



Directorate for Quality and Standards in Education

Curriculum Management Department

Subject Proficiency Assessment

German Level 2 – Part Two

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1. Introduction

1. Level 2 part 2 comprises 7 units of 9 lessons each and a final revision unit of 18 lessons for a total of 54 contact hours
2. All topics covered in Level 2 will set the groundwork for language to be further developed in Level 3. Consequently material covered in Level 1 and level 2 Part one will serve as a basis for level 3.
3. The aim of the Level 2 programme (part 1 and 2) is to help learners achieve a level 2 on the Malta Qualifications Framework in the four basic skills in language learning (German).
4. 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.
5. 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.
6. Attention is to be given to the four skills.
7. 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.
8. 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.
9. Cultural and intercultural aspects which are related to a particular topic should be included as the programme unfolds. 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 by use of suitable teaching material.

Unit 2.9**Wetter und Ferienpläne – Weather and holiday plans**

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can read and understand texts about the holidays and describe what one can do there; *eg. Das ist eine Stadt in ...Hier kann man ...*
2. I can understand and read weather updates for different countries, show an understanding of weather expressions
3. I can express myself about weather conditions in different locations, use the negative and a range of adverbs; *e.g. Es ist nie sehr kalt, Es schneit fast nie.*
4. I can ask others and talk about what they and myself do in the holidays in different seasons using the conjunction *wenn*
5. I can write a few sentences about my holidays and refer to the weather.

Unit 2.10 Was hast du gemacht? What did you do?

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can talk about what there is to see and to do in my home area and ask others what there is to see and to do where they live.
2. I can talk about a trip I made, how I travelled, what I saw and did using the perfect tense *e.g. Wir sind mit dem Flugzeug geflogen; Ich habe ein Museum besucht.*
3. I can ask others about day-trips they have made, how they travelled and what they saw and did, by forming questions in the perfect tense.
4. I can understand short texts in mostly familiar language about travelling and things to see and do in different places.
5. I can write a short descriptive text about a day-trip I made, what I did and what I saw.
6. I can write about a trip I made.

Unit 2.11 Gute Besserung! Get well soon!

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can say if I am unwell and what is wrong with me, using 'Es tut mir weh, Mein Kopf tut weh, Ich habe Halsschmerzen, die Grippe, Ich fühle mich nicht wohl'.
2. I can ask others about how they feel, about visits to the doctor.
3. I can make an appointment with a doctor e.g. *Ich möchte/will einen Termin bei...machen'* showing consolidation of calendar dates and times.
4. I can use various prepositions, with the accusative and dative case, to describe to others how to get to a place or where the place is e.g. *Die Arztpraxis ist hinter der Kirche;*
5. I can talk about an illness/ how I was feeling last week and give a reason why e.g. *Ich hatte Magenschmerzen, denn ich habe zu viel Schokolade gegessen.*
6. I can read and understand about what others do to keep fit or stay healthy.
7. I can say or write what I do to keep fit and understand others using adverbs and adjectives of time e.g. *Ich trainiere täglich, oft, selten.*

Unit 2.12**Noch einmal – Rewind and revise**

Skills to focus upon:

Duration: 9 lessons of 40 minutes (6 hours)

Listening, Speaking, Reading, Writing

Learning Outcomes

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.

1. I can read and write short phrases in the present and past tense (*Perfekt*).
2. I can write short texts (sms, e-mails) using connectors, adjectives and adverbs.
3. I can fill in a form.
4. I can take part in a simple conversation.
5. I can open and close a conversation.
6. I can listen and/or read for specific information (e.g. in adverts, short texts)
7. I can recognise and use punctuation (e.g. use of commas with conjunctions)
8. I can use and understand the most common discourse markers.

3. Grammar structures – LEVEL 2 Part 2

All topics covered in Level 1 will be further developed in Level 2. Consequently material covered in Level 1 will serve as a basis to build upon acquired notions.

Phonetics and spelling

The student can

- write and read sentences and frequently-used expressions related to areas of most immediate relevance.
 - Read/say words with the right sounds e.g. 'Umlaut', distinguish between 'ch' and 'sch', 'ie' and 'ei', 'v' and 'w'.
 - use capital and small letters (e.g. distinguish nouns) and the right use of punctuation.
 - Use commas before conjunctions such as *weil*, *wenn* and *dass*.
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Vocabulary

The student can:

- Recognise and use cardinal numbers up to 1000.
 - Identify, use and understand vocabulary related to time.
 - Identify, use and understand vocabulary related to feasts and special dates.
 - Identify, use and understand vocabulary related to the family, domestic animals and friends.
 - Identify, use and understand vocabulary related to geographical locations.
 - Identify, use and understand vocabulary related to buildings and houses.
 - Identify, use and understand vocabulary related to occupations/jobs in the community / city.
 - Identify, use and understand vocabulary related to landmarks and famous/popular buildings in a town/city.
 - Identify, use and understand vocabulary related to means of transport.
 - Identify, use and understand vocabulary related to the school environment and routines.
 - Identify, use and understand vocabulary related to sport and free time.
 - Identify, use and understand vocabulary related to daily routines.
 - Identify, use and understand vocabulary related to shops and food outlets.
 - Identify, use and understand vocabulary related to food and drinks, expressing quantities.
 - Identify, use and understand vocabulary related to traditional food and drinks.
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- Identify, use and understand vocabulary related to clothes and sizes.
 - Say and understand expressions related to shopping, buying and paying.
 - Say and understand expressions used at a restaurant/ in a shop.
 - Say and understand expressions used to give directions.
 - Say and understand expressions used to accept and decline an invitation.
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Nouns, adjectives and articles

The student can

- Identify, use and understand the masculine, feminine and neuter of regular nouns and adjectives.
 - Identify, use and understand the singular and plural of nouns.
 - Identify, use and understand the definite and indefinite articles.
 - Identify, use and understand the possessive adjectives.
 - Use adjectives related to physical and character descriptions.
 - Identify, use and understand demonstrative adjectives.
 - Identify, use and understand the correct position and agreement of adjectives.
 - Identify, use and understand the interrogative adjectives and pronouns: (*W-Fragen*).
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Pronouns

The student can

- Identify, use and understand the pronouns 'du' and 'Sie' in the polite form.
 - Use the range of pronouns 'ich, du, er, sie, es' in the singular and 'ihr, wir, sie' in the plural.
 - Use the pronouns in the accusative and dative cases e.g. 'mich and mir'.
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Prepositions

The student can

- Use a range of prepositions (*and fixed phrases of prepositions and nouns; eg: in der Nähe von, am Meer, dreimal in der Woche*).
 - Use prepositions related to seasons/ days / months (*im Sommer, am Montag, um 3 Uhr*).
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- Use accusative and dative related to *Wechselpräpositionen*.

Verbs

The student can

- Identify, use and understand the present tense of the verbs *haben* and *sein* and verb endings in the present tense as well as verbs related to the different themes and situations worked upon in Part one and two of the programme.
- Recognise and use the present tense of regular and irregular verbs.
- Identify, use and understand the imperative in the second person singular and plural.
- Recognise and use the present tense of reflexive and separable verbs.
- Recognise and use the modal verbs. Listening, Reading, Speaking,
- Identify, use and understand the *Perfekt*. Listening, Reading, Speaking.
- Recognise basic use of the conditional used frequently e.g. *Ich möchte, möchten Sie?*
- Recognise and use the Präteritum of the verbs 'haben' and 'sein' and of modal verbs 'wollte, konnte, sollte, durfte, musste'.

Adverbs

The student can

- Identify, use and understand the adverbs of place.
- Identify, use and understand the adverbs of frequency.

Interjections and discourse markers

The student can

- Use and understand simple connectors: *und, aber* and recognise conjunctions such as 'weil' or 'dass'.
- Identify, use and understand the negative form.
- Identify, use and understand directions of place e.g. rechts, links, unten ...

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- Identify and use the forms *Es gibt, Hier sind, Wo liegt/ ist hier ...*
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2. 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 SPA Level 2 part one will not sit for exams at the end of the scholastic year. They can sit for SPA Level 2 exams at the end of part 2 of the programme.
5. At the end of Level 2 part one, students who failed to obtain any of the 4 skills at Level 1 will be encouraged to resit the exams in the missing skill/s. If successful, a certificate will be issued specifying the skills obtained. In such cases, students will be required to register for the exam/s.
6. The productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
7. 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 2 (part one) in all the 4 language skills:

Listening	Speaking	Reading	Writing
<p>The student can</p> <ul style="list-style-type: none"> - understand familiar topics expressed in a series of connected sentences, conversations, presentations, and messages. - identify the main idea and some details when listening to an oral presentation about a topic. - understand clear, standard speech related to areas of most immediate personal relevance and can catch the main point in short, clear, simple messages and announcements. - understand enough to be able to meet concrete needs in everyday life, provided that speech is clear and slow, and can understand phrases and expressions related to immediate needs. - understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. 	<p>The student can</p> <ul style="list-style-type: none"> - communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. - handle very short social exchanges. - use a series of phrases and sentences to describe in simple terms familiar topics. - produce brief everyday expressions in order to satisfy simple needs of a concrete type. - use sufficient vocabulary for the expression of basic communicative needs and for coping with simple survival needs. - tell a story or describe something in a simple list of points and can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’. - handle very short social exchanges, using everyday polite forms of greeting and address. 	<p>The student can</p> <ul style="list-style-type: none"> - understand short, simple texts containing high frequency vocabulary and shared international expressions. - find specific, predictable information in simple everyday material such as timetables. - identify specific information describing familiar topics in simple written material. - understand simple instructions. 	<p>The student can</p> <ul style="list-style-type: none"> - write short, simple notes and messages relating to matters in areas of immediate need. - link a series of simple phrases and sentences with simple connectors like ‘and’, ‘but’ and ‘because’. - give short, basic descriptions of events and activities. - write short, simple notes and messages relating to matters of everyday life. - describe plans and arrangements and explain what they like or dislike about something. - describe familiar topics like family, school and personal experiences.

SPA – German Marking Schemes

Level 2 Assessment

SPEAKING

Total 5 marks

Marks	Description of competencies
5	Can use a series of phrases and sentences to describe in simple terms and speak about his/her family and other people, living conditions, and other familiar topics with very few pauses, false starts and reformulations. Pronunciation is clear and easily understood.
4	Can make him/ herself understood with very few pauses, false starts and reformulations. Pronunciation is clear and easily understood. In the <i>presentation</i> the candidate is able to present him/herself and does not need the help of the interlocutor. In the <i>conversation</i> s/he uses simple structures correctly and basic mistakes are few and far between. It is clear what he/she is trying to say. In the <i>descriptions</i> s/he is able to talk about and describe pictures showing familiar situations and topics.
3	Can make him/ herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent. In the <i>presentation</i> the candidate is able, at times with hesitations, to present him/herself and rarely needs the help of the interlocutor. In the <i>conversation</i> s/he generally uses simple structures correctly and basic mistakes do not impede communication. It is clear what he/she is trying to say. In the <i>description</i> s/he is able to talk about and describe pictures showing familiar situations and topics, although help is needed at times.
2	In the <i>presentation</i> the candidate is able, with some difficulties, to present him/herself and often needs the help of the interlocutor to carry on. In the <i>conversation</i> s/he manages very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. In the <i>description</i> s/he continually needs the help of the interlocutor to be able to talk about and describe pictures showing familiar situations and topics.
1	The range of words and phrases used is insufficient to allow communication throughout the tasks. Continuous mistakes result in communication being significantly disrupted. Makes few attempts at communicating in full sentences
0	Does not have the ability to attempt the task and does not have the knowledge, skills or understanding to participate in the interactions expected at A2 Level. Communication does not take place.

SPA – German Marking Schemes

Level 2 Assessment

WRITING

Total 5 marks

Marks	Description of competencies
5	Can write short, simple notes and messages or a very simple personal letter, for example thanking someone for something. The work is complete and errors are few and far between.
4	Demonstrates spelling and morphological correctness and the end product is cohesive and well organised and presented. The work is complete and errors are few and far between. Grammar structures are used accurately and appropriate range of vocabulary used.
3	Is capable of completing the required tasks with a minimum number of errors. The work demonstrates an appropriate range of vocabulary and grammar structures are at the appropriate level and precisely used. Good use of punctuation good spelling.
2	Is capable of completing the required tasks but some serious errors make it difficult, at times, to follow. Commits few grammatical and spelling mistakes. Makes correct use of basic punctuation marks (full stop, comma, question mark). The end product is acceptable and understandable.
1	Fails to adequately complete the tasks presented. Does not succeed to communicate his/her ideas in writing in a comprehensible way. Work is characterised by continuous and repetitive grammatical and spelling errors. Grammar structures used are not appropriate and shows limited proficiency in grammar, vocabulary and spelling.
0	Fails to meet the requirements of the tasks presented. Grammar structures are not appropriate. Work characterised by systematic errors in grammar, vocabulary and spelling. Very difficult to follow or incomprehensible.

SPA – German Marking Schemes

Level 2 Assessment

LISTENING

Total 5 marks

Marks	Description of competencies
5	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.
4	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech. Demonstrates that s/he can understand words and phrases beyond the basic repertoire expected at this level.
3	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech.
2	Can recognize and understand, with some difficulty at times, words/phrases that should be familiar and simple everyday expressions. Is also able to understand simple instructions and to follow brief and simple directions and only rarely does s/he need the help of the interlocutor. Finds little difficulty to follow slow and carefully articulated speech.
1	Finds it difficult to recognize and understand words/phrases that should be familiar and simple everyday expressions. Is able to understand simple instructions and to follow brief and simple directions only with the help of the interlocutor. Can understand a few words but finds it difficult to follow slow and carefully articulated speech.
0	Finds it very difficult to recognise and understand words/phrases that should be familiar and simple everyday expressions. Finds it very difficult to understand simple instructions and to follow brief and simple directions and only manages to do so with the help of the interlocutor. Is not in a position to follow slow and carefully articulated speech.

SPA – German Marking Schemes

Level 2 Assessment

READING

Total 5 marks

Marks	Description of competencies
5	Can read and understand very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters
4	Can easily understand short, simple texts and has very little difficulty, if any, to grasp the idea of the content of simple informational material and short descriptions, even without any visual support. Can understand a form and can fill in the basic personal details.
3	Is able to understand simple texts and to fill in basic personal details in a form and to understand fully the content of simple informational material and short simple descriptions, especially if there is visual support.
2	Needs help to fully understand simple texts and even simple phrases at a time. Needs help at times to fill in basic personal details in a form and to understand fully the content of simple informational material and short simple descriptions.
1	Has difficulties to read and understand simple texts and even simple phrases at a time. Has difficulties to get an idea of the content of simple informational material and short simple descriptions, even if with the help of visual support.
0	Finds great difficulty to read and understand words/phrases that should sound familiar and simple everyday expressions. Finds difficulty to read and understand words and phrases and/or cannot match simple words/phrases to pictures

UNIT 2.9 Wetter und Ferienpläne

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
read and understand texts about the holidays	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
describing what one can do on holiday	<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 read weather updates for different countries	<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 oneself about weather conditions in different locations	<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 others and talk about what they and myself do in the holidays	<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 a few sentences about my holidays and refer to the weather	<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 2.10 Was hast du gemacht? What did you do?

NAME: _____ CLASS: _____	Student				Teacher			
At the end of this unit, I can:								
read and understand texts understand short texts in mostly familiar language about travelling and things to see and do in different places.	<input type="radio"/>							
describe what one can do and see in my home area.	<input type="radio"/>							
express oneself about a trip I made, how I travelled, what I saw and did using the perfect tense e.g. Wir sind mit dem Flugzeug geflogen; Ich habe ein Museum besucht.	<input type="radio"/>							
ask others what there is to see and to do where they live.	<input type="radio"/>							
ask others about day-trips they have made, how they travelled and what they saw and did, by forming questions in the perfect tense.	<input type="radio"/>							
write a few sentences about a day trip I have made.	<input type="radio"/>							

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

Unit 2.11 – Gute Besserung! Get well soon!

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student 	Teacher 
read and understand short text in mostly familiar language on what others do to keep fit and healthy.	<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 how I was feeling last week and give a reason why; e.g. <i>Ich hatte Magenschmerzen, denn ich habe zu viel Schokolade gegessen.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
say that I am unwell and what is wrong with me, using 'Es tut mir weh, Mein Kopf tut weh, Ich habe Halsschmerzen, die Grippe, Ich fühle mich nicht wohl'.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
say or write what I do to keep fit and understand others using adverbs and adjectives of time e.g. <i>Ich trainiere täglich, oft, selten.</i>	<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 various prepositions, with the accusative and dative case, to describe to others how to get to a place or where the place is e.g. <i>Die Arztpraxis ist hinter der Kirche.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
make an appointment with a doctor e.g. <i>Ich möchte/will einen Termin bei...machen'</i> showing consolidation of calendar dates and times.	<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 a few sentences to say that I am not feeling well.	<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 2.12 Noch einmal – Rewind and Revise

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
read and write short phrases in the present and past tenses (<i>Perfekt</i>).	<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 texts (sms, e-mails) using connectors, adjectives and adverbs.	<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 simple 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"/>
open and close a 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 and/or read for specific information (e.g. in adverts, short texts).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
recognise and use punctuation (e.g. use of commas with conjunctions).	<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 and understand the most common discourse markers.	<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