

Level 7 Appendix – Language Content

Year 8

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

LISTENING	
Broad Learning Outcomes	<p>Can follow in outline short, simple, social exchanges related to areas of immediate priority.</p> <p>Can catch the main point in short, simple messages provided the delivery is clear.</p> <p>Can understand simple directions.</p> <p>Can understand basic instructions.</p> <p>Can follow a short text provided that speech is conducted slowly and clearly.</p> <p>Can understand simple public announcements and adverts about predictable matters.</p>
Specific Learning Outcomes	<ul style="list-style-type: none">• Can understand very basic information related to a person and one’s family.• Can understand very basic information/conversations related to shopping.• Can understand very basic information/conversations related to someone’s home area.• Can understand very basic information/conversations related to someone’s job.

Learning Outcomes: The above are examples of learning outcomes. Teachers and learners are to formulate learning outcomes according to what they are working on.

Language Content: Please note that language content ought to be directly linked to a learning outcome.

	<ul style="list-style-type: none"> • Can understand the outline of simple information given in a situation, such as on a guided tour, e.g ‘On the right-hand side ...’ • 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. • Can understand directions relating to how to get from X to Y, by foot or public transport. • Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.
READING	
Broad Learning Outcomes	<p>Can understand personal simple correspondence (printed or online) about familiar subjects.</p> <p>Can understand everyday notices/instructions in public places.</p> <p>Can find specific, predictable information in simple everyday material (timetables/adverts).</p> <p>Can understand information given by means of different visuals (illustrated brochures, maps).</p> <p>Can understand texts describing everyday life (people, places, culture).</p> <p>Can understand texts that provide simple instructions provided that they are written in simple language.</p>
Specific Learning Outcomes	<ul style="list-style-type: none"> • Can read and understand information in advertisements, prospectuses, menus, reference lists and timetables. • Can read and understand information on signs in streets, restaurants, railway stations, workplaces.

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	<ul style="list-style-type: none"> • Can read and understand directions, instructions and warnings. • Can understand information in which the principal attractions of a city or area is described. • Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.' • Can understand texts/articles/online posts about someone's life (age, job, daily routines, etc).
SPOKEN PRODUCTION	
Broad Learning outcomes	<p>Can give a simple description about immediate surroundings and everyday life (people, places, actions, daily routines, likes and dislikes).</p> <p>Can speak about or describe something using a series of linked phrases and simple sentences.</p>
Specific Learning Outcomes	<ul style="list-style-type: none"> • Can describe people s/he knows (age, hometown, languages, hobbies, job, favourite food, etc). • Can describe his/her hometown. • Can describe routines. • Can explain what he/she likes or dislikes about something. • Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). • Can briefly talk about what he/she plans to do at the weekend or during the holidays. • 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'.

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SPOKEN INTERACTION	
Broad Learning Outcomes	<p>Can participate in very short social exchanges on familiar matters.</p> <p>Can communicate and exchange information on everyday routine and free time.</p> <p>Can generally understand clear, standard speech on familiar matters.</p> <p>Can ask for repetition or re-wording in a conversation.</p>
Specific Learning Outcomes	<ul style="list-style-type: none"> • Can establish social contact: greetings and farewells; introductions; giving thanks. • Can express how he/she feels in simple terms, and express thanks. • 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. • Can use simple everyday polite forms of greeting and address. • 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. • Can make and respond to invitations, suggestions and apologies. • Can say what he/she likes and dislikes. • Can exchange opinions and compare things and people using simple language. • Can discuss what to do in the evening, at the weekend. • Can make and respond to suggestions.

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- Can agree and disagree with others.
- Can discuss what to do, where to go and make arrangements to meet.
- Can express opinions in a limited way.
- Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.
- Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions.
- Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.
- Can ask for and provide everyday goods and services.
- Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.
- Can ask about things and make simple transactions in shops, post offices or banks.
- Can give and receive information about quantities, numbers, prices etc.
- Can make simple purchases by stating what is wanted and asking the price.
- Can order a meal.
- Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.'
- Can ask (face-to-face) for a medical appointment and understand the reply.
- Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.

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	<ul style="list-style-type: none"> • Can ask and answer questions about what they do in free time. • Can ask for and give directions referring to a map or plan. • Can ask for and provide personal information. • Can ask and answer simple questions about an event, e.g. ask where and when it will take place, who will be there. • Can describe to a doctor very basic symptoms and ailments such as cold and flu.
WRITTEN PRODUCTION	
Broad Learning Outcome	<p>Can write a series of simple phrases and sentences linked with simple connectors.</p> <p>Can write a short paragraph made up of simple phrases.</p>
Specific Learning Outcomes	<ul style="list-style-type: none"> • 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. • 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.'
WRITTEN INTERACTION	
Broad Learning Outcomes	<p>Can write brief notes/short texts relating to matters in areas of immediate need.</p> <p>Can write short notes, emails and text messages.</p> <p>Can reply to simple notes, emails and text messages.</p>

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	Can make simple requests about everyday needs and free time.
Specific Learning Outcomes	<ul style="list-style-type: none"> • 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). • Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. • Can write very simple personal letters expressing thanks and apology. • Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). • Can write a short text in a greeting card (e.g. for someone's birthday or to wish them a Happy New Year!). • Can write short, simple notes and messages relating to matters in areas of immediate need. • Can fill in personal and other details on most everyday forms. • 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. • Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. • 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.

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	<ul style="list-style-type: none">• 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).
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Level 7 – Year 8 Learning Outcomes and Language Content

Theme 1 – Introductions	Language content
<p>Listening I can understand someone asking for one`s job. I can understand someone asking about one`s holidays. I can understand people talking about their job. I can understand people talking about their holiday.</p> <p>Reading I can read and understand short simple texts related to jobs. I can read and understand short simple texts related to jobs. I can understand a simple personal letter, email or post related to jobs. I can understand a simple personal letter, email or post related to holidays.</p> <p>Speaking I can describe someone`s job. I can talk about my dream job. I can understand someone talking about jobs. I can understand someone talking about holidays. I can briefly talk about what I plan to do during holidays. I can discuss what to do and where to go during the holidays.</p> <p>Writing I can write simple phrases and sentences related to someone`s job.</p>	<p>Topics: 1. Jobs 2. Activities during holidays</p> <p>Regular and Irregular Verbs in the Present 1. Expressions of time</p> <ul style="list-style-type: none"> • <i>Vor einem Jahr/seit einem Monat/in den letzten Sommerferien/gestern</i> <p>2. Past Tense of <i>haben</i> and <i>sein</i></p> <ul style="list-style-type: none"> • <i>Ich hatte Ferien.</i> • <i>Ich war glücklich.</i> <p>3. Introduction to Perfect Tense – Just recognition</p> <ul style="list-style-type: none"> • <i>Ich habe Computer gespielt.</i> • <i>Mein Vater hat in einer Fabrik gearbeitet.</i>

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<p>I can write simple phrases and sentences related to holidays. I can respond to questions in chat forum or emails related to someone`s job. I can respond to questions in chat forum or emails related to holidays.</p>	<p>4. Question words</p> <ul style="list-style-type: none"> • <i>wie lange / seit wann / wann / was</i>
<p>Theme 2- The Calendar</p>	<p>Language Content</p>
<p>Listening I can understand very basic information/conversations related to birthdays. I can understand very basic information/conversations related to feasts and occasions. I can understand very basic information/conversations related to dates.</p> <p>Reading I can read and understand short simple texts related to birthdays. I can read and understand short simple texts related to feasts and occasions. I can understand a simple personal letter, email or post related to feasts and occasions. I can understand simple texts asking questions about birthdays.</p> <p>Speaking I can ask when someone`s birthday is. I can talk about when my birthday falls. I can understand someone talking about feasts and occasions. I can understand someone talking about birthdays.</p>	<p>Topics</p> <ol style="list-style-type: none"> 1. Dates 2. Birthdays 3. Feasts and occasions 4. Invitations 5. Give opinions/likes and dislikes <ol style="list-style-type: none"> 1. Expressions of Time <ul style="list-style-type: none"> • <i>im Januar / Dezember</i> • <i>im Sommer / Winter</i> • <i>am 21. Dezember</i> 2. Questions and question words <ul style="list-style-type: none"> • <i>Wann hast du Geburtstag?</i> • <i>Wen lädst du ein?</i> • <i>Wie lange dauert die Party?</i> • <i>Wie viele Gäste kommen?</i> • <i>Was haben die Gäste gemacht?</i>

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<p>I can briefly talk about what I plan to do on my birthday. I can ask and answer simple questions about an event.</p> <p>Writing</p> <p>I can write simple phrases and sentences related to birthdays. I can write simple phrases and sentences related to feasts and occasions. I can respond to questions in chat forum or emails related to birthdays. I can respond to questions in chat forum or emails related to feasts and occasions. I can write short simple notes, emails and texts messages to send or reply to an invitation. I can write a short text in a greeting card.</p>	<ol style="list-style-type: none"> 3. Ordinal numbers <ul style="list-style-type: none"> • <i>Januar ist der erste Monat.</i> 4. Sentence structures <ul style="list-style-type: none"> • <i>Ich bin glücklich, denn ich habe eine Party.</i> 5. Perfect – Just recognition <ul style="list-style-type: none"> • <i>Wir haben eine Party gemacht.</i> • <i>Wir haben viel gegessen.</i> • <i>Mein Freund hat eine Cola getrunken.</i>
Theme 3 – Describing people	Language Content
<p>Listening</p> <p>I can understand very basic information/conversations related to appearance and character traits.</p> <p>Reading</p> <p>I can read and understand short simple texts related to appearance and character traits. I can understand a simple personal letter, email or post related to appearance and character traits.</p>	<p>Topics:</p> <ol style="list-style-type: none"> 1. Character traits 2. Appearance 3. Parts of the body 4. Give opinions / likes and dislikes <ol style="list-style-type: none"> 1. Possessive Pronouns – <i>Sein Vater / ihre Mutter / unser Haus / usw</i>

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<p>I can understand simple texts asking questions about appearance and character traits.</p> <p>Speaking</p> <p>I can describe people I know.</p> <p>I can understand someone talking about appearance and character traits.</p> <p>I can briefly talk about my appearance and character traits.</p> <p>I can ask and answer simple questions about appearance and character traits.</p> <p>Writing</p> <p>I can write simple phrases and sentences related to appearance and character traits.</p> <p>I can respond to questions in chat forum or emails related to appearance and character traits.</p>	<ol style="list-style-type: none"> 2. Adjectives <ul style="list-style-type: none"> • <i>Mein Vater ist sportlich / glücklich / usw.</i> 3. Comparative and Superlative <ul style="list-style-type: none"> • <i>Mein Vater ist kleiner als mein Bruder.</i> • <i>Ich bin so groß wie Erica.</i> • <i>Mein Bruder ist nicht so stark wie du.</i> • <i>Ich bin der / die kleinste in der Klasse.</i> • <i>Ich schreibe am schnellsten.</i> 4. Sentence Structures <ul style="list-style-type: none"> • <i>Mein Freund isst viel, aber er ist schlank.</i>
Theme 4 – Home and Home Area	Language Content
<p>Listening</p> <p>I can understand very basic information/conversations related to one`s home town.</p> <p>I can understand the outline of simple information on a guided tour.</p> <p>I can understand directions when in town.</p>	<p>Topics:</p> <ol style="list-style-type: none"> 1. City / Village 2. Places in town 3. Shops 4. Directions and locations 5. Give opinions / likes and dislikes

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<p>Reading I can read and understand short simple texts related to places in town. I can read and understand short simple texts related to one`s home town. I can understand information given in illustrated brochures and maps. I can understand a simple personal letter, email or post related to places in town. I can understand simple texts asking questions about one`s home town.</p> <p>Speaking I can describe my home town. I can describe places in town. I can explain what I like or dislike about my home town. I can ask for and give directions referring to a map or plan. I can understand someone talking about one`s home town. I can understand someone talking about places in town.</p> <p>Writing I can write simple phrases and sentences related to my home town. I can write simple phrases and sentences related to places in town. I can respond to questions in chat forum or emails related to my home town. I can respond to questions in chat forum or emails related to places in town. I can write short simple notes, emails and texts messages to explain what I like or dislike about my home town.</p>	<ol style="list-style-type: none"> 1. Modal Verbs - <i>dürfen/möchten</i> <ul style="list-style-type: none"> • <i>Ich möchte nach Deutschland fahren.</i> • <i>Hier darfst du nicht fotografieren.</i> 2. Question words – <ul style="list-style-type: none"> • <i>Wo ist die Bank?</i> • <i>Wohin gehst du?</i> • <i>Wie komme ich zur Post?</i> 3. Prepositions – <ul style="list-style-type: none"> • <i>Ich gehe zum Bahnhof / zur Post.</i> • <i>Ich fahre nach Berlin.</i> 4. Definite and indefinite Article Article in the accusative <ul style="list-style-type: none"> • <i>Ich suche den Bahnhof.</i> • <i>Es gibt einen Bahnhof.</i> 5. Perfect – Just recognition <ul style="list-style-type: none"> • <i>Ich habe in der Stadtmitte gewohnt.</i> • <i>Ich habe im Supermarkt eingekauft.</i>
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Theme 5 – Out and about	Language Content
<p>Listening I can understand very basic information/conversations related to shopping. I can understand directions related to how to get from one place to another by public transport. I can understand very basic information/conversations related to clothes and accessories. I can understand announcements at a train station or airport. I can understand announcements at a supermarket or shopping centre.</p> <p>Reading I can read and understand short simple texts related to clothes and accessories. I can read and understand signs and notices at a supermarket or shopping centre. I can read and understand signs and notices at a train station or airport. I can read and understand adverts about shopping. I can read and understand timetables at a train station or airport.</p> <p>Speaking I can describe my clothes. I can describe what others are wearing. I can compare clothes using simple language. I can explain what I like or dislike about clothes and accessories.</p>	<p>Topic:</p> <ol style="list-style-type: none"> 1. Means of transport 2. Shopping 3. Clothes and accessories 4. Give opinions / likes and dislikes <ol style="list-style-type: none"> 1. Prepositions <ul style="list-style-type: none"> • <i>Mit dem Bus /der Straßenbahn</i> 2. Perfect – Just recognition <ul style="list-style-type: none"> • <i>Meine Mutter ist mit dem Bus in die Stadt gefahren.</i> • <i>Ich habe einen Pullover gekauft.</i> 3. Question words <ul style="list-style-type: none"> • <i>Welche Größe?</i> • <i>Was für einen Rock willst du kaufen?</i> • <i>Wie viel kostet der Rock?</i> • <i>Wie fährst du in die Stadt?</i> 4. Demonstrative Pronouns in the Nominative and Accusative <ul style="list-style-type: none"> • <i>Diese Bluse ist sehr teuer.</i> • <i>Ich will diesen Rock.</i>

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<p>I can ask about things and make simple transactions in shops. I can make simple purchases in shops and ask for the price. I can ask for a train or bus ticket. I can get simple information about public transport. I can understand someone talking about one`s clothes and accessories. I can interact in a shop using a wide range of simple words and expressions.</p> <p>Writing</p> <p>I can write simple phrases and sentences related to clothes and accessories. I can write simple phrases and sentences related to shopping. I can write simple phrases and sentences to explain which means of transport I like to use. I can respond to questions in chat forum or emails related to clothes and shopping.</p>	<p>5. Accusative</p> <ul style="list-style-type: none"> • <i>Ich kaufe einen Hut.</i> • <i>Wie findest du diesen Pullover?</i> <p>6. Possessive Pronouns in the Accusative</p> <ul style="list-style-type: none"> • <i>Ich finde deinen Pullover sehr schön.</i>
Theme 6 – Healthy Living	Language Content
<p>Listening</p> <p>I can understand very basic information/conversations related to healthy and unhealthy food. I can understand very basic information/conversations when at the doctor/pharmacy. I can understand very basic information/conversations related to sickness.</p>	<p>Topics:</p> <ol style="list-style-type: none"> 1. At the doctor / clinic 2. At the pharmacy 3. Sickness 4. Medicine 5. Healthy and unhealthy food 6. Give opinions / likes and dislikes

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<p>Reading</p> <p>I can read and understand short simple texts related to healthy and unhealthy food.</p> <p>I can read and understand signs and notices at the doctor/pharmacy.</p> <p>I can understand instructions on medicine labels.</p> <p>I can understand a simple personal letter, email or post related to healthy and unhealthy food.</p> <p>I can understand simple texts asking questions about wellbeing.</p> <p>Speaking</p> <p>I can ask how someone is feeling.</p> <p>I can talk about how I am feeling.</p> <p>I can understand someone talking about healthy and unhealthy food.</p> <p>I can interact in a pharmacy or in a clinic using a wide range of simple words and expressions.</p> <p>I can ask about things and make simple transactions in a pharmacy/health shop.</p> <p>I can make simple purchases at a pharmacy/health shop and ask for the price.</p> <p>I can ask for a medical appointment and understand the reply.</p> <p>Writing</p> <p>I can write simple phrases and sentences related to healthy and unhealthy food.</p> <p>I can respond to questions in chat forum or emails related to sickness.</p> <p>I can respond to questions in chat forum or emails related to healthy and unhealthy food.</p> <p>I can write a short text in a greeting card to someone who is sick.</p>	<ol style="list-style-type: none"> 1. Imperative <ul style="list-style-type: none"> • <i>Gehen Sie zum Arzt!</i> • <i>Geh zum Arzt, Paul!</i> • <i>Geht zum Arzt, Kinder!</i> 2. Modal Verbs – <i>sollen / müssen</i> <ul style="list-style-type: none"> • <i>Du sollst im Bett bleiben.</i> • <i>Du musst Medikamente nehmen.</i> 3. Perfect – Just recognition <ul style="list-style-type: none"> • <i>Ich bin zum Arzt gegangen.</i> • <i>Ich habe Medizin gekauft.</i>
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Theme 7 – Food and drink	Language Content
<p>Listening I can understand very basic information/conversations in a restaurant/at the kiosk.</p> <p>Reading I can read and understand information in a menu. I can read and understand signs and notices in a restaurant/at the kiosk. I can understand simple adverts about restaurants/kiosks.</p> <p>Speaking I can ask for the menu. I can describe my favourite food in a restaurant/at the kiosk. I can interact in a restaurant/at the kiosk using a wide range of simple words and expressions. I can ask about things and make simple transactions in a restaurant/at the kiosk. I can make simple purchases in a restaurant/at the kiosk and ask for the price. I can order a meal. I can say when something is wrong with the food.</p> <p>Writing I can write simple phrases and sentences related to favourite food in a restaurant/at the kiosk. I can respond to questions in chat forum or emails related to favourite restaurants/kiosks.</p>	<p>Topics:</p> <ol style="list-style-type: none"> 1. In the restaurant/at the Kiosk 2. Menu 3. Give opinions / likes and dislikes <ol style="list-style-type: none"> 1. Question words <ul style="list-style-type: none"> • <i>Wie kann ich Ihnen helfen?</i> • <i>Was möchtest du?</i> • <i>Wie viel kostet eine Flasche Wein?</i> 2. Perfect – Recognition <ul style="list-style-type: none"> • <i>Das Essen hat sehr gut geschmeckt.</i>

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LISTENING	<p>In aural reception (listening) activities the language user as listener receives and processes a spoken input produced by one or more speakers. Listening activities include:</p> <ul style="list-style-type: none"> • listening to public announcements (information, instructions, warnings, etc.). • listening to media (radio, TV, recordings, cinema). • listening as a member of a live audience (theatre, entertainments, advertisements, public announcements etc.). • listening to overheard conversations, etc. <p>In each case the user may be listening:</p> <ul style="list-style-type: none"> • for gist. • for specific information. • for detailed understanding. • for implications, etc.
READING	<p>In visual reception (reading) activities the user as reader receives and processes as input written texts produced by one or more writers. Examples of reading activities include:</p> <ul style="list-style-type: none"> • reading for general orientation. • reading for information, e.g. using reference works. • reading and following instructions. • reading for pleasure. <p>The language user may read:</p> <ul style="list-style-type: none"> • for gist. • for specific information. • for detailed understanding. • for implications, etc.
SPOKEN PRODUCTION	<p>In oral production (speaking) activities the language user produces an oral text which is received by an audience of one or more listeners. Examples of speaking activities include:</p> <ul style="list-style-type: none"> • public address (information, instructions, etc.)

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	<ul style="list-style-type: none"> • addressing audiences (speeches at public meetings, entertainment, sports commentaries, sales presentations, etc.). <p>They may involve, for example:</p> <ul style="list-style-type: none"> • reading a written text aloud. • speaking from notes, or from a written text or visual aids (diagrams, pictures, charts, etc.). • acting out a rehearsed role. • speaking spontaneously. • singing.
SPOKEN INTERACTION	<p>Examples of interactive activities include:</p> <ul style="list-style-type: none"> • transactions. • casual conversation. • informal discussion. • formal discussion. • debate. • interview. • negotiation. • co-planning. • practical goal-oriented co-operation.
WRITTEN PRODUCTION	<p>In written production (writing) activities the language user as writer produces a written text which is received by a readership of one or more readers. Examples of writing activities include:</p> <ul style="list-style-type: none"> • completing forms and questionnaires; • writing articles for magazines, newspapers, newsletters, etc. • producing posters for display. • writing reports, memoranda, etc. • making notes for future reference.

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	<ul style="list-style-type: none"> • taking down messages from dictation, etc. • creative and imaginative writing. • writing personal or business letters, etc.
WRITTEN INTERACTION	<p>Interaction through the medium of written language includes such activities as:</p> <ul style="list-style-type: none"> • passing and exchanging notes, memos, etc. when spoken interaction is impossible and inappropriate. • correspondence by letter, fax, e-mail, etc.. • participating in on-line or off-line computer conferences. <p>Face-to-face interaction may of course involve a mixture of media: spoken, written, audio-visual, paralinguistic and Paratextual. With the increasing sophistication of computer software, interactive man machine communication is coming to play an ever more important part in the public, occupational, educational and even personal domains.</p> <p>Common European Framework of Reference for Languages: learning, teaching, assessment.</p>

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