

Foreign language Curriculum for Italian as a foreign language – Year 7 – MQF level 1

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 and times given slowly and clearly in an announcement.
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. 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 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/ etc).

	<ul style="list-style-type: none"> • 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 for repetition or help if something is not understood. • Can exchange likes and dislikes about sports, food (etc.) using a limited range of expressions, when addressed clearly slowly and directly.
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 welcome someone, apologise, express thanks, and say goodbye.

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

Unit 1 – Hello

Outcomes		Suggested content
I can spell my name and ask how to spell words. I can understand basic spelling.	<input type="checkbox"/> <input type="checkbox"/>	Alphabet letters and sounds. <i>Come si scrive?</i>
I can express and respond to basic greetings according to the time of the day. I can understand basic greetings.	<input type="checkbox"/> <input type="checkbox"/>	<i>Buongiorno, Buon pomeriggio Buonasera, Buonanotte. Come stai? Bene grazie, e tu?</i>
I can apologise, express thanks, welcome someone and say goodbye.	<input type="checkbox"/>	<i>Scusa, grazie, prego, arrivederci, ciao, ci vediamo, per favore benvenuto/a/i/e ecc.</i>
I can say my name and ask for someone's name. I can understand basic introductions.	<input type="checkbox"/> <input type="checkbox"/>	Verb <i>essere</i> singular and plural. Verb <i>chiamarsi</i> singular. Personal pronouns <i>io/tu/lui/lei/noi/voi/loro Io sono Maria e tu chi sei? Io mi chiamo Marco e tu come ti chiami? E lui/lei, come si chiama? Si chiama Paolo/a Come si chiama, Lei?</i>
I can understand basic classroom instructions. I can understand simple and short conversations (with the help of gestures, facial expressions and video/pictures which would help the general meaning).	<input type="checkbox"/> <input type="checkbox"/>	<i>Apri il libro, chiudi la porta, alzati, alzatevi ecc.</i>
I can understand single words and simple phrases. I can copy single words and phrases. I can match words to pictures.	<input type="checkbox"/> <input type="checkbox"/>	Nouns: singular feminine and masculine ending in – a, –o, –e. Definite articles <i>il, la, lo, l'.</i>

I can ask and understand questions related to immediate needs.	<input type="checkbox"/>	<i>Posso andare al bagno, per favore? Posso bere? Puoi/Può ripetere? Come si dice in italiano? Posso aprire la finestra? Ecc.</i>
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

Unit 2 – The calendar

Outcomes		Suggested content
<p>I can ask and respond to questions about age.</p> <p>I can give my telephone number.</p>	<input type="checkbox"/> <input type="checkbox"/>	<p>Question words.</p> <p>Verb <i>avere</i> singular and plural.</p> <p>Numbers 1-31.</p> <p><i>Quanti anni hai? Ho 13 anni.</i></p>
<p>I can say today's date.</p>	<input type="checkbox"/>	<p>Days of the week</p> <p><i>Oggi è lunedì. Oggi è il 5 maggio (20XX).</i></p> <p><i>Mila</i></p>
<p>I can ask and answer questions about birthdays.</p> <p>I can understand when others say their age, birthday, nationality.</p>	<input type="checkbox"/> <input type="checkbox"/>	<p>Months of the year</p> <p><i>Quando è il tuo compleanno?</i></p> <p><i>Il mio compleanno è il 31 agosto.</i></p> <p><i>Mille.</i></p>
<p>I can ask and answer questions about nationality.</p>	<input type="checkbox"/>	<p>Nationalities.</p> <p>Adjectives: singular feminine and masculine ending in -a, -o, -e.</p> <p><i>Io sono maltese. Di che nazionalità sei? Sono italiano/a.</i></p>
<p>I can ask and answer questions about likes.</p> <p>I can understand a simple, brief description.</p> <p>I can give basic information about myself.</p> <p>I can fill in a short form.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Colours.</p> <p>Seasons.</p> <p>Possessives: <i>il mio, la mia, il tuo, la tua</i></p> <p><i>Qual è il tuo colore preferito/la tua stagione preferita?</i></p> <p><i>Il mio colore preferito è ...</i></p> <p><i>La mia stagione preferita è ...</i></p> <p><i>Mi piace...</i></p> <p><i>Mi piacciono...</i></p>

Unit 3 – About me

Outcomes		Suggested content
I can say where I live and ask someone where s/he lives.	<input type="checkbox"/>	Preposition <i>a</i> <i>Dove abiti? Abito a ...</i>
I can present myself briefly. I can understand a brief personal presentation.	<input type="checkbox"/> <input type="checkbox"/>	<i>Nome, età, compleanno, nazionalità, dove abito, le mie preferenze ecc</i>
I can ask and answer personal questions.	<input type="checkbox"/>	Preposition <i>di</i> <i>Come ti chiami? Dove abiti? Quanti anni hai? Qual è la tua nazionalità? (Di dove sei?) Qual è il tuo colore preferito? Quando è il tuo compleanno?</i>
I can write simple sentences. I can read simple sentences.	<input type="checkbox"/> <input type="checkbox"/>	Sentence structure. Regular verbs ending in –are. Definite articles plural <i>i/le/gli</i> . Nouns and adjectives: plural feminine and masculine ending in –e, –i <i>Il ragazzo è bello – La ragazza è bella – Lo zaino è rosso – La macchina è rossa.</i> <i>I ragazzi sono belli – Le ragazze sono belle – Gli zaini sono rossi – Le macchine sono rosse.</i>
I can talk about likes and dislikes. I can understand when others talk about their and dislikes.	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/>	

Unit 4 – At school

Outcomes		Suggested content
<p>I can name items used at school.</p> <p>I can briefly describe what is in a classroom.</p>	<input type="checkbox"/> <input type="checkbox"/>	<p>Classroom vocabulary</p> <p>Indefinite articles un/un'/uno/una</p> <p><i>C'è/Ci sono</i></p> <p><i>C'è una scrivania – C'è uno studente – C'è un libro – Ci sono due finestre.</i></p>
<p>I can understand descriptions of familiar areas.</p> <p>I can describe the school environment.</p> <p>I can understand a timetable.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Verbs ending in – ere.</p> <p>School/personnel vocabulary.</p>
<p>I can ask and answer questions about likes and dislikes.</p> <p>I can understand other people's likes and dislikes.</p>	<input type="checkbox"/> <input type="checkbox"/>	<p><i>Qual è la tua materia preferita?</i></p> <p><i>La mia materia preferita è ...</i></p>
<p>I can make brief descriptions.</p> <p>I can find basic information in a text.</p>	<input type="checkbox"/> <input type="checkbox"/>	<p><i>Lo studente è intelligente. Gli studenti sono intelligenti.</i></p> <p><i>La lezione è interessante. Le lezioni sono interessanti.</i></p>
<p>I can make short sentences about familiar items.</p> <p>I can read a short list about familiar items.</p>	<input type="checkbox"/> <input type="checkbox"/>	<p><i>Demonstrative adjectives and pronouns.</i></p> <p><i>Questo è il libro di geografia. Quello è il libro di matematica.</i></p> <p><i>Questa è la penna rossa. Quella è la penna blu.</i></p>
<p>I can locate objects in a room.</p>	<input type="checkbox"/>	<p><i>Sopra, sotto, dentro, dietro, dentro, fuori, davanti, vicino, (a) destra/sinistra (di)</i></p>

Unit 5 – Myself and others

Outcomes		Suggested content
<p>I can talk about my family/my pet/my friend.</p> <p>I can ask and answer questions about family members.</p> <p>I can talk about my favourite animal.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Vocabulary on family.</p> <p>Vocabulary on pets.</p> <p><i>A casa ho un cane e una tartaruga</i></p> <p>Farm animals (basic)</p> <p><i>Nella fattoria di zio Tobia ci sono mucche e pecore. C'è anche un cavallo.</i></p> <p>Zoo animals (Maltese cognates)</p> <p><i>Il coccodrillo come fa?</i></p> <p><i>La tigre dorme. L'orso mangia il pesce. Mi piace la giraffa.</i></p>
<p>I can describe the relationship between family members.</p>	<input type="checkbox"/>	<p>Possessives with members of the family.</p> <p><i>Lui è mio fratello.</i></p> <p><i>Lei è mia cugina. ecc</i></p>
<p>I can understand brief descriptions about family/pets/people.</p> <p>I can briefly describe what people are wearing.</p> <p>I can write a short message.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Regular verbs ending in –ire</p> <p><i>Abbigliamento</i></p> <p><i>Ha un vestito corto. Le scarpe sono nuove. La maglietta è bianca. I pantaloni sono lunghi. Fa freddo e porta una giacca.</i></p>
<p>I can briefly describe physically a person/a pet/an animal.</p>	<input type="checkbox"/>	<p>Vocabulary on physical descriptions.</p> <p><i>Maria ha i capelli lunghi, biondi e gli occhi marroni.</i></p> <p><i>Gianni è alto e magro.</i></p> <p><i>Il gatto ha il pelo corto e nero.</i></p> <p><i>Il pappagallo ha le piume colorate.</i></p>

I can briefly describe the character of a person/a pet/ an animal.	<input type="checkbox"/>	<p>Vocabulary on character traits.</p> <p><i>Mio cugino è simpatico. Mia zia è gentile.</i></p> <p><i>Il mio amico è calmo e timido.</i></p> <p><i>Il mio cane è tranquillo.</i></p>
I can understand short descriptions about a family/a person/a pet.	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

Unit 6 – At home

Outcomes		Suggested content
I can say where I live (address) and in which type of house I live in.	<input type="checkbox"/>	Abito in un appartamento in Via Roma Prepositions <i>a, di, da, con, tra/fra, su, per, in</i>
I can name different types of houses.	<input type="checkbox"/>	Vocabulary on houses.
I can use simple sentences to describe a room.	<input type="checkbox"/>	Adjectives used to describe room.
I can name furniture/areas/rooms in a house. I can understand a brief description of a house.	<input type="checkbox"/> <input type="checkbox"/>	Vocabulary related to house rooms, areas and furniture
I can link sentences with connectors like <i>e</i> and <i>ma</i> .	<input type="checkbox"/>	Some irregular verbs including <i>andare</i> and <i>fare</i> <i>Paolo è alto e simpatico.</i> <i>Maria è bella ma antipatica.</i>
I can ask and answer questions about daily activities. I can understand texts about daily activities.	<input type="checkbox"/> <input type="checkbox"/>	<i>Vado a scuola.</i> <i>Faccio colazione.</i> <i>Faccio i compiti.</i> <i>Gioco con gli amici.</i> <i>Guardo la televisione.</i> <i>Mangio con la famiglia.</i> <i>Leggo un libro.</i>
I can understand expressions about time. I can understand a timetable.	<input type="checkbox"/> <input type="checkbox"/>	<i>La scuola inizia alle 8.</i> <i>Guardo la televisione alle 6.</i> <i>Che ore sono?</i> <i>Sono le nove.</i>
	<input type="checkbox"/>	