



Directorate for Quality and Standards in Education  
Curriculum Management Department

## Subject Proficiency Assessment

### Italian Level 1

#### 1. Introduction

#### 2. Units

Unit 1.01 – *Salutare il mondo e presentarsi* – Greeting the world and introducing oneself

Unit 1.02 – *Una vita a colori* – A Colourful life

Unit 1.03 – *La famiglia* – The family

Unit 1.04 – *La mia casa* – My home

Unit 1.05 – *A scuola* – At school

Unit 1.06 – *Cibo e bevande* – Food and drinks

Unit 1.07 – *Fare la spesa* – Shopping

Unit 1.08 – *Facciamo il punto* – Rewind and revise

#### 3. Grammar structures (English and Italian)

#### 4. Assessment and Certification

#### 5. Self Evaluation sheets

## 1. Introduction

1. The whole programme will comprise 7 units of 9 lessons each and a final revision unit of 18 lessons for a total of 54 contact hours.
2. The aim of this programme is to help learners achieve a level 1 on the Malta Qualifications Framework in the four basic skills in language learning (Italian).
3. The learners will acquire and develop a communicative competence which allows for an effective and meaningful interaction in diversified social contexts. S/he will also develop skills, language and attitudes required for further study of the language, work and leisure.
4. The learner will develop skills in order to be able to listen to and interact with others and understand the general sense of a variety of basic oral messages, intended for various purposes.
5. One may define level 1 as a “survival kit” in Italian. For this reason, attention to reading and writing might be delayed till later (e.g. Unit 1.04), when the groundwork for listening and speaking will have been well laid and solidified.
6. Writing will not be totally excluded from the first units: but attention will be focused on speaking and listening. Decisions of this sort will be left at the discretion of the teacher and according to students’ needs.
7. Topics such as Christmas, Carnival etc. which are related to a particular period of the year can be included as the programme unfolds.
8. Cognates are to be used regularly especially to alleviate difficulties students might meet in vocabulary learning and to recognise similarities and/or differences among Maltese, Italian and other languages.
9. The focus of this programme is communicative competence. Grammar is to be inserted in order to develop communicative abilities and language proficiency. Emphasis is not to be made on memorising grammatical forms and meta language (e.g. defining the various parts of speech). The programme is not prescriptive and does not define the moment when a particular grammar point needs to be taught. The teacher may decide when and where a particular grammar point will be included in the teaching programme.
10. The SPA will not specify any cultural topic since culture is a means to teach the language and to develop intercultural knowledge, skills and attitudes. It will be teacher who will decide which cultural topics to use and when.

## 2. Units

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### Unit 1.01

#### Salutare il mondo e presentarsi – Greeting the world and introducing oneself

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Main skills to focus upon: Listening and Speaking

Duration: 9 lessons of 40 minutes (6 hours)

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#### Learning Outcomes

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The student can

- express and understand basic greetings according to the time of the day
  - ask and say the name in Italian
  - ask, answer and understand questions on where one lives
  - identify, say and understand numbers from 1 to 20
  - ask, answer and understand questions about one's age
  - orally present oneself briefly
  - recognize and spell correctly simple words in Italian
  - understand and use basic classroom instructions
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### Unit 1.02

#### Una vita a colori – A Colourful life

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Main skills to focus upon: Listening and Speaking

Duration: 9 lessons of 40 minutes (6 hours)

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#### Learning Outcomes

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The student can

- identify, say and understand the days of the week
  - identify, say and understand the months of the year
  - identify, say and understand the four seasons
  - identify, say and understand vocabulary related to colours
  - ask, answer and understand questions about date of birth (day, month)
  - ask, answer and understand questions about one's favourite colour/s
  - can express one's preferences using short memorised phrases
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**Unit 1.03****La famiglia – The family**

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Main skills to focus upon: Listening, Speaking, Reading

Duration: 9 lessons of 40 minutes (6 hours)

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**Learning Outcomes**

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The student can

- identify, use and understand vocabulary related to family members
  - ask, answer and understand questions on family members
  - describe the relation between different members of the family
  - identify, use and understand vocabulary related to domestic animals
  - briefly talk about a pet
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**Unit 1.04****La mia casa – My home**

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Main skills to focus upon: Listening, Reading, Writing

Duration: 9 lessons of 40 minutes (6 hours)

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**Learning Outcomes**

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The student can

- identify, use and understand vocabulary related to different types of homes
- identify, use and understand vocabulary related to rooms, furniture and areas in a house
- briefly describe an area/ a room of a house

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**Unit 1.05****A scuola – At school**

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Main skills to focus upon: Listening, Reading, Writing

Duration: 9 lessons of 40 minutes (6 hours)

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**Learning Outcomes**

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The student can

- identify, use and understand vocabulary related to the classroom/school environment
  - identify, use and understand vocabulary related to stationery
  - describe briefly the classroom/school
  - ask, answer and understand questions on how to get to school
  - identify, use and understand vocabulary related to most common means of transport
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**Unit 1.06****Cibo e bevande – Food and drinks**

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Main skills to focus upon: Listening, Speaking, Reading, Writing

Duration: 9 lessons of 40 minutes (6 hours)

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**Learning Outcomes**

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The student can

- identify, use and understand vocabulary related to food and drink
- ask, answer and understand questions about favourite food
- use short phrases to express likes and dislikes
- identify and understand vocabulary related to the main meals of the day
- read single items/ short phrases from a menu at the restaurant
- place/take an order at a restaurant (using simple phrases)
- ask for the bill

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**Unit 1.07****Fare la spesa – Shopping**

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Main skills to focus upon: Listening, Speaking, Reading, Writing

Duration: 9 lessons of 40 minutes (6 hours)

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Points to note: Reference to time should be restricted to hours (e.g. *l'una, le due, etc.*) No reference is to be made to quarter to and quarter past.

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**Learning Outcomes**

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The student can

- identify, use and understand cardinal numbers, in multiples of ten, from 20 to 100
  - ask, answer and understand questions about price
  - identify, use and understand vocabulary related to types of shops
  - engage in a simple conversation in order to buy a particular item
  - identify, say and understand vocabulary related to time and opening and closing hours
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**Unit 1.08****Facciamo il punto – Rewind and revise**

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Main skills to focus upon: Listening, Speaking, Reading, Writing

Duration: 18 lessons of 40 minutes (12 hours)

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Points to note: The following generic outcomes are a summary of what has been covered in the previous units and should serve as a framework in preparation for the final assessment.

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**Learning Outcomes**

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The student can

- copy single words or phrases
  - label pictures
  - write short phrases
  - fill in a form
  - take part in a short conversation
  - listen with understanding for specific information
  - describe pictures
  - open and close a simple conversation/dialogue (*ciao, come stai?, arrivederci e grazie, grazie di tutto etc*)
  - recognize and use punctuation marks
  - use and understand some of the most common discourse markers (*appunto, guarda, dai etc*)
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### 3. Grammar structures – LEVEL 1

Note: language skills which need to be focused upon (listening, reading, speaking, writing) are listed below following the grammatical notions.

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#### Phonetics and spelling

The student can

- Use and recognize the Italian alphabet and read/say words according to the position of the accent (only for pronunciation). Speaking, Reading
- Read words which contain letters and syllables that do not have direct phonetic correspondence: e.g. *chi; ghe; cio; gia*; use of the letter 'h' ecc. Reading
- Gain awareness of differences in words which are used in Maltese or other languages and Italian (e.g. *muzika – musica*). Reading, Writing
- Use capital and small letters (e.g. at the beginning of a sentence; for proper nouns etc); and punctuation (fullstop, comma, question mark, exclamation mark). Writing

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#### Vocabulary

The student can

- Identify and recognise common words in Italian which are also used in Maltese or in the Maltese cultural context (e.g. in restaurants, churches, house and personal names). Listening, Reading, Speaking, Writing
  - Recognise and use cardinal numbers from 1-20. Listening, Reading, Speaking
  - Identify, understand and use multiples of ten from 10-100 (ten, twenty, thirty etc.). Listening, Reading, Speaking
  - Identify, say and understand vocabulary related to the colours. Listening, Reading, Speaking
  - Identify, use and understand vocabulary related to the school environment and stationery. Listening, Reading, Speaking, Writing
  - Identify, use and understand vocabulary related to the house and furniture. Listening, Reading, Speaking, Writing
  - Identify, use and understand vocabulary related to food and drink. Listening, Reading, Speaking, Writing
  - Identify, use and understand vocabulary related to the family. Listening, Reading, Speaking, Writing
  - Identify, use and understand vocabulary related to domestic animals. Listening, Reading, Speaking, Writing
  - Say and understand expressions used to present oneself, greet others and say goodbye. Listening, Reading, Speaking
  - Identify, say and understand vocabulary related to time (hours) and opening and closing times. Listening, Reading, Speaking
  - Identify, say and understand the days of the week, the months and the seasons. Listening, Reading, Speaking
  - Identify, use and understand vocabulary related to shops. Listening, Reading, Speaking, Writing
  - Identify, use and understand vocabulary related to the most common means of transport. Listening, Reading, Speaking, Writing
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### **Nouns, adjectives and articles**

The student can

- Use most commonly used nouns and adjectives. Listening, Reading, Speaking
- Use the masculine and feminine of regular nouns and adjectives which end in *-o* and *-a* . Listening, Reading, Speaking, Writing
- Use the singular and plural of regular nouns which end in *-o* and *-a* . Listening, Reading, Speaking, Writing
- Use definite and indefinite articles. Listening, Reading, Speaking, Writing. For writing, emphasis should be on: *un/una; il/i; la/le; l'* in the singular, masculine and feminine forms.
- Use the possessive adjectives in the singular, masculine and feminine. (*mio/mia; tuo/tua* etc). Listening, Reading, Speaking, Writing. For writing, emphasis should be on the first, second and third person singular, masculine and feminine.

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### **Pronouns**

The student can

- Use the personal pronouns (*io, tu, lui, lei, noi, voi, loro*). Listening, Reading, Speaking, Writing.
- Use direct and indirect pronouns first and second person (*mi, ti, ci, vi*). Listening, Reading, Speaking.

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### **Prepositions**

The student can

- Use the simple prepositions (*a, con, da, di, in, per, su, tra/fra*). Listening, Reading, Speaking, Writing.
- Use the preposizioni articolate. Listening, Reading, Speaking

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### **Verbs**

The student can

- Use and understand the infinitive. Listening, Reading, Speaking, Writing.
  - Identify, use and understand the present tense of the verbs *essere* and *avere*. Listening, Reading, Speaking, Writing.
  - Identify, use and understand the present tense of the irregular verbs *volere, potere, dovere, dare, stare, fare, dire, andare, venire, sapere, bere, finire, preferire*. Listening, Reading, Speaking.
  - Recognise and use the present tense of the regular verbs (*tre coniugazioni*). Listening, Reading, Speaking.
  - Recognise the past participle and the past tense (*passato prossimo*). Listening, Reading.
  - Recognise the reflexive verbs. Listening, Reading.
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**Adverbs**

The student can

- Use adverbs of time and place (e.g. *oggi, domani, ieri, adesso, dopo, qui, lì, vicino, lontano, a destra, a sinistra* etc). Listening, Reading, Speaking.
- Use affirmative and negation adverbs and other adverbs that express doubt and/or possibility (e.g. *sì, certo, no, forse, probabilmente* etc.) Listening, Reading, Speaking.

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**Interjections and discours markers**

The student can

- Open and close a dialogue (e.g. *ciao; come stai? Arrivederci; a più tardi*). Listening, Reading, Speaking.
  - Make a request (e.g. *per favore; scusami ...*). Listening, Reading, Speaking.
  - Express gratitude (e.g. *Grazie! Prego!*). Listening, Reading, Speaking.
  - Show appreciation (e.g. *Che bello!; Molto interessante!*). Listening, Reading, Speaking.
  - Use and understand some basic discourse markers (e.g. *sì/no; hai capito; diciamo, dai, appunto, guarda ...*). Listening, Reading, Speaking.
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## Strutture linguistiche – Livello 1

Per le nozioni menzionate si indicano le abilità linguistica (ascolto, lettura, parlato, scritto) sulle quali si deve porre maggiore enfasi quando vengono trattati con gli apprendenti.

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### Fonetica e ortografia

- L'alfabeto italiano – posizione dell'accento (solo per la pronuncia delle parole). Parlato, Lettura
- Saper leggere parole che contengono grafemi e digrammi che non hanno corrispondenza fonetica diretta (es. *chi; ghe; cio; gia; l'uso del grafema 'h' ecc*). Lettura
- Distinguere tra parole che si usano sia in maltese/altre lingue sia in italiano (es. *muzika – musica*). Lettura, Scritto
- Uso di maiuscole e minuscole (es. *a inizio della frase; per i nomi propri ecc*); uso della punteggiatura (*punto fermo, virgola, punto interrogativo; punto esclamativo*). Scritto

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### Lessico

- Identificare e riconoscere parole comuni italiane che si usano abitualmente nel maltese e/o nel contesto culturale maltese (es. *nei ristoranti, nomi di persone o di case, ecc.*) Ascolto, Lettura, Parlato, Scritto
  - Numeri cardinali da uno a venti. Ascolto, Lettura, Parlato
  - Multipli di dieci fino a cento (*dieci, venti, trenta ecc.*). Ascolto, Lettura, Parlato
  - I colori. Ascolto, Lettura, Parlato
  - La famiglia. Ascolto, Lettura, Parlato, Scritto
  - La scuola. Ascolto, Lettura, Parlato, Scritto
  - La casa e i mobili. Ascolto, Lettura, Parlato, Scritto
  - Il cibo e le bevande. Ascolto, Lettura, Parlato, Scritto
  - Gli animali domestici. Ascolto, Lettura, Parlato, Scritto
  - Espressioni tipiche usate per presentarsi, per salutare. Ascolto, Lettura, Parlato
  - Ore, giorni della settimana, mesi e stagioni. Ascolto, Lettura, Parlato
  - I negozi. Ascolto, Lettura, Parlato, Scritto
  - I mezzi di trasporto più diffusi. Ascolto, Lettura, Parlato, Scritto
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### **Nomi, aggettivi e articoli**

- Nomi e aggettivi più comunemente usati. Ascolto, Lettura, Parlato
- Maschile e femminile: nomi e aggettivi regolari che terminano in -o e in -a. Ascolto, Lettura, Parlato, Scritto
- Singolare e plurale: nomi regolari che terminano in -o e in -a. Ascolto, Lettura, Parlato, Scritto
- Articoli indeterminativi e determinativi. Ascolto, Lettura, Parlato, Scritto. Nello scritto si sofferma solo sui seguenti: *un/una; il/i; la/le; l'* al singolare maschile e femminile
- Aggettivi possessivi al singolare maschile e femminile (*mio/mia; tuo/tua* ecc). Ascolto, Lettura, Parlato, Scritto. Nello scritto si sofferma solo sulle forme della prima, seconda, terza persona singolare al maschile e al femminile

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### **Pronomi**

- I pronomi personali soggetto (*io, tu, lui, lei, noi, voi, loro*). Ascolto, Lettura, Parlato, Scritto
- Forme pronominali diretti e indiretti di prima e seconda persona (*mi, ti, ci, vi*). Ascolto, Lettura, Parlato

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### **Preposizioni**

- Le preposizioni semplici (*a, con, da, di, in, per, su, tra/fra*). Ascolto, Lettura, Parlato, Scritto
- Le preposizioni articolate. Ascolto, Lettura, Parlato

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### **Verbi**

- L'infinito. Ascolto, Lettura, Parlato, Scritto
- Il presente indicativo dei verbi *essere* e *avere*. Ascolto, Lettura, Parlato, Scritto
- Il presente indicativo dei verbi *volere, potere, dovere, dare, stare, fare, dire, andare, venire, sapere, bere, finire, preferire*. Ascolto, Lettura, Parlato
- Il presente indicativo dei verbi regolari (tre coniugazioni). Ascolto, Lettura, Parlato
- Il participio passato e il passato prossimo (Riconoscimento). Ascolto, Lettura
- I verbi riflessivi (Riconoscimento). Ascolto, Lettura

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### **Avverbi**

- Avverbi di tempo e di luogo (es. *oggi, domani, ieri, adesso, dopo, qui, lì, vicino, lontano, a destra, a sinistra* ecc). Ascolto, Lettura, Parlato
  - Avverbi di affermazione, negazione, dubbio (es. *sì, certo, no, forse, probabilmente* ecc). Ascolto, Lettura, Parlato
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**Interiezioni e segnali discorsivi**

- Aprire e chiudere un dialogo (es. *ciao; come stai? Arrivederci; a più tardi*). Ascolto, Lettura, Parlato
  - Fare una richiesta (es. *per favore; scusami ...*). Ascolto, Lettura, Parlato
  - Esprimere un ringraziamento (es. *Grazie! Prego!*). Ascolto, Lettura, Parlato
  - Dimostrare apprezzamento (es. *Che bello!; Molto interessante!*). Ascolto, Lettura, Parlato
  - Alcuni segnali discorsivi fondamentali (es. *sì/no; hai capito; diciamo, dai, appunto, guarda ...*). Ascolto, Lettura, Parlato
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#### **4. Assessment & Certification**

The Subject Proficiency Assessment programme has, as one of its specific aims, to establish the individual student's language ability and describe the learner's language skills. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages. The programme offers a fully comprehensive assessment of the four basic skills or abilities in a language, namely speaking, listening, reading and writing.

1. The SPA has three levels in line with the Malta Qualifications Framework – from Level 1 for the most basic user to Level 3 for the independent user.
2. Proficiency tests, unlike achievement tests, are intended to measure a learner's command of a language irrespective of his/her background in that language and therefore do not depend on particular class content or course materials.
3. There will be no traditional half-yearly exams but throughout the year students will be continuously assessed in class.
4. All students following the SPA programme at Form 3 (both at State and Non State schools) can take the SPA exams for Level 1 at the end of the scholastic year.
5. Students who obtain a pass mark in at least 2 of the 4 language skills will be promoted to the next Level of SPA, whereas those students who do not reach the grade at Form 3 will, at Form 4, continue to follow the Level 1 programme of studies.
6. There will be one national examination session per year at the end of the scholastic year and students will be required to register for SPA exams at their respective schools.
7. The productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
8. A certificate will be issued specifying the skills and marks obtained in each test
9. Prospective students are encouraged to consult the SPA Syllabus describing the competences in the individual language skills required for each level. The Syllabus describes the typical communicative situations and topics used in the tests and the knowledge of grammar structures expected. It also describes the criteria of evaluation.

#### **Assessment for learning (Afl)**

- Assessment for learning uses continuous assessment methods to gauge a student's progress over a period of time in various language learning contexts. Evidence of specific skills and other items at one particular time and language performance and progress over time is collected in all four abilities (listening, speaking, reading and writing,) or in all three communication modes (interpersonal, interpretive, and presentational). Using a combination of testing instruments lends validity and reliability to the assessment process.

- Assessment for learning promotes positive student involvement. Students are actively involved in and reflecting on their own learning. The student's self-confidence increases as well as the student's ability to assess and revise work. Student motivation to continue studying and succeeding in language learning tends to grow in such an environment.
- Assessment for learning is incorporated fully into instruction: there is no time lost on assessment since every learning experience, activity, student's action is considered as evidence and therefore gives the opportunity to both teacher and learner to act upon it.

The following "can do" statements are linked to the learning outcomes at Level 1 in all the 4 language skills:

Listening	Speaking	Reading	Writing
<p>The student can follow speech which is very slow and carefully articulated with long pauses for him/her to assimilate meaning.</p> <p>understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>ask and answer questions about themselves and other people, where they live, people they know, things they have.</p>	<p>The student can produce simple mainly isolated phrases about people and places.</p> <p>ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to say less familiar words and to repair communication.</p>	<p>The student can understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.</p> <p>get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p>	<p>The student can write simple isolated phrases and sentences.</p> <p>copy out single words and short texts presented in standard printed format.</p> <p>write numbers and dates, own name, nationality, address, age, date of birth, such as on a hotel registration form.</p> <p>ask for or pass on personal details in written form.</p>

## Testing

Each level consists of four tests that assess language competence in the four skills: listening, reading, writing and speaking. Each of the 4 skills will have a total score of 20. Continuous assessment will have a weighting of 5 marks per skill.

Skill	Continuous Assessment	Final Assessment	Total	Pass mark	Duration (minutes)	Description of tasks
Listening	5	20	25	15/25	30	3 tasks – may include pictures and texts
Speaking	5	20	25	15/25	5 – 7	3 tasks – may include short self presentation, describe picture, free conversation
Reading	5	20	25	15/25	30	2 tasks – may include 1 text and 1 picture
Writing	5	20	25	15/25	30	2 tasks – for a total of about 50 words
	20%	80%	100%			

### 5. Self evaluation sheets

At the end of each unit, the student is asked to fill in a short self evaluation form. This should also serve as feedback for the teacher.

 I can    
  I can (with difficulties)    
  I need help    
  I cannot

#### UNIT 1.01: Salutare il mondo e presentarsi – Greeting the world and introducing oneself

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
express and understand basic greetings according to the time of the day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask and say my name in Italian	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions on where I live	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, say and understand numbers from 1 to 20	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about my age	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
orally present myself briefly	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
recognize and spell correctly simple words in Italian	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
understand and use basic classroom instructions	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can    
  I can (with difficulties)    
  I need help    
  I cannot

**UNIT 1.02: Una vita a colori – A Colourful life**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
identify, say and understand the days of the week	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, say and understand the months of the year	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, say and understand the four seasons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, say and understand the colours	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about my date of birth	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about my favourite colour/s	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
express my preferences using short memorised phrases	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can   
  I can (with difficulties)   
  I need help   
  I cannot

**UNIT 1.03: La famiglia – The family**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
identify and understand vocabulary related to family members	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions on family members	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
describe the relation between different members of the family	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to domestic animals	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
briefly talk about a pet	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can   
  I can (with difficulties)   
  I need help   
  I cannot

**UNIT 1.04: La mia casa – My home**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
identify, use and understand vocabulary related to different types of homes	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to rooms in a house	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to furniture in a house	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to areas in a house	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
briefly describe an area/a room of a house	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can   
  I can (with difficulties)   
  I need help   
  I cannot

**UNIT 1.05: A scuola – At school**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
Identify, use and understand vocabulary related to the classroom	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Identify, use and understand vocabulary related to the school environment	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Identify, use and understand vocabulary related to stationery	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
describe briefly the classroom/school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions on how to get to school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to everyday transport	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can   
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  I cannot

**UNIT 1.06: Cibo e bevande – Food and drinks**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
Identify, use and understand vocabulary related to food and drink	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about favourite food	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
use short phrases to express likes and dislikes	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to the main meals of the day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read single items/ short phrases from a menu at the restaurant	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
place/take an order at a restaurant (using simple phrases)	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask for the bill	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can   
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  I need help   
  I cannot

**UNIT 1.07: Fare la spesa – Shopping**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
identify, use and understand cardinal numbers, in multiples of ten, from 20 to 100	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about price	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to types of shops	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
engage in a simple conversation in order to buy a particular item	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, say and understand vocabulary related to time and opening and closing hours	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can   
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  I cannot

**UNIT 1.08: Facciamo il punto – Rewind and revise**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
copy single words or phrases	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
label pictures	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write short phrases	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
fill in a form	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
take part in a short conversation	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
listen with understanding for specific information	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
describe pictures	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
open and close a simple conversation/dialogue ( <i>ciao, come stai?, arrivederci e grazie, grazie di tutto</i> etc)	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
recognize and use punctuation marks	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
recognize and use some of the most common discourse markers ( <i>appunto, guarda, dai</i> etc )	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can    
  I can (with difficulties)    
  I need help    
  I cannot

NAME: _____ CLASS: _____ <b>At the end of level 1, I can:</b>	Student				Teacher			
<b><u>LISTENING:</u></b>								
Listen to and understand simple, basic statements and questions related to everyday topics.	<input type="radio"/>							
Listen to and understand simple, clearly articulated questions and information.	<input type="radio"/>							
<b><u>SPEAKING:</u></b>	<input type="radio"/>							
Answer questions and produce simple information on topics of immediate relevance.	<input type="radio"/>							
Connect simple phrases and sentences to describe pictures and to talk about personal and familiar topics.	<input type="radio"/>							
<b><u>READING:</u></b>	<input type="radio"/>							
Read and understand short and simple texts.	<input type="radio"/>							
Read and understand specific printed information.	<input type="radio"/>							
<b><u>WRITING:</u></b>	<input type="radio"/>							
Fill in forms by writing personal details as required.	<input type="radio"/>							
Perform simple tasks in writing.	<input type="radio"/>							

