



Directorate for Quality and Standards in Education  
Curriculum Management Department

## Subject Proficiency Assessment

### German Level 1

#### 1. Introduction

#### 2. Units

Unit 1.01 – *Begrüßungen und Vorstellungen* – Greeting the world and introducing oneself

Unit 1.02 – *Die Familie* – The family

Unit 1.03 – *Zu Hause* – My home

Unit 1.04 – *In der Schule* – At school

Unit 1.05 – *Essen und Trinken* – Food and drinks

Unit 1.06 – *Einkaufen* – Shopping

Unit 1.07 – *Meine Hobbies* – My Hobbys

\*Unit 1.08 – Noch einmal – Rewind and revise

*\*These lessons may be conducted as a final Unit or spread out as required throughout the programme.*

#### 3. Grammar structures

#### 4. Assessment and Certification

#### 5. Self Evaluation sheets

## 1. Introduction

1. The programme consists of 8 units of 9 lessons each and 9 extra lessons which may be utilised at any other time during the programme for further tasks, activities or project work.
2. The aim of the programme is to help learners achieve a level 1 on the Malta Qualifications Framework in the four basic skills in language learning.
3. Learners will develop basic A1 competence to engage in effective and meaningful interaction in various social contexts. The teaching and learning environment is based on an approach to teaching and learning which fosters social interaction and learner autonomy for both in and out of class learning.
4. The aim of the programme is to help learners develop basic skills, language and attitudes required for language learning.
5. The programme develops learners' communicative competence in the foreign language. It helps learners to develop the necessary skills to be able to listen to and interact with others and understand the general sense of a variety of basic oral and written messages.
6. One may define level 1 as a basic introduction to the German language and culture. The cultural and intercultural aspects of language learning form an integral part of the programme. These aspects are reflected in the approach to teaching and learning adopted within each lesson throughout the programme and integrated within the material and resources utilised for teaching and learning.
7. The programme focuses on the development of the receptive and productive skills. All four skills (listening, speaking, reading and writing) are introduced in an integrated approach to teaching and learning. This is reflected in the types of tasks, material and resources made available to learners during the course of the programme.
8. The programme is flexible and does not necessarily define the moment when a particular linguistic item is to be included in the teaching programme. The teacher discusses the aims and objectives of the programme with the students and negotiates ways of how to arrive at the desired learning outcomes.

9. The teacher is encouraged to work at an approach which encourages the learners to take charge of their learning programme. Teachers are to provide learners with the opportunity to work according to their needs, interests and motivation and to direct them to find their learning paths.
10. Learners are encouraged to work beyond the language lesson and to expose themselves to the target language and culture. Exposure to the language may be achieved in a variety of ways and through both formal and informal learning tasks.

## 2. Units

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### Unit 1.01

#### Begrüßungen und Vorstellungen –Greeting the world

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**Points to note:**

*Learners are introduced to the sound of German and German-speaking countries. Learners' knowledge of German words, phrases or elements from the German speaking world are explored.*

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 German
- ask, answer and understand questions on where one comes from and where one lives
- identify, say and understand names of countries (limit to the most common ones)
- 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 German
- understand and use basic classroom instructions

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## Unit 1.02

### Die Familie – The family

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***Points to note:***

*Reference is made to the use of the indefinite articles and the formation of the negative 'kein / keine/ keinen'.*

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
- identify, use and understand the numbers – 20 to 100
- identify, use and understand basic adjectives to describe a person
- identify, use and understand statements about age
- 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 1.03

### Zuhause

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**Points to note:**

*Reference to discourse markers is made. This is emphasised throughout the programme (Naja / Also ... das Haus ist ganz klein).*

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 adjectives
- identify, use and understand vocabulary related to rooms, furniture and areas in a house
- Identify, use and understand vocabulary related to location (dort, hier, rechts, links, oben, unten)
- briefly describe an area/ a room of a house (Es gibt... ; Wir haben... ; Oben haben wir ...).

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## Unit 1.04

### In der Schule – At school

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**Points to note:**

*Consolidation of numbers from 20 to 100.*

*Reference to time may be restricted to the 24 hour clock (e.g. Um dreizehn Uhr zwanzig). Learners may be introduced to the similarity between the time in English and in German (Quarter past / Viertel nach).*

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
- describe briefly the classroom/school (Es gibt ... )
- ask, answer and understand questions on school subjects
- identify, say and understand the days of the week
- ask, answer and understand questions on school subjects
- can express one's preferences using short memorised phrases (Deutsch gefällt mir / nicht)

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## Unit 1.05

### Essen und Trinken – Food and drinks

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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 (gern / nicht gern)
- 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 1.06

### Einkaufen – Shopping

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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 numbers from 20 to 100
- ask, answer and understand questions about price
- identify, use and understand vocabulary related to types of shops
- identify, use and understand vocabulary related to colours and adjectives
- 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 1.07****Meine Hobbies – My hobbies**

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Duration: 18 lessons of 40 minutes (12 hours)

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**Learning Outcomes**

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The student can

- identify, use and understand vocabulary related to free time activities
- ask, answer and understand questions about hobbies
- identify, use and understand vocabulary related to adverbs of time
- ask, answer and understand questions about the weather
- can express preferences when talking about hobbies

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## Unit 1.08

### Noch einmal – Rewind and revise

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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 serve as a framework in preparation for the final assessment.*

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#### Learning Outcomes

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The student can

- label pictures / describe pictures
- select language and copy simple words and phrases / write short phrases in relation to themes
- fill in a form / from information in a text (reading / listening)
- take part in a short conversation
- listen for specific information
- open and close a simple conversation/dialogue (*Hallo, auf Wiedersehen, bis bald, vielen Dank*)
- use and understand some of the most common discourse markers (*also, naja 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 alphabet (Speaking, Reading)
  - Read words which contain letters and syllables that do not have direct phonetic correspondence: e.g. heiße, mein, Deutsch
  - Gain awareness of international words in the target language and others which contain similarities to the learners' mother tongue / other languages learners are familiar with. Reading, Writing
  - Use of capital letters and use of commas in German (Nouns in German) (Writing)
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#### **Vocabulary**

The student can

- Recognise and use numbers from 1-100. 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 school subjects. 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 (24 hour clock ) 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 free time activities. 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 singular and plural of nouns. Listening, Reading, Speaking, Writing
- Use definite and indefinite articles. Listening, Reading, Speaking, Writing.
- Use the possessive adjectives in the singular, masculine and feminine. (*mein, dein, sein, ihr* 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 (*ich, du, er, sie, es, wir, ihr, sie, Sie*). Listening, Reading, Speaking, Writing.

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### **Prepositions**

The student can

- identify and use prepositions (awareness of changes in articles is raised however learners are to learn prepositions in context and as phrases (In der Schule haben wir ....; Im Modegeschäft kaufe ich ....) Listening, Reading, Speaking, Writing.

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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 *haben* and *sein*. Listening, Reading, Speaking, Writing.
  - Identify, use and understand the present tense of the irregular verbs (*lesen, fahren* .....) Listening, Reading, Speaking.
  - Recognise and use the present tense of the regular verbs. Listening, Reading, Speaking.
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## Adverbs

The student can

- Use adverbs of time and place (e.g. *heute, morgen, jetzt, dann, hier, dort, in der Nähe, weit, rechts, links* etc). Listening, Reading, Speaking.
- Use affirmative and negation adverbs and other adverbs that express doubt and/or possibility (e.g. *ja, stimmt, nein, vielleicht* etc.) Listening, Reading, Speaking.

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## Interjections and discourse markers

The student can

- Open and close a dialogue (e.g. *Hallo; Wie geht's? Tschüs; bis bald*). Listening, Reading, Speaking.
  - Make a request (e.g. *bitte; Entschuldigen Sie ...*). Listening, Reading, Speaking.
  - Express gratitude (e.g. *Vielen Dank! Bitte* ). Listening, Reading, Speaking.
  - Show appreciation (e.g. *sehr gut!; Interessant!*). Listening, Reading, Speaking.
  - Use and understand some basic discourse markers (e.g. *ja/nein; stimmt; genau*). Listening, Reading, Speaking.
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#### 4. Content

<p><b>Unit 1.01</b> <b>Begrüßungen und Vorstellungen</b></p>	<p>Begrüßungen – Hallo! / Guten Tag! / Grüß Gott Sich vorstellen – ich bin / heiße; wie heißt du? Wie geht's? Danke, es geht; Gut, danke. Das ist Frau / Herr. Wie geht es Ihnen? / Freut mich Ist das Maria? Ja / nein, das ist ...Das ist nicht Maria. Doch, das ist Maria. Wo wohnst du? Woher kommst du? Ich komme aus Malta. Und das ist Paul...aus England. Ist Herr König da, bitte? Tut mir leid. Er ist nicht hier. Entschuldigen Sie, wie ist Ihr Name, bitte? Wie schreibt man das? Ich habe ein Haustier / Ich habe einen Hund.</p>
<p><b>Unit 1.02</b> <b>Die Familie</b></p>	<p>Der / die / das – Familienmitglieder Das ist mein / meine ; sein /e ; ihr /e Sohn Ich habe eine / einen (Schwester, Bruder, Onkel ...) Mein / Meine (Vater heißt Robert) ; Er / Sie ... Hast du eine Schwester? Ja/ Nein Wie heißt deine Mutter? Wie alt ist er/ sie? S Mein Bruder ist sportlich/ groß. Er ist 14 Jahre alt. Mein Hund ist klein. Er ist schwarz.</p>
<p><b>Unit 1.03</b> <b>Zuhause</b></p>	<p>Das Haus / Die Wohnung Zimmer im Haus Wie ist das Haus? klein / modern / ... dort, hier, rechts, links, oben, unten Kleinanzeigen: Häuser in der Stadt / im Dorf Wie viele Zimmer hat das Haus? Das Haus / Zimmer beschreiben (Adjektive und Farben)</p>

<p><b>Unit 1.04</b> <b>In der Schule – At school</b></p>	<p>Die Schule – Schüler und Lehrer – Klassenzimmer, Lehrerzimmer ... Es gibt 15 Stühle und Schreibtische. Wir haben ... Schulfächer und Stundenplan Gefällt dir Deutsch? Mein Lieblingsfach ist ... Wann hast du / lernst du Deutsch? Montag bis Freitag / Am Montag habe ich Deutsch.</p>
<p><b>Unit 1.05</b> <b>Essen und trinken – Food and drinks</b></p>	<p>Die Mahlzeiten – Frühstück, das Mittagessen, das Abendessen Was trinkst / isst du? Mein Lieblingsessen ist ..... Das schmeckt ... ich esse gern / nicht gern Im Restaurant – die Speisekarte / bestellen Was nimmst du? Ich nehme eine Pizza. Einen Tisch reservieren Zahlen</p>
<p><b>Unit 1.06</b> <b>Einkaufen – Shopping</b></p>	<p>Einkaufen gehen – in die Stadt gehen Wo ist die Bäckerei? – hier links / erste Straße rechts Die Geschäfte – hier kauft man ... Tage der Woche Öffnungszeiten – Montag bis Freitag / ausser Freitag Im Modegeschäft – kann ich Ihnen helfen? Kleider – Ich möchte einen Pullover - Welche Farbe? Was kostet das?</p>
<p><b>Unit 1.07</b> <b>Meine Hobbies – My hobbies</b></p>	<p>Hobbies: Was machst du gern? Wann spielst du Basketball? Wie oft / mit wem? Wann trainierst du? Was machst du heute / morgen? Am Freitag spiele ich Tennis. Ich schwimme einmal die Woche / zweimal / oft / selten Im Sommer gehe ich schwimmen / Spielst du gern Fussball? / Ich fahre gern rad. Steckbriefe : Name / Alter ...</p>



## 5. 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%			


## 6. 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.


 = Yes, I can     
  = I still have difficulties     
  = No, I cannot

### UNIT 1.01: Begrüßungen und Vorstellungen –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"/>
ask and say my name in German	<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"/>
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"/>
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"/>
orally present myself briefly	<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 German	<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"/>


 = Yes, I can


 = I still have difficulties


 = No, I cannot

### UNIT 1.02: Die Familie – 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"/>
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"/>
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"/>
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"/>
briefly talk about a pet	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>




 = Yes, I can

 = I still have difficulties







 = No, I cannot


**UNIT 1.03: Zuhause – 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"/>
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"/>
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"/>
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"/>
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"/>


 = Yes, I can     
  = I still have difficulties     
  = No, I cannot

**UNIT 1.04: In der Schule – 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"/>
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"/>
Identify, use and understand vocabulary related to days of the week	<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"/>
ask, answer and understand questions about my subjects at school	<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 my school timetable	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>




 = Yes, I can

 = I still have difficulties

 = No, I cannot







**UNIT 1.05: Essen und Trinken – Food and drinks**


NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	Student   	Teacher   
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
ask for the bill	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>


 = Yes, I can     
  = I still have difficulties     
  = No, I cannot




**UNIT 1.06: Einkaufen – 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"/>
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"/>
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"/>
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"/>
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"/>


 = Yes, I can


 = I still have difficulties


 = No, I cannot

**UNIT 1.07: Meine Hobbies – My hobbies**







NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
identify, say and understand different kinds of hobbies	○ ○ ○	○ ○ ○
identify, say and understand the months of the year	○ ○ ○	○ ○ ○
identify, say and understand the four seasons	○ ○ ○	○ ○ ○
Ask, answer and understand questions on the weather	○ ○ ○	○ ○ ○
ask, answer and understand questions about my hobbies	○ ○ ○	○ ○ ○
express my preferences using short memorised phrases	○ ○ ○	○ ○ ○




 = Yes, I can







 = I still have difficulties

 = No, I cannot

**UNIT 1.08: Noch einmal! – 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"/>
label pictures	<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"/>
fill in a form	<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"/>
listen with understanding for specific information	<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"/>
open and close a simple conversation/dialogue	<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"/>
recognize and use some of the most common discourse markers	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

 = Yes, I can     
  = I still have difficulties     
  = No, I cannot

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