

Maltese for Foreigners

Syllabus

Based on the

Common European Framework of Reference for Languages

Level A2

Elementary – Pre-Intermediate

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http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

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Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)

This syllabus is based on the *Common European Framework of Reference for Languages: Learning, teaching, assessment*. The CEFR, which is not language-specific, was published by the Council of Europe to provide:

“a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis. [Moreover] it provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.” (CEFR 2001, 1)

Metaphorically, the CEFR is a road map that presents different routes but does not denote which one to take, nor does it establish the length of the language-learning journey. The intention of this document is to specify what learners should be able to do at certain levels. In this way, teachers are guided by these levels in their teaching and in selecting their course books and resources (*Teacher’s Guide to the CEFR*, 4). The abovementioned levels of proficiency are split into six levels, arranged in three bands: A denotes a basic user, B indicates an independent user and C represents a proficient user. Each of the six levels is accompanied by a corresponding descriptive term as shown in Table 1 (CEFR 2001, 23).

Table 1

<i>The levels of proficiency</i>		
A Basic user	A 1	Breakthrough
	A 2	Waystage
B Independent user	B 1	Threshold
	B 2	Vantage
C Proficient user	C 1	Effective operational proficiency
	C 2	Mastery

Although it is difficult to count or imagine the number of hours a learner needs to achieve a particular level, the *Association of Language Testers of Europe* provides guidelines on the number of teaching hours needed to achieve a particular level, as indicated by the list in Table 2 (*Teacher's Guide to the CEFR*, 7).

Table 2

<i>Approximate teaching hours needed to achieve each level</i>	
A 1	90–100 hours
A 2	180–200 hours
B 1	350–400 hours
B 2	500–600 hours
C 1	700–800 hours
C 2	1,000–1,200 hours

With this global scale, achievement and learning could be measured across languages, and this could help tutors, academics, researchers and course book writers “to decide on curriculum and syllabus content and to choose appropriate course books” (*Teacher's Guide to the CEFR*, 4).

References

- Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Available from: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf
- Teacher's Guide to the Common European Framework*. Available from: <http://www.pearsonlongman.com/ae/cef/cefguide.pdf> [Accessed 2nd August 2013].

COMMUNICATIVE OBJECTIVES

By the end of the course you will be able to do the following:

Listening

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.

- I can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- I can generally identify the topic of discussion around me, when it is conducted slowly and clearly.
- I can understand simple directions relating to how to get from X to Y, by foot or public transport.
- I can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
- I can recognise and understand words and phrases related to the themes listed in the vocabulary section.*

Reading

I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

- I can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.

- I can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
- I can identify specific information in simple written material I encounter such as letters, brochures and short newspaper articles describing events.
- I can read and understand very short, simple texts related to the themes listed in the vocabulary section.*

Spoken interaction

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

- I can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- I can use simple everyday polite forms of greeting and address.
- I can make and respond to invitations, suggestions and apologies.
- I can say what I like and dislike.
- I can discuss what to do in the evening and at the weekend.
- I can agree and disagree with others.

Spoken production

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

- I can give short, basic descriptions of events and activities.
- I can use simple descriptive language to make brief statements about and compare objects and possessions.
- I can explain what I like or dislike about something.
- I can ask for and provide everyday goods and services.

- I can get simple information about travel, use public transport (buses, trains, and taxis), ask and give directions, and buy tickets.
- I can produce phrases and sentences related to the themes listed in the vocabulary section.*

Writing

I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

- I can write very simple personal letters expressing thanks and apology.
- I can take a short, simple message provided I can ask for repetition and reformulation.
- I can write short simple texts related to the themes listed in the vocabulary section.*

Sociolinguistic appropriateness

- I can handle very short social exchanges, using everyday polite forms of greeting and address.
- I can make and respond to invitations, suggestions, apologies, etc.
- I can socialise simply but effectively using the simplest common expressions and following basic routines.
- I can perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way.
- I know more about Maltese culture, including gestures, customs, Maltese food, popular feasts and well-known places around Malta and Gozo.*

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GRAMMAR OBJECTIVES

This grammar level is a revision and continuation of Level A1.

To reach the communicative objectives of level A2 you need to know most of these language areas:

Grammar

✓ The Maltese alphabet

Revision of vowels, sun and moon consonants, and their sounds.

✓ The definite article (*l-* or *il-* also assimilation of *l-*)

The euphonic vowel (more details about *il-vokali tal-lehen*: *l-imwejjed*, *l-iskola*, *l-isport*).

✓ Particles (ex. *bi*, *fi*, *xi*, *ma'*, *ta'*, *sa*, *lil*, *għal*, *bħal* and shortened forms *t'*, *m'*, *s'*)

Particles linked to the article (*fi* + *l-* = *fil-*, *bi* + *l-* = *bil-* etc. also assimilation of *l-* ex. *mix-xatt*, *mas-surmast*).

Also refer to:

a. Adverbs:

- i. Of time (most common ex. *għada*, *imbagħad*, *illum*, *ilu*, *meta*, *pitgħada*, *xhin*, *x'hin?* *xi drabi*, etc.).
- ii. Of place (most common ex. *barra*, *għewwa*, *fuq*, *hawn*, *hemm*, *hdejn*, *isfel*, *taħt*, etc.).
- iii. Of quantity (most common ex. *aktar*, *anqas*, *biss*, *biżżejjed*, *izjed*, *izżejjed*, *kemm?* *Kemm-il darba*).
- iv. Of negation (most common ex. *le*, *mhux*, *qatt*, *imkien*, *xejn*, etc.).
- v. Of affirmation (most common ex. *iva*, *tajjeb*, *veru*, *tassew*, *kollox sew*, etc.).

b. Conjunctions (most common ex. *biex*, *meta*, *imma*, *li*, *jew*, *u*, etc.).

c. Prepositions (most common ex. *bejn*, *fuq*, *isfel*, *quddiem*, *taħt*, etc.).

d. Interjections (most common ex. *ajma*, *aħħ*, *jaqq*, etc.).

✓ Adjectives

Different comparative degrees of adjectives (preferably formed by one word):

- a. Positive: *sabiħ, qadim, ġħoli*.
- b. Comparative: *isbaħ, eqdem, oġħla*.
- c. Superlative: *l-isbaħ, l-eqdem, l-oġħla*.

✓ Gender of nouns and adjectives

a. Masculine:

- i. Nouns and adjectives ending in a **consonant**:

Ex. nouns: kelb, ħmar, żarbun.

Ex. adjectives: sabiħ, ikrah, qasir.

Refer also to exceptions, ex. *Alla, art, ġħajn*.

- ii. Nouns ending in vowels **i** or **u**:

Ex. noun: gidi, tosku.

b. Feminine:

- i. Nouns and adjectives ending in **a**.

Ex. nouns: kelba, ħmara, żarbuna.

Ex. adjectives: sabiħa, kerha, qasira.

Refer also to exceptions, ex. *Alla, qmis*.

✓ Numbers of nouns and adjectives

a. Singular.

b. Dual: emphasis on body parts and time (*Ġħadd Imtenni: saqajjn, sentejjn*).

c. Plural:

- i. Sound plural (*plural šħiħ* formed by the suffixes: *a, an, at, ien, iet, i, ijiet, in, s*).

- ii. Broken plural (*plural miksur*: show different patterns).

✓ Pronouns

a. Personal:

- i. Independent (*ġien/a, int/i, hu/wa, hi/ja, aħna, intom, huma*).

- ii. The negative of personal pronouns (for this level: *m'ġienx, m'intix, mhux, mhix, m'aħniex, m'intomx, mhumiex*).

- iii. Pronominal suffixes (show the variants, i.e., for nouns and prepositions *i/ija, ek/k/ok, u/h, ha, na, kom, hom*, for verbs *ni, ek/k, u/h, ha, na, kom, hom*).
- b. Revise demonstrative (*dan, din, dawn, dak, dik, dawk*).
- c. Revise interrogative (ex. *Min?, Xi/ x'?, Liema?*).

✓ Verbs

- a. Imperative:
 - i. Reference to trilateral and quadrilateral verbs of Semitic origin (ex. *kiser, werwer*), Romance (ex. *eduka, bati*) and English (ex. *ipprintja, ixxuttja*) origin.
- b. Present:
 - i. Revise the rule: **n, t, j, t** to the imperative singular and **n, t, j**, to the imperative plural to form the present. Apply this rule to verbs of Semitic (ex. *israq, ifrah*), Romance (ex. *eduka, bati*) and English (ex. *ipprintja, ixxuttja*) origin with the imperatives starting with **a vowel**.
 - ii. Refer to the conjugation of the imperatives which start with a consonant (ex. *werwer, poggì*).
 - iii. Refer to verbs where the conjugation prefix *t* assimilates with consonants *ç, d, n, s, r, x, ž, z* (ex. *indawwar, iddawwar, idawwar, iddawwar, indawru, iddawru, idawru*).
 - iv. Refer to verbs where the conjugation prefix *n* assimilates with consonants *l, m, r* (ex. *immur, tmur, imur, tmur, immorru, tmorru, imorru*).
 - v. Conjugate a sample of the all the categories in the 1st Trilateral Verb Form (i.e. **L-ewwel forma**: *Shih, Shih Trux, Dghajjef Xebbiehi, Dghajjef Mohfi, Dghajjef Nieqes*). Do not mention other verb forms.
- c. Past:
 - i. Refer to the third person masculine singular and the roots of Semitic verbs (*mamma* and *gherq*) and the stem of Romance and English origin (ex. *mamma* and *zokk morfemiku*).
 - ii. Show the conjugation of the 1st Trilateral Verb Form (i.e. **L-ewwel forma**: *Shih, Shih Trux, Dghajjef Xebbiehi, Dghajjef Mohfi, Dghajjef Nieqes*). Emphasis on the weak verb (Verb *Dghajjef Nieqes*: *mexa* ex. *mxejt, mxejt, mexa, mxiet, mxejna*,

mxejtu, mxew).

- iii. Use the endings used in the conjugation of Semitic Weak Verb (*Dghajjef Nieqes*) to conjugate verbs of Romance (ex. refer to the *zokk morfemiku bat*: *batejt, batejt, bata, batiet, batejna, batejtu, batew*) and English (ex. *zokk morfemiku print*: *ipprintjajt, ipprintjajt, ipprintja, ipprintjat, ipprittajna, ipprittajtu, ipprintjaw*) origin.
- d. Negative:
 - i. Basic rules: *fetaħ=ma fetaħx, beka=ma bekiex, waqa'=ma waqax*.
 - ii. Negating the imperative: *toħroġx, tpejjipx*.
- e. Future (the use of *ħa, se/r* ex. *ħa noħroġ, se noħroġu*).

✓ Numbers

Revise:

- a. Cardinal:
 - i. From 1–20 (ex. *wieħed, tnejn, tlieta, erbgħa, ħamsa, sitta, sebgħa, tmienja, disgħa, għaxra, ħdax, tnax, tlettax, erbatax, ħmistax, sittax sbatax, tmintax, dsatax, għoxrin*).
 - ii. The hyphenated *-il* (11–19 ex. *11-il kelb, 12-il pitazz*, etc.).
 - iii. Reference to compound numbers from 21 to 99 (ex. *wieħed u għoxrin, tnejn u għoxrin, tlieta u għoxrin*, etc.).
- b. Ordinal:
 - i. Ordinal (ex. *l-ewwel, it-tieni, it-tielet, ir-raba', il-ħames, is-sitt, is-seba', it-tmien, id-disa', l-għaxar*).
 - ii. Revise that the other ordinal numbers are formed by adding the definite article to the cardinal numbers (ex. *Ġejt il-wieħed u għoxrin fl-eżami*).
- c. Revise *Time words* and consolidate with more examples (ex. *neqsin kwart, u kwart, u nofs, nofs siegħa, ħames minuti oħra, ta' filgħodu, ta' filgħaxija, nofsillejl, nofsinhar, billejl*, etc.).

PTO ►

VOCABULARY OBJECTIVES

This vocabulary level is a continuation and reinforcement of Level A1.

To reach the communicative objectives of level A2 you need to familiarise yourself with these vocabulary topics:

Vocabulary

- | | |
|-------------------|---|
| ✓ Aspirations | ✓ Maltese food |
| ✓ Education | ✓ Media |
| ✓ Feelings | ✓ More animals and creatures of the earth |
| ✓ Health | ✓ More directions |
| ✓ Hobbies | ✓ More useful expressions |
| ✓ Jobs | ✓ Popular feasts in Malta and Gozo |
| ✓ Lifestyle | ✓ Services |
| ✓ Maltese customs | ✓ Well-known places around Malta and Gozo |

Feedback

Any comments or suggestions on this syllabus? Please send your feedback to:

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For additional resources to teach Maltese for Foreigners
(including other syllabi), go to:

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