



Directorate for Quality and Standards in Education
Curriculum Management Department

Subject Proficiency Assessment

Spanish Level 1

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1. Introduction

1. The entire programme consists of 7 units, comprised of 9 lessons for every unit and a final revision unit of 18 lessons for a total of 54 contact hours.
2. The aim of this programme is to enable learners achieve a level 1 in the Malta Qualifications Framework in the four basic skills namely: speaking, listening, writing and reading in Spanish language learning.
3. Level 1 of this course is what is termed as “Survival Spanish” as it focuses on the communicative aspect of the language (especially listening and speaking in the initial units) whilst seeking to expose the learner to real life interaction within multi-varied meaningful social contexts.
4. The programme primarily aims at developing the learner’s communicative competence in the respective foreign language. It equips him/her with the necessary language skills to be able to listen to and interact with others and understand the gist of a variety of basic oral and written messages within practical and meaningful social contexts.
5. The learner will progressively acquire and develop a repertoire of skills, language and appropriate attitudes required for further study of the language, the work and leisure domain.
6. Although major emphasis is made on speaking and listening, reading and writing skills are not to be overlooked. It is for the teacher to decide when and how these skills should be integrated in the process at a later stage, once listening and speaking skills are thoroughly consolidated.
7. This is not a prescriptive programme and therefore it allows the teacher and the learner a free hand to proceed as deemed best. The teacher discusses the aims and objectives of the programme with the students and negotiates ways of how to reach the desired learning outcomes.
8. The highlight of the course is communicative competence. Thereby, grammar should not be treated as an end in itself. Its sole function is to enhance communicative abilities and language proficiency. Besides, it is left for the teacher’s expertise to determine when and where a particular grammar point is to be included in the teaching programme.

9. The SPA will not stipulate any cultural topics since culture is a means to an end, namely for language learning and thereby to develop and enhance intercultural knowledge, skills and attitudes. It is entirely up to the teacher to decide which cultural topics to present and at which stage.

10. It is recommended that the teacher embraces an approach which encourages the learner to take charge of his/her learning programme by providing him/her with the opportunity of working at his own pace and according to own needs, interests and level of motivation.

11. Learners are encouraged to transcend the classroom confines for further exposure to the target language and culture. Such a goal may be reached via both formal and informal learning contexts.

2. Units

Unit 1.01

Saludar al mundo y presentarse - Greeting the world and introducing oneself

Main objectives: By the end of this unit, the learner should have learned the basic vocabulary to hold a simple conversation. Throughout these 9 lessons special emphasis is given to the pronunciation and the phonetic aspect of Spanish.

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

The student can

- recognize and use the Spanish alphabet
- identify and spell correctly simple words in Spanish
- understand and make use of basic classroom instructions (set phrases)
- understand and express basic formal and informal greetings and farewells according to the time of the day
- say own name in Spanish and ask others own name
- identify, understand and say the name of the most common countries
- understand, ask and answer questions about where one lives and place of origin
- identify, understand and say numbers from 1 to 30
- understand, ask and answer questions about one's age
- introduce oneself briefly

Unit 1.02

Mi familia - My Family

Main objectives: At the end of the unit, learners should be able to talk about one's family and/ or give a basic description about the family, a family member or a pet.

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

The student can

- identify, understand and use vocabulary related to different family members
- identify, understand, name and use the months of the year
- identify, understand and use the numbers from 30-100
- understand, ask and answer questions about family members (name, age, birthday...)
- identify, understand and use vocabulary related to domestic animals
- identify, understand and use vocabulary related to descriptions
- briefly talk about the family/ a family member/ a pet

Unit 1.03

Mi casa - My house

Main objectives: By the end of this unit, learners should be able to hold a basic conversation about own house and/ or give a brief description using expressions such as 'En mi casa hay...' 'Mi casa es grande/pequeña.'

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

The student can

- identify, understand and make use of vocabulary related to different types of homes
- identify, understand and use vocabulary related to different rooms and other areas in the house
- identify, understand and use vocabulary related to basic furniture
- identify, understand and use vocabulary related to descriptions of a house
- identify, understand and use adverbs of place and prepositions to locate things in a house
- briefly describe the house/ a room/ another area in the house

Unit 1.04

En el instituto – At school

Main objectives: By the end of this unit, the learner should be able to talk about and/ or give a basic description about own classroom, school and school life.

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

The student can

- identify, understand and use vocabulary related to the school and classroom context (stationery, subjects, timetable, classroom and school building)
- identify, understand, name and use the days of the week
- understand, ask and reply to questions about school subjects and the timetable (subjects, days of the week)
- understand, ask and reply to questions about the classroom and school building
- can express own preferences about school life (Mi día favorito es el martes./ Mi clase preferida es de matemáticas.)
- describe briefly the classroom/ school

Unit 1.05**Mis pasatiempos - My hobbies**

Main objectives: By the end of this unit, the learner should be able to talk about and/ or describe own free time, hobbies (including sports activities) and likes and dislikes.

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes:

The student can

- identify, understand and make use of vocabulary related to indoor and outdoor leisure pursuits
- identify, understand, name and use the seasons
- identify, understand and make use of adverbs and expressions of time and frequency vis-à-vis leisure activities
- understand, ask and reply to questions about hobbies including sports activities
- can express own preferences when talking about hobbies and leisure (Mis pasatiempos favoritos son la música y el fútbol.)

Unit 1.06

Comida y bebida – Food and drinks

Main objectives: By the end of this unit, the learner should be able to hold a simple conversation at a restaurant or coffee shop, order food, ask for the bill and express own preferences about food and drink.

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes:

The student can

- identify, understand and use vocabulary related to food and drink
- identify, understand and use vocabulary and verbs related to the main meals of the day
- understand, ask and answer questions about favourite food and drink
- express likes and dislikes (Me gusta/ encanta la fruta./ No me gustan los helados.)
- read single items/ short phrases from a menu at the restaurant or coffee shop
- place/ take an order at a restaurant (using simple phrases)
- ask for the bill

Unit 1.07**De compras - Shopping**

Main objectives: By the end of this unit, the learner should be able to handle simple conversations in order to purchase clothing items or accessories.

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

The student can

- identify, understand and use vocabulary related to different kinds of shops and their products
- identify, understand and use vocabulary related to basic clothing and accessories
- identify, understand, name and use basic colours
- identify, understand and use simple adjectives to describe clothing and accessories
- understand, ask and answer questions about price
- engage in a simple conversation in order to purchase an item of clothing or accessories
- identify, understand and use vocabulary related to time (twelve hour clock) and shop opening and closing hours

Unit 1.08

Repaso - Rewind and revise

Main objectives: The following overall outcomes are a summary of what is covered in the previous units which also serve as a consolidation exercise in preparation for the final assessment.

Duration: 18 lessons of 40 minutes (12 hours)

Learning Outcomes

The student can

- copy simple words and phrases
- label pictures
- write short phrases
- take part in short everyday conversation topics
- listen with understanding for specific information
- describe pictures
- initiate and round up a simple conversation or dialogue (hola, ¿qué tal?; hasta luego, gracias...)
- understand and make use of the most common discourse markers (claro, oye, vale)
- recognize and use basic punctuation marks

3. Grammar structures - LEVEL 1

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

Phonetics and spelling

The student can:

- Recognize and use the Spanish alphabet and articulate/ read words according to the position of the stress or written accent (only for pronunciation). Reading, Speaking.
 - Read words which contain letters, letter clusters and syllables with no direct phonetical correspondence: e.g. que; guerra; pingüino; use of the letter 'h' etc. Reading, Speaking.
 - Gain awareness of certain phonetical similarities amongst words in the target and mother language (e.g. lapes – lápiz). Listening, Reading, Speaking.
 - Use capital and small letters (e.g. at the beginning of a sentence; for proper nouns etc.) and basic punctuation marks (full stop, comma, interrogative and exclamation mark). Writing.
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Vocabulary

The student can:

- Identify and recognize common words in Spanish and Maltese or in the Maltese cultural context (e.g. in restaurants, churches, at home...including proper names). Listening, Reading, Speaking.
- Identify, understand and name the days of the week, the months and seasons. Listening, Reading, Speaking, Writing.
- Understand and make use of expressions to introduce oneself, greet others and say goodbye. Listening, Reading, Speaking, Writing.
- Identify, understand and use vocabulary related to the family members and pets. Listening, Reading, Speaking, Writing.
- Identify understand and use vocabulary related to the house and furniture. Listening, Reading, Speaking, Writing.

- Identify, understand and use vocabulary related to the school and classroom environment. Listening, Reading, Speaking, Writing.
 - Identify, understand and use vocabulary related to the most common hobbies and sports activities. Listening, Reading, Speaking, Writing.
 - Identify, understand and use vocabulary related to food and drink. Listening, Reading, Speaking, Writing.
 - Identify, understand and use vocabulary related to different shops and their products. Listening, Reading, Speaking, Writing.
 - Identify, understand and use vocabulary related to basic colours. Listening, Reading, Speaking, Writing.
 - Identify, understand and use vocabulary related to clothing and accessories. Listening, Reading, Speaking, Writing.
 - Recognize and use cardinal numbers from 1-100. Listening, Reading, Speaking, Writing.
 - Identify, understand and make use of vocabulary related to time (twelve hour clock) and opening and closing shop hours. Listening, Reading, Speaking, Writing.
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Nouns, adjectives and articles

The student can:

- Use most common nouns and adjectives. Listening, Reading, Speaking, Writing.
 - Use the singular and plural of common nouns and adjectives. Listening, Reading, Speaking, Writing
 - Use the masculine and feminine of common nouns and adjectives. Listening, Speaking, Reading, Writing.
 - Use the definite and indefinite articles (un/a; unos/as; el/la; los/las). Listening, Reading, Speaking, Writing.
 - Use the possessive adjectives in the singular, plural, masculine and feminine (mi, tu, su, nuestro/a...). Listening, Reading, Speaking, Writing. *Emphasis should be on the first, second and third person singular for the writing skill.*
 - Use the demonstrative adjectives and pronouns (este/ aquel) in the singular, plural, masculine and feminine. Listening, Reading, Speaking, Writing.
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Pronouns

The student can:

- Use the subject pronouns (yo, tú, él, ella, nosotros/as, vosotros/as, ellos/as). Listening, Reading, Speaking, Writing.
 - Recognize and use both familiar and formal forms of address (tú/usted; vosotros/ustedes). Listening, Reading, Speaking.
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Prepositions

The student can:

- Identify and use prepositions (en; con; de; a...). Listening, Reading, Speaking, Writing.
 - Identify and use contractions (de +el; a + el). Listening, Reading, Speaking, Writing.
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Verbs

The student can:

- Understand and use the infinitive. Listening, Reading, Speaking, Writing.
 - Identify, understand and use the impersonal form of “hay”. Listening, Reading, Speaking, Writing.
 - Identify, understand and use the present tense of common irregular verbs (ser, estar, hacer, ir, tener, salir; querer, jugar...). Listening, Reading, Speaking, Writing.
 - Identify, understand and use verbs like “gustar”, “encantar”. Listening, Reading, Speaking.
 - Recognize and use the present tense of regular verbs (in all 3 conjugations). Listening, Reading, Speaking, Writing.
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Adverbs

The student can:

- Use adverbs and expressions of time and frequency (e.g. *después, antes, luego; por la mañana/ tarde...; todos los días, los lunes, siempre, a veces...*). Listening, Reading, Speaking, Writing.
 - Use adverbs and expressions of place (e.g. *aquí, allí, arriba, abajo; a la izquierda de; al lado de, junto a...*). Listening, Reading, Speaking, Writing.
 - Use adverbs of affirmation, negation, doubt and/or probability (e.g. *sí, claro, no, quizás, probablemente...*). Listening, Reading, Speaking, Writing.
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Interjections and discourse markers

The student can:

- Open and close a dialogue (e.g. *hola, ¿qué tal?; adiós, hasta luego...*). Listening, Reading, Speaking, Writing.
 - Make a request (e.g. *por favor, perdone...*). Listening, Reading, Speaking, Writing.
 - Express gratitude (e.g. *¡Gracias!; ¡De nada!...*). Listening, Reading, Speaking, Writing.
 - Express surprise (e.g. exclamations: *¡Qué bien!, ¡Muy interesante!...*). Listening, Reading, Speaking, Writing.
 - Understand and use some basic discourse markers (e.g. *sí/no, entiendes, vale, de acuerdo, oye...*). Listening, Reading, Speaking, Writing.
 - Ask a question (e.g. interrogatives: *qué, quién, dónde, por qué, cuándo, cómo...*). Listening, Reading, Speaking, Writing.
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4. Content (a rough guideline as to how and when vocabulary and grammar could be introduced throughout the programme)

Unidad 1:	Saludar al mundo y presentarse
Objetivo:	Presentarse a los otros y hablar de sí mismo
Vocabulario:	el alfabeto y el sonido de las letras instrucciones básicas de la clase (<i>frases hechas</i>) decir y preguntar el nombre, el apellido, la edad y el país de origen los saludos y las despedidas formales y no formales los países (<i>más comunes</i>) los números: 1-30
Gramática:	los pronombres personales las formas de respeto <i>usted/ ustedes</i> versus las formas familiares <i>tú/ vosotros</i> el verbo reflexivo <i>llamarse</i> los verbos irregulares <i>ser</i> y <i>tener</i>

Unidad 2:	Mi Familia
Objetivo:	Describir y hablar de la propia familia
Vocabulario:	los miembros de la familia los números: 30-100 los meses del año las fechas (<i>día; mes</i>): <i>el 6 de enero/ el seis de enero...</i> las mascotas las descripciones básicas: (<i>físico; carácter</i>)
Gramática:	los artículos definidos el género el plural los adjetivos (<i>más comunes</i>): <i>simpático, tímido; rubio, alto; italiano, inglés...</i> <i>concordancia de sustantivo y adjetivo</i> los adjetivos posesivos: <i>mi, tu, su...</i>

Unidad 3:	Mi casa
Objetivo:	Identificar las distintas partes de la casa y describir la propia casa/ habitación/ otra parte
Vocabulario:	tipos de casas los cuartos y otras partes de las casa el mobiliario las preposiciones: <i>en, con, a, de, entre, sobre...</i> adverbios y locuciones de lugar: <i>aquí, allí, arriba, abajo; a la izquierda de, al lado de, junto a...</i>
Gramática:	los artículos indefinidos el verbo irregular <i>estar</i> la forma verbal <i>hay</i> versus <i>estar</i> las contracciones: <i>A + EL; DE + EL</i> el presente de los verbos regulares en (-ar)

Unidad 4:	En el instituto
Objetivo:	hablar del instituto, la clase, las asignaturas, el horario; lo que te gusta y no te gusta
Vocabulario:	la clase y los materiales escolares las asignaturas el horario escolar los días de la semana las distintas partes del instituto
Gramática:	el verbo irregular <i>ir</i> los adjetivos y pronombres demostrativos: <i>este, esta, estos, estas; aquel, aquella, aquellos, aquellas</i> los interrogativos: <i>qué, quién, (a)dónde, cuándo, cómo, por qué, cuánto, cuál</i>

Unidad 5:	Mis pasatiempos
Objetivo:	Hablar del tiempo libre y de los pasatiempos
Vocabulario:	distintos pasatiempos y actividades del ocio las estaciones adverbios y locuciones de tiempo y frecuencia: <i>después, antes, luego; por la mañana/ tarde...; todos los días, los lunes, siempre, a veces...</i>
Gramática:	los verbos irregulares <i>hacer</i> y <i>salir</i> el verbo <i>jugar</i> versus <i>practicar</i> el presente de los verbos regulares en (-er) y (-ir)

Unidad 6:	Comida y bebida
Objetivo:	hacer una reserva en un restaurante, pedir comida y bebida y expresar gustos en cuanto a comida y bebida
Vocabulario:	la comida la bebida las comidas principales del día: <i>desayuno, comida, merienda, cena</i> el menú de un restaurante o de una cafetería pedir la cuenta
Gramática:	el verbo <i>querer</i> verbos como <i>gustar</i> y <i>encantar</i> : <i>me gusta; no me gustan; me encanta...</i>

Unidad 7:	Ir de compras
Objetivo:	pedir algo en una tienda, preguntar el precio y pagar la cuenta
Vocabulario:	los colores la ropa y los complementos básicos más adjetivos: <i>ajustado/a, largo/a, holgado/a...</i> distintas tiendas y sus productos: <i>pastelería, carnicería, quiosco...</i>
Gramática:	la hora (<i>el reloj de la abuela</i>): <i>a las ocho y media de la tarde; a mediodía...</i>

Unidad 8:	Repaso
Objetivo:	dar un repaso de toda la gramática y el vocabulario

5. Assessment & Certification

The Subject Proficiency Assessment programme endeavours to establish the individual student's language ability and describe the learner's language skills. Its main goal 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 in a language, namely speaking, listening, reading and writing.

1. The SPA caters for 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 and therefore are not determined by particular class content or course material.
3. There will be no routine half-yearly exams but throughout the year students will be continuously assessed in class.
4. All students who follow the SPA programme at Form 3 (both at State and Non State schools) can opt for 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 who do not reach the expected grade at Form 3 will, at Form 4, proceed to follow the Level 1 programme of studies.
6. There will be one national examination session per year at the end of every scholastic year and students will be required to register for SPA exams at their respective schools.
7. Both the productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
8. An official certificate will be issued indicating the skills and marks obtained in each test.
9. Prospective students are encouraged to consult the SPA Syllabus which provides a clear overall picture of the competences in the individual language skills required for each level. The Syllabus illustrates the typical communicative situations and topics used in the tests and the respective grammar structures that are expected to be assimilated. It also defines the criteria of evaluation.

Assessment for learning (Afl)

- Assessment for learning uses continuous assessment methods to monitor and gauge the student's progress over a period of time in various language learning contexts. Evidence in the form of samples of specific acquired skills at a particular time, language performance and progress over time are accumulated in all the four major abilities (listening, speaking, reading and writing) or in all three communication modes (interpersonal, interpretative, and presentational). The use of varied testing mechanism lends validity and reliability to the assessment process.
- Assessment for learning promotes positive student involvement. Students are actively involved and thereby can reflect on their own learning process. The student's self-confidence increases as well as his or her ability to assess and revise own work. Such a stimulating learning environment motivates the learner to further his studies and succeed in language learning.
- Assessment for learning is fully integrated into instruction: since every learning experience, activity, student's action is considered as evidence and therefore provides the opportunity to teacher and learner alike 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 self and others, 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 set utterances, with considerable pauses to search for expressions, to utter 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 simple informative material and short simple descriptions, especially in the presence of visual support.</p>	<p>The student can write simple isolated phrases and sentences.</p> <p>Copy out single words and shorts 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>Request or submit personal details in written form.</p>

Testing

Each level comprises four tests which assess language competence in the four skills: listening, reading, writing and speaking. Each of the 4 skills will have a total score of 25. 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 a short self-presentation, a picture description and a free conversation
Reading	5	20	25	15/25	30	2 tasks – may include a text and a 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 serve as feedback for both learner and teacher.











UNIT 1.01: Saludar al mundo y presentarse – Greeting the world and introducing oneself

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student				Teacher			
								
recognize and spell correctly simple words in Spanish	<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"/>
understand and express 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"/>
say my name in Spanish and ask others their name	<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, ask and answer questions about where I live, come from and 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"/>
identify, understand and say the numbers from 1 to 30	<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 introduce and talk about myself	<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: Mi familia – My family

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
identify, understand, name and use 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"/>
understand, read out and use dates for my personal details and of 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"/>
identify, understand, say and use the numbers from 30 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"/>
identify understand and use 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"/>
understand, ask and answer questions on my 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"/>
briefly talk about my family or a family member	<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, understand and use vocabulary related to pets	<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 1.03: Mi casa – My home

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
identify, understand and use 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, understand and use vocabulary related to rooms and other areas in my 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, understand and use vocabulary related to furniture in my 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, understand and use vocabulary and expressions to locate things in my 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 my own house, a room or another area	<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: En el instituto – At school

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
identify, understand and use 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, understand and use vocabulary related to the school building	<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, understand, name and use 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"/>
understand, ask and answer questions about the subjects I study	<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, ask and answer questions about my school timetable	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
can talk briefly about my likes and dislikes related to school life	<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 my classroom or 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"/>









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UNIT 1.05: Mis pasatiempos – My hobbies

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
identify, understand vocabulary related to indoor and outdoor hobbies	<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, understand, name and use the different 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, understand and use vocabulary and expressions which describe when and how often I practise my hobbies	<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, ask and answer questions about my free time and hobbies	<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 own preferences about hobbies	<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 my free time and hobbies	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>









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UNIT 1.06: Comida y bebida – Food and Drink

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student				Teacher			
								
Identify, understand and use 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"/>
identify, understand and use vocabulary and verbs 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"/>
understand, ask and answer questions about 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"/>
express my likes and dislikes about 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"/>
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 in 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"/>









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UNIT 1.07: Ir de compras – Shopping









NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
identify, understand and use vocabulary related to different shops and their products	<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, understand and use vocabulary related to basic clothing and accessories	<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, understand, name and use basic 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"/>
identify, understand and use simple adjectives (including colours) to describe clothes and accessories	<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, ask and answer 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"/>
engage in a simple conversation to purchase clothes or accessories	<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, understand and use 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"/>









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UNIT 1.08: Repaso – Rewind and revise

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
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"/>
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"/>
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"/>
take part in short everyday conversation topics	<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 or dialogue	<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	<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"/>

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NAME: _____ CLASS: _____ At the end of level 1, I can:	Student    	Teacher    
<u>LISTENING:</u>	<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 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"/> <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"/> <input type="radio"/> <input type="radio"/>
<u>SPEAKING:</u>	<input type="radio"/> <input type="radio"/> <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 which are important to me	<input type="radio"/> <input type="radio"/> <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"/> <input type="radio"/> <input type="radio"/>

At the end of level 1, I can:	Student	Teacher
	   	   
<u>READING:</u>	<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 and understand short and simple 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"/>
Read and understand specific printed 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"/>
<u>WRITING:</u>	<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 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"/> <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"/> <input type="radio"/> <input type="radio"/>