



Directorate for Quality and Standards in Education

Curriculum Management Department

**Subject Proficiency Assessment**

**Spanish Level 2 – Part Two**

**1. Introduction**

**2. Units**

Unit 2.2.1 – *Una fiesta* – A party

Unit 2.2.2 – *El tiempo libre* – Free time

Unit 2.2.3 – *De viaje y de vacaciones* – Travel and holidays

Unit 2.2.4 – *Estar en forma*– Healthy Living

Unit 2.2.5 – *Repaso* – Rewind and revise

**3. Grammar structures (English – Spanish)**

**4. Content**

**5. Assessment and Certification**

**6. Self-Evaluation sheets**

## 1. Introduction

1. Level 2 part 2 comprises 4 units of 9 lessons each and a final revision unit of 18 lessons for a total of 48 contact hours.
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 for acquired notions.
3. The aim of the Level 2 programme (Parts 1 and 2) is to enable the learner achieve a Level 2 in the Malta Qualifications Framework in the four basic skills in language learning (Spanish).
4. The learner will eventually acquire and develop communicative competence which caters for an effective and meaningful interaction in a broad spectrum of social contexts. Besides, he/she will also develop skills, language and attitudes required for further study of the language, work and leisure.
5. The learner will develop skills 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 equally distributed on all the four basic 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 and other languages including Spanish.
8. The focal point of this programme is communicative competence. The purpose behind grammar is purely to enable the learner develop communicative abilities and language proficiency. There should be no emphasis whatsoever on the memorisation of grammatical forms and metalanguage (e.g. defining the various parts of speech). The programme is not prescriptive and therefore allows a free-hand for the teacher to determine when and where it is best to include certain grammatical concepts.
9. Cultural and intercultural aspects related to particular topics should be introduced as the programme unfolds. Culture is a means to teach the language and to develop intercultural knowledge, skills and attitudes. It is up to the teacher to decide what cultural topics to cover, at which stage to introduce them and in which manner.

## 2. Units

---

### Unit 2.2.1

#### ***Una fiesta – A party***

---

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

Duration: 9 lessons of 40 minutes (6 hours)

---

#### Learning Outcomes

---

1. I can understand and accept a party invitation.
  2. I can understand and refuse a party invitation.
  3. I can read, write and understand a shopping list for a particular occasion (ex: birthday party).
  4. I can read, write, understand and say sentences in the near future using the periphrasis 'ir a + infinitivo'.
  5. I can read, write, understand and talk about clothes and what to wear on special occasions.
  6. I can design/write a card to invite my friends to a party
- 

### Unit 2.2.2

#### ***El tiempo libre – Free Time***

---

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

Duration: 9 lessons of 40 minutes (6 hours)

---

#### Learning Outcomes

---

1. I can read, understand and provide orally and in writing about a person's weekend activities (in the present and in the Pretérito Perfecto).
  2. I can read and understand short texts about leisure activities.
  3. I can write short texts about what I do in my free time.
  4. I can talk about both indoor and outdoor leisure activities (sports, hobbies ...).
-

---

**Unit 2.2.3*****De viaje y de vacaciones – Travel and holidays***

---

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

Duration: 9 lessons of 40 minutes (6 hours)

---

**Learning Outcomes**

---

1. I can identify countries/regions in Europe/other continents.
  2. I can read, write, understand and talk about nationalities of people from different countries.
  3. I can talk and ask others about a trip using the Pretérito Indefinido.
  4. I can understand short texts in mostly familiar language about travelling and things to see and do in different places.
  5. I can read, understand and talk about cultural differences in relation to means of transport.
- 

**Unit 2.2.4*****Estar en forma – Healthy Living***

---

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

Duration: 9 lessons of 40 minutes (6 hours)

---

**Learning Outcomes**

---

1. I can name different parts of the body.
  2. I can read, understand and use verbally and in writing vocabulary (jobs, locations) related to healthy living.
  3. I can speak, read, understand and write simple texts about sport and physical activity.
  4. I can read, understand, write and talk about healthy eating habits.
  5. I can express myself verbally and in writing about feeling unwell about the most common ailments (Me duele, Tengo mal de...)
-

---

**Unit 2.2.5*****Repaso – Rewind and Revise***

---

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

Duration: 18 lessons of 40 minutes (12 hours)

---

**Learning Outcomes**

---

1. I can read and write short phrases in the present and past tense (Perfecto and Indefinido).
2. I can write short texts using connectors.
3. I can take part in, open and close a conversation.
4. I can listen and/or read for specific information.
4. I can use and understand the most common punctuation and discourse markers.

### 3. Grammar structures

---

All topics covered in Level 1 and Level 2 part 1 will be further developed and consolidated in Level 2 part 2. Consequently, material covered in previous levels 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 familiar topics of immediate relevance or personal interest.
  - read/pronounce words well: namely words with accent, 'tilde' and 'diéresis': *mañana, lección, pingüino, piragüismo, vergüenza...*
  - use both capital and small letters and the correct use of punctuation.
- 

#### Vocabulary

The student can:

- recognise and use cardinal numbers up to 1000.
- recognise and use ordinal numbers up to 3<sup>rd</sup>.
- identify, understand and use vocabulary related to daily routines
- identify, understand and use vocabulary related to sports and leisure pursuits.
- identify, understand and use and vocabulary related to time (continental and traditional version), seasons and months.
- identify, understand and use vocabulary related to the family, domestic animals and friends.
- identify, understand and use vocabulary related to different parts of the body.
- identify, understand and use vocabulary related to occupations/jobs in the community /town.
- identify, understand and use vocabulary related to geographical locations.
- identify, understand and use vocabulary related to buildings and houses.
- identify, understand and use vocabulary related to the school environment and routine.
- identify, understand and use vocabulary related to landmarks and popular public places in a town/city.
- identify, understand and use vocabulary related to means of transport.
- identify, understand and use expressions related to simple directions.
- understand and use expressions to describe distance to and from places.

- identify, understand and use vocabulary related to different shopping outlets and respective products.
  - identify, understand and use vocabulary related to food and drink including quantities and receptacles.
  - understand and use basic units of measure and weight.
  - understand and use expressions related to shopping.
  - understand and use vocabulary related to holidays.
  - identify, understand and use expressions related to the weather.
- 

### **Articles, nouns, adjectives and pronouns**

The student can:

- identify, understand and use the definite and indefinite articles.
  - identify, understand and use the singular and plural of nouns.
  - identify, understand and use the masculine, feminine of nouns and adjectives.
  - identify, understand and use agreement and position of the article, nouns and corresponding adjectives.
  - identify, understand and use the possessive adjectives (ones preceding noun only): *mi habitación, tus padres, su pueblo...*
  - use suitable adjectives related to physical and character descriptions.
  - identify, understand and use the comparative form with 'más/menos que' in descriptions including some irregular forms: *mayor, menor, mejor, peor.*
  - identify, understand and use demonstrative adjectives and pronouns.
  - understand and use the interrogative adjectives and pronouns with and without prepositions.
- 

### **Pronouns**

The student can:

- identify, understand and use the pronouns 'usted' and 'ustedes' in the polite form in all four skills.
  - Identify, understand and use the most common relative pronoun 'que'.
-

## Prepositions

The student can

- use different prepositions and prepositional phrases.
- 

## Verbs

The student can

- identify, understand and use verbs similar to 'gustar, parecer...'
  - identify, understand and use the Infinitive Form of verbs ending in 'ar/er/ir'.
  - identify, understand and use the Present Tense and related time expressions.
  - recognise and use the Present Tense of regular verbs.
  - recognise and use the Present Tense of certain irregular verbs including vowel changing ones.
  - recognise and use the Present Tense of common reflexive verbs related to daily routine.
  - identify, understand and use the Perfect Tense (Pretérito Perfecto) of both regular and irregular verbs and related time expressions.
  - identify, understand and use the Past Tense (Preterito Indefinido) of regular verbs and some irregular verbs (ir, hacer, ser, ver, estar).
  - identify, understand and use impersonal verbs which describe the weather: *llueve, nieva...*
  - understand and use impersonal form 'se puede': *Se puede ir a la playa, ir a bailar...*
  - understand and use the periphrasis 'ir a + infinitivo'.
  - understand and use verbal constructions with two verbs: *querer, poder, necesitar, Quiero comprar un coche. ¿Puedo abrir la ventana?...*
  - understand and use the verbal form 'hay que + infinitivo'.
  - understand and use the verbal form 'tener que'.
- 

## Adverbs

The student can

- identify, understand and use adverbs and expressions of place, time and frequency: *abajo, allí, entre, encima de, cerca de, lejos de, a veces, siempre, nunca...*
- identify, understand and use adverbs of quantity: *demasiado, poco, muy, bastante.*
- Identify, understand and use most common basic differences between 'muy' and 'mucho'.

## Interjections and discourse markers

The student can

- understand and use simple conjunctions: *y, pero, o, porque, también...*
  - identify, understand and use the negative form with 'no' and other common negative words: *no estudia, nunca nieva, no es ni gordo ni delgado...*
  - identify, understand and use basic common discourse markers: *bueno, vale, pues, oye, de acuerdo...*
  - identify, understand and use basic interjections to express basic emotions: *janda!, ¡claro!, ¡por supuesto!, ¡Qué va! ¡Ojo!*
-

#### 4. Content (A rough guideline as to how and when vocabulary and grammar can be integrated in the programme.)

<b>Unidad 1:</b>	<b>Una fiesta</b>
<b>Objetivo:</b>	Describir y hablar de fiestas.
<b>Vocabulario:</b>	Tipos de fiestas particulares: <i>fiesta de cumpleaños, de cuaresma....</i>
	Tipos de regalos: <i>collar, joyas, móvil ...</i>
	Repaso del vocabulario de la ropa y los colores: <i>pantalones, vestido... rojos, verde....</i>
<b>Gramática:</b>	Introducir de la perífrasis verbal 'ir a + infinitivo': <i>voy a comprar, vamos a encontrar...</i>
	Repaso de pronombres y adverbios demostrativos: <i>aquel, este ...</i>

<b>Unidad 2:</b>	<b>El tiempo libre</b>
<b>Objetivo:</b>	Hablar del tiempo libre y de los aficiones
<b>Vocabulario:</b>	Tipos de deporte: <i>natación, atletismo ...</i>
	Tipos diferentes de pasatiempo: montar en bicicleta, leer libros, coleccionar sellos
<b>Gramática:</b>	La diferencia entre 'jugar a' y 'practicar'.
	Repaso de verbos de opinión como 'gustar'.

<b>Unidad 3:</b>	<b>De viaje y de vacaciones</b>
<b>Objetivo:</b>	Describir y hablar de las vacaciones.
<b>Vocabulario:</b>	Gentilicios básicos (Países Europeos y de América del Sur): <i>maltés, inglés, español ...</i>
	Países: <i>España, Italia, Inglaterra ...</i>
	El léxico de los medios de transporte: <i>bus, tren, avión...</i>
	El léxico de mi barrio y los tipos de alojamiento: <i>hotel, restaurante ...</i>
<b>Gramática:</b>	Introducir el Pretérito Indefinido regular.
	Introducir los verbos irregulares 'Ir, Ser, Hacer, Ver, Estar' en el Pretérito Indefinido.

<b>Unidad 4:</b>	<b>Estar en forma</b>
<b>Objetivo:</b>	Describir y hablar de maneras y métodos de estar en forma.
<b>Vocabulario:</b>	El léxico de las partes del cuerpo: <i>nariz, boca, oreja...</i>
	Repaso de la comida sana: <i>manzana, lechugas...</i>
	Ampliar el léxico de actividades físicas: <i>ciclismo, alpinismo...</i>
	Vocabulario de estado de ánimo: <i>cansado, energético...</i>
<b>Gramática:</b>	Introducir el pretérito Indefinido irregular de los verbos 'tener' y 'estar'.
	La perífrasis verbal 'hay que + infinitivo'.

<b>Unidad 5:</b>	<b>Repaso</b>
<b>Objetivo:</b>	Dar un repaso de toda la gramática y el léxico.

## 4. Assessment & Certification

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

1. The SPA comprises three levels in line with the Malta Qualifications Framework – from Level 1 which is the most basic user leading 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 own background in that language or of any prescribed class content or course material.
3. Half-yearly exams will be ruled out and replaced by continuous class assessment.
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 programme.
5. At the end of Level 2 Part 1, students who fail to obtain any of the 4 skills at Level 1 will be encouraged to re-sit for the exams in the particular skill/s. When successful, a certificate will be issued specifying the skills attained. 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 which provides an outline of the competences in the individual language skills required for each level. The syllabus underlines the typical communicative situations and the topics tackled in the tests and also the expected learnt grammar structures. It also defines the evaluation criteria.

## **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 acquired at one particular time and language performance and progress over time is accumulated in all four major skills (listening, speaking, reading and writing,) or in all three communication modes (interpersonal, interpretive, and presentational). The use of a range of testing tools provides validity and reliability to the assessment process.
- Assessment for learning promotes positive student participation. Students are actively engaged and are encouraged to reflect on their own learning. The student's self-confidence increases as well as own ability to assess and revise work. Such a learning environment is conducive to maximize the learner's motivation in order to further own studies and succeed in language learning.
- Assessment for learning is fully integrated into instruction: there is no time lost on assessment whilst every learning experience, activity and student's action is considered as concrete evidence which lends the opportunity to teacher and learner alike to act upon.

**SPA – Spanish Marking Schemes  
Level 2 Assessment**

The following “can do” statements are linked to the learning outcomes at Level 2 Part 1 in all the 4 language skills:

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

SPA – Spanish 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 attempts to rephrase. Pronunciation is clear and easily understood.
4	Can make himself/herself understood with very few pauses, false starts and attempts to rephrase. Pronunciation is clear and easily understood. In the <i>presentation</i> the candidate is able to introduce him/herself and does not need the interlocutor's assistance. In the <i>conversation</i> s/he uses simple structures correctly and basic mistakes are few and isolated. What he/she is trying to say, is clear. In the <i>descriptions</i> s/he is able to talk about and describe pictures depicting familiar situations and topics.
3	Can make himself/herself understood in very short utterances, even though pauses, false starts and rephrasing 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, in spite of some occasional hesitation, to introduce him/herself and rarely needs the interlocutor's assistance. In the <i>conversation</i> s/he generally uses simple structures correctly and basic mistakes do not impede communication. What he/she is trying to say, is clear. In the <i>description</i> s/he is able to talk about and describe pictures displaying familiar situations & topics; help is needed at times.
2	In the <i>presentation</i> the candidate is able, with some difficulties, to introduce himself/herself and often needs the interlocutor's assistance to carry on. In the <i>conversation</i> s/he manages very short, isolated, mainly memorized set utterances or phrases, with frequent pauses in order to search for the right expression, to articulate less familiar words and also to restore communication. In the <i>description</i> s/he constantly needs the interlocutor's assistance to be able to talk about and describe pictures displaying familiar situations and topics.
1	The repertoire of words and phrases used is not sufficient to ensure communication throughout the tasks. Constant mistakes significantly impede communication. Makes few attempts to communicate in full sentences.
0	Lacks the ability to have a go at the task, the knowledge, skills or understanding to participate in the interactions expected at A2 Level. Communication fails to take place.

**SPA – Spanish 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, namely thanking someone for something. The work is complete and errors are few and isolated.
4	Demonstrates spelling and morphological accuracy and the end product is cohesive and well-organised. The task is complete and errors are few and isolated. Grammar structures are used accurately and an appropriate range of vocabulary is employed.
3	Is capable of completing the required tasks with minimum errors. The work demonstrates an appropriate repertoire of vocabulary and grammar structures meet the appropriate level and are precisely used. There is good use of punctuation and spelling.
2	Is capable of completing the required tasks but some serious errors render it difficult, occasionally, 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 complete adequately the tasks presented. Does not manage to communicate own ideas in writing in a comprehensible way. Work is characterised by constant and recurring grammatical and spelling errors. Grammar structures used are not appropriate and show limited proficiency in grammar, vocabulary and spelling.
0	Fails to meet the requirements of the tasks presented. Grammar structures are not appropriate. Work is characterised by recurring errors in grammar, vocabulary and spelling. It is very difficult to follow whilst verging on the incomprehensible.

**SPA – Spanish 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 get the gist 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 interlocutor's assistance. 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 interlocutor's assistance. 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 interlocutor's assistance. Is not in a position to follow slow and carefully articulated speech.

**SPA – Spanish Marking Schemes****Level 2 Assessment****READING****Total 5 marks**

<b>Marks</b>	<b>Description of competencies</b>
5	Can read and understand very short, simple texts. Can find specific, obvious information in simple everyday material such as advertisements, leaflets, menus and timetables and can understand short simple personal letters
4	Can easily understand short, simple texts and encounters very little difficulty, if any, to grasp the gist of the content of simple information material and short descriptions, even without any visual support. Can understand a form and can fill in 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 information material and short simple descriptions, especially with the help of 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 information material and short simple descriptions.
1	Encounters difficulties to read and understand simple texts and even simple phrases at a time. Finds it also difficult to get the gist of the content of simple information material and short simple descriptions, even with the help of visual support.
0	Encounters great difficulty to read and understand words/phrases that should sound familiar and simple everyday expressions. Finds difficulties to read and understand words and phrases and/or cannot match simple words/phrases to corresponding pictures.

## 5. Self-evaluation sheets

### UNIT 2.1 Una fiesta – A party



NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	Student				Teacher			
accept and refuse a party invitation.	<input type="radio"/>							
read, write and understand a shopping list for a particular occasion (ex: birthday party).	<input type="radio"/>							
read, write, understand and say sentences in the near future using ir a + infinitivo.	<input type="radio"/>							
read, write, understand and talk about clothes and what to wear on special occasions.	<input type="radio"/>							
design/write a card to invite my friends to a party.	<input type="radio"/>							

**UNIT 2.2 El Tiempo Libre – Free Time**

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

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
read, understand and provide orally and in writing about a person's weekend activities (in the present and in the Pretérito Perfecto).	<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 texts about leisure activities.	<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 about what I do in my free time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
talk about leisure activities (sports, 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"/>

**UNIT 2.3 De viaje y de vacaciones – Travel and holidays**

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

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>    	<b>Teacher</b>    
identify countries/regions in Europe/other continents.	<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, write, understand and talk about nationalities of people from 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"/>
talk and ask others about a trip using the Pretérito Indefinido.	<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 short texts in mostly familiar language about travelling and things to see and do in different places.	<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, understand and talk about cultural differences in relation to means of transport.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

**UNIT 2.4 Estar en forma – Healthy living**

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

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	Student				Teacher			
								
name different parts of the body.	<input type="radio"/>							
read, understand and use verbally and in writing vocabulary (jobs, locations) related to healthy living.	<input type="radio"/>							
speak, read, understand and write simple texts about sport and physical activity.	<input type="radio"/>							
read, understand, write and talk about healthy eating habits.	<input type="radio"/>							
express myself verbally and in writing about feeling unwell about the most common ailments (Me duele, Tengo mal de...).	<input type="radio"/>							

**UNIT 2.5 Repaso – Revise and rewind**

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

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	Student				Teacher			
								
read and write short phrases in the Present , the Perfect (Pretérito Perfecto) and the Simple Past (Pretérito Indefinido).	<input type="radio"/>							
write short texts using simple connectors. e.g. <i>y, o, también, pero, luego, primero...</i>	<input type="radio"/>							
take part in a simple conversation.	<input type="radio"/>							
open and close a conversation.	<input type="radio"/>							
listen and/or read for specific information.	<input type="radio"/>							
recognise and use punctuation and discourse markers.	<input type="radio"/>							
understand and use the most common expressions and words used in conversations and dialogues. e.g. <i>pues, bueno, entonces, vale, de acuerdo...</i>	<input type="radio"/>							