

Year 8 – Spanish Language Content

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

LISTENING	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can follow in outline short, simple, social exchanges related to areas of immediate priority. • Can grasp the main point in brief, simple messages when delivery is clear. • Can understand simple directions. • Can understand basic instructions. • Can follow a short text when speech is clear and at a slow pace. • Can understand simple public announcements and adverts about common everyday matters.
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 school. • Can understand very basic information/conversations related to one’s home area. • Can understand very basic information/conversations related to one’s job. • Can understand the outline of simple information in a given situation, namely 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 about train delays, or messages announced via a loudspeaker in a supermarket. • Can understand directions relating to how to get from X to Y, on foot or by public transport.

	<ul style="list-style-type: none"> • Can understand basic instructions namely on time, dates, numbers and so on including routine tasks and assignments to be carried out.
READING	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can understand personal simple correspondence (printed or online) about familiar topics. • Can understand everyday notices/instructions in public areas. • Can find specific and typical information in simple everyday material (timetables, adverts). • Can understand information supplied through different visuals (illustrated brochures, maps). • Can understand texts describing everyday life (people, places, culture). • Can understand texts written in simple language which provide simple instructions.
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. • Can read and understand directions, instructions and warnings. • Can understand information about the main attractions of a city or a certain area. • Can understand instructions on medicine labels in the form of basic instructions (e.g. 'Take before meals' or 'Do not take when driving'). • Can understand texts/articles/online posts about one's life (age, job, daily routines ...).

SPOKEN PRODUCTION	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can give a simple description about immediate surroundings and everyday life (people, places, actions, daily routines, likes and dislikes). • Can speak about or describe something through a series of linked phrases and simple sentences.
Specific Learning Outcomes	<ul style="list-style-type: none"> • Can describe persons one knows (age, hometown, languages, hobbies, job, favourite food...) • Can describe one's hometown. • Can describe the daily routine. • Can describe the weather. • Can explain what one likes or dislikes. • Can say what one is good at and not so good at (e.g. sports, games, skills, subjects). • Can briefly talk about what one plans to do during the weekend or holidays. • Can give very simple directions from one place to another through basic expressions such as 'left' and 'straight ahead' along with sequential connectors such as 'at first' and 'then'.
SPOKEN INTERACTION	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can participate in very short social exchanges on familiar matters. • Can communicate and exchange information on daily routine and free time. • Can generally understand clear, standard speech on familiar matters. • Can ask for repetition or rephrasing in a conversation.
Specific Learning Outcomes	<ul style="list-style-type: none"> • Can establish social contact: greetings and farewells; introductions; expressing thanks.

- Can take part in a simple conversation on familiar themes (e.g. one's school).
- Can express how one feels in simple terms and express thanks.
- Can ask for a favour (e.g. to borrow something), can offer to do a favour and respond accordingly.
- Can use simple everyday polite forms of greeting and address.
- Can chat in simple language with peers, colleagues or members of a host family, ask questions and understand answers related to routine matters.
- Can make and respond to invitations, suggestions and apologies.
- Can say what one likes and dislikes.
- Can exchange own views and draw comparisons between things and persons using simple language.
- Can discuss what to do (e.g. in the evening, at the weekend).
- Can make and respond to suggestions.
- Can agree and disagree with others.
- Can discuss what to do, where to go and with whom to meet up.
- Can express opinion in a basic way.
- Can deal with common aspects of everyday life namely travel, accommodation, eating and shopping.
- Can interact in typical everyday situations (e.g. at a post office, a station, a shop) through a range of simple words and expressions.
- Can acquire straightforward, non-technical information from a tourist office.
- Can ask for and provide everyday goods and services.
- Can get simple information about travel, use public transport, ask and give directions and purchase tickets.

	<ul style="list-style-type: none"> • Can ask about things and make simple transactions in shops, post offices or banks. • Can give and receive information about quantities, numbers, prices and so on. • Can asking for prices and make simple purchases. • Can order a meal. • Can speak out when something is wrong (e.g. ‘The food is cold’ or ‘There is no light in my room’). • Can ask for a medical appointment (face-to-face) and understand the reply. • Can indicate health problems to a medical practitioner, even with the help of gestures and body language. • Can ask and answer questions about what one’s 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, 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 Outcomes	<ul style="list-style-type: none"> • Can write a series of simple phrases and sentences linked with simple connectors. • Can write a short paragraph made up of simple phrases.
Specific Learning Outcomes	<ul style="list-style-type: none"> • Can write a series of simple phrases and sentences about own family, living conditions, educational background, current or most recent job of a relative or an acquaintance. • Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies, people and places) through basic, concrete vocabulary and simple phrases and sentences with basic connectors such as ‘because’ and ‘but.’

WRITTEN INTERACTION	
Broad Learning Outcomes	<ul style="list-style-type: none"> • Can write brief notes/short texts relating to matters in areas of immediate need. • Can write short notes, emails and text messages. • Can reply to simple notes, emails and text messages. • 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 in reply to others' queries (e.g. about a new product or activity). • Can convey personal information related to everyday life (e.g. in the form of a short email or letter to introduce oneself). • Can write very simple personal letters to express 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 appointment). • Can write a short text in a greeting card (e.g. for a birthday or other important calendar events such as to wish a Happy New Year). • Can write short, simple notes and messages related to matters in areas of immediate need. • Can fill in personal details on everyday forms. • Can introduce oneself, manage simple exchanges online, ask and answer questions and exchange ideas on typical everyday topics (with adequate time to formulate responses to interact with one speaker at a time). • Can make short descriptive online postings about everyday matters, social activities and feelings through simple key details.

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| | <ul style="list-style-type: none">• Can comment on others' online postings (given that they are written in simple language), react to embedded media by expressing feelings of surprise, interest and indifference in a basic way.• Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, share news, make/confirm an appointment to meet up). |
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Unit 1	Outcomes	Guidelines
At School	<ul style="list-style-type: none"> I ask for permission, make requests and apologise in the classroom. 	<ul style="list-style-type: none"> <i>¿Puedo? / Perdón. / ¿Tiene usted? / ¿Tienes? / Tengo un problema. / ¿Puedes repetir, por favor? / Gracias, quiero...</i>
	<ul style="list-style-type: none"> I can describe my school, outline available facilities and ask others about their own school. 	<ul style="list-style-type: none"> <i>un edificio, un patio, una biblioteca, un comedor una cantina, un gimnasio</i>
	<ul style="list-style-type: none"> I can identify and mention the range of subjects studied at school. 	<ul style="list-style-type: none"> <i>Las asignaturas</i>
	<ul style="list-style-type: none"> I can tell and enquire about the current time using the 12-hour clock. 	<ul style="list-style-type: none"> <i>mediodía / medianoche / en punto/ y media...</i> <i>de la mañana / tarde / noche / madrugada...</i>
	<ul style="list-style-type: none"> I can provide information about my school timetable and ask others about theirs. 	<ul style="list-style-type: none"> <i>¿A qué hora es la clase de inglés? / A las 8.00.</i> <i>Los lunes tengo matemáticas, ¿qué tienes tú?</i> <i>Los números ordinales 1 – 8: la primera clase del jueves es historia y la tercera es francés.</i>
	<ul style="list-style-type: none"> I can talk about my school in general, the school routine and ask others about their own certain phrasal and time expressions. 	<ul style="list-style-type: none"> <i>Frases verbales: empezar / terminar a...</i> <i>El presente indicativo de verbos irregulares</i> <i>Los números de 100 a 1 000</i>
	<ul style="list-style-type: none"> I can express my opinion about school and school life, give reasons for my preferences and ask others about their own views and preferences. 	<ul style="list-style-type: none"> <i>¿Qué piensas de...? / ¿Te gusta(n)? / ¿Qué prefieres? / ¿Cuál es tu asignatura favorita / preferida?</i>
	<ul style="list-style-type: none"> I can read and express myself about school and school life. I can listen to and discuss others' opinion. 	<ul style="list-style-type: none"> <i>Aprendo español porque me gusta mucho. / bastante / demasiado / poco / no me gusta nada...</i>

Unit 2	Outcomes	Guidelines
My free time	<ul style="list-style-type: none"> I can talk about different leisure activities including sports. 	<ul style="list-style-type: none"> <i>¿Qué haces en tu tiempo libre? Juego a... / Escucho música...</i>
	<ul style="list-style-type: none"> I can express likes and dislikes and ask others about their own. 	<ul style="list-style-type: none"> <i>Me gusta / Me chifla / Me encanta/n/ Odio / Detesto</i>
	<ul style="list-style-type: none"> I can describe the weather in different seasons and ask others to do so. 	<ul style="list-style-type: none"> <i>hace / hay / está / verbos propios como 'llover' y 'nevar'...</i> <i>El presente progresivo</i>
	<ul style="list-style-type: none"> I can provide information and ask others about the weekend routine. 	<ul style="list-style-type: none"> <i>¿Qué haces...? / ¿Qué te gusta hacer los fines de semana?</i> <i>Normalmente / cada día / mañana / tarde / todos los días...</i>
	<ul style="list-style-type: none"> I can describe where, when and with whom I carry out different leisure activities including sports. 	<ul style="list-style-type: none"> <i>Toco la guitarra los miércoles por la tarde.</i>
	<ul style="list-style-type: none"> I can provide information about my daily routine and ask others about their own using time expressions. 	<ul style="list-style-type: none"> <i>Por la mañana voy al instituto, por la tarde juego al fútbol y el sábado voy al cine.</i> <i>¿Qué haces por la mañana / tarde / noche? / ¿Qué día juegas al tenis / tocas el piano?</i> <i>Normalmente / generalmente / a menudo ...</i>
	<ul style="list-style-type: none"> I can read, listen to and write short texts to describe what I and others do during leisure. 	<ul style="list-style-type: none"> <i>Mi rutina y la de otras personas...</i>

Unit 3	Outcomes	Guidelines
My Town	<ul style="list-style-type: none"> I can describe the location of my hometown. 	<ul style="list-style-type: none"> <i>Mi ciudad está en la costa, en el norte, en el sureste...</i>
	<ul style="list-style-type: none"> I can name important buildings and public amenities in my home area. 	<ul style="list-style-type: none"> <i>En mi ciudad / pueblo hay una iglesia, un polideportivo, un parque, un colegio...</i>
	<ul style="list-style-type: none"> I can take part in a conversation about what there is in my home area. 	<ul style="list-style-type: none"> <i>Lugares en la ciudad: la plaza, la iglesia...</i>
	<ul style="list-style-type: none"> I can identify and mention different shops and say where they are. 	<ul style="list-style-type: none"> <i>La panadería está al lado de la carnicería. La papelería está enfrente de la farmacia...</i>
	<ul style="list-style-type: none"> I can identify and talk about the advantages and disadvantages of my town. 	<ul style="list-style-type: none"> <i>Mi ciudad es ruidosa, tranquila...</i> <i>La diferencia entre 'ser' y 'estar'</i> <i>El contraste entre 'muy' y 'mucho'</i> <i>Lo bueno / malo de mi ciudad es...</i>

Unit 4	Outcomes	Guidelines
Holidays	<ul style="list-style-type: none"> I can mention different means of transport I use to travel. 	<ul style="list-style-type: none"> <i>Los medios de transporte</i> <i>Coger/ tomar el avión, viajar en tren, ir a pie...</i>
	<ul style="list-style-type: none"> I can find out about and list key areas in a hotel. 	<ul style="list-style-type: none"> <i>la recepción, el ascensor, la escalera, la habitación, el gimnasio, la piscina, la sala de juegos...</i> <i>el personal del hotel: el camarero, el recepcionista...</i>
	<ul style="list-style-type: none"> I can ask for information about hotel services and facilities. 	<ul style="list-style-type: none"> <i>¿Dónde está la piscina? / ¿Hay una sala de juegos? / ¿Me puede ayudar, por favor?...</i>
	<ul style="list-style-type: none"> I can talk and write about a past holiday. 	<ul style="list-style-type: none"> <i>El pretérito indefinido de verbos regulares</i> <i>El pretérito indefinido de algunos verbos irregulares: ser, ir, estar, tener, hacer, ver, querer</i>

Unit 5	Outcomes	Guidelines
Healthy Living	<ul style="list-style-type: none"> I can name different parts of the body. 	<ul style="list-style-type: none"> <i>La cabeza, la mano, el pie, el hombro, la espalda...</i>
	<ul style="list-style-type: none"> I can state that I am feeling unwell, specifying the problem or ailment. 	<ul style="list-style-type: none"> <i>El verbo 'doler': Me duele la barriga / Me duelen los pies...</i> <i>Expresiones con 'tener' y 'estar' relatados con la salud: estoy bien/fatal...tengo fiebre / tos/ una insolación / catarro...</i>
	<ul style="list-style-type: none"> I can ask others about how they are feeling. 	<ul style="list-style-type: none"> <i>En la clínica: ¿Cómo te sientes? / ¿Te sientes bien? / ¿Qué te pasa?</i>
	<ul style="list-style-type: none"> I can make and accept advice and instructions about remedies and healthy living. 	<ul style="list-style-type: none"> <i>Las perífrasis verbales: tienes que / debes / hay que tomar una aspirina / hacer más ejercicio físico / comer sano...</i>

Unit 6	Outcomes	Guidelines
Food and Drink	<ul style="list-style-type: none"> I can identify and name different food and drink outlets in my area and describe what they sell. 	<ul style="list-style-type: none"> <i>En la carnicería compro carne. / En la frutería venden frutas y verduras.</i>
	<ul style="list-style-type: none"> I can buy items of food and drink in terms of quantities and receptacles. 	<ul style="list-style-type: none"> <i>Quiero... / ¿Tiene(s)...? / Dame una docena de huevos, por favor.</i> <i>¿Cuánto cuesta(n)? / ¿Cuánto es? / Son 10.50€ (Son diez euros con cincuenta).</i> <i>una caja de... / una lata de... / una botella de...</i> <i>La frase verbal 'ir de compras' y 'hacer la compra'</i>
	<ul style="list-style-type: none"> I can ask for the menu, order a meal and ask for the bill in a restaurant. I can make a basic complaint. 	<ul style="list-style-type: none"> <i>Oiga camarero, ¿puedo ver el menú / la carta?</i> <i>De primero / de segundo / de postre / para beber...</i> <i>¡Buen provecho!</i> <i>¿Me puede traer la cuenta, por favor?</i> <i>La sopa está fría. / No tengo cuchillo...</i>
	<ul style="list-style-type: none"> I can discuss with others eating habits including likes and dislikes. 	<ul style="list-style-type: none"> <i>Normalmente / cada día / por la mañana / por la tarde / todos los días...</i>