Foreign language Curriculum for Year 7 – MQF level 1

LISTENING	
Generic learning outcomes	**Can understand single words and short simple standard phrases.** **Can understand short basic texts.** **Can recognise concrete information on familiar topics encountered in everyday life, provided that it is delivered in slow and clear speech.** **Can follow speech which is very slow and carefully articulated with long pauses to assimilate meaning.**
Specific learning outcomes	• 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	**Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.** **Can understand short texts on subjects of personal interest written with simple words and supported by illustrations and pictures.** **Can understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases. Rereading is required.**
Specific learning outcomes	- 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	• 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	**Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech.** **Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate needs or on familiar topics.**
Specific learning outcomes	• 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). • 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	**Can write simple isolated phrases and sentences.** **Can give information in writing about matters of personal relevance using simple words and basic expressions.**
Specific learning outcomes	• 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	**Can ask for or pass on personal details in written form.** **Can write one or more sentences/questions to interact in a communicative way using simple words and formulaic expressions.**
Specific learning Outcomes	• 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	Outcomes		Guidelines
Hello	I can spell my name and ask how to spell words. I can understand basic spelling.	☐ ☐	Alphabet letters and sounds. *Come si scrive?*
	I can express and respond to basic greetings according to the time of the day. I can understand basic greetings.	☐ ☐	*Buongiorno, Buon pomeriggio* *Buonasera, Buonanotte.* *Come stai? Bene grazie, e tu?*
	I can apologise, express thanks, welcome someone and say goodbye.	☐	*Scusa, grazie, prego, arrivederci, ciao, ci vediamo, per favore benvenuto/a/i/e ecc.*
	I can say my name and ask for someone's name. I can understand basic introductions.	☐ ☐	Verb *essere* singular and plural. Verb *chiamarsi* singular. Personal pronouns *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 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).	☐ ☐	*Apri il libro, chiudi la porta, alzati, alzatevi ecc.*
	I can understand single words and simple phrases. I can copy single words and phrases. I can match words to pictures.	☐ ☐ ☐	Nouns: singular feminine and masculine ending in –a, –o, –e. Definite articles *il, la, lo, l'*.
	I can ask and understand questions related to immediate needs.	☐	*Posso andare al bagno, per favore? Posso bere? Puoi/Può ripetere? Come si dice in italiano? Posso aprire la finestra? Ecc.*
		☐	

Unit 2	Outcomes		Guidelines
The Calendar	I can ask and respond to questions about age.	☐	Question words. Verb *avere* singular and plural. Numbers 1-31. *Quanti anni hai? Ho 13 anni.*
	I can give my telephone number.	☐	
	I can say today's date.	☐	Days of the week *Oggi è lunedì. Oggi è il 5 maggio (20XX).* *Mila*
	I can ask and answer questions about birthdays. I can understand when others say their age, birthday, nationality.	☐ ☐	Months of the year *Quando è il tuo compleanno?* *Il mio compleanno è il 31 agosto.* *Mille.*
	I can ask and answer questions about nationality.	☐	Nationalities. Adjectives: singular feminine and masculine ending in –a, –o, –e. *Io sono maltese. Di che nazionalità sei? Sono italiano/a.*
	I can ask and answer questions about likes. I can understand a simple, brief description. I can give basic information about myself. I can fill in a short form.	☐ ☐ ☐ ☐	Colours. Seasons. Possessives: *il mio, la mia, il tuo, la tua, il suo, la sua* *Qual è il tuo colore preferito/la tua stagione preferita?* *Il mio colore preferito è …* *La mia stagione preferita è …* *Mi piace…* *Mi piacciono…*
		☐	

Unit 3	Outcomes		Guidelines
About me	I can say where I live and ask someone where s/he lives.	☐	Preposition *a* *Dove abiti? Abito a …*
	I can present myself briefly. I can understand a brief personal presentation.	☐ ☐	*Nome, età, compleanno, nazionalità, dove abito, le mie preferenze ecc*
	I can ask and answer personal questions.	☐	Preposition *di* *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 can write simple sentences. I can read simple sentences.	☐ ☐	Sentence structure. Regular verbs ending in –are. Definite articles plural *i/le/gli*. Nouns and adjectives: plural feminine and masculine ending in –e, –i *Il ragazzo è bello – La ragazza è bella – Lo zaino è rosso – La macchina è rossa.* *I ragazzi sono belli – Le ragazze sono belle – Gli zaini sono rossi – Le macchine sono rosse.*
	I can talk about likes and dislikes. I can understand when others talk about their and dislikes.	☐	Possessives in the plural *Qual è il tuo passatempo preferito?* *Il mio passatempo preferito è…* *Non mi piace…* *Non mi piacciono…*

Unit 4	Outcomes		Guidelines
At School	I can name items used at school. I can briefly describe what is in a classroom.	☐ ☐	Classroom vocabulary Indefinite articles un/un'/uno/una *C'è/Ci sono* *C'è una scrivania – C'è uno studente – C'è un libro – Ci sono due finestre.*
	I can understand descriptions of familiar areas. I can describe the school environment. I can understand a timetable.	☐ ☐ ☐	Verbs ending in – ere. School/personnel vocabulary.
	I can ask and answer questions about likes and dislikes. I can understand other people's likes and dislikes.	☐ ☐	*Qual è la tua materia preferita?* *La mia materia preferita è …* *La sua lezione preferita è …*
	I can make brief descriptions. I can find basic information in a text.	☐ ☐	*Lo studente è intelligente. Gli studenti sono intelligenti.* *La lezione è interessante. Le lezioni sono interessanti.*
	I can make short sentences about familiar items. I can read a short list about familiar items.	☐ ☐	Demonstrative adjectives and pronouns. *Questo è il libro di geografia. Quello è il libro di matematica.* *Questa è la penna rossa. Quella è la penna blu.*
	I can locate objects in a room.	☐	*Sopra, sotto, dentro, dietro, dentro, fuori, davanti, vicino, (a) destra/sinistra (di)*

Unit 5	Outcomes		Guidelines
Myself and others	I can talk about my family/my pet/my friend. I can ask and answer questions about family members.	☐ ☐	Vocabulary on family. Vocabulary on pets.
	I can describe the relationship between family members.	☐	Possessives with members of the family. *Lui è mio fratello.* *Lei è mia cugina. ecc*
	I can understand brief descriptions about family/pets/people. I can write a short message.	☐ ☐	Regular verbs ending in –ire
	I can briefly describe physically a person/a pet.	☐	Vocabulary on physical descriptions.
	I can briefly describe the character of a person/a pet.	☐	Vocabulary on character traits.
	I can understand short descriptions about a family/a person/a pet.	☐	

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