

## Spanish Curriculum for Year 7 – MQF level 1

<b>LISTENING</b>	
Generic learning outcomes	<p><b>Can understand single words and short simple standard phrases.</b></p> <p><b>Can understand short basic texts.</b></p> <p><b>Can recognise concrete information on familiar topics encountered in everyday life, provided that it is delivered in slow and clear speech.</b></p> <p><b>Can follow speech which is very slow and carefully articulated with long pauses to assimilate meaning.</b></p>
Specific learning outcomes	<ul style="list-style-type: none"> <li>• Can understand simple greetings.</li> <li>• Can understand basic every day classroom instructions.</li> <li>• Can understand basic references to time.</li> <li>• Can understand people describing themselves, their likes and dislikes, their own family, pets and friends using very simple phrases.</li> <li>• Can understand figures, price and times given slowly and clearly in an announcement.</li> </ul>

READING	
Generic learning outcomes	<p><b>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</b></p> <p><b>Can understand short texts on subjects of personal interest written in simple words and supported by illustrations and pictures.</b></p> <p><b>Can understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases.</b></p> <p><b>Rereading is required.</b></p>
Specific learning outcomes	<ul style="list-style-type: none"> <li>• Can read and understand greetings, short notes, lists of things.</li> <li>• Can understand simple questions related to immediate needs.</li> <li>• Can read and understand basic rubrics.</li> <li>• Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</li> <li>• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> <li>• Can understand short texts (e.g. adverts, timetables) on subjects of personal interest written in simple words and supported by illustrations and pictures.</li> <li>• Can read and understand when someone gives basic personal information.</li> </ul>

<b>SPOKEN PRODUCTION</b>	
Generic learning outcomes	<b>Can produce simple mainly isolated phrases about oneself, people and places.</b>
Specific learning outcomes	<ul style="list-style-type: none"> <li>• Can introduce oneself briefly.</li> <li>• Can introduce other people.</li> <li>• Can give personal information.</li> <li>• Can talk about one's family in simple phrases.</li> <li>• Can give information about others.</li> <li>• Can use simple isolated phrases/sentences to describe immediate surroundings.</li> <li>• Can describe simple aspects of everyday life in a series of simple and brief sentences (e.g. routine).</li> </ul>
<b>SPOKEN INTERACTION</b>	
Generic learning outcomes	<p><b>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech.</b></p> <p><b>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate needs or on familiar topics.</b></p>
Specific learning outcomes	<ul style="list-style-type: none"> <li>• Can use basic greetings and leave-taking expressions.</li> <li>• Can take part in a simple conversation on familiar themes (eg. his/her school/family/home/ etc).</li> <li>• Can ask how people are and reply in a simple manner.</li> <li>• Can ask and react to basic questions related to immediate needs.</li> <li>• Can ask and react to basic questions related to familiar topics.</li> <li>• Can ask and react for repetition or help if something is not understood.</li> <li>• Can exchange likes and dislikes about sports, food (etc.) using a limited range of expressions, when addressed clearly slowly and directly.</li> </ul>

<b>WRITTEN PRODUCTION</b>	
Generic learning outcome	<p><b>Can write simple isolated phrases and sentences.</b></p> <p><b>Can give information in writing about matters of personal relevance using simple words and basic expressions.</b></p>
Specific learning outcomes	<ul style="list-style-type: none"> <li>• Can write simple phrases and sentences about oneself and others, where they live and what they do.</li> <li>• Can write simple sentences about everyday life (e.g. school / routine).</li> </ul>
<b>WRITTEN INTERACTION</b>	
Generic learning outcomes	<p><b>Can ask for or pass on personal details in written form.</b></p>
Specific learning outcomes	<ul style="list-style-type: none"> <li>• Can fill in short forms giving personal details.</li> <li>• Can write short phrases/sentences/questions related to immediate needs.</li> <li>• Can write a short simple message to friends to give them a piece of information or to ask them something.</li> <li>• Can write short simple postcards, messages, SMS and online postings using simple words and formulaic expressions.</li> <li>• Can welcome someone, apologise, express thanks, and say goodbye.</li> </ul>

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

Unit 1	Outcomes	Guidelines
Introducing Myself	<ul style="list-style-type: none"> <li>I can greet people appropriately, ask how they are, tell them how I am and ask how another person is through set phrases.</li> </ul>	<ul style="list-style-type: none"> <li><i>¡Hola! / Buenos días. / Buenas tardes. / Buenas noches. / ¿Qué tal? / ¿Cómo estás? / ¿Está bien/mal/fenomenal?</i></li> <li><i>Frases sencillas para presentarse</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can welcome others, say goodbye and also give thanks.</li> </ul>	<ul style="list-style-type: none"> <li><i>Gracias/ Adiós/ Hasta luego/ Hasta la vista</i></li> <li><i>Los pronombre personales</i></li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li><i>El uso de Tú y Usted</i></li> <li><i>¿Dónde vives (tú)? / ¿De dónde eres (tú)?</i></li> <li><i>¿Dónde vive usted? / ¿De dónde es usted?</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can introduce myself, state my age, telephone number, nationality, address, profession and ask others to provide similar information.</li> </ul>	<ul style="list-style-type: none"> <li><i>El verbo ‘Tener’</i></li> <li><i>El verbo ‘LLamarse’</i></li> <li><i>Los números 1 – 12</i></li> <li><i>Dar y obtener información personal básica</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can react and respond to simple commands and classroom instructions.</li> </ul>	<ul style="list-style-type: none"> <li><i>Instrucciones básicas de la clase: Lee/ Escribe/ Escucha/ Levántate/ Siéntate</i></li> <li><i>Abre/ Cierra la ventana/puerta</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask for help in case of difficulties using a repertoire of basic phrases.</li> </ul>	<ul style="list-style-type: none"> <li><i>Perdón, ¿puede repetir? / No entiendo / Por favor... / ¿Cómo se dice/ escribe... en español/inglés? / Por favor, tengo un problema/ Gracias/ De nada.</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can write a short introduction about myself, providing personal details.</li> </ul>	<ul style="list-style-type: none"> <li><i>Rellenar una ficha/ Escribir unas frases sobre ti mismo.</i></li> <li><i>El verbo ‘Ser’</i></li> <li><i>El verbo ‘Vivir’</i></li> </ul>

Unit 2	Outcomes	Guidelines
The Calendar	<ul style="list-style-type: none"> <li>I can identify, ask others and mention the current day, month, date and the seasons.</li> </ul>	<ul style="list-style-type: none"> <li><i>Los interrogativos básicos (qué, cómo, cuándo, dónde)</i></li> <li><i>Los días de la semana</i></li> <li><i>Los meses del año</i></li> <li><i>Las estaciones.</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can state my own birthday and mention other birthdays and important dates on the family calendar and ask others about their own.</li> </ul>	<ul style="list-style-type: none"> <li><i>Los números 12-31</i></li> <li><i>La fecha</i></li> </ul>
At School	<ul style="list-style-type: none"> <li>I can identify and name basic classroom vocabulary and ask what an object is.</li> </ul>	<ul style="list-style-type: none"> <li><i>Los artículos definidos e indefinidos</i></li> <li><i>Cosas que hay en clase</i></li> <li><i>Cosas que se utilizan en clase</i></li> </ul>

Unit 3	Outcomes	Guidelines
My Family and Pets	<ul style="list-style-type: none"> <li>I can identify and mention my family members.</li> </ul>	<ul style="list-style-type: none"> <li><i>El género</i></li> <li><i>Los miembros de la familia</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask others to describe their family and show an understanding of the information provided in answers to interrogatives.</li> </ul>	<ul style="list-style-type: none"> <li><i>Los adjetivos posesivos singulares y plurales</i></li> <li><i>Los números 32- 100</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can state whether I own a pet or not and identify my pet/s.</li> </ul>	<ul style="list-style-type: none"> <li><i>El presente indicativo de verbos regulares</i></li> <li><i>Los animales domésticos</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask others if they own any pet/s and show an understanding of the description/s supplied.</li> </ul>	<ul style="list-style-type: none"> <li><i>La forma negativa con 'no'</i></li> <li><i>Los colores básicos (para describir mascotas)</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can write a text or few phrases to describe my family, including pets.</li> </ul>	<ul style="list-style-type: none"> <li><i>El pronombre relativo 'que'</i></li> <li><i>Las conjunciones: y, pero, porque, también</i></li> </ul>

Unit 4	Outcomes	Guidelines
Describing myself and Others	<ul style="list-style-type: none"> <li>I can give a physical and character description of myself, family members and friends.</li> </ul>	<ul style="list-style-type: none"> <li><i>El verbo 'Estar'</i></li> <li><i>El verbo 'Llevar'</i></li> <li><i>Adjetivos que describen el físico y el carácter de una persona</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask others to describe themselves, members of their family and friends.</li> </ul>	<ul style="list-style-type: none"> <li><i>Concordancia del adjetivo y sustantivo en género y número</i></li> <li><i>Los colores básicos</i></li> <li><i>Las profesiones básicas</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can express own opinion about family members, friends and pets.</li> </ul>	<ul style="list-style-type: none"> <li><i>¿Qué piensas de...? / ¿Qué prefieres? / ¿Cuál es tu persona favorita o animal preferido en tu familia?</i></li> <li><i>Acuerdo y desacuerdo: A mí sí, a mí no, a mí también, a mí tampoco</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can read and write a real or imaginary description of my favourite family member, friend or pet and provide reasons for own preferences.</li> </ul>	<ul style="list-style-type: none"> <li><i>Juan es mi amigo preferido porque es amable y divertido.</i></li> </ul>

Unit 5	Outcomes	Guidelines
My house	<ul style="list-style-type: none"> <li>I can state where I live and situate it in a wider context.</li> </ul>	<ul style="list-style-type: none"> <li><i>Vivo en Mosta. Está en el centro de Malta...</i></li> <li><i>En el norte/en el sur/en las afueras...</i></li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li><i>Las preposiciones simples: bajo, a, de, cerca, entre, con, en...</i></li> <li><i>Tipos de viviendas</i></li> <li><i>La casa y los muebles</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can describe my bedroom.</li> </ul>	<ul style="list-style-type: none"> <li><i>La forma verbal 'hay'</i></li> <li><i>Contraste entre 'hay' y 'está'</i></li> <li><i>Los muebles del dormitorio.</i></li> <li><i>La contracción 'del'</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask others where they live and what type of house they live in.</li> </ul>	<ul style="list-style-type: none"> <li><i>¿Dónde está/se encuentra exactamente?</i></li> <li><i>¿En qué tipo de casa vives?</i></li> <li><i>Los adverbios interrogativos: dónde, cuándo, cómo, cuánto</i></li> <li><i>Los adjetivos interrogativos: qué, cuánto, cuál.</i></li> </ul>



Unit 6	Outcomes	Guidelines
At the coffee shop	<ul style="list-style-type: none"> <li>I can identify and name a range of items of food and drink served in coffee shops.</li> </ul>	<ul style="list-style-type: none"> <li><i>La contracción 'al'</i></li> <li><i>La comida (bocadillos, hamburguesa, perrito caliente, tortilla, tapas ...)</i></li> <li><i>La bebida (café, té, chocolate, limonada, zumo ...)</i></li> <li><i>El verbo 'Ir'</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask for a table in a coffee shop.</li> </ul>	<ul style="list-style-type: none"> <li><i>El uso básico de 'se puede/n'</i></li> <li><i>Me gustaría una mesa dentro/fuera/ en la terraza/ cerca de la ventana ...</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask for and read the m.enu.</li> </ul>	<ul style="list-style-type: none"> <li><i>El menú de una cafetería</i></li> <li><i>¿Me trae la carta, por favor? / ¿Tiene la carta, por favor?</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can order food and drink in a coffee shop.</li> </ul>	<ul style="list-style-type: none"> <li><i>El verbo 'Querer'</i></li> <li><i>Pedir comida y bebida</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can discuss with others eating habits including likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li><i>El verbo 'Gustar'</i></li> <li><i>Normalmente / cada día / por la mañana / por la tarde, todos los días</i></li> <li><i>no, nunca, nada: No bebo refrescos / nunca como pan</i></li> </ul>
	<ul style="list-style-type: none"> <li>I can ask for and pay the bill</li> </ul>	<ul style="list-style-type: none"> <li><i>La cuenta por favor. / ¿Cuánto es en total?</i></li> </ul>