

Maltese for Foreigners

Syllabus

Based on the

Common European Framework of Reference for Languages

Level B1

Intermediate

Charles Daniel Saliba

www.charlesdanielsaliba.com

Malta 2017

First Published in 2013
Reprinted in 2017
ISBN-13: 978-99957-826-8-9

Unless otherwise indicated Copyright © Charles Daniel Saliba

The research work disclosed in this publication is partially funded by a Malta Government Scholarship Scheme Grant.

The author would like to thank all the participants in his research, especially Maltese foreign language teachers and learners.

Apart from the sections Grammar Objectives and Vocabulary Objectives, and bullet points marked with an asterisk, the statements written in English on pages 5-8 in this syllabus were reproduced from

The Common European Framework of Reference for Languages,
which can be accessed from:

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

Copyright © 2011 by Council of Europe

This syllabus is free of charge and can be downloaded from the website:
www.charlesdanielsaliba.com

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 the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

- I can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
- I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.
- I can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
- I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- I can understand simple technical information, such as operating instructions for everyday equipment.
- I can follow detailed directions.
- I can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- I can follow short talks related to the themes listed in the vocabulary section.*

Reading

I can understand texts that consist mainly of high-frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

- I can read straightforward factual texts on subjects related to my field and interest with a satisfactory level of comprehension.
- I can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- I can recognise significant points in straightforward newspaper articles on familiar subjects.
- I can identify the main conclusions in clearly signalled argumentative texts.
- I can understand clearly written, straightforward instructions for a piece of equipment.
- I can read and understand texts related to the themes listed in the vocabulary section.*

Spoken interaction

I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and immediate need, or current events).

- I can communicate with some confidence on familiar routine and non-routine matters related to my interests and professional field. I can exchange, check and confirm information, deal with less-routine situations and explain why something is a problem. I can express thoughts on more abstract, cultural topics such as films, books, music, etc.
- I can follow clearly articulated speech directed at me in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
- I can maintain a conversation or discussion but may sometimes be difficult

to follow when trying to say exactly what I would like to.

- I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- I can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.
- I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passengers where to disembark for an unfamiliar destination.
- I can find out and pass on straightforward factual information and describe how to do something, giving detailed instructions.
- I can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor), but with limited precision.

Spoken production

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

- I can reasonably fluently sustain a straightforward description of one of a variety of subjects within my field of interest, presenting it as a linear sequence of points.
- I can relate details of unpredictable occurrences, e.g. an accident.
- I can describe events, real or imagined.
- I can briefly give reasons and explanations for opinions, plans and actions.
- I can develop an argument well enough to be followed without difficulty most of the time.
- I can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- I can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency

and ease of expression.

- I can produce short discussions related to the themes listed in the vocabulary section.*

Writing

I can write simple connected text on topics which are familiar or of personal interest.

I can write personal letters describing experiences and impressions.

- I can write accounts of experiences, describing feelings and reactions in simple connected text.
- I can write a description of an event or a recent trip – real or imagined.
- I can narrate a story.
- I can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- I can synthesise information and arguments from a number of sources.
- I can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- I can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in my everyday life, getting across comprehensibly the points I feel are important.
- I can take messages communicating enquiries and explaining problems.
- I can write texts on the themes listed in the vocabulary section.*

Sociolinguistic appropriateness

- I can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.
- I am aware of the salient politeness conventions and can act appropriately.
- I am aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the

community concerned and those of my own.

- I know more about Maltese culture, including gestures, customs, Maltese products and Maltese recipes, and past traditions and folklore.*

GRAMMAR OBJECTIVES

This grammar level is a revision and continuation of Level A1 and A2.

To reach the communicative objectives of level B1 you need to know most of these language areas:

Grammar

✓ The Maltese alphabet

Consonants and vowels:

- The vowels.
- Sun consonants (ċ, d, n, r, s, t, x, ż, z).
- Moon consonants (all the other consonants of the Maltese alphabet).
- Liquid consonants (l, m, n, r, għ).

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

- The euphonic vowel (*il-vokali tal-lehen: l-imwejjed, l-iskola, l-iżport*).
- Particles linked to the article (*fi + l- = fil-, bi + l- = bil-* etc.).
 - Differentiate between: *lil / lill-, għal / għall-, bħal / bħall-*

✓ Particles (ex. *bi, fi, xi, ma', ta', sa, lil, għal, bħal*)

Also refer to:

- Adverbs of:
 - Time (most common ex. *għada, imbagħad, illum, ilu, meta, pitgħada, x'hin, x'hin? xi drabi*, etc.).
 - Place (most common ex. *barra, gewwa, fuq, hawn, hemm, hdejn, isfel, taht*, etc.).
 - Quantity (most common ex. *aktar, anqas, biss, biżżejjed, iżjed*,

iżżejjed, kemm? Kemm-il darba).

- iv. Negation (most common ex. *le, mhux, qatt, imkien, xejn*, etc.).
- v. Affirmation (most common ex. *iva, tajjeb, veru, tassew, kollox sew*, etc.).
- vi. Question (most common ex. *għaliex? mnejn? kif? għala?* etc.).
- vii. Manner (most common ex. *sew, sewwa, qajla*, etc.).
- b. Conjunctions (most common ex. *biex, meta, imma, li, jew, u*, etc.).
- c. Prepositions (most common ex. *bejn, fuq, isfel, quddiem, taht*, etc.).
- d. Interjections (most common ex. *ajma, ahh, jaqq*, etc.).

✓ Nouns

- a. Gender of nouns (include also similar examples: *serduk-tigieġa; patri-soru*, etc.).
- b. Numbers:
 - i. Revise and consolidate: singular, dual, sound and broken plural.
- c. The collective (ex. *serbut nemel, mazz karti, tadam, langas*).
- d. The formation of:
 - i. Mimated nouns (ex. *mizbla, mixtla*).
 - ii. Diminutive nouns (ex. *dwejra, trejqa*).
 - iii. Verbal nouns (ex. *raqda, mixja, ġirja*).
- e. The construct stat (l-istat kostrutt ex. *dar Ġanni, mart Karmnu, bieb il-belt*).

✓ Synonyms (ex. **verbs:** *fiehem-spjega*, **nouns:** *gazzetta-ġurnal*, **adjectives:** *antik-qadim*)

✓ Pronouns

- a. Personal:
 - i. Independent (*jien/a, int/i, hu/wa, hi/ja, aħna, intom, huma*):
 - I. The negative of personal pronouns (*m'jienx, m'intix, mhux, mhix, m'aħniex, m'intomx, mhumiex*).
 - ii. Pronominal suffixes:
 - I. Nouns: *i/ja, ek/k/ok, u/h, ha, na, kom, hom*.
 - II. Verbs: *ni, ek/k, u/h, ha, na, kom, hom*.
 - III. Prepositions: *i/ja, ek/k, u/h, ha, na, kom, hom*.

- b. Demonstrative (*dan, din, dawn, dak, dik, dawk*).
- c. Interrogative (ex. *Min? Xi/ x'?, Liema?*).

✓ Adjectives

- a. Revise gender of adjectives.
- b. Different comparative degrees of adjectives (including *izjed, anqas, aktar*):
 - i. Positive: *sabiħ, bravu, nadif*.
 - ii. Comparative: *isbaħ, aktar bravu, izjed nadif*.
 - iii. Superlative: *l-isbaħ, l-aktar bravu, l-izjed nadif*.
- c. Diminutive adjectives (ex. *xwejjaħ, ckejken*).

✓ Verbs

- a. The trilateral verbs:
 - i. Revise and consolidate the root form (The 1st form – the strong including *Shiħ Trux* and weak verbs i.e. *Xebbiehi, Mohfi, Nieqes*).
 - ii. Derived forms of the trilateral verbs (2nd to 10th form).
- b. The quadrilateral verbs (the first form and the derived form).
- c. Verbs of foreign origin.
- d. The imperative.
- e. The imperfect/present (sample conjugated verb of each form).
- f. The perfect/past (sample conjugated verb of each form).
- g. Present participle.
- h. Past participle.
- i. The negative.
- j. Future.

✓ The Numerals

- a. Cardinal:
 - i. Cardinal numbers from 1–10 and their variations (ex. *wiehed/ waħda, tnejn/żewġ/żewġt, tlieta/tliet/tlitt/tlett*, etc.) and their usage.
 - ii. The hyphenated *-il* (11–19).
 - iii. Compounded numbers (ex. *wiehed u għoxrin, tnejn u għoxrin*, etc.).
- b. Ordinal (ex. *l-ewwel, it-tieni, it-tielet, ir-raba', il-ħames, is-sitt, is-seba', it-*

tmien, id-disa', l-ghaxar. Please note the rest are like cardinal numbers, with the article before, except for 100, which is *mitt*).

VOCABULARY OBJECTIVES

This vocabulary level is a continuation and reinforcement of Level A1 and A2.

To reach the communicative objectives of level B1 you need to familiarise yourself with these vocabulary topics:

Vocabulary

- ✓ Common expressions in emergency situations
- ✓ Differentiation between formal and informal greetings
- ✓ Familiar objects at school
- ✓ Financial services
- ✓ Health
- ✓ Introduction to idiomatic expressions
- ✓ Introduction to proverbs
- ✓ Law
- ✓ Maltese products and recipes
- ✓ More actions
- ✓ More detailed personal information
- ✓ More feelings
- ✓ More useful expressions
- ✓ School surroundings
- ✓ Temperature
- ✓ Time
- ✓ Travel and services

Feedback

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

maltsecourses@yahoo.com

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

www.charlesdanielsaliba.com

