## Spanish Curriculum for Year 7 – MQF level 1

<table>
<thead>
<tr>
<th>LISTENING</th>
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<tbody>
<tr>
<td><strong>Generic learning outcomes</strong></td>
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- 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.

<table>
<thead>
<tr>
<th><strong>Specific learning outcomes</strong></th>
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<tr>
<td>- Can understand simple greetings.</td>
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<td>- Can understand basic every day classroom instructions.</td>
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<td>- Can understand basic references to time.</td>
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<td>- Can understand people describing themselves, their likes and dislikes, their own family, pets and friends using very simple phrases.</td>
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<td>- Can understand figures, price and times given slowly and clearly in an announcement.</td>
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<tr>
<td>READING</td>
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<tr>
<td><strong>Generic learning outcomes</strong></td>
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<tr>
<td><strong>Specific learning outcomes</strong></td>
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<tr>
<td><strong>SPOKEN PRODUCTION</strong></td>
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<td><strong>Generic learning outcomes</strong></td>
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| **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). |

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<th><strong>SPOKEN INTERACTION</strong></th>
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| **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 (e.g. 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 and react 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. |
<table>
<thead>
<tr>
<th>WRITTEN PRODUCTION</th>
<th>Can write simple isolated phrases and sentences. Can give information in writing about matters of personal relevance using simple words and basic expressions.</th>
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<tbody>
<tr>
<td>Generic learning outcome</td>
<td>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).</td>
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<tr>
<td>Specific learning outcomes</td>
<td>Can ask for or pass on personal details in written form.</td>
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<tr>
<td>WRITTEN INTERACTION</td>
<td>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.</td>
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*Learning outcomes at MQF level 1 correspond to CEFR descriptors at A1 level.*
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<thead>
<tr>
<th>Unit 1</th>
<th>Outcomes</th>
<th>Guidelines</th>
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</table>
| **Introducing Myself** | I can greet people appropriately, ask how they are, tell them how I am and ask how another person is through set phrases. | • ¡Hola! / Buenos días. / Buenas tardes. / Buenas noches. / ¿Qué tal? / ¿Cómo estás? / ¿Está bien/mal/fenomenal?  
• Frases sencillas para presentarse |
|  | I can welcome others, say goodbye and also give thanks. | • Gracias/ Adiós/ Hasta luego/ Hasta la vista  
• Los pronombre personales |
|  | I can use different forms of address to speak to friends, family members, persons in authority, and people I do not know, in both formal and informal address using the appropriate terms and situation. | • El uso de Tú y Usted  
• ¿Dónde vives (tú)? / ¿De dónde eres (tú)?  
• ¿Dónde vive usted? / ¿De dónde es usted? |
|  | I can introduce myself, state my age, telephone number, nationality, address, profession and ask others to provide similar information. | • El verbo ‘Tener’  
• El verbo ‘Llamar’  
• Los números 1 – 12  
• Dar y obtener información personal básica |
|  | I can react and respond to simple commands and classroom instructions. | • Instrucciones básicas de la clase: Lee/ Escribe/ Escucha/ Levántate/ Siéntate  
• Abre/ Cierra la ventana/puerta |
|  | I can ask for help in case of difficulties using a repertoire of basic phrases. | • Perdón, ¿puede repetir? / No entiendo / Por favor... / ¿Cómo se dice/escribe... en español/inglés? / Por favor, tengo un problema/Gracias/ De nada. |
|  | I can write a short introduction about myself, providing personal details. | • Rellenar una ficha/ Escribir unas frases sobre ti mismo.  
• El verbo ‘Ser’  
• El verbo ‘Vivir’ |
## Spanish Learning Outcomes Framework

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<th>Unit 2</th>
<th>Outcomes</th>
<th>Guidelines</th>
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| The Calendar | • I can identify, ask others and mention the current day, month, date and the seasons. | • Los interrogativos básicos (qué, cómo, cuándo, dónde)  
• Los días de la semana  
• Los meses del año  
• Las estaciones. |
| At School | • I can state my own birthday and mention other birthdays and important dates on the family calendar and ask others about their own. | • Los números 12-31  
• La fecha |
| At School | • I can identify and name basic classroom vocabulary and ask what an object is. | • Los artículos definidos e indefinidos  
• Cosas que hay en clase  
• Cosas que se utilizan en clase |

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<th>Unit 3</th>
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| My Family and Pets | • I can identify and mention my family members. | • El género  
• Los miembros de la familia |
| My Family and Pets | • I can ask others to describe their family and show an understanding of the information provided in answers to interrogatives. | • Los adjetivos posesivos singulares y plurales  
• Los números 32-100 |
| My Family and Pets | • I can state whether I own a pet or not and identify my pet/s. | • El presente indicativo de verbos regulares  
• Los animales domésticos |
| My Family and Pets | • I can ask others if they own any pet/s and show an understanding of the description/s supplied. | • La forma negativa con ‘no’  
• Los colores básicos (para describir mascotas) |
| My Family and Pets | • I can write a text or few phrases to describe my family, including pets. | • El pronombre relativo ‘que’  
• Las conjunciones: y, pero, porque, también |
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<th>Unit 4</th>
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| Describing myself and Others | • I can give a physical and character description of myself, family members and friends. | • *El verbo ‘Estar’*  
• *El verbo ‘Llevar’*  
• *Adjetivos que describen el físico y el carácter de una persona* |
| | • I can ask others to describe themselves, members of their family and friends. | • *Concordancia del adjetivo y sustantivo en género y número*  
• *Los colores básicos*  
• *Las profesiones básicas* |
| | • I can express own opinion about family members, friends and pets. | • *¿Qué piensas de...? / ¿Qué prefieres? / ¿Cuál es tu persona favorita o animal preferido en tu familia?*  
• *Acuerdo y desacuerdo: A mí sí, a mí no, a mí también, a mí tampoco* |
<p>| | • I can read and write a real or imaginary description of my favourite family member, friend or pet and provide reasons for own preferences. | • <em>Juan es mi amigo preferido porque es amable y divertido.</em> |</p>
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<th>Unit 5</th>
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| My house | I can state where I live and situate it in a wider context. | Vivo en Mosta. Está en el centro de Malta...  
En el norte/en el sur/en las afueras... |
|        | I can describe the type of house I live in, list the different parts of the house including rooms and mention basic furniture and domestic devices. | Las preposiciones simples: bajo, a, de, cerca, entre, con, en...  
Tipos de viviendas  
La casa y los muebles |
|        | I can describe my bedroom. | La forma verbal ‘hay’  
Contraste entre ‘hay’ y ‘está’  
Los muebles del dormitorio.  
La contracción ‘del’ |
|        | I can ask others where they live and what type of house they live in. | ¿Dónde está/se encuentra exactamente?  
¿En qué tipo de casa vives?  
Los adverbiales interrogativos: dónde, cuándo, cómo, cuánto  
Los adjetivos interrogativos: qué, cuánto, cuál. |
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<th>Unit 6</th>
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| At the coffee shop | I can identify and name a range of items of food and drink served in coffee shops. | • La contracción ‘al’  
• La comida (bocadillos, hamburguesa, perrito caliente, tortilla, tapas ...)  
• La bebida (café, té, chocolate, limonada, zumo ...)  
• El verbo ‘Ir’ |
|   | I can ask for a table in a coffee shop. | • El uso básico de ‘se puede/n’  
• Me gustaría una mesa dentro/fuera/ en la terraza/ cerca de la ventana ... |
|   | I can ask for and read the menu. | • El menú de una cafetería  
• ¿Me trae la carta, por favor? / ¿Tiene la carta, por favor? |
|   | I can order food and drink in a coffee shop. | • El verbo ‘Querer’  
• Pedir comida y bebida |
|   | I can discuss with others eating habits including likes and dislikes. | • El verbo ‘Gustar’  
• Normalmente / cada día / por la mañana / por la tarde, todos los días  
• no, nunca, nada: No bebo refrescos / nunca como pan |
|   | I can ask for and pay the bill | • La cuenta por favor. / ¿Cuánto es en total? |