Guten Tag!/ Guten Abend!/ Gute Nacht!</p> <p>Ask how others are using informal and formal modes of address Wie geht es dir?/ Wie geht es Ihnen?</p> <p>Answering someone asking how you are feeling Gut. / Gut, danke./ Mir geht es gut.</p> <p>Speaking about oneself Ich bin.... Ich heiße ...</p> <p>Asking for someone's name Wie heißt du?.... und du? Wie ist Ihr Name?.... und Sie? Wie heißen Sie?</p> <p>Asking for age Wie alt bist du? Die Zahlen (0- 20)</p> <p>Asking who someone is and introducing others Wer ist das? Das ist Herr Berg. Das sind Tanya und Erika.</p> <p>Asking someone how to write something Wie schreibt man das?</p> <p>Filling in a form Vorname, Name, Alter</p>

Theme 2- Home and Home Area	Language Content
<p>Part 1</p> <p>Speaking I can say where I come from and ask others. I can say where I live and can ask others. I can say which languages I speak and ask others.</p> <p>Listening I can understand where someone comes from. I can understand where someone lives. I can understand people saying which languages they speak.</p> <p>Reading I can understand short phrases / sentences about where people come from. I can understand short phrases / sentences about where someone lives. I can read short phrases / sentences about which languages one speaks.</p> <p>Writing I can write a short message/online posting etc. to say where I come from and where I live. I can write a short simple message to ask for information. I can note down details on a form.</p>	<p>Part 1:</p> <p>Self introduction: hometown, country, nationality and countries where other learners or their families come from Ich komme aus Malta/aus Italien Ich wohne in...</p> <p>Nationalities and German speaking countries Languages spoken Deutschland, Österreich, die Schweiz Hier spricht man Deutsch. Ich bin Deutscher/ Deutsche</p> <p>Ich spreche Maltesisch und Italienisch. Sprichst du Italienisch?</p> <p>Questions and question words Und du? Woher kommst du? Woher kommen Sie? Kommst du aus...? Kommen Sie aus ...? Welche Sprache sprichst du?</p>

Part 2**Speaking**

I can say where a city or village is located.

I can describe my house using simple phrases/sentences.

I can describe my room using simple phrases/sentences.

I can ask others about their home.

Listening

I can understand where a city or village is located.

I can understand people describing their house.

Reading

I can understand short phrases / sentences describing houses and locations.

I can recognise basic information in an advert related to homes.

Writing

I can write simple phrases / a few sentences to describe my home.

Part 2:**The city/ the village**

Ich wohne in ... Das ist eine Stadt / ein Dorf in der Nähe von ...

Geographical locations (compass points)

Im Norden, Im Süden

Prepositions linked to location.

München liegt im Süden.

Hamburg ist in Norddeutschland.

Rooms

Das Haus hat acht Zimmer

Das Badezimmer, das Wohnzimmer ...

Basic furniture in class

Die Stühle, die Tür, die Tafel

Adjectives

Das Zimmer ist hell.

Theme 3 – The Calendar	Language Content
<p>Speaking I can ask what time it is. I can tell the time. I can use simple phrases / sentences to talk about my daily routine. I can ask others about their daily routine. I can say when my birthday is. I can ask others when their birthday is. I can ask and answer questions about the weather.</p> <p>Listening I can understand basic descriptions of one's daily routine. I can understand in which month or season others celebrate birthdays. I can understand simple phrases / sentences about the weather.</p> <p>Reading I can understand simple phrases / sentences about the weather. I can understand a short e-mail/message/text about what someone does during the day. I can elicit information from an advert showing opening hours.</p> <p>Writing I can write short simple sentences about my daily routine. I can ask for information about daily routine. I can write simple phrases / sentences and ask about the weather.</p>	<p>Daily routine Time /Days of the week Am Montag um 7 Uhr / 5 nach 7 / Viertel nach ... / halb 8 / Viertel vor ...</p> <p>Birthdays Months / Seasons Wann hast du Geburtstag? Im Juni / Im Sommer.</p> <p>The Weather Wie ist das Wetter? Es schneit / Es regnet / Es ist sonnig.</p> <p>Expressions of Time am Morgen / am Nachmittag/ am Abend morgens / abends Nach der Schule</p> <p>Seperable Verbs aufstehen/ausgehen/fernsehen/aufmachen / zumachen / aufräumen /einkaufen /aufwachen</p> <p>Question words Wann? / Um wie viel Uhr?</p>

Theme 4 – Family, Pets and Friends	Language Content
<p>Speaking I can say use simple phrases/sentences to talk about my family. I can ask other people about their family. I can say if I have pets. I can ask others if they have pets.</p> <p>Listening I can understand simple information about family, friends and pets.</p> <p>Reading I can understand a simple text about someone’s family, friends or pets.</p> <p>Writing I can produce short simple sentences about my family, friends and pets.</p>	<p>Family members, pets and friends Hast du Geschwister? Wie heißt dein Bruder? Hast du ein Haustier?</p> <p>Articles and plurals related to family members and pets Ich habe einen Bruder / zwei Brüder der Vater /die Mutter / das Baby / die Kinder</p> <p>Pronouns to refer to family members Er ist mein Onkel. Sie heißt Anna. Sie ist meine Cousine.</p> <p>Possessive pronouns Das ist mein Vater / Meine Mutter heißt Mary. Wie heißt dein Bruder/deine Schwester?</p> <p>Negative Ich habe keinen Bruder / keine Geschwister.</p>

Theme 5 – The School

Language Content

Speaking

I can use simple phrases/sentences /questions to talk /ask about school/ school routine.

I can say which subjects I learn at school.

I can say which subjects I like and do not like.

I can ask others which subjects they like and ask if they have a favourite subject.

Listening

I can understand basic information related to school/school routine.

Reading

I can understand short simple texts/adverts/messages about school /school routine.

Writing

I can write simple phrases/ sentences/ ask questions about school/school routine.

Subjects and timetable

Ich lerne zehn Fächer.

Wann hast du Deutsch?

Am Montag. / Montags,

Einmal – Zweimal – Dreimal die Woche habe ich Deutsch.

Describing the school

Wie findest du deine Schule /Deutsch?

Ich finde Deutsch interessant.

Die Schule gefällt mir.

Was ist dein Lieblingsfach?

Mein Lieblingsfach ist ...

Sentence Structure

Am Montag gehe ich in die Schule.

Classroom instructions

Darf ich...? /Entschuldigung, haben Sie... ? / Wiederholen Sie bitte!

Theme 6 – Leisure Time**Language Content****Speaking**

I can use simple phrases/sentences/questions to talk/ask about hobbies and leisure activities.

I can say when I do different leisure activities.

Listening

I can understand basic information / simple conversation about free time activities.

Reading

I can understand short, basic texts and adverts about leisure activities.

Writing

I can write simple phrases/ sentences/ questions about free time.

Freetime activities and hobbies

spielen / singen / tanzen / lesen / fernsehen ...

Likes and dislikes

Ich kann tanzen.

Ich tanze gern.

Ich gehe gern ins Jugendzentrum.

Ich treffe gern Freunde.

What one can and one wants to do

modal verbs: können / wollen

Ich kann tanzen.

Ich will eine Pizza essen.

Sentence Structure

Ich gehe zum Fußballspiel.

Einmal die Woche spiele ich Fußball.

Question words

Wann spielst du Tennis?

Wie oft spielst du?

Mit wem spielst du?

Negative

Ich tanze gern/nicht gern. Ich mag das nicht.

Theme 7 – Food and drink	Language Content
<p>Speaking I can use simple phrases/sentences /questions to talk /ask about food and drink. I can exchange information about likes and dislikes on food and drink using simple phrases/sentences. I can use basic phrases/sentences to order food or drink. I can say what food and drink I need to buy.</p> <p>Listening I can understand basic information / simple conversation about food and drink. I can understand what people are ordering in a restaurant /in a shop /at the market.</p> <p>Reading I can understand short, basic texts about food and drink. I can recognise basic words / phrases on a menu / advert.</p> <p>Writing I can write simple phrases/ sentences/ questions about food and drink.</p>	<p>Meal times Das Frühstück, das Mittagessen, das Abendessen Was isst du / trinkst du ...? Zum Frühstück esse ich ...; Zum Mittagessen isst Markus gern ...</p> <p>Asking questions: formal and informal forms of address Kann ich Ihnen helfen? Was brauchen Sie? Was brauchst du?</p> <p>Likes and dislikes Ich esse gern ... Ich esse kein/e/en ... Ich esse nicht gern ... Mein Lieblingsessen ist... Mein Lieblingsgetränk ist... Morgens esse ich gern...In der Pause esse ich gern ...Abends esse ich...</p> <p>Question words Was kostet ein Kilo Äpfel? Wie viele Dosen Tomaten brauchst du?</p> <p>Ask how much something costs: Was kostet das?</p> <p>Stating what one would like / need: Ich möchte/ Ich brauche/ Ich nehme / ein Kilo Äpfel; eine Dose Tomaten. Ich kaufe Brot und Tomaten.</p>

