

SYLLABUS

FOR THE

STUDY

OF THE

GERMAN LANGUAGE

Please note that for scholastic year 2012/2013
the Form 1 and Form 2 syllabi
as shown below, are no longer valid.

These have been replaced
by the new Form 1 and Form 2 curricula
which can be downloaded from

http://www.curriculum.gov.mt/curriculum_form1.htm

and

http://www.curriculum.gov.mt/curriculum_form2.htm

CONTENTS

Foreward to the first edition

Foreward to the second edition

SECTION I

THE STUDY OF THE GERMAN LANGUAGE AND CULTURE

A The Significance of Language study

1. Speaking and Thinking
2. Self – discovery
3. Communication
4. Language Competence
5. Language and Culture
6. Language Changes
7. Connection with other areas of study
8. The Mother—language
9. Other languages

B The Purpose of Language study

1. Pictures and Perceptions
2. Conflicts and Solutions
3. Change and the Future

C The Purpose of the Study of the German Language

1. Listening
 - Understanding
 - Reacting

2. Speaking

- Communicating
- Use of Language
- Pronunciation and Intonation

3. Reading

- Reading and Understanding.

4. Writing

- Text writing
- Text forming
- Use of Language

5. Language Reflection

- Building up the Language
- Language Comparison

6. Culture Reflection

- Other Cultures and Cultural Identity

D The Purpose of the Study of the German Language as an L2

- 1. Listening**
- 2. Speaking**
- 3. Reading**
- 4. Writing**
- 5. Language Reflection**
- 6. Cultural Reflection**

E The General Aims of the Study of German as an L2 in Malta

F The Specific Aims of the Study of German as an L2

SECTION II

THE SYLLABUS

A The First Level of Knowledge of German -- A1 „Breakthrough“

1. Teaching and Learning Objectives

- 1.1. Reading
- 1.2. Listening
- 1.3. Speaking
- 1.4. Writing

2. Contents

- 2.1. Notions
- 2.2. Language interactivity
 - i. Making contacts
 - ii. Giving information
 - iii. Arranging things
 - iv. Showing attitudes and expressing feelings
- 2.3. Topics
 - i. I and my family
 - ii. I and my friends
 - iii. I and my surroundings
- 2.4. Areas, roles and places of language communication
- 2.5. Language material
 - i. Phonetics
 - ii. Orthography
 - iii. Lexis
 - iv. Grammar
- 2.6. Systematic Spread of Learning Objectives
 - i. Form I - Topics
 - ii. Form I - Grammar
 - iii. Form II - Topics
 - iv. Form II - Grammar

3. Textbooks

- i. Pupil's book
- ii. Work book
- iii. Teacher's book
- iv. Cassettes
- v. I.T. Material

B The Second Level of Knowledge of German -- A2 „Waystage”

1. Teaching and Learning Objectives

- 1.1. Reading
- 1.2. Listening
- 1.3. Speaking
- 1.4. Writing

2 Contents

2.1. Notions

2.2. Language interactivity

- i. Making contacts
- ii. Giving information
- iii. Arranging things
- iv. Showing attitudes and expressing feelings

2.3. Topics

- I Inter-human relationships in the private sphere
- ii The individual and the community
- iii Man and his surroundings

2.4. Areas, roles and places of language communication

2.5. Language material

- i. Phonetics
- ii. Orthography
- iii. Lexis
- iv. Grammar

2.6. Systematic Spread of Learning Objectives

- i. Form III – Topics
- ii. Form III – Grammar
- iii. Form IV – Topics
- iv. Form IV - Grammar

3. Textbooks

- i. Pupil's book
- ii. Work book
- iii. Teacher's book
- iv Cassettes
- v. I.T. Material

C The Third Level of Knowledge of German – B1 „ Threshold“

- 1. Teaching and Learning Objectives**
 - 1.1. Reading
 - 1.2. Listening
 - 1.3. Speaking
 - 1.4. Writing

- 2. Contents**
 - 2.1. Notions
 - 2.2. Language Interactivity
 - i. Making contacts
 - ii. Giving information
 - iii. Arranging things
 - iv. Showing attitudes and expressing feelings

 - 2.3. Topics
 - i. Norms and values
 - ii. Lifestyles and aims in life
 - iii. Cultural traditions

 - 2.4. Areas, roles and places of language communication
 - 2.5. Language material
 - i. Phonetics
 - ii. Orthography
 - iii. Lexis
 - iv. Grammar

 - 2.6. Systematic Spread of Learning Objectives
 - i Form V – Topics
 - ii Form V - Grammar
 - iii Form VI – Topics
 - iv Form VI – Grammar

 - 2.7. Competencies
 - i Listening Comprehension
 - ii Reading Comprehension
 - iii Spoken Interaction
 - iv Written Production

- 3. Textbooks**
 - i. Pupil’s book
 - ii. Work book
 - iii. Teacher’s book
 - iv. Cassettes
 - v. Further reading.

D Didactic and Methodological Principles of a Lesson

E Assessment and Evaluation of Success in Learning

SECTION III

THE EXAMINATION

A “Fit in German 1”

- 1. Background, Relevance and Importance of FiG 1**
- 2. Description and Purpose of FiG 1**
 - 2.1. Type of examination and level of language competence
 - 2.2. Candidates
 - 2.3. Setting of papers
 - 2.4. Examination material
 - 2.5. Examination parts
 - 2.6. Duration
 - 2.7. Marking and evaluation
 - 2.8. Results and success
- 3. Contents, Topics and required Amount of Knowledge of German**
 - 3.1. Level of language competence
 - i. General
 - ii. Listening comprehension
 - iii. Reading comprehension
 - iv. Speaking
 - v. Writing
 - 3.2. Examination topics
 - 3.3. Grammar
 - 3.4. Vocabulary
- 4. Aims and Format of the Examination**
 - 4.1. Hören -- Listening
 - 4.2. Lesen -- Reading
 - 4.3. Schreiben -- Writing
 - 4.4. Sprechen -- Speaking
- 5. Total Amount of Marks**

B “Fit in German 2”

1. Relevance and Importance of FiG 2

2. Description and Purpose of FiG 2

- 2.1. Type of examination and level of language competence
- 2.2. Candidates
- 2.3. Setting of papers
- 2.4. Examination material
- 2.5. Examination parts
- 2.6. Duration
- 2.7. Marking and evaluation
- 2.8. Results and success

3. Contents, Topics and Required Amount of Knowledge of German

3.1. Level of language competence

- i. General
- ii. Listening comprehension
- iii. Reading comprehension
- iv. Speaking
- v. Writing

3.2. Examination topics

3.3. Grammar

3.4. Vocabulary

4. Aims and Format of the Examination

- 4.1. Hören -- Listening
- 4.2. Lesen -- Reading
- 4.3. Sprachbausteine -- Language Modules
- 4.4. Schreiben -- Writing
- 4.5. Sprechen -- Speaking

5. Total Amount of Marks

C MATSEC – “Intermediate” Level -- University of Malta

- 1. Relevance and Importance of “ IM”**
- 2. Description and Purpose of “ IM “**
 - 2.1. Type of examination and level of language competence
 - 2.2. Candidates
 - 2.3. Setting of Papers
 - 2.4. Examination material
 - 2.5. Examination parts
 - 2.6. Duration
 - 2.7. Marking and evaluation
 - 2.8. Results and success
- 3. Aims and Format of the Examination**
 - 3.1. Oral part
 - 3.2. Written part
- 4. Total Amount of Marks**

APPENDICES

- 1. Indicators for the 6 levels of Language Competence**
 - 2. “Can Do” Statements for level A1**
 - 3. “Can Do” Statements for level A2**
 - 4. “Can Do” Statements for level B1**
-

FOREWARD TO THE FIRST EDITION

The publication of this document is a significant step in the development of teaching and learning of the German language and culture in the Maltese state schools. Since the initial stages of German language teaching in the early seventies, a number of changes occurred, which show that the inclination to become acquainted with German plays a very important role in the Maltese way of life.

In their schooling days pupils choose to study German against a choice of another six languages as well as against other groups of subjects, a choice which takes place twice within the lifespan of their secondary education. These pupils are provided with an excellent quality of teachers and learning material, so that their learning of the language is straightforward, clear and concise and follows the correct direction. The Maltese society can boast today of a good number of its citizens who are well acquainted with the language which they use to the benefit of the Maltese nation.

Like any other existing system that works effectively, the method of teaching and learning the German language has gone through various stages of development, both within itself and within the national framework of education in Malta. The *National Minimum Curriculum* has set the background as well as the aspirations, in the light of which our pupils choose to study German. In the context of the *N.M.C.* as embedded in the future aspirations of our country, a development has occurred in the area of teaching and learning the German language. The rigid system of stereotyped setting of teaching materials and related matters, which initially was adhered to till the present day, has developed into a more flexible atmosphere and surroundings within which the pupil is given all support necessary to learn the German language. The benefits of autonomous learning have sadly never been fully explored before. However, the increasing amount of autonomy and empowerment being now given to schools and particularly to teachers in the pursuit of their profession has shown, that above all the learning of subject in general and of the German language in particular, has a relevant meaning in the life of the pupil when an adult. The teaching, together with its correspondent process of learning, of the German language has proved to be as interesting in its approach as its success has become significant.

This **Syllabus for the Study of the German Language** is a set of guidelines to the teaching profession in the execution of its task. Whereas complete autonomy is ensured in the choice of teaching material, the contents of language competence are now also being grouped in two parts only, which correspond to the two sections of secondary education. The examinations at the end of these two sections of secondary schooling, while being truer to life both in method and content than those that have been set so far, are the adjudicating criteria of attainment of language competence against set benchmarks. The same can be said of the third examination at the end of the post-secondary school in Malta.

The introduction of the examinations called *Fit in German* and *Matsec Intermediate* claims to be a thorough test of the pupil's language ability based on all four skills of which a language is composed. In this way the success of the pupils in attaining the desired level of knowledge proves the efficiency of the guidelines of the syllabus.

Although the results obtained do not always reflect on the correctness and efficiency of the methods of teaching being used, it is also true that dull and stale explanations and applications of the language never lead the pupil to acquire a command of the language. An insertion of the language in the activities of everyday life, which is its proper sphere, is warranted for the desired success. This syllabus aspires to acquire just that.

This document consists of three sections. Section one deals with the significance and aims of studying the German language with particular reference to Malta. It is presented in such a way as to enable readers to grasp at a glance what is being managed by teachers in the execution of their work. Section two expands the contents of section one, offering further details. It speaks of three levels of knowledge of the German language, referring to the three internationally recognised levels issued by the Council of Europe namely, *A1 (Breakthrough)*, *A2 (Waystage)* and *B1 (Threshold)*. [cfr. *A Common European Framework of Reference for Foreign Languages*]. The first two levels are reached during the secondary while the third level during the post-secondary period. Section three deals with the examination, its purpose and contents, seen as the yardstick attainment of language competence, as directed through the guidelines previously offered. The examinations *Fit in German 1* and *Fit in German 2* refer to the secondary sector. The examinations set to judge attainment of knowledge equivalent to benchmark *B1 (Threshold)* level are the *Matsec -- Intermediate* level examination of the University of Malta or the *Zertifikat Deutsch* examination of the Goethe Institut.

The whole document is meant to be a stimulus of encouragement to the teacher and pupil of the German language, who are both protagonists in this field of communication. Once the aspirations are achieved, one may safely say that a significant step in the development of language teaching and learning has taken place.

The authors of this **Syllabus** wish every success in this sense to all those who embark on the adventure of the study of German.

Can. Dr. Joseph M. Debono
Education Officer - German

January 2002

Foreword to the second edition

The restructuring of the complete syllabus at secondary level for all subjects has necessitated the revision of the Syllabus for the Teaching of German issued in 2002.

This new edition of the Study of the German Language includes a number of novel ideas, all of which help the learner towards the holistic learning of the language. Even though it is once again to be emphasized that the Syllabus is not connected with any one particular textbook, a change in the textbook used so far for the past fifteen years or so has been greatly appreciated and understood to be such, as would better provide the needs required by this syllabus. Emphasis has been laid on the teaching and learning objectives and on a greater relation to the *Common European Framework of Reference*, its six level descriptors, and the corresponding examinations.

A new element in this edition of the Study of the German Language is the systematic approach to the learning content, which has been specifically set up for every single scholastic year. It is, however, important to note that the benchmarks remain those set by the examinations “Fit in German 1”, “Fit in German 2” and the SEC examination of the University of Malta. The examinations have also been reset to judge the attainment of the knowledge of German equivalent to the benchmarks described in the *Common European Framework*.

The first level A1 (*Breakthrough*) is to be reached after two years of secondary school; the second level A2 (*Waystage*) after the fourth year of secondary school. Learners in the fifth year already start on the third level B1 (*Threshold*) by reaching a superior level A2+ in their fifth year, after which they proceed to the Post-secondary sector, where they attain either the B1 (*Threshold*) or the B2 (*Vantage*) level. The examinations set to judge the knowledge of German are as follows:

Fit in German 1 for level A1

Fit in German 2 for level A2

S.E.C for level A2+

Matsec Intermediate for level B1

Matsec Matriculation for level B2

This Syllabus has been redesigned to take into account the following factors:

- the stipulations of the Education Act
- the objectives of the National Minimum Curriculum
- agreements and obligations adhered to by the Government of Malta in relation to international institutions, conferences and documents
- the syllabi established by the Syllabus Panels of the Matsec Board of the University of Malta .

This second edition of the Study of the Germany Language provides the learner with a more detailed, systematic and explicit content of learning content as well as provides a further amount of material towards a greater mastery of the language. It is hoped that the way to the attainment of the highest level of knowledge of German, which has now been graded and which is more explicit, will provide the learner with clearer learning objectives that can be gradually attained.

This syllabus will enter into effect being phased in after new textbooks are introduced.

Can. Dr. Joseph M. Debono

December 2006

Acknowledgements

The authors of this document would like to thank the authors of the syllabi of German in Liechtenstein and Bulgaria and the authors of the syllabus for the Intermediate Level of the University of Malta for their invaluable help in connection with information material.

Thanksgiving is also due to the subject coordinators, who have worked hard in the formulation, typing and proofreading of this document.

A last but not least word of thanks goes to the Education authorities of the Department of Curriculum Management within the Education Division of Malta for the moral support and invaluable help in the formulating of this document.

SECTION 1

THE STUDY OF THE GERMAN LANGUAGE AND CULTURE

A The Significance of Language-study

1. Speaking and Thinking

Speaking accompanies and supports thinking. It is the means through which thoughts are developed, differentiated and examined. Speaking also creates reality and facilitates a varied perception of the world.

2. Self - discovery

Speaking makes access to oneself and to the world possible, and is an important means of identification and recognition of one's limits. It plays a significant role in the spiritual and affective development of the human being's personality.

3. Communication

Verbal and non-verbal speech is the basis of inter human understanding. It makes it possible to communicate thoughts and feelings to others, as well as to become acquainted with and to understand the way of thinking and the experiences of other people. The means of communication have been diversified by the use of modern technology and will be continuously effected by it in the future.

4. Language Competence

The school arouses interest, curiosity and joy in language and contributes essentially to the construction and expansion of language competence. The traditional duties of the school are to enable the oral and written ability of expression. In this context the significance of the daily use of language and the contact with the media is increased.

5. Language and Culture

Language is a basis of cultural activity. It creates an access to the understanding of culture and offers possibilities of a creative analysis of the past, present and future.

6. **Language Changes**

Language is on the one hand subject to a historical development, and on the other hand it depends on the people who speak it and on the prevailing situations. This consciousness facilitates a focused and responsible access to the language.

7. **Connection with other areas of study**

The promotion and enlargement of language abilities and skills are not only tasks of the area of study called *language* but also concern other areas of study. The area of study *Language* takes over contents of other areas of study as well as in attaining its set aims. *Language* is a tool to facilitate other areas of study.

8. **The Mother-language**

The mother language is basically a Semitic form of speech which plays an important part in our identity. It serves in this way as a basis for the learning of other languages. Language skills are formed which are then transferred to the learning of other languages. Lack of these skills could cause hindrance in the acquisition of other languages. The mother language of learners of other language areas has therefore to be also supported and promoted.

9. **Other Languages**

The inter-human understanding between peoples across borders beyond one's own cultural area, and between peoples of other cultures within one's own borders due to globalisation, is becoming increasingly important. Mastery of languages widens the horizons of experience and is important for one's own mobility and for professional qualifications. Contact with other languages helps towards developing the understanding for other cultures and towards reflecting on one's own language and culture.

B The Purpose of Language-study

1. Pictures and Perceptions

Pupils can achieve a deep relationship with a language. By means of the medium *language* they can take a critical look at their complex connections. Language also enables them to express their impressions, thoughts and opinions, to become acquainted with other people and cultures, and helps them construct a personal frame of mind.

2. Conflicts and Solutions

Pupils use a language to serve and care for the community. They create, form and hold relationships in which they listen to other people, hold their own opinions and respect those of others. Language facilitates the formulation of conflicts and can lead to their solution without resorting to violence. Pupils therefore develop the awareness that conflicts can mean a chance of positive change.

3. Change and the Future

Pupils acquire a language as a cultural technique, and build their language competence. They are therefore in a position to participate in the communication, information and educational events of the community, and can thus plan their future and, conscious of their responsibilities, easily adapt to the changes facing them.

C The Purpose of the Study of the German Language

1. Listening

- Understanding

The pupils understand authentic texts related to situations, the contents of which correspond to their spheres of experience and interest.

- Reacting

They are ready and able to hear others speaking and to listen to them attentively. They are in a position to grasp what they heard from the context, even when some expressions are unknown to them

2. Speaking

- Communicating

The pupils are ready and able to participate actively in a conversation. They express their thoughts, opinions and feelings as the situation requires. They replace language lacunae with formulations in a roundabout and descriptive way in the form of circumlocutions.

- Use of language

They make use of vocabulary available and employ their knowledge of grammar structures.

- Pronunciation and Intonation

They make use of understandable pronunciation and appropriate intonation.

3. Reading

- Reading and understanding

The pupils understand graded texts, grasp their contents, order the information acquired and combine new with known. They also enjoy reading texts in a foreign language.

4. **Writing**

- Text writing

The pupils work out set texts and produce their own ones. They write these in a way the language is understood.

- Text forming

They have the courage to produce their own language structures and enjoy experimenting with the language.

- Use of Language

The pupils write the words correctly and in a grammatically correct form.

5. **Language Reflection**

- Building up a language

The pupils recognise rules, possible changes and modules of the foreign language.

- Language Comparison

They recognise the specialties of the foreign language and notice the differences from their mother language and other languages.

6. **Culture Reflection**

- Other cultures and cultural identity.

The pupils develop a consciousness for the cultural background of the foreign language. Through this they will strengthen the consciousness of their own cultural identity; they will learn to understand other cultures and recognise this as a personal enrichment.

D The Purpose of the Study of the German Language as an L2

1. Listening

The main aim is understanding and reacting. The pupils are ready and in a position to understand announcements in German as a second foreign language (L2) and to react to them. The aims are fourfold:

- 1.1. to perceive through attentive listening the intonation and rhythm of the German language and to become familiar with it.
This is attained by conversation in class.
- 1.2. to acquire information and understand the meaning of words through the situation where language is used.
This is attained through dialogue, requests, questions and information.
- 1.3. to experience multilingualism as a positive and as an important future requisite, and thereby to enjoy oneself and find interest in the German language.
This is attained from everyday life situations.
- 1.1. to understand key informations in the media and to be able to react to them.
This is attained through T.V., Internet, radio, and telephone.

2. Speaking

The main aim is to communicate. The pupils make use of correct language. They speak intelligibly and express themselves according to the situation. They participate in conversations and make use of mimics and gesticulations as support. The aims are fourfold:

- 2.1. to build up an inner readiness and motivation to speak and to cope with everyday situations of communication.
This is attained through conversations during the lesson, role-play and by any possible contact with native speakers and other users of the language.
- 2.2. to acquire a clear and intelligible pronunciation through imitating sounds, rhythm and intonation.
This is attained by means of songs and rhymes.
- 2.3. to create conditions, through learning the basic and further vocabulary, for the active use of the language and the written language acquisition.
Use of to be made of factual themes.
- 2.4. to understand and use mimics and gesticulations as elements which support language.
This is attained by the use of role-play and pantomime.

3. Reading

The main aim is reading and understanding. The pupils reach the level of reading with sense through the skill of reading. They are ready to have a critical look at reading texts on their own. The aims are fivefold:

- 3.1. to acquire requirements for learning how to read through increase in vocabulary and inclusion of mother language. Use is to be made of vocabulary boxes and a picture alphabet in the mother language.
- 3.2. to read letters and letter combinations, to pronounce correctly and to acquire reading skills through intonation and rhythm. Use is to be made of the alphabet, short texts and software.
- 3.3. to acquire the technique of reading with sense and to understand short texts, dialogues and stories. This is attained through activating previous knowledge, key words and simplified texts.
- 3.4. to correct understanding of text by the help of reference works. Use is to be made of bilingual dictionaries, and dictionaries with meanings in the same language.
- 3.5. to discover books which strengthen reading skills and thereby increase the joy in reading. Use is to be made of books in the first and second language, magazines, newspapers and imported products with current topics relevant to their age.

4. Writing

The main aim is the written expression. The pupils acquire writing ability, and through writing broaden the possibilities of their expressions. The aims are fourfold:

- 4.1. to acquire printed and written script by means of assigning sounds to letters. Use is to be made mainly of the alphabet.
- 4.2. to learn the basic and further vocabulary, and to be able to express oneself in writing.
- 4.3. to acquire a technique of reference and to be able to use reference works for the correction of expression and spelling. Use should be made of mono- and bilingual dictionaries and picture lexicons.
- 4.4. to be able to formulate one's own thoughts in various occasions for writing and to develop creativity. This is attained by the use of diaries, letters and stories.

5. Language Reflection

The main aim is to discover observance of rules. The pupils acquire insight in the language and in its effect. They discover rules through making comparisons and research, and they make use of the language structures acquired. The aims are fivefold:

- 5.1. to discover the changeability of the language through conscious contacts with the language and to establish observance of rules.
- 5.2. to make comparisons with the mother language and to discover similarities and differences. Use should be made of texts and books in the mother language and the second language.
- 5.3. to acquire basic grammar notions for reflecting on and speaking the language.
- 5.4. to search for the modules of the language by grouping the variety of forms; to recognise rules and use them consciously.
- 5.5. to experience and examine the effect of the language in different situations by trial and observation.

6. Cultural Reflection

The main aim is the acquisition of a cultural identity. The pupils build up their own identity among the cultures in which they live. The aims are threefold:

- 6.1. to examine the cultural traditions in the surrounding world. Use is to be made of games, customs and feasts.
- 6.2. to ascertain differences and similarities of various cultures by means of care for one's own culture, and to examine them critically. This is done by means of language and culture bridges.
- 6.3. to consider the increase in knowledge of language and culture as an enrichment, to promote it and allow others to take part in it.

E The General Aims of the Study of German as an L2 in Malta *¹

The learning of a second foreign language in the schools in Malta is in accordance with both the individual needs and abilities of the pupils and with the demands and rights of the community in which we live. This proves to be indispensable if one wants to increase the facilities of communication and to guarantee the harmonious existence and cooperation with other states and peoples speaking other languages and possessing another cultural identity. The learning of **one** language does not guarantee to a sufficient degree the formation of a solid system of an evaluating and open-minded approach to other communities and cultures. It is only the learning of a second foreign language that creates the conditions for an education towards **multilingualism**, which determines the basis of the education policy in the field of foreign language learning of the European Union. In this context, the teaching and learning of a second foreign language should be understood not as an added burdensome obligation, but as a chance of developing and promoting the pupil's personality with the aim of a lifelong learning process.

When drawing up the syllabus for lessons in German as a second foreign language, to be used at a later point in time, it is necessary to give due consideration to the following factors:

1. the reduced weekly lesson hours available
2. depending on the pupils' age, the conditioned:
 - changes in the motivation structure.
 - changes of interest regarding certain ambitious themes.
 - relative high level of thinking ability which distinguishes itself through a higher degree of generalization and abstraction.
 - cognitive approach in the acquisition of knowledge and in the formation and development of skills.
3. a higher level of knowledge and a more comprehensive overall experience of life including background knowledge of the countries whose languages are to be learnt
4. availability of certain customs of learning, of transfer and of communication in the learning of the language.
5. a stronger developed ability for autonomous learning and higher self-responsibility.

¹ * L2 is here taken to mean a second foreign language

In contrast with the first foreign language, the following factors condition the revision of certain demands of the lesson in German as a second foreign language:

1. lower set target-handicaps in the field of productive learning of the language.
2. upgrading of all aspects which contribute to economizing in learning:
 - limitation of means of language and words in the context of a basic inventory, which is subject to a broadening and perfection.
 - strengthened use of cognitive methods and means (strategies and learning techniques)for conscious language learning.
 - quicker focused formation of ability to learn independently and perfectly.
 - guarantee of quicker progress in the field of reading and the use of various text types and sources.
 - greater openness regarding work with additional material relevant to the pupils' interests.
 - diversified socio – cultural organization of the lesson.

The syllabus for lessons in German as a second foreign language is developed on the basis of the *National Minimum Curriculum* for Malta and of the *Common European Framework of Reference for Modern Languages* of the Council of Europe.

The respective syllabi are developed by way of content and methodology in such a way that they correspond to the structure and organization of the lessons, and lead to the target levels set by the Council of Europe. Since there is hardly any difference in the age of pupils who choose to learn German in the first or third year of their secondary schooling, but indeed a difference exists in the number of weekly hours and duration of lesson, this difference is to be taken into account, once the end target of level A2 (Waystage) is expected to be attained by all pupils.

It is precisely in the second option group that the aims are higher. As a result of learning German as a second foreign language, after English as the first foreign language, a positive transfer of skills and learning strategies to a higher degree is to be noted, which facilitate quicker progress in the learning of the second foreign language. Through alternating language lessons an additional opportunity can be realized, namely that of stressing more strongly the receptive ability, and of developing better the productive ability of the pupil by:

- broadening and deepening the basic themes by means of introducing new aspects of the themes.
- extending and completing the expanse of the grammatical phenomena to be learnt receptively.
- enriching and diversifying vocabulary.
- learning a wider palette of expressions than the basic ones.

F The Specific Aims of the Study of German as an L2

The teaching of German as a second foreign language follows the same basic rules and aims of learning any foreign language. In addition to this, the following specific aims are to be striven for in the lessons for German as an L2:

1. The learning of German is successful in view of its use as a means of communication, whereby the four basic skills are developed simultaneously, even though with differentiated emphasis.
2. The pupils acquire knowledge about the structure and specific qualities of German and obtain experience of its function as a means of communication.
3. The pupils' model of perception is diversified through becoming acquainted with other cultures, ways of behaviour and scales of value.
4. The development of the pupils' personality is promoted by means of education for tolerance and for a respectful contact with the cultural variety of other language communities. This should also lead to a renewed evaluation and treasuring of one's own cultural tradition and life experience.
5. The creativity of the pupils is promoted and their communicative ability encouraged in view of the social responsibility and empathy connected with it.

Basically the general and the specific aims for the lessons in German as both first and second foreign language are identical. A new specific purpose for German as a second foreign language would be the awareness and recognition of the structural and pragmatic similarities and differences in comparison with the first foreign language learnt. In this way the basis for multilingualism of pupils is created only through the second foreign language. This includes the formation of a foreign language competence by means of acquiring learning strategies and learning techniques, which would enable the pupils to a lifelong acquisition of foreign languages. The latter should also raise the motivation of the pupils to make use of the skills and abilities they learnt in the foreign language and to develop them further independently.

The aims of the lessons in the subject German as an L2 bring about a broadening, an enrichment and a differentiation in the following three spheres:

1. intercultural learning
2. strategies of learning and communication
3. autonomous learning and lifelong learning..

SECTION II

THE SYLLABUS

A The First Level of Knowledge of German - A1 “Breakthrough”

1. Teaching and Learning Objectives

The general and specific teaching and learning aims in the subject German as a second foreign language are realized by means of fulfilling the objectives of the ultimate goal which have been set in accordance with the four basic skills.

1.1. Reading

- i. The pupils recognise the following types of text: dialogue; interview; advertisement; programme of a performance (cinema, theatre, concert, sport); a television and radio programme; notice; folder page of books, of audio cassettes, of videocassettes and of CDs; articles in dictionaries and lexica; a form to be filled in; menu; poem, short story, diary, comics, picture novel, greeting card, personal letter, e-mail letter, announcement, invitation.
- ii. The pupils can understand the following types of text globally and/or selectively: leaflet, catalogue, label, transport timetable, city map, a programme of a performance (cinema, theatre, concert, sport), T.V. & radio programme, advertisement, notice, article in a dictionary and lexicon, menu, personal letter, e-mail letter, columns in a newspaper and magazine, comics, cuttings of reports, poem, short story, short texts of information.
- iii. The pupils understand in detail the type of problem and the instructions in the text book as well as short announcements, signs denoting advice and forbiddings, simple forms, invitations and greeting cards.
- iv. The pupils make use of the following strategies while reading:
 - they recognise the correlation between text and picture.
 - they recognise personal names, numbers and dates.
 - they recognise the meaning of punctuation marks and text typography.
 - they establish the correlation between the title of a text and main points of information.
 - they recognise the parts of speech and clauses, word roots, prefixes, suffixes and endings of words of those learnt as well as internationalisms.
 - they look for and mark main points of information in a text.

- they recognise the communicative function of the types of text listed under point (i).
- they work with word card indexing.
- they perceive the foreign culture in that they take a critical look at their own culture in the process.
- they make use of the knowledge, skills and strategies which they have acquired in the lessons of their mother language or their first foreign language, when deducing pieces of information from text or making connections between them.

v. The pupils can handle reference works (e.g., dictionaries, grammars).

1.2. Listening

The pupils are in a position to understand different German language texts globally or in detail through a direct contact or over the media. The texts should follow the standards of level A1 of the *Framework* and observe the phonetical and intonation variants of the German language. Of special significance in the training for the skill of *listening* is the inclusion of sight perception.

- i. The pupils understand questions and instructions of the teacher during the lesson.
- ii. The pupils can create correlations between hearing texts and pictures.
- iii. The pupils can understand short dialogues between two or several partners who refer to themes and situations already dealt with.
- iv. The pupils can understand short everyday and especially tourist-related information (e.g., at the post office, in a travel agency, at the railway station / airport).
- v. The pupils infer main announcements from conversations on themes and situations already dealt with.
- vi. The pupils can infer selective information from news, advertisements and programme information on Radio or in T.V. as well as from easy descriptive texts.
- vii. The pupils can understand short literary forms like poems and songs on the basis of directed explanation.
- viii. The pupils make use of the following strategies while listening:
 - they put forward hypotheses and examine them in the light of the intention of the statement of various types of text.
 - they recognise intonation models, linguistic and metalinguistic means of expressing affirmation and negation.
 - they make use of already known models of word building.
 - they recognise the communicative function of varied types of text.
 - they work with a dialogue – diagram.
 - they draw up the construction plan of a text they have heard.

1.3. Speaking

The pupils realize in their statements ways of speaking which are mentioned in the subsequent part entitled *Contents*.

- i. The pupils reproduce the phonetic and intonation pattern correctly.
- ii. The pupils ask and answer questions in connection with the themes and situations already dealt with.
- iii. The pupils participate in conversation with their teacher and / or with their classmates in the course of the lesson.
- iv. The pupils hold short conversations with one or several partners (known or unknown) in the sphere of the themes and situations already dealt with.
- v. The pupils make short telephone calls.
- vi. The pupils make short announcements in connection with themes already handled.
- vii. The pupils make use of appropriate patterns of behaviour (mimics, gesticulations, body distance or nearness, etc) during conversation.
- viii. The pupils can make use of the following strategies while speaking:
 - they ask for and themselves provide additional / explanatory information.
 - they signal lack of understanding and demand from their partner an appropriate reaction.
 - they direct the conversation according to their own interests and / or change the subject.
 - they make use of clichés in order, e.g., to cope more easily with situations in which they are under pressure of time.
 - they make use of paralinguistic means.

1.4. Writing

- i. The pupils fill in tables with key words according to a text they have read or heard.
- ii. The pupils fill in easy forms, write greeting cards, invitations and short personal announcements.
- iii. The pupils lay down vocabulary cards according to a preset pattern.
- iv. The pupils write short texts to photos and pictures.
- v. The pupils make use of the following strategies while writing:
 - they employ preset patterns and examples with sense.
 - they use reference works for self correction of mistakes.

2. Contents

2.1. Notions

The contents of teaching include the speaking material which allows the expression of the following notions: Existence, Space and Time; Quantity and Quality, Logical Relationships; Definite and Indefinite Forms.

- Existence : being, constancy, change, possibility, impossibility.
- Space : dimensions, place, motion, direction.
- Time : point in time (once, repeated, definite, indefinite), length of time (continuous, limited by time); general observations without concrete reference to time.
- Quantity: can / cannot be added.
- Quality : of persons, localities, things, objects, events and dealings.
- Logical Relationships: connection. Opposition, cause, condition, comparison.
- Definite and indefinite meanings.

2.2. Language Interactivity

The language interactivity taken up in the teaching contents takes into account the basic functions of the language, namely the social, informative, appellative and affective.

(i) making contacts

- to welcome, to greet, to send greetings.
- To address (even in letters).
- To introduce oneself / others.
- To ask how one is, to give information about it.
- To request, to thank.
- To congratulate, to wish luck – to give thanks for it.
- To invite, to accept, to refuse.
- To express regrets.
- To bid farewell (even in letters).

(ii) giving information

- to ask for information and to give it.
- To present facts; to narrate, to report, to describe.
- To list (enumerate), to verify by examples.
- To complete / correct / disprove / confirm information.
- To ask for correctness.
- To show knowledge / lack of knowledge.
- To give reasons.

(iii) arranging things

- to express wishes.
- To make suggestions; to give / ask for advice.
- To ask for / refuse / offer help.
- To complain, to protest.
- To express readiness / refusal.
- To give / refuse / ask for permission; to forbid.
- Information about / asking for intentions.
- To ask if someone wants to do something, / is ready to do it.
- To promise, to confirm.

(iv) showing attitudes and expressing feelings

Expressions of:

- Agreement, refusal
- Conjecture, certainty, persuasion.
- Importance, insignificance.
- Interest, curiosity, disinterestedness, indifference.
- Preference, dislike, anger,
- Joy, excitement.
- Doubt, disappointment, annoyance.
- Anxiety, (fear), care, worry.
- Relief, appeasing, satisfaction.
- Trust, mistrust.
- Impatience, expectation, hope.
- Surprise, wonder.

2.3. Topics

(i) I and my family : relatives,; relationships; dwelling /house; daily / yearly routine; activities in common; meals; feasts / celebrations; travelling.

(ii) I and my friends : circle of friends / clique; free time (hobbies, sport, games, radio, T.V., music, reading, meetings, parties, pets); idols; dreams.

(iii) I and my surroundings : school (subjects, timetable, school day) ; neighbours; my street, my city / village, (means of transport, shops, shopping, post office)

Information about the German-speaking countries will be integrated in such topics and their various aspects.

2.4. Areas, Roles and Places of Language Communication

The lesson prepares the pupils for a reasonable amount of communication in the following areas:

Free time, school family, friends, services and for the use of German speaking mass media.

Communicative language activity is realized at school, in public, on means of transport, on visits and on the road. The pupils reach their role competence as is described in the *Common European Framework for Languages* of the Council of Europe.

2.5. Language material

(i) Phonetics

Quality and quantity of vowels, **A**-sounds, **E**-sounds, **Ü**-sounds, **Ö**-sounds, the murmuring vowel, **h** at the beginning of the word, **ich**-sound, **ach**-sound, **ng**-sound, accentuation of the word, structure, sentence accent and melody.

(ii) Orthography

The alphabet, **Aä**, **Oö**, **Uü**, **ei**, **ai**, **au**, **eu**, **äu**, **sp**, **st**, **ch**, **schg**, **tsch**, **ts**, **tz**, **chs**, **ng**, **ig**, **qu**, **ck**, **ss**, **ß**.

(iii) Lexis

Difference is to be made between a productive and a receptive vocabulary. The productive vocabulary comprises the basic vocabulary and the most common models of word-building, which are necessary for realising the above mentioned language interactivity in the parameters of the topics and their aspects already mentioned. The development of receptive skills presupposes and demands a receptive vocabulary that can be increased.

(iv) Grammar

Learners are expected to have a good knowledge of the following grammar items when reaching **A1** level:

- Sentence: statement, question, (question for completion and decision) command.
- Coordination of clauses.
- Placing of the verb in the sentence: first, second and last place.
- Word order in a main clause.
- Details of time, manner and place (casual).
- Verb: infinitive, imperative, indicative – *Präsens*, *Perfekt*, *Präteritum* of auxiliary and modal verbs, modal verbs (meaning, indicative *Präsens* & *Präteritum*, **möchten**).
- Verbs with prefixes – separable and inseparable.
- Nouns: Gender, plural, Nominative, Accusative, Dative.
- Articles: Definite and Indefinite.
- Adjectives: predicative use.

- Pronouns: personal, interrogative, possessive and demonstrative pronouns (in Accusative & Dative), **man, jemand, niemand** the impersonal pronouns **es, etwas, nichts**.
- Prepositions: with Accusative; with Dative.
- Conjunctions: **und, aber, oder, sondern, denn, dann**.
- Numerals : cardinal and ordinal numbers.
- Modal particles: **aber, auch, denn, doch, mal, nur**.
- Negation: **nicht, kein, nie**.
- Special adverbs: **gern / lieber / am liebsten**.

The authentic texts which are used for the development of the listening and reading skills may contain linguistic forms and structures which go beyond the minimum of grammar required for this level.

2.6. Systematic Spread of Learning Objectives

While the above content is to be spread over a period of two years (100 – 120 hours), an indication is given as to which topics and grammar points are to be covered in each year separately.

(i) Form I - Topics:

- Guten Tag. Mein Name ist...
 Jemanden begrüßen, sich verabschieden.
 Nach dem Namen fragen.
 Sich und andere mit Namen vorstellen.
 Herkunftsland erfragen und nennen.
 Sprachen benennen.
 Alphabet.
 Telefongespräch: nach jemandem fragen.
 Visitenkarten – Anmeldeformulare.
- Familie und Freunde
 Nach dem Befinden fragen.
 Befinden ausdrücken.
 Familienmitglieder und Freunde vorstellen.
 Wohnort nennen.
 Zahlen: 0 - 20.
 Interview: Fragen zur Person.
 Ein Formular ausfüllen.
 Angaben zur Person machen / verstehen.
 Sich vorstellen.

- Essen und Trinken
 - Dinge benennen.
 - Mengen benennen.
 - Einkaufsgespräche führen.
 - Zahlen: 21 – 100.
 - Preise, Gewichte und Maßeinheiten.
 - Vorlieben ausdrücken.

- Meine Wohnung
 - Nach einem Ort fragen.
 - Einen Ort benennen.
 - Eine Wohnung / ein Haus beschreiben.
 - Gefallen / Missfallen ausdrücken.
 - Möbel und Elektrogeräte benennen.
 - Gefallen / Missfallen ausdrücken.
 - Farben benennen.
 - Zahlen: 100 - 1.000.000.
 - Wohnungsanzeigen.
 - Eine Zeitungsartikel verstehen.

- Mein Tag
 - Uhrzeit (inoffiziell) nennen.
 - Alltagsaktivitäten nennen.
 - Vorlieben ausdrücken.
 - Wochentage nennen.
 - Tagesablauf: Aktivitäten nennen.
 - Schilder / Anrufbeantworter.
 - Öffnungszeiten verstehen.
 - Uhrzeit (offiziell).

- Freizeit
 - Wetter / Jahreszeiten / Himmelsrichtungen beschreiben.
 - Gespräche beim Einkauf und im Restaurant führen.
 - Im Gespräch zustimmen, widersprechen, verneinen.
 - Über Freizeit und Hobbys sprechen.
 - Anzeigen lesen und schreiben.
 - Wetterbericht.

- Lernen – ein Leben lang
 - Fähigkeiten ausdrücken.
 - Absichten ausdrücken.
 - Seine Willen äußern.
 - Von Ereignissen in er Vergangenheit berichten.
 - Vergangenes beschreiben.
 - Über Aktivitäten in der Vergangenheit sprechen.
 - Text „Ratgeber“ verstehen.
 - Überlernziele und Lerngewohnheiten sprechen.
 - Etwas bewerten.

(ii) Form 1 - Grammar

- W-Frage: *Wie heißen Sie?*
- Aussage: *Ich heiße / Ich bin ...*
- Personalpronomen: *ich, Sie, du*
- Verbkonjunktion (*ich, Sie, du*): *heißen, kommen, sprechen, sein.*
- Präposition *aus*: *Ich komme aus Finnland*
- Possessivartikel: *mein / meine*
- Personalpronomen: *er / sie, wir, ihr, sie*
- Verbkonjunktion: *leben, haben ...*
- Preposition *in*: *Sie leben in Helsinki.*
- Ja- / Nein-Frage: *Kennen Sie ...?*
- Nullartikel: *Haben Sie Äpfel?*
- Bestimmter Artikel: *ein / eine*
- Negativer Artikel: *kein / keine*
- Plural der Nomen: *Tomaten, Eier,*
- Verbkonjunktion: *essen*
- Bestimmter Artikel: *der / die / das*
- Lokale Adverbien: *hier / dort*
- Prädikatives Adjektiv: *Sie ist schön.*
- Personalpronomen: *er / sie / es.*
- Negation *nicht*: *Das Bad ist nicht klein.*
- Verbkonjugation: *gefallen*
- Trennbare Verben: *Timo steht früh auf.*
- Verbkonjugation: *sehen, arbeiten.*
- Verbposition im Satz
- Präpositionen *am, um, von...bis*: *Am Sonntag um acht Uhr.*
- Akkusativ: *den Salat, einen Tee, keinen Saft.*
- Ja- / Nein-Frage und Antwort: *ja, nein, doch*
- Verbkonjugation: *lesen, treffen, schlafen, fahren, nehmen, „möchten“*
- Modalverben: *können, wollen*
- Satzklammer: *Ich kann nicht tanzen.*
- Perfekt mit *haben*: *hat...gelernt*
- Perfekt mit *sein*: *ist...gefahren*

(iii) Form 2 - Topics

- Beruf und Arbeit
 - Berufe benennen und erfragen.
 - Informationen über Vergangenheit und Gegenwart austauschen.
 - Von Ereignissen und Aktivitäten in der Vergangenheit berichten.
 - Praktikumsbörse: Anzeigen verstehen.
 - Ungewöhnliche Berufe.
 - Kurztexte verstehen.

- In einer fremden Stadt
 - Anweisungen geben / Abläufe erklären.
 - Anweisungen und Ratschläge geben.
 - Über Erlaubtes / Verbotenes und Regeln sprechen.
 - Informationsbroschüren verstehen.
 - An der Hotelrezeption: nachfragen, um Erklärungen und Verständnishilfen bitten.

- Gesundheit
 - Körperteile benennen.
 - Über das Befinden sprechen.
 - Über das Befinden anderer sprechen.
 - Das Aussehen beschreiben.
 - Anweisungen und Ratschläge geben und verstehen.
 - Einen Brief (Anfrage) schreiben.
 - Einen Termin vereinbaren.

- In der Stadt unterwegs
 - Nach dem Weg fragen und den Weg beschreiben.
 - Verkehrsmittel benennen.
 - Ortsangaben machen.
 - Orte und Richtungen bestimmen.
 - Fahrpläne: Informationen entnehmen.
 - Durchsagen verstehen.
 - Am Bahnhof: um Auskunft bitten.

- Der Kunde ist König
 - Zeitangaben verstehen und machen.
 - Zeitliche Bezüge nennen.
 - Um Serviceleistungen bitten.
 - Höfliche Bitten und Aufforderungen ausdrücken.
 - Einen Informationstext verstehen.
 - Schriftliche Mitteilungen und Telefonansagen verstehen.

- Neue Kleider
 - Kleidungsstücke benennen und bewerten.
 - Gefallen / Missfallen ausdrücken.
 - Vorlieben und Bewertungen ausdrücken.
 - Einen Zeitungsartikel verstehen.
 - Vorlieben erfragen, eine Auswahl treffen.
 - Im Kaufhaus: um Hilfe / Rat bitten.

- Feste
 - Das Datum erfragen und nennen.
 - Über Personen und Dinge sprechen.
 - Gründe angeben.
 - Einen Termin schriftlich absagen und zusagen.
 - Einladungen lesen und schreiben.
 - Feste nennen.
 - Glückwünsche ausdrücken.

(iv) Form 2 - Grammar

- Wortbildung Nomen: *der Lehrer* → *die Lehrerein*;
der Kaufmann → *die Kauffrau*
- Präteritum *sein, haben*: *war, hatte*
- Modalpräposition *als*: *Ich arbeite als Programmierer.*
- Temporale Präpositionen *vor, seit für*: *vor einem Jahr.*
- Modalverben: *müssen, dürfen.*
- Satzklammer: *Sie müssen einen Tisch reservieren.*
- Pronomen *man*.
- Imperativ: *Gehen Sie zur Touristeninformation.*
- Possessivartikel: *dein, sein, ihr, unser...*
- Modalverb *sollen*
- Satzklammer: *Wir sollen zu Hause bleiben.*
- Präposition mit: *Ich fahre mit dem Auto.*
- Lokale Präpositionen *an, auf, bei, hinter, in, neben, über, unter, vor, zwischen*:
Wo...? – Auf dem Parkplatz.
- Lokale Präpositionen *zu, nach, in*: *Wohin...? – Zum Buchladen.*
- Temporale Präpositionen *vor, nach, bei, in*: *Wann...? – In einer Stunde.*
- Temporale Präpositionen *bis, ab*: *Ab wann...? – Ab morgen.*
- Höflichkeitsform Konjunktiv II: *würde, könnte.*
- Satzklammer: *Könnten Sie bitte Kaffee kochen?*
- Verben mit verschiedenen Präfixen: *an-, aus-, auf-, zumachen.*
- Demonstrativpronomen *der, die das*: *der Rock* → *Der ist super!*
- Frageartikel *welch-*: *Welches Hemd?*
- Demonstrativpronomen *dies-*: *Dieses Hemd gefällt mir.*
- Komparation *gut, gern, viel.*
- Verbkonjugation: *mögen.*
- Personalpronomen im Dativ: *mir, dir, ...*
- Verben mit Dativ: *gefallen, gehören, passen, stehen.*
- Ordinalzahlen: *der erste...*
- Personalpronomen im Akkusativ: *mich, dich...*
- Konjunktion *denn*
- Verbkonjugation: *werden.*

3. Textbooks.

The aims, methods and contents, as they are formulated in the syllabus for German as a second foreign language for level 1 (A1), are to be adopted in the textbook for this level. While the autonomy of the school in the choice of the textbook and related material is respected, choice is to be made of a work which contains the following basic text material.

- 3.1. Pupils' book which contains the learning material obligatory for level 1, as well as the grammar overview and an alphabetical word list;
- 3.2. Work book with exercises, which supplement the learning material of the pupil's book and makes possible a differentiation within the class of pupils and various social forms (single, partner, group work) during the lesson. The book contains tests which help the periodical control of the learning process and success;
- 3.3. Teacher's book in which the concept of the pupil's book is presented, methodological tips given and alternative lesson schemes suggested, additional cultural (*Landeskunde*) and linguistic information included, as well as indications of possible forms of control and assessment of performance. It includes also I listening comprehension texts, exercises on cassette, keys to the tests and vocabulary to each unit;
- 3.4. Cassettes with listening comprehension texts from the pupil's book and where possible phonetic and grammar tests as well as further authentic texts which contribute towards the development of listening comprehension.
- 3.5. I.T. Material which instills in the pupil an awareness of the German-speaking world and encourages him/her to make use of interactive exercises with partners abroad and in one's own country (e-mail) and to satisfy the desire to research and increase one's knowledge of certain aspects of topics treated in class (internet). This medium should make up for the lack of actual resources at school and complete the overall picture of the German-speaking media.

B The Second Level of Knowledge of German -- A2 Waystage

1. Teaching and Learning Objectives

The general and specific teaching and learning aims in the subject *German as a second foreign language* are realized by means of fulfilling the objectives of the ultimate goal which have been set in accordance with the four basic skills.

1.1. Reading.

The training of the global text comprehension is continued. Selective reading is promoted by way of concentration on certain details. The texts become more complex and extensive.

- i. The pupils are in a position to identify the text types listed below.
- ii. The pupils can select information from more complex informative, descriptive and/or directive text types such as reports from a newspaper and magazines, catalogue, travel timetable, weather report, diagram, information brochure, reportage, curriculum vitae, instructions for use, recipe, directives.
- iii. In view of details, the pupils understand the following text types: personal letter, letter to the editor, description, fairy tale, comics, poem, short story, joke.
- iv. While reading, the pupils make use of the following strategies:
 - They recognise the function and parameters of communication of the various text types.
 - They recognise the correlation between text and picture.
 - They look for and mark the main points of information in a text.
 - They establish the connection between the title of a text and the main points of information.
 - They put hypotheses and examine them.
 - They find arguments and main points in the text and mark them.
 - They refer to the context when working out a detailed meaning of the text and make use of rules for word building.
 - They work with word card index.
 - They perceive the foreign culture, in that they have a critical look at their own culture in the process.
 - They make use of the knowledge, skills and strategies which they have acquired in the lessons of their mother language or of their first foreign language, when deducing pieces of information from texts or when making connections between them.
- vi. The pupils can handle reference works (e.g. dictionaries, grammars).

1.2. Listening

- i. The pupils recognise the communicative function of certain text types.
- ii. The pupils establish the connection between the listening text and the picture.
- iii. The pupils work out the meaning of selected main points of information in complex text types such as interview, news and short reportages.
- iv. The pupils can recognise judgments and opinions.
- v. The pupils can understand details from everyday conversations, e.g. in a travel agency, youth club, etc.
- vi. The pupils can work out the meaning of details selectively in news, advertisements, and programme announcements on T.V. and radio as well as in simple descriptive texts.
- vii. The pupils understand in detail conversations and statements on topics and situations already dealt with.
- viii. The pupils understand with and / or without previous explanation short literary forms such as poems and songs.
- ix. The pupils make use of the following strategies while listening:
 - they recognise intonation models, linguistic and metalinguistic means of expressing affirmation and negation.
 - they already make use of known models of word building.
 - they recognise internationalisms.
 - they put forward hypotheses and examine them.
 - they recognise redundant information and its function in different text types.
 - they recognise the construction of a text they hear.
 - they recognise key words and key information in a text.

1.3. Speaking.

The pupils realise in their statements, ways of speaking, which are mentioned in the next part, entitled *Contents*.

- i. The pupils formulate short descriptive texts in answer to a verbal or visual impulse.
- ii. The pupils reproduce stories or tales.
- iii. The pupils narrate a self-created story to a picture or photo.
- iv. The pupils narrate a story according to a given picture.
- v. The pupils express themselves with or without key words noted down before.
- vi. The pupils narrate stories they experienced or invented.
- vii. The pupils carry out face-to-face conversations as well as telephone conversations in the parameters of topics and situations already treated.
- viii. The pupils formulate questions and build up an interview
- ix. The pupils participate in role-plays taking a role previously agreed upon.
- x. The pupils make use of appropriate patterns of behaviour (mimics and gesticulation, body nearness and distance, etc.) during the conversation.

xi. The pupils can make use of speaking strategies in the following ways:

- they make use of synonyms and antonyms.
- they ask for, and themselves provide additional / explanatory information.
- they signal lack of understanding and demand from their partner an appropriate reaction.
- they direct the conversation according to their own interests and/or change the subject.
- they make use of linguistic clichés in order, e.g., to cope more easily with situations in which they are under pressure of time.
- they define at the outset priorities in their statement.
- they structure the text in advance.
- they make use of circumlocutions and other means of syntactical circumstructuring.

1.4. Writing.

- i. The pupils fill in complex forms.
- ii. The pupils write greeting cards, invitations, personal letters, e-mails, telegrams.
The personal letters contain concrete facts and experiences.
- iii. The pupils note down key words while hearing or reading a text.
- iv. The pupils fill in tables and work out flow charts on texts they have heard or read.
- v. The pupils write short reproductions of texts dealt with in the lesson.
- vi. The pupils write expanded plans for oral contributions.
- vii. The pupils construct short original texts to pictures, photos, caricatures, comics.
- viii. The pupils make use of the following strategies while writing:
 - they make reasonable use of previously given patterns and examples.
 - they use techniques for structuring and planning the texts they have to write.
 - they include previously given means of speech in their own texts.
 - they make use of reference works for self-correction of mistakes.

2 Contents

2.1. Notions

The contents of teaching include the speaking material which allows the expression of the following notions:

Existence, space and time, quantity and quality, logical relationships, definite and indefinite forms.

The notions remain unchanged. The notions *time* and *logical relationships* are extended as follows:

- *Time* : time steps and forms
- *Logical relationships* : purpose.

2.2. Language Interactivity

The language interactivity taken up in the teaching contents takes into account the basic functions of the language, namely the social, informative, appellative and affective. The language interactivity as well as the notions remain unchanged. The means of language expression are extended and varied, so that the topics and topic aspects foreseen in the syllabus may be realised. This aim will be reached by means of:

- a greater complexity and abstractness in the handling of topics and their aspects.
- a differentiation of the communicative intentions.
- the increasing length and complexity of the texts to be handled in the training of the receptive and productive skills in the oral and written areas.

At the end of level 2 the pupils can realise the following language interactivities successfully:

(i) making contacts

- To welcome, to greet, to send greetings.
- To address (even in letters)
- To introduce oneself / others.
- To ask how one is; to give information about it.
- To request, to thank.
- To congratulate, to wish luck, to thank for it.
- To invite, to accept, to refuse.
- To excuse oneself, to give an answer to it.
- To express regrets.
- To bid farewell (even in letters).

(ii) giving information.

- To ask for information and to give it.
- To present facts: to narrate, report, describe.
- To list (enumerate), to verify by examples.
- To complete, correct, disprove, confirm information.
- To ask for correctness.
- To show knowledge / lack of knowledge.
- To give reasons.

(iii) arranging things

- To express wishes, requests, demands.
- To make suggestions; to give/ask for advice.
- To ask for / refuse / offer help.
- To ask for a decision, to decide.
- To complain, to protest.
- To express readiness / refusal.
- To give / refuse / ask for permission. To forbid.
- Information about / to ask for one's intentions.
- To ask if some one wants to do s.th. / is ready to do it.
- To promise, to confirm.

(iv) showing attitudes and expressing feelings

Expressions of:

- Agreement, refusal.
- Conjecture, certainty, persuasion.
- Importance, insignificance.
- Interest, curiosity, disinterestedness, indifference.
- Preference, dislike, anger.
- Joy, excitement.
- Doubt, disappointment annoyance.
- Anxiety & fear, care, worry.
- Relief, appeasement, satisfaction.
- Trust, mistrust.
- Impatience, expectation, hope.
- Surprise, wonder.

2.3. Topics

(i) Inter-human relationships in the private sphere.

- attitudes and behaviour, character, temperament, the role of the family, generation problems.

(ii) The individual and the community.

- *Youth problems* : models and idols, tolerance, violence, drugs and addictions, fringe groups.
- *Formation and Education:* education systems of the German-speaking countries, conflicts between teachers and pupils, pupils' initiatives, learning vs. study.
- *Work and social life:* job opportunities, the world of work.
- *Politics:* political parties and systems of the German-speaking countries, market economy, politicians and important political events (e.g., Nazis, the economy miracle, the fall of the Berlin Wall, E.U., neutrality,) the mass media.

(iii) Man and his surroundings

Way of life in the city and countryside, ecology, refuse disposal. Information about the countries of the German-speaking world is integrated in the Topics mentioned and their aspects.

The thematic(cross-curricular) aspect with other school subjects is desired in treating such topics.

2.4. Areas, Roles and places of Language Communication.

The lesson prepares the pupils for a reasonable amount of communication in the following areas:

Family, school, friends, free time, services, youth problems, education, work, economy, social problems, politics, environment.

The preparation for the use of German-speaking mass media is continued. Communicative activities are realized at home, in the school, on the road, at the place of work, on visits, on means of public transport, in public. The pupils reach the role of competence as is described in the *Common European Framework of Reference of the Council of Europe*.

2.5. Language material.

(i) Phonetics

The work on the phonetic items, which are already known, is continued in connection with the new language material to be introduced. Special attention is to be paid to the word accent, to communicative oriented sentence accent and to intonation.

(ii) Orthography

The work is continued in the parameters of the language material to be learnt.

(iii) Lexis

The vocabulary necessary for the differentiated realization of the mentioned language interaction in the parameters of the foreseen topics and their aspects and the word building models are learnt.

(iv) Grammar

Learners are expected to have a good knowledge of the following grammar items when reaching **A2** level:

- Subordinate clauses: temporal clauses with **als, wenn, nachdem, bevor, bis, seit**.
- Indirect question.
- Relative clause (without genitive) **wer, der**.
- Final clause : **damit**.
- Adjectives: genitive attribute.
- Adjective participle as attribute.
- Verb: *Perfekt, Präteritum, Plusquamperfekt, Konjunktiv II* of the auxiliary and modal verbs.
- Imperative of separable verbs.
- **würde** + infinite.
- Verbs with reflexive pronouns in accusative and dative.
- Verbs with prepositions.
- Passive : *Präsens*.
- **Lassen** as a modal verb.
- Direct and indirect object.
- Nouns : genitive.
- Adjective declension. Comparison : attributive use. Particles of comparison.
- Pronouns : relative Pronoun (Non., Acc., Dat.. **wer** as relative pronoun)
- Possessive pronouns.
- Indefinite pronouns: **einer, man, keiner, jeder, jemand, was**.
- Interrogative pronouns: **was für ein....?**
- Reciprocal pronouns: **einander**.
- Pronominal adverb : **wo-, da-**
- Prepositions with Accusative and Dative.
- Conjunctions: **trotzdem, deshalb**.
- Subjunctions: **Als, wenn, bevor, bis, seit, nachdem, damit, dass, weil**.
- Indefinite articles: **alles, viele, etwas, jeder, was**.

The authentic texts that are used for the development of the listening and reading skills may contain linguistic forms and structures, which go beyond the minimum of grammar required for this level.

2.6. Systematic Spread of Learning Objectives

While the above content is to be spread over a period of two years (100 – 120 hours), an indication is given as to which topics and grammar points are to be covered in each year separately.

(i) Form III – Topics

- Kennenlernen
 - Gründe nennen.
 - Von Reiseerlebnissen berichten.
 - Familien-Stammbaum: über die Familie berichten.
 - Wohn- und Lebensformen.
- Zu Hause
 - Ortsangaben machen: Wo?, Wohin?
 - Richtungen angeben.
 - Gespräche unter Nachbarn verstehen.
 - Mitteilungen lesen und schreiben
- Guten Appetit!
 - Häufigkeitsangaben machen.
 - Über Frühstücksgewohnheiten sprechen
 - Dinge im Haushalt benennen.
 - Gespräche im Restaurant führen.
 - Glosse: „Currywurst“
 - Vorlieben ausdrücken.
 - Private Einladungen.
- Arbeitswelt
 - Ratschläge geben.
 - Bedingungen ausdrücken.
 - Telefongespräche am Arbeitsplatz führen.
 - Zeitungsmeldung: „Deutsche sind Freizeitweltmeister“
 - Test: „Welcher Berufstyp sind Sie?“
- Sport und Fitness
 - Gesundheitstipps geben.
 - Interesse ausdrücken.
 - Gefühle ausdrücken.
 - Telefonische Anfrage
 - Einen Expertentipp verstehen.
- Ausbildung und Karriere
 - Über den Ausbildungsweg sprechen.
 - Die Meinung sagen.
 - Über das Schulsystem und Schulerinnerungen sprechen.
 - Kursangebote: Aus- und Weiterbildung
 - Ein Interview verstehen.

- Feste und Geschenke
 - Über Geschenke sprechen.
 - Ideen ausdrücken.
 - Bitten und Empfehlungen ausdrücken.
 - Geschenkgutscheine.
 - Hochzeitsbräuche.
 - Ein Fest planen.

(ii) Form III – Grammar

- Konjugation *weil*: *Maria kommt nach Deutschland, weil sie hier Freund hat.*
- Perfekt der trennbaren Verben: *hat abgeholt, ist aufgestanden.*
- Perfekt der nicht trennbaren Verben: *hat erlebt, hat bekommen.*
- Perfekt der Verben auf *-ieren*: *ist passiert, hat diskutiert.*
- Namen im Genitiv: *Julias Mutter.*
- Präposition *von*: *die Mutter von Julia.*
- Präposition *bei*: *bei ihrem Vater.*
- Wechselpräpositionen: *auf den Tisch – auf dem Tisch, ...*
- Verben mit Wechselpräpositionen: *stellen – stehen; legen – liegen, ...*
- Direktional-Adverbien: *rein, raus, runter, ...*
- Indefinitivpronomen im Nominativ und Akkusativ: *Hier ist einer. Ich habe noch einen bekommen.*
- Konjunktiv II: *sollte*
- Konjunktion *wenn*: *Wenn das Baby da ist, will Susanne nur stundenweise arbeiten.*
- Reflexive Verben: *sich bewegen; sich setzen, ...*
- Verben mit Präpositionen: *denken an, sich treffen mit, ...*
- Fragewörter mit Präpositionaladverbien: *Worauf? - Darauf!*
- Präteritum mit Modalverben: *musste, konnte, ...*
- Konjunktion *dass*: *Es ist wichtig, dass man eine gute Ausbildung hat.*
- Dativ als Objekt: *meinem Vater, einer Oma, ...*
- Stellung der Objekte: *Du gibst es ihr.*

(iii) Form IV – Topics

- Am Wochenende
 - Gegensätze ausdrücken
 - Wünsche ausdrücken
 - Vorschläge machen
 - Wochenendeaktivitäten
 - Veranstaltungskalender
 - Veranstaltungstipps im Radio

- Warenwelt
 - Gegenstände beschreiben 1
 - Gegenstände beschreiben 2
 - Etwas vergleichen
 - Kurze Interviews im Radio
 - Über private Ausgaben sprechen
 - Kolumne „Meine Sachen“
 - Einen Gegenstand präsentieren
- Kommunikation
 - Unpersönliche Sachverhalte verstehen
 - Produkte beschreiben
 - Anrufbeantworter: Nachrichten verstehen
 - Telefongespräche: sich entschuldigen
 - Test: „Welcher Handytyp sind Sie?“
 - Sachtext – „Frauensprache – Männersprache“
- Unterwegs
 - Ortsangaben machen: Woher ...?
 - Wege beschreiben
 - Etwas begründen
 - Sicherheitshinweise verstehen
 - Verkehrsnachrichten
 - Wetterverhältnisse
 - Zeitung: Meinungsseite
- Reisen
 - Reiseziele angeben
 - Kleinanzeigen verstehen
 - Eine Reise buchen
 - Postkarten schreiben
 - Eine Traumreise planen
- Geld
 - Sich am Bankschalter informieren
 - Sich über Zahlungswege informieren
 - Über Dienstleitungen sprechen
 - Radiointerview
 - Zeitungsmeldungen: Vermischtes rund ums Geld
- Lebensstationen.
 - Über Vergangenes sprechen
 - Wünsche, Vorschläge und Ratschläge.
 - Artikel, Kosenamen
 - Statistik und Interview
 - Lebensgeschichte: „Mit 66 Jahren...“

(iv) Form IV - Grammar

- Konjunktion *trotzdem*: *Das Wetter ist schlecht. Trotzdem fahren Sie für zwei Tage weg.*
- Konjunktiv II: *wäre; hätte; würde; könnte*
- Adjektivdeklinaton: unbestimmter Artikel: *ein großer Flohmarkt, einen großen Flohmarkt, ...*
- Komparativ & Superlativ: *groß -- größer -- am größten.*
- Vergleichspartikel *als, wie*: *schöner als, so wichtig wie.*
- Passiv – Präsens: *Die Adresse wird hier reingeschrieben.*
- Adjektivdeklinaton: bestimmter Artikel: *der alte Computer, den alten Computer,...*
- Frageartikel *Was für ein...?*
- Wortbildung Adjektive: *un-, -los*
- Wortbildung Nomen: *-ung*
- Lokale Präpositionen *aus, von, an ... vorbei, bis zu, durch, ... entlang*
- Konjunktion *deshalb*: *Der Wagen ist zu alt. Deshalb müssen wir ihn dauernd in die Werkstatt bringen.*
- Wortbildung Adjektive: *-bar, ig, isch*
- Lokale Präpositionen *an, auf, in*: *am Meer – ans Meer, in den Bergen - in die Berge*
- Adjektivdeklinaton ohne Artikel: *schönes Zimmer mit großem Balkon...*
- Modale Präposition *ohne*: *ohne einen Freund*
- Temporale Präpositionen *von... an, über*: *über vier Stunden Aufenthalt*
- Indirekte Fragen mit Fragepronomen *was, wer...: Weißt du, was das heißt?*
- Indirekte Fragen mit Fragepronomen *ob*: *Weißt du, ob man das Geld überweisen kann?*
- Verb *lassen*: *ich lasse mein Fahrrad reparieren*
- Wiederholung :
 - Verb Tempus: Perfekt und Präteritum
 - Verb Modus: Konjunktiv II
 - Wortbildung Adjektive: *-ig, -bar, -los, un-*
 - Wortbildung Nomen: *-er, -in, -ung, Komposita*
 - Diminutiv: *-chen*
 - Hauptsatzverbindungen: *aber, denn, deshalb, trotzdem*
 - Nebensatzverbindungen: *wenn, weil, dass*

3. Textbooks

The aims, methods and contents, as they are formulated in the syllabus for German as a second foreign language for level 2 (A2), are to be adopted in the textbooks for this level. While the autonomy of the school in the choice of the textbooks is respected, choice is to be made of a work that contains the following text material.

- 3.1. Pupil's Book which contains the learning material obligatory for level 2, as well as the grammar overview and an alphabetical word list.
- 3.2. Work Book with exercises, which supplement the learning material of the pupil's book and makes possible a differentiation within the class of pupils and various other social forms (single, partner, group work) during the lesson. The book contains tests, which help the periodical control of the learning process and success.
- 3.3. Teacher's Book in which the concept of the pupil's book is presented, methodological tips given, and alternative lesson schemes suggested, additional cultural (**Landeskunde**) and linguistic information included, as well as indications of possible forms of control and assessment of performance. It includes also listening comprehension texts, exercises on cassette, keys to the tests and vocabulary to each unit.
- 3.4. Cassettes with listening comprehension texts from the Pupil's book and, where possible, phonetic and grammar tests as well as further authentic texts which contribute towards the development of the listening comprehension.
- 3.5. I.T. Material which instills in the pupil an awareness of the German-speaking world and encourages them to make use of interactive exercises with partners abroad or in one's own country (e-mail) and to satisfy the desire to research and increase one's knowledge of certain aspects of topics treated in class (internet). This medium should make up for the lack of actual resources at school and complete the overall picture of the German-speaking media.

C The Third Level of Knowledge of German -- B1 Threshold

1. Teaching and Learning Objectives

The general and specific teaching and learning aims in the subject German as a second foreign language are realized by means of fulfilling the objectives of the ultimate goal which have been set in accordance with the four basic skills.

1.1. Reading

The training of all three styles of reading (global, selective total) will continue, the priority being given however to the detailed text comprehension.

- i The pupils are in a position to identify the text types listed below.
- ii The pupils work out the meaning of the following text types selectively and in detail : questionnaire, interview, texts from the media, tourist guide books, advertisement texts, biography, non-fiction text, a text from the pupil's book, a description of a product, diagram, handbook.
- iii They understand in detail the following literary genres: short narrative, poem, anecdote, sketch.
- iv While reading, the pupils make use of the following strategies:
 - they recognise the function and parameters of communication of the various text types.
 - they recognise the correlation between the text and picture.
 - they look for and mark the main points of information of a text.
 - they establish the connection between the title of a text and the main points of information.
 - they make hypotheses and examine them.
 - they find arguments, opinions and judgments and mark them in the text.
 - they refer to the context for working out a detailed meaning of the text and make use of rules for word building.
 - they work with word card indexes.
 - they recognise the function and the meaning of the connectors in producing coherence in a text.
 - they make use of background knowledge of regional studies (**Landeskunde**) for working out a detailed meaning of a text.
 - they perceive the foreign culture in that they take a critical look at their own culture in the process.
 - they make use of knowledge, skills and strategies which they have acquired in the lessons of their mother tongue or of their first foreign language when working out the meaning of text information and making connections between them.
- v The pupils can handle reference works e.g. dictionaries, even morphological ones, grammars, reference works, lexicons.

1.2. Listening

- i The pupils recognise the communicative functions of certain text types.
- ii The pupils establish the connection between the listening text and the picture.
- iii The Pupils understand the main announcement of a listening text.
- iv The pupils recognise judgements and opinions.
- v The pupils work out the meaning of selected main points of information and details in complex text types such as interview, reportages, radio features and talk shows.
- vi The pupils understand in detail short information in everyday communication
- vii The pupils understand in detail conversations and statements about topics and situations already treated.
- viii The pupils can work out the meaning of details selectively in news, advertisements and programme announcements.
- ix the pupils understand with and /or without previous explanation short literary forms such as poems, tales, radio plays, theatre plays.
- x The pupils make use of the following strategies while listening:
 - they recognise intonation models, linguistic and metalinguistic means of expressing affirmation and negation.
 - they already make use of known models of word-building.
 - they recognise internationalisms.
 - they put forward hypotheses and examine them.
 - they recognise redundant information and its function in different text types.
 - they recognise the construction of a text they hear.
 - they recognise details on the basis of a previous explanation.

1.3. Speaking

The pupils realise in their statements ways of speaking which are mentioned in the part entitled *contents*. They can produce stylistically nuanced expressions.

- i The pupils interview, and answer questions in an interview.
- ii The pupils express themselves spontaneously.
- iii The pupils make an oral reproduction of the contents of a text they read or heard.
- iv The pupils narrate experienced or invented stories with or without impulse (e.g., picture)
- v The pupils participate in role plays.
- vi The pupils participate in discussions.
- vii The pupils present the results of their project work in class.
- viii The pupils make use of appropriate patterns of behaviour (mimics and gesticulations, body nearness and distance, etc.) during conversations.

- ix The pupils make use of the following strategies while speaking:
- they make use of synonyms and antonyms.
 - they ask for and themselves provide additional/explanatory information.
 - they signal lack of understanding and demand from their partner an appropriate reaction.
 - they direct the conversation according to their own interests and / or change the subject.
 - they make use of linguistic clichés in order e.g., to cope more easily with situations in which they are under pressure of time.
 - they define at the outset priorities in their statement.
 - they structure the text in advance.
 - they make use of circumscriptions and other means of syntactical circum-structuring.

1.4. Writing

- i. The pupils fill in forms and work out flow diagrams to texts they have read or heard.
- ii The pupils make notes on texts they have read or heard.
- iii The pupils summarise texts according to a plan made previously.
- iv The pupils write summaries of texts they have read or heard.
- v. The pupils write personal, formal letters, letters to the editor as well as their own *curriculum vitae*.
- vi The pupils learn the socio – cultural manners necessary for the written expression e.g., address in a personal and formal letter, polite phrases, etc.
- vii The pupils construct short original texts according to visual impulses.
- viii The pupils construct written contributions to the school / pupils' newspaper.
- ix The pupils make use of the following strategies while writing:
 - they make reasonable use of previously given patterns and examples.
 - they use various strategies for shortening and condensing information while taking down notes.
 - they use techniques for structuring and planning texts they have to write.
 - they include previously given means of speech in their own texts.
 - they make use of reference works for self-correction of mistakes.

2. Contents

2.1. Notions

The contents of teaching include new language material which makes the expression of the following notions possible: existence, space & time, quantity & quality, logical relationships, definite and indefinite forms.

The notions remain unchanged. The notions *Time* and *Logical Relationships* are extended as follows:

- *time*: time steps and forms
- *logical relationships*: effect, conclusion, and limitation.

2.2. Language Interactivity

The language interactivity taken up in the teaching contents of a language takes into account the basic functions of the language, namely the social, informative, appellative and affective ones. The language interactivity as well as the notions remain unchanged. The means of language expression are extended and varied so that the topics and their aspects foreseen in the syllabus may be realised. This aim will be reached by means of:

- a greater complexity and abstraction in the handling of topics and their aspects.
- a differentiation of the communicative intentions.
- the increasing length and complexity of the texts to be handled in the training of receptive and productive skills in the oral and written areas.

At the end of level 3 (B1) the pupils can realise the following language interactivity successfully:

(i) making contacts

- to welcome, to greet, to send greetings.
- to address (even in letters).
- to introduce oneself and others.
- to ask how one is, to give information about it.
- to request, to thank.
- to congratulate, to wish luck, to thank for it.
- to invite, to accept, to refuse.
- to excuse oneself, to give an answer to it.
- to express regrets.
- to bid farewell (even in letters).

(ii) giving information

- to ask for information and to give it.
- to present facts: to narrate, report, describe.
- to list (enumerate); to verify by examples.
- to complete / correct / disprove / confirm information.
- to ask for correctness.
- to show knowledge / lack of knowledge.
- to give reasons.

(iii) arranging things.

- to express wishes, requests, demands.
- to express orders, warnings, threats.
- to make suggestions; to give / ask for advice.
- to ask for / refuse / offer help.
- to ask for a decision; to decide.
- to encourage, to persuade, to convince.
- to complain, to protest.
- to express readiness / refusal.
- to give / refuse / ask for permission. To forbid.
- information about / to ask for intentions.
- to ask if someone wants to do something / is ready to do it.
- to promise, to confirm.

(iv) showing attitudes and expressing feelings.

Expressions of:

- agreement, refusal, contradiction, reservation.
- conjecture, persuasion, certainty.
- importance, insignificance.
- interest, curiosity, disinterestedness, indifference.
- preference, dislike, anger.
- joy, excitement.
- doubt, disappointment, annoyance.
- anxiety (fear), care, worry.
- relief, appeasement, satisfaction.
- trust, mistrust.
- impatience, expectation, hope.
- surprise, wonder.

2.3..Topics.

(i) Norms and Values

- role clichés; engagement; participation in school; social responsibility, communal policies.

(ii) Lifestyles and aims in life:

- developments and problems in the social state, advertisement and consumerism, fringe groups, mass media.

(iii) Cultural traditions

- intercultural communication, mass media, language , heritage, customs.

Information about the countries of the German-speaking world is integrated in the topics mentioned and their aspects.

The thematic (cross-curricular)aspect with the other school subjects is desired in dealing with such topics.

2.4.Areas, Roles and Places of Language Communication

The lesson prepares the pupils for a reasonable amount of communication in the following areas:

Family, school, friends, free time, services, youth problems, education, culture, work economy, social problems, politics, environment.

The preparation for the use of German – speaking mass media is continued. Communicative activities take place at home, in the school, on the road, at the place of work, on visits, on means of public transport, in public. The pupils reach their role of competence as is described in the *Common European Framework of Reference for Languages* of the Council of Europe.

2.5. Language Material

(i) Phonetics

The work on the phonetic items which are already known is to be continued in connection with the new language material to be introduced.

(ii) Orthography

The work aiming at mastering orthography is to be continued within the parameters of the language material to be learnt.

(iii) Lexis

The vocabulary necessary for the differentiated realization of the mentioned language interaction within the parameters of the foreseen topics and their aspects and the word-building models are to be learnt.

(iv) Grammar

Learners are expected to have a good knowledge of the following grammar items when reaching **B1** level:

The grammar work at this stage has as its aim both the acquaintance of new language structures and the systemizing of language material learnt up to now. Special attention is to be paid to grammatical synonymity, the elements interwoven in the text and the language register (functional stylistics).

The new language structures are:

- Subordinate clauses: relative clauses in the genitive.
concessive clauses – *obwohl*
consecutive clauses – *so dass*
infinitive clauses – *ohne / statt ... + zu + Infinitive*.
modal clauses – *ohne dass, statt dass*
- The extended adjective.
- Verb : Future 1, (temporal, modal).
Perfekt of modal verbs.
Konjunktiv I in reported speech.
Passiv: Vorgangs- und Zustandpassiv
Passive with a modal verb
- Pronouns: relative pronoun in the genitive.
- Prepositions with the genitive: *trotz, anstatt, etc.*
- Subjunctions : *obwohl, so dass, statt dass, ohne dass.*

The authentic texts, which are used for the development of the listening and reading skills, may contain linguistic forms and structures that go beyond the minimum of grammar required for this level.

2.6. Systematic Spread of Learning Objectives

While the above content is to be spread over a period of three years, depending on which examination level is finally taken by the learner, the following is an indication as to which topics and grammar points are to be covered in the first two of these three years.

(i) Form V – Topics

- Glück im Alltag
Über Vergangenes berichten
Zeitungsmeldungen verstehen
Über Glücksmomente sprechen
Eine Radioreportage verstehen
Eine Lebensgeschichte erzählen
Über Glücksbringer sprechen

- Unterhaltung
 - Dinge und Personen beschreiben – 1
 - Gegensätze ausdrücken
 - Dinge und Personen beschreiben – 2
 - Fernsehprogramm
 - Einen Konsens finden
 - Einen Krimi lesen

- Gesund bleiben
 - Entspannungsübungen machen und beschreiben
 - Ratschläge und Empfehlungen geben
 - Beim Arzt: Einen Vorgang beschreiben
 - Zeitschriftenartikel: Wie bleibe ich fit?

- Sprachen
 - Über Irreales sprechen
 - Etwas nicht verstehen und nachfragen
 - Etwas begründen
 - Sachtext: Lerntypen
 - Einen literarischen Text verstehen

- Beruf – Job – Praktikum
 - Über den Beruf sprechen
 - Sachtext: Teamarbeit
 - Über Geschäftsideen sprechen
 - Sich schriftlich bewerben
 - Sich telefonisch vorstellen
 - Zeitschriftentext: Wie werde ich kreativ?

- Kundenwünsche
 - Verkaufsgespräche führen
 - Über Urlaubsinteressen sprechen
 - Über eine Statistik sprechen
 - Gute Vorsätze fassen
 - Zeitungsartikel
 - Über Reiseziele sprechen

- Rund ums Wohnen
 - Über eine Traumwohnung sprechen
 - Übertreiben
 - Über Irreales sprechen – 2
 - Mit Nachbarn leben
 - Konflikte lösen
 - Radiofeature: Fernbeziehungen
 - Zeitschriftentext: Wohnwürfel

(ii) Form V – Grammar

- Temporale Konjunktion *als*
- Präteritum
- Plusquamperfekt
- Gradpartikel
- Konjunktion *obwohl*
- Relativpronomen und Relativsatz
- Genitiv
- Passiv Präsens (Wiederholung)
- Passiv Präsens mit Modalverb
- Konjunktiv II (Wiederholung)
- Irreale Bedingungssätze
- Präposition *wegen, statt, während, trotz ...*
- Konjunktionen: *darum, deswegen*
- Infinitiv mit *zu*
- *brauchen, nicht/nur brauchen*
- Finalsätze: *um ... zu, damit*
- Infinitiv mit *zu*: *statt zu / ohne zu*
- Ausdrücke mit *es*
- Zweiteilige Konjunktionen: *nicht ... nur; zwar ... aber; entweder ... oder, weder... noch, sowohl...als auch.*
- Irreale Wunschsätze mit Konjunktiv II, Vergangenheit
- Verben mit Präpositionen – Wiederholung
- Futur.

Form VI – Topics

- Unter Freunden
 - Gesellschaftsspiele spielen
 - „Du“ oder „Sie“ – das „du“ anbieten
 - über Freunde und Kollegen sprechen
 - Kontaktanzeigen
 - Eine Person näher beschreiben
 - Zeitschrift: Ratgeber
 - Tipps geben und Tipps bewerten
- Technik im Alltag
 - Über Schein und Wirklichkeit sprechen
 - Über die Funktion von Geräten sprechen
 - Über Arbeitsabläufe sprechen
 - Bedienungsanleitungen verstehen und erklären
 - Sich in einem „Forum“ im Internet austauschen
 - Eine Geschichte lesen und schreiben
- Rund ums Produkt
 - Über Pannen und Missgeschicke im Alltag sprechen
 - Ein Produkt näher beschreiben
 - Sich beschweren
 - Radiosendung: Werbung und Auto

- Mit Menschen
 - Über Zukünftiges sprechen
 - Ausreden finden
 - Vorschriften
 - Zeitungstext: Benimmregeln
 - Einen Standpunkt vertreten
 - Literarischer Text: Rafik Schami
 - Über andere Länder und ihre Sitten sprechen
 - Etwas begründen
- Begegnungen
 - Ein Problem beschreiben und sich beraten lassen
 - Über persönliches Engagement sprechen
 - Über Vorbilder sprechen
 - Radioreportage
 - Über Gewissenfragen sprechen
- Aus Politik und Geschichte
 - Über politische Entscheidungen sprechen und sie vergleichen
 - Zeitungsmeldungen lesen
 - Über Parteien und Politiker sprechen
 - Deutsche Geschichte nach 1945
 - Eine historische Führung verstehen
- Zuhause in der Welt
 - Über ein Land sprechen
 - Gemeinsam in Europa
 - Radiointerviews
 - Meldungen: Kurioses aus Europa
 - Über die Heimat sprechen

Form VI – Grammar

- Relativsätze (Wiederholung)
- Relativsätze mit Präpositionen
- Konjunktion falls
- Zweiteilige Konjunktionen je ... desto
- Konjunktion als ob
- Konjunktion während
- Konjunktion nachdem
- Relativsatz mit was, wo
- Partizip Präsens
- Zweiteilige Konjunktionen: weder ... noch; sowohl ... als auch
- Futur
- Konjunktion da
- Präpositionen innerhalb, außerhalb
- Konjunktionen seit(dem), bevor, bis indem, ohne dass
- Präposition außer
- Adjektivdeklination Komparativ und Superlativ
- Partizip Perfekt
- Passiv Perfekt
- Konjunktiv I, indirekte Rede

2.7. Competencies

Learners are expected to attain an A2+ level after the fifth year of secondary studies(300 – 350 hours). The competencies to be attained at this level are:

(i) Listening Comprehension

The learner can understand enough to be able to meet the needs of a concrete type, provided speech is clearly and slowly articulated.

(ii) Reading Comprehension

The learner can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.

(iii) Spoken Interaction

The learner can interact with reasonable ease in structured situations and short conversations, provide the other person helps if necessary. The learner can manage simple, routine exchanges without undue effort. He/she can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

(iv) Written Production

The learner can write personal letters and notes asking for or conveying simple information of immediate relevance. He/she can get across the point he/she feels to be important.

A further detailed explanation of the above competencies can be gathered from Appendix 4, when understood in a lesser degree.

Learners are expected to attain a B1 level after the second year of post-secondary studies. The above-mentioned competencies attained are then to be understood in a fuller degree.

3. Textbooks

The aims, methods and contents, as they are formulated in the Syllabus for German as a second foreign language for level 3 (B1) are to be adopted in the textbooks for this level. While the autonomy of the school /college in the choice of the textbook is respected, choice is to be made of a work which contains the following text material. The text material should consist of:

- 3.1. Pupil's book which contains the learning material obligatory for level 3 (**B1**), as well as the grammar overview and an alphabetical word list.
- 3.2. Work book with exercises which supplement the learning material of the pupil's Book and makes possible a differentiation within the class of pupils and various social forms(single, partner and group work) during the lesson. The book contains tests which help the periodical control of the learning progress and success.
The pupil's book and the work book for level 3 contain significant extensive instructive material: texts, tasks, exercises which make possible a perfection of the receptive and better development of the productive skills of the pupils, who learn a second foreign language in our schools.
- 3.3. Teacher's book in which the concept of the pupil's book is presented, methodological tips given and alternative lesson plans suggested, additional cultural (Landeskunde) and linguistic information included, as well as indications of possible forms of control and assessment of performance. It includes also listening comprehension texts, exercises on cassette and vocabulary lists to each unit.
- 3.4. Cassettes with listening comprehension texts from the pupil's book and further authentic texts and exercises for the development of listening comprehension.
- 3.5. Further reading which enables the pupils to become aware of certain aspects of the culture and civilization of German-speaking countries which are essential for an understanding of the countries and their peoples. *Tatsachen über Deutschland*, the book published every year by the press & information office of the German Federal Government, is recommended as orientation and not as a textbook.

D Didactic and Methodological Principles of a Lesson

In lessons of German as a second foreign language the communicative – pragmatic and the cognitive elements are used alternately.

The material for the lesson is built according to the thematic principle, while the progression is pragmatically oriented. The thematic arrangement is not to be understood simply as an acquisition of knowledge but it has the job of motivating and building up the handling ability in harmony with the concrete communicative needs of the respective communicative situations. The *Landeskunde* contents are implicitly introduced and are to be understood as an inseparable component of the language learning.

The choice of teaching and learning contents and the organization of the lesson create requirements for the cultivation of stable abilities for intercultural communication. The development of skills in various communicative activities is realized coherently. The cognitive processes of understanding are supported to a high degree by the development of the receptive skills.

The lesson of German is oriented towards the interests, needs and individual particularities of the pupils and stimulates autonomous learning, in that it considers the higher developed independence of the pupils, their need to make them aware of processes, the ability to make and verify hypotheses, etc.

The means of communication during the lesson is the German language. In order to support autonomous learning, the use of Maltese or English in class conversation is however justified possible, even recommended, if it serves the purpose of explaining motivation problems, difficulties and learning strategies and techniques used by the pupils. The pupil is a valuable conversation partner with equal rights and he participates actively in the planning and execution of the lesson. This takes for granted the use of various social types of class work (partner and small group work, frontal and individual lesson) as well as of the non-traditional procedures e.g., project lessons, use of electronic media, etc.

The lesson reckons with the skills and cultivated strategies developed while learning the first foreign language and which can be transferred over to the various communicative activities, as well as with the learning techniques which support the understanding and learning of grammar structures and vocabulary. Points of correspondence in the lessons of two languages, where approaches, principles, procedure and forms of organization are concerned, can be rendered fruitful.

The contrasting way of procedure is a strategy which is not only applied with regard to the mother language and German, but which also contrasts, as and when required, between German and the first foreign language, in order to derive information to make structures known and to compensate for existing deficiencies of the language. The German lesson contributes towards broadening contents in the other art subjects.

It is desirable that the teachers for German as a second foreign language have certain knowledge of the first foreign language of the pupils, as well as know then textbooks, the lesson procedures and the forms of organization used in such lessons.

E Assessment and Evaluation of Success in Learning

The changes in the aims and contents of the subject German as a second foreign language leads logically to changes in the assessment and evaluation of performance. Two kinds of control are planned: continuous and periodical, which should correspond in its form and method of procedure to the set requirements of the *National Minimum Curriculum* and of the *Common European Framework of Reference*.

Since the ultimate aims of the lessons of German are of a pragmatic nature, i.e., they are oriented towards the communicative and socio – cultural competence of the pupils, the performance controls should retain a proportion of 2 : 1 between the functional and structural forms of control. The control of the socio – cultural competence integrated in the control of the four skills by means of a corresponding choice of texts and exercises.

The textbooks should contain pattern tests with functional and structural exercises, which take into account the aims of the lesson at various levels and offer objective criteria for evaluation.

The need exists of introducing a national standardized examination for the subject German as a second foreign language for the levels **A1** and **A2**, so that the knowledge and skills of the pupils after the respective period of lessons can be objectively and reliably assessed and evaluated. The system of examinations followed in the state schools in Malta catering for the secondary level is based on that produced by the Goethe Institut in its examinations *Fit in Deutsch 1* and *Fit in Deutsch 2*. The state school national examinations in German as a second foreign language are entitled *Fit in German 1* and *Fit in German 2*, and they correspond to the indicators of the two levels **A1 Breakthrough** and **A2 Waystage** of the *Common European Framework of Reference* of the Council of Europe. In the post-secondary sector the level **B1 Threshold** is reached and certified by an examination set by the University of Malta entitled *MATSEC—Intermediate*.

Common practice has it that pupils finishing their secondary school sit for an examination set by the University of Malta entitled *MATSEC – Secondary Education Certificate*, and those who would like to further their studies sit for the examination set by the Goethe Institut entitled *Zertifikat Deutsch*. The three examinations are explained in **Section III**. The indicators are reproduced in **Appendix 1**.

A “Fit in German 1”

1. Background, Relevance and Importance of FiG1

The *Common European Framework of Reference* of the Council of Europe with its six-tiered scale of language competence ranging from complete beginners to near mother language competence serves as parameters for ascertaining the level of language knowledge acquired. The Council of Europe has worked out a six-tiered scale as follows:

A1	-	Breakthrough
A2	-	Waystage
B1	-	Threshold
B2	-	Vantage
C1	-	Effectiveness
C2	-	Mastery

The examination *FiG 1* is oriented towards the description of **A1 Breakthrough** level in the parameters of the Council of Europe’s *Framework*. It bases itself and follows closely the aims, aspirations and methods of examination *Fit in Deutsch 1* set by the Goethe Institut. This institution is devoted on commission by the Federal Republic of Germany to the study of the German language and culture abroad. It is a founder member of the *Association of Language Testers in Europe (ALTE)*, founded in 1990 and whose members from 15 European countries offer language examinations in their own language.

2. Description and Purpose of FiG 1

2.1. Type of examination and level of language competence

The examination *Fit in German 1* establishes the competence in German of the pupils at the end of Form II. It is a benchmark set at the end of the second year at secondary level, as required by the *National Minimum Curriculum* in Malta. It does not necessarily depend on any particular textbook. It is carried out according to uniform standards and may be taken after 100 to 120 hours of lessons in German. It establishes knowledge on the level **A1 Breakthrough** of the *Language Framework* of the Council of Europe.

2.2. Candidates

The examination *FiG 1* is intended for pupils at the end of their second year of studies at secondary level.

2.3. Setting of papers

Qualified personnel within the Department of German of the Education Division set the examination.

2.4. Examination material

The setters of this examination are responsible for the choice of examination material. Authentic texts from the daily life of the pupils are taken as basis for such material. The following criteria decide the choice of material:

- *Can do* statements* of the **A1** level as explained by the *Language Framework* and by the language portfolio.
- Topics drawn from within these parameters and the portfolio.
- Lists of grammar structures (see 3.3.)
- Word lists (see 3.4.)

2.5. Examination parts

The examination consists of a written examination taken by candidates simultaneously comprising the parts *Hören*, *Lesen*, and *Schreiben*, as well as the oral part *Sprechen* taken by groups of six pupils simultaneously.

2.6. Duration

The duration of the examination is stated in all its component parts. The written part lasts altogether 60 minutes, the oral part 15 minutes per group.

2.7. Marking and Evaluation

The written scripts will be marked by the respective teachers in the schools and moderated at random by the Education Officer and / or Subject Coordinator for German. The performance of pupils in the oral part of the examination will also be judged wherever possible by two examiners.

2.8. Results and Success

The pupil is considered to be successful if s/he obtains a minimum of 50%. Marks are awarded as follows: *Hören* – 30%; *Lesen* – 20%; *Schreiben* – 20% and *Sprechen* – 30%.

Results will be issued in terms of percentage marks and grades in terms of *Very good*, *Good* and *Pass*. A certificate bearing such grades may be issued to successful pupils who obtain at least half the marks awarded to each section.

• These *can do* statements are reproduced in Appendix 2

3. Contents, Topics and Required Amount of Knowledge of German

3.1. Level of language competence

The Goethe Institut in accordance with the Council of Europe defines the overall language ability of those who reach level **A1 – Breakthrough** according to the following scheme.

The pupil can :

(i) General

- understand and use familiar everyday expressions and very basic phrases aimed at satisfying needs of a concrete type.
- introduce him/herself and others, and ask and answer questions about personal details, e.g., name, where s/he lives, people s/he knows, things s/he has.
- answer such like questions put to him/her.
- interact in a simple way, provided the other person talks slowly and clearly and is prepared to help.

(ii) Listening Comprehension

- understand statements when these are clearly articulated and contain long pauses which allow him / her time to assimilate the meaning.
- understand statements which satisfy elementary and concrete needs, when they are made directly to him / her.
- understand questions and instructions addressed carefully and slowly, and follow short simple sentences.
- understand numbers, quantities, prices and time.

(iii) Reading Comprehension

- understand short simple texts, containing familiar names, words and phrases.
- grasp the meaning of very simple information material and short and easy descriptions especially if they are supported by pictures.
- understand short simple information on postcards.
- recognise familiar names, words and expressions.
- follow short and simple directions (e.g., going from A to B).
- understand numbers, quantities, prices and time.

(iv) Speaking

- interact in a simple way.
- formulate simple sentences about places and people.
- put simple questions and react to such questions.
- provide information about oneself and ask questions to others.
- introduce oneself and others using basic greeting and leave-taking expressions.
- ask where to find people and react according to the information obtained.
- ask people for things and give people things.
- indicate time by such phrases as *next week, last Friday, in November, at 3 o'clock*.
- make use of numbers, quantities, prices and time.

(v) Writing

- write simple and isolated sentences / phrases.
- write a simple postcard.
- describe him/herself, what s/he does and where s/he lives.
- write simple sentences about him/herself or others, e.g., where they live, what they do, etc.
- fill in forms with personal details, e.g., entering name, nationality, address, date of birth, times of arrival and departure on a hotel registration form.

3.2. Examination Topics

The following list of topics serves as a basis for the content of the examination tasks and exercises:

(i) Meeting people

- introducing oneself – name, address, family, hobby, school.
- ask the same information to a partner.

(ii) School

- speaking about a timetable.
- naming favourite subjects.
- speaking about marks obtained e.g., *Ich habe eine zwei in Englisch.*

(iii) Family

- naming members of the family.
- speaking about life in the family, e.g., *Wer macht das Essen?, Wer kauft ein?, Was machst du am Nachmittag?, Was macht ihr zusammen?*

(iv) Free time

- speaking about hobbies
- expressing likes e.g., *Was machst du gern?, Was macht dir Spaß?, Was findest du lustig?*
- expressing dislikes e.g., *Was machst du nicht gern?, Was findest du langweilig?*

(v) Friends

- inviting someone.
- accepting / refusing an invitation.
- expressing sympathy / rejection.
- speaking about people.

(vi) Hobbies

- naming hobbies
- expressing likes, e.g., *Ich mag gern / ich findegut / interessant / wichtig / toll.*

(vii) Travelling

- naming destinations.
- describing ways of travelling.
- expressing wishes e.g., *Ich möchte gern reisen.*

(viii) Food and drink

- expressing a liking / dislike e.g. *Ich mag gern / Ich mag nicht*
- asking for the price.
- wishing for something e.g., *Ich möchte.....*

(ix) At home

- speaking about habitual things e.g., *Was machst du am Abend? , Was machst du am Wochenende?*.
- expressing preferences.
- expressing dislikes.

(x) Daily life

- Chronological ordering of events, e.g.
 - *Wann stehst du auf?*
 - *Wann gehst du zur Schule?*
 - *Wann habt ihr Mittagessen?*
 - *Wann machst du Hausaufgaben?*

3.3. Grammar

It is expected that pupils grasp the following structures and that they can understand and use them in simple sentences in the context of everyday life. Reference is here made to the sections on *Grammar* on pages 31, 32 and 34, 36

- Article Definite & indefinite, positive & negative.
der, die, das, ein, eine, ein, keine.
- Nouns Gender, Number, Case (Nom, Acc, Dat). Genitive of Proper nouns
e.g., *Karls Mutter.*
- Pronouns Personal, Interrogative, Possessive, Demonstrative, Reflexive
(Nom., Acc., Dat.), Impersonal (*es, etwas, nichts*), Indefinite (*man, jemand, niemand*).
- Adjectives Predicative & attributive use (Nom., Acc., Dat.)
Comparison - predicative use.
- Adverbs of time, manner, place, and mood (*gern, lieber, am liebsten*)
- Verb Infinitive, Imperative, Indicative – *Präsens, Perfekt, Präteritum* of
auxiliary and modal verbs; Modal verbs – meaning Indic.
Präsens & Präteritum, möchten.
Separable & Inseparable
With reflexive pronouns in Acc. & Dat.
Verbs + Dat., Verbs + Acc., Verbs + Acc. & Dat.
- Prepositions with Acc., with Dat., with Acc. & Dat.
- Conjunctions *und, aber, oder, sondern, denn, dann,*
- Subjunctions *deshalb, wenn, weil, dass.*
- Numerals Cardinal, and Ordinal numbers.
- Modal particles – *aber, auch, denn, doch, mal, nur.*
- Negation *nicht, kein/e, nie.*
- Sentence Statement, question, command.
- Clauses Coordination & subordination .
- Subordinate clauses – *dass, weil, wenn* clauses.
- Word order Placing of verb in the first, second and end place.

3.4. Vocabulary

The complete vocabulary list can be found in the *Handbuch : Fit in German 1* .

4. Aims and Format of the Examination

4.1. Hören - Listening

(i) Aim

The aim of testing the pupil's listening skill is to make them show they are in a position to understand very short and simple texts, commonly and daily used names, words expressions and simple phrases, if the text is read twice.

(ii) Format

This section consists of two subtests:

Subtest 1 consists of short piece of news which a youngster has said to a friend or a relative on an answering machine, telephone, etc. the pupils should understand the central message, e.g., place, time, person.

Subtest 2 contains short dialogues between German youngsters and two speakers separately. The pupils here should understand the content of the dialogue and be able to deduce important information details.

All texts are read out twice at normal speech tempo.

Each subtest has 6 exercises of the type *multiple choice* and / or *true / false*. Every type may be preceded by an example related to the given text. The rubrics are given in the mother language of the pupil (or in English).

Auxiliary material such as dictionaries is not allowed.

The section *Hören* consists of 3 pieces of news from a telephone etc, each piece being 20 seconds long, and of 2 short dialogues between two youngsters, each having a duration of approx. 30 seconds. The basis of the dialogues is the everyday world of German youth. Accompanying the pieces of news from the telephone, etc. are 2 exercises of the *multiple choice* type to each piece, possibly supported by pictures; accompanying each of the two short dialogues are three exercises of the *true / false* type. Each correct answer carries one mark out of a total of 12 marks for this section, which are then multiplied by 1.5 to reach a maximum of 18 out of a maximum of 60 for the whole paper. 20 minutes are allowed for this section to be completed.

A diagram of the format of the section *Hören* is produced as *Figure 1*

4.2. Lesen - Reading

(i) Aim

The aim of testing the pupils' reading skill is to make them show they are in apposition to understand short and simple reading texts of two different kinds about topics from their own background of experience. They should be able to recognise names, numbers and common expressions taken from the world of German youth and to recognise them in the context of simple sentences.

(ii) Format

This section consists of two subtests. Every subtest contains several short texts.

Subtest 1 contains short adverts visually supported by pictures intended for youths. The pupils should first understand the text generally and then deduce selected information.

Subtest 2 contains short statements, in which German youths speak about themselves. The pupils should understand the text in detail.

Each subtest has 6 exercises of the *multiple choice* or the *true / false* type. Every type of exercise may be preceded by an example related to the given text. The rubrics are given in the mother tongue of the pupil (or in English).

Auxiliary material such as dictionaries is not allowed.

The section *Lesen* consists of 2 short texts, each of approx. 30 words supported by pictures, and of 2 short statements each of approx. 50 words long. The basis of the texts is short advertisements and short printed texts from youth magazines.

Each correct answer carries one mark out of a total of 12 marks for this section and of 60 marks for the whole paper.

20 minutes are allowed for this section to be completed.

A diagram of the format of the section *Lesen* is produced as *figure 2*.

4.3. Schreiben - Writing

(i) Aim

The aim of testing the pupils' writing skill is to make them show they are in a position to create a short text out of simple sentences. The pupils should be able to produce a text arising from factual writings, such as self-introduction, greetings from a holiday abroad, etc.

(ii) Format

This section consists of only one test where the pupils are expected to produce a short text of about 50 words, the beginning of which is already constructed, as a reaction to a written statement. The text should be produced as a reaction to a language stimulus (in the form of an inquiry or news) which is offered.

The text produced can have the form of a short piece of news, a postcard or an e-mail. Auxiliary material, such as dictionaries, is not allowed.

This section carries a maximum of 6 marks, which is then doubled to reach a maximum of 12 marks out of a total of 60 marks for the whole paper. 20 minutes are allowed for this section to be completed.

A diagram of the format of this section *Schreiben* is produced as *Figure 3*.

(iii) Evaluation

The text produced is evaluated according to two criteria:

- contents and amount (3 marks)
- formal correctness (3 marks)

Criterion 1 : Contents and amount (max. 3 marks) awarded if:

- 3 marks - the text produced corresponds to the occasion of writing and the required length of 50 words is reached.
- 2 marks - the text produced corresponds to a large degree to the occasion of writing and is between 40 and 50 words long.
- 1 mark - the text produced corresponds at the beginning to the occasion of writing and is on the whole short, or the sentences are copied directly out of the stimulus text.
- 0 marks - the text produced does not correspond to the occasion of writing. In this case the whole *Schreiben* section of the exam will be awarded **0** marks.

Criterion 2 : formal correctness (max. 3 marks) awarded if:

- 3 marks - no or occasional mistakes in syntax, morphology, orthography and punctuation.
- 2 marks - some mistakes in syntax, morphology, orthography and punctuation which impair the understanding in a little way.
- 1 mark - the mistakes in syntax, morphology, orthography and punctuation impair the understanding of the text considerably in many places.
- 0 marks - there are so many mistakes in syntax, morphology, orthography and punctuation that the contents are not understood at all. In this case the whole *Schreiben* section will be awarded **0** marks.

4.4. Sprechen - Speaking

The examination section *Sprechen* is a group examination with a maximum of 6 pupils and consists of three parts.

In the first part pupils show they are in a position to introduce themselves in simple sentences.

In the second part (subtests 2a & 2b) they should react to a language stimulus (situation cards on an every day topic) by putting a question to a pupil partner and likewise answer to a question put to them by the pupil partner.

In the third part (subtests 3a & 3b) they should react to a stimulus (situation cards with pictograms) by formulating requests, demands or questions and likewise react to the requests, demands or questions put to them by their pupil partner and answer their questions.

The first part is formulated as a monologue, while the second and third parts are partner-oriented and show the first occasion of dialogue.

The whole section consists of 5 subtests.

Subtest 1 - self – presentation

(i) Aim

The aim of this part of the section *Sprechen* is to test the ability of the pupil to present him/herself in a simple form

(ii) Format

This oral part is conducted in small groups to create a relaxed atmosphere, free of anxiety. The pupils present themselves in a circle in at least 4 sentences:

Example: *Ich heiße / bin / Mein Name ist..* *Meine Telefonnummer ist...*
Ich bin 12 Jahre alt. *Ich lerne Deutsch.*
Ich wohne in / komme aus... *Ich gehe zur Schule....*
Mein Lieblingsfach ist.....

Subtest 2a - Putting a question on given topic

Subtest 2b - Answering a question put by a pupil-partner

(i) Aim

The aim of this part is to test the ability of the pupil to ask a simple question on a known topic (e.g., school, hobby) and to answer a pupil-partner about it.

(ii) Format

In these subtests the pupil selects a word card on a topic chosen by the examiner. The pupil asks the partner a question on this topic and the partner answers directly.

Example: Topic chosen by examiner : **Schule**

Word-cards to be chosen by pupils :

lernen	Klasse	Lehrer	Hausaufgaben	Fach
---------------	---------------	---------------	---------------------	-------------

Chosen card : Fach

Question : *Welches Fach gefällt dir?*

Answer: *Ich mag Biologie.*

Subtest 3a - Formulating a request or demand / putting a question

Subtest 3b – Reacting to a request or demand / answering the question

(i) Aim

The aim of this part is to test the ability of the pupil to express a request or demand about an object well known to them, or to ask a question, and to react to the request or demand of the pupil-partner or answer the question put by the partner.

(ii) Format

The pupils select a situation card. There are 6 cards, one for each of the six pupils. Every card presents a picture of an object and is marked with an exclamation mark or a question mark. The former suggests that the pupil has to express a request or demand; the question mark suggests that the pupil must put a question. The pupil-partner fulfills the request or demand or answers the question directly.

Example: Situation-cards 1: door!, 2: book !, 3: window !, 4: pen !, 5 :pen ? 6 clock?

Chosen Card no 1: Request: *Mach bitte die Tür auf!*

Fulfillment: *The pupil opens the door.*

Chosen Card no 6: Question : *Wie viel Uhr ist es bitte?*

Answer : *Es ist zwei Uhr!*

A diagram of the format of the section *Sprechen* is produced as *Figure 4*.

(iii) Evaluation

The performance of the pupil is evaluated according to the following criteria:

- fulfillment of task required.
- Pronunciation.

For the first criterium a maximum of 2 marks is awarded to each subtest.

For the second criterium a maximum of 2 marks is awarded to the whole section.

The awarding of marks is done according to the following table:

Criterion	2 marks	1 mark	0 marks
Fulfillment of Task required	Task fulfilled Hardly any mistake	Makes mistakes but task is fulfilled	Many mistakes Task not fulfilled
Pronunciation	Very well understood	Understood but strong native accent	Hardly understood because of native accent

The total maximum of marks awarded in this section is **12** which is then multiplied by 1.5 to reach a maximum of 18 marks out of a total of 60 for the whole paper.

5. Total amount of marks

Written and oral parts

The total amount of marks is awarded to the different sections as follows:

SECTION	Marks	Total	%
Hören	Part 1 = 6 marks Part 2 = 6 marks	12 X 1.5 = 18 marks	30
Lesen	Part 1 = 6 marks Part 2 = 6 marks	12 marks	20
Schreiben	6 marks	6 X 2 = 12 marks	20
Sprechen	12 marks	12 X 1.5 = 18 marks	30
TOTAL		60 Marks	100

Awarding of grades

- 60 - 50 marks - sehr gut
- 49 - 40 marks - gut
- 39 - 30 marks - bestanden
- 29 - 0 marks - nicht bestanden

DIAGRAMS

Hören - Figure 1

SUBTEST	AIM	TEXT TYPE STURCTURE	EXERCISE TYPE	ITEMS	MARKS
1	Selective understanding	News from telephone – monologue	Multiple choice	6	6
2	Detailed understanding	Short communication - dialogue	True / false	6	6

Overall duration of texts - 2 minutes

Lesen - Figure 2

SUBTEST	AIM	TEXT STRUCTURE	EXERCISE TYPE	ITEMS	MARKS
1	Global and selective understanding	Visually supported adverts	Multiple choice	6	6
2	Detailed understanding	Short statements with photos	True / false	6	6

Overall duration of texts - approx 150 words

Schreiben - Figure 3

AIM OF EXAM	TEXT TYPE	TYPE OF EXERCISE	MARKS
Language stimulus to writing	e-mail, card, letter, etc.	offering occasion to write, parameters & aids	6

Length of text : approx 50 words

Sprechen - Figure 4

SUBTEST	AIM OF EXAMINATION	STRUCTURE	STIMULUS	MARKS
1	Introducing oneself	Monologue	Key words	2
2a	Put question to given topic	Dialogue	Word cards	2
2b	Answer question put by pupil-partner	Dialogue	Questions	2
3a	Formulate request / ask question	Dialogue	Situation cards	2
3b	Fulfill request / answer question of pupil-partner	Dialogue	Request / question	2

Oral examination groups : 6 pupils , 2 examiners.

B “Fit in German 2”

1. Relevance and Importance of FiG 2

The examination *FiG2* is oriented towards the description of **A2 Waystage** level in the parameters of the Council of Europe *Common European Framework of Reference*. It bases itself and follows closely the aims, aspirations and methods of examination *Fit in Deutsch 2* set by the Goethe Institut. This institution is devoted on commission by the Federal Republic of Germany to the study of the German language and culture abroad. It is a founder member of the *Association of Language Testers in Europe (ALTE)* founded in 1990 and whose members from 15 countries offer language examinations in their respective language.

2. Description and Purpose of FiG 2

2.1. Type of examination and level of language competence

The examination *Fit in German 2* establishes the competence in German of the pupils at the end of Form V. It is a benchmark set at the end of the 5th year at secondary level, as required by the *National Minimum Curriculum* in Malta. It does not necessarily depend on any textbook. It is carried out according to uniform standards and may be taken after 200 – 240 hours of lessons in German. It establishes knowledge on the level **A2 Waystage** of the *Common European Framework of Reference* of the Council of Europe. However the examination has been upgraded to include a section on grammar (*Sprachbausteine*) to reach a level equivalent to A2+.

2.2. Candidates.

The examination *FiG 2* is intended for pupils of both options at the end of their fifth year of studies at secondary level.

2.3. Setting of papers

Qualified personnel within the Department of German of the Education Division set the examination.

2.3. Examination material

The setters of this examination are responsible for the choice of examination material. Authentic texts from the daily life of the pupils are taken as basis for such material. The following criteria decide the choice of material:

- *Can do* * statements of **A2** level as explained by the *Language Framework* and by the language portfolio.
- Topics drawn from within these parameters and the portfolio.
- Lists of grammar structures (se 3.3.)
- Word lists. (see 3.4.)

* These *can do* statements are reproduced in Appendix 3.

2.6. Examination Parts

The examination consists of a written examination taken by candidates simultaneously comprising the parts *Hören*, *Lesen*, *Sprachbausteine* and *Schreiben* as well as an oral part *Sprechen* taken by pupils working in pairs as partners.

2.8. Duration

The duration of the examination is stated in all its component parts. The written part lasts altogether 120 minutes, the oral part 20 minutes per group of 2 pupils.

2.9. Marking and evaluation

The written scripts will be marked by the respective teachers in the schools and moderated at random by the Education Officer and / or the Subject Coordinator for German. The performance of pupils in the oral part will also be judged wherever possible by two examiners.

2.10. Results and success

The pupil is considered to be successful if s/he obtains a minimum of 50%. Marks are awarded as follows: *Lesen* 20%, *Hören* 20%, *Sprachbausteine* 20% *Schreiben* 16%, *Sprechen* 24%. Results will be issued in terms of percentage marks and grades in terms of *Very good*, *Good*, *Satisfactory* and *Pass*. A certificate bearing such grades may be issued to successful pupils who obtain at least half the marks awarded to each section.

3. Contents, topics and required amount of knowledge of German

3.1. Level of language competence

The Goethe Institut in accordance with the Council of Europe defines the overall language ability of those who reach level **A2 Waystage** according to the following scheme. The pupil can:

(i) General

- verbalise his / her concrete needs and has in predictable everyday situations a repertoire of short phrases at his / her disposal which can assure him / her of *survival*.
- Give information about one's own situation or about others.
- Participate in a short routine conversation, if the topics dealt with concern exclusively one's own daily life.
- Relate very short and simple past events and activities.
- Make short statements or comparisons of objects or possessions.
- Come to terms with everyday life (e.g., living, shopping, travelling, meals).
- Obtain for him/herself simple information from public life (e.g., transport, tel. Nos. appointments with doctor, describing the way).

(iii) Listening Comprehension.

- understand phrases and contents related to one's own background and experience.
- Identify known words and phrases in a conversation heard by chance.
- Deduce information from recorded listening texts, if these deal with predictable daily events, if they are produced slowly and clearly and if it is possible to hear them a second time.
- Identify the main points of television news (e.g., about accidents, definite events, etc.) once the commentary is visually supported well enough.
- Grasp the information in simple public announcements.
- Understand and reshape simple directives (e.g., description of a way).

(iii) Reading comprehension

- read and understand short simple texts in everyday language if they correspond to one's own area of experience.
- understand short, simple personal letters if they contain a large amount of known words and speak about one's own area of experience.
- read short narratives about everyday situations if they are written in simple language.
- Find specific and predictable information in everyday material (e.g., adverts, menus, school & bus timetables).
- Understand the relevant information in written materials, if they are supported by pictures, are predictable (e.g., adverts, magazines) and concern one's own area of experience.
- Understand common notices, street signs, and inscriptions in public places.
- Understand and follow easy directions (e.g., place and time for meeting).

(iv) Speaking

- react to a certain degree in clearly structured conversation situations, on condition that the partner helps in problems of understanding.
- begin a simple routine conversation in predictable daily situations and ask questions.
- React to standard expressions and exchange concrete information.
- Use commonly used expressions (e.g., greet and thank s.b., present oneself, address s.b., excuse oneself, ask for s.th. , take leave of s.b., use *du / ihr* and *Sie* forms of address), cannot however deepen social relations in conversation.
- Express preference and rejection.
- Express one's own opinion on practical events of daily life.
- Exchange ideas with others, as long as the partner in conversation is ready to help him / her in speaking.
- Arrange meeting points and make suggestions.
- Communicate, when s/he understands s.th. and if necessary ask for a repetition.
- Make use of simple phrases in simple routine situations(e.g., family, school, free time) in order to lead a limited conversation.
- Give and ask for information about quantities, numbers and prices.
- Ask and answer questions on past events.

(v) Writing

- write very simple personal letters.
- Express thanks or apology.
- Write short notices connected with one's own needs.
- Write with the help of a text presentation a short text with inter-connected sentences about happenings from one's own sphere of experience.
- Describe people, places or possessions in simple words.

3.2. Examination topics

The following list of topics serves as a basis for the content of the examination exercises.

(i) Friendship

- Introducing oneself
- Asking for names, addresses, family, school, etc.
- Expressing sympathy.
- Describing people.
- Comparing people.
- Relating happenings.

(ii) School

- Speaking about school subjects, teachers, certificates, results.
- Expressing sympathy and antipathy.
- Relating happenings from school life.

(iii) Family

- Describing people.
- Expressing sympathy and antipathy.
- Expressing one's own opinion.
- Describing objects and situations in detail.
- Making requirements.

(iv) Free time activities

- Asking for /passing over information.
- Expressing preference and rejection.
- Speaking about hobbies.
- Discussing plans and appointments.
- Giving instructions on time and place.

(v) Travelling

- Deducing information.
- Giving information.
- Making suggestions.
- Giving time details.
- Describing places.
- Narrating past events.

(vi) Eating and drinking

- Formulating an invitation.
- Accepting / refusing an invitation.
- Speaking about prices.
- Talking about food and drinks.
- Expressing preference and rejection.
- Passing judgement on food and drinks.

(vii) Living

- Describing one's own room.
- Expressing wishes.
- Describing objects.
- Comparing possessions.

(viii) Clothes and fashion

- Describing people.
- Expressing preference and rejection.
- Expressing wishes.
- Making comparisons.

(ix) Daily routine

- Chronological ordering of events.
- Expressing what is allowed and forbidden.
- Reacting in speech in every day situations.

(x) Body, Sport and health

- Speaking about physical state of health.
- Naming parts of the body.
- Relating experiences.

(xi) Living in the city

- Giving a short description of the way.
- Speaking about means of transport and making comparisons.
- Making suggestions.
- Describing places.

(xii) Relationships

- Expressing feelings and expectations.
- Reacting in situations of conflict.

3.3. Grammar

It is expected that pupils grasp the following structures and that they understand and use them in simple sentences in the context of everyday life. Reference is here made to the section on Grammar for the second level on pages 44, 46 and 48.

The list given hereunder is to be added to that for level **A1**.

- Article Genitive case (whole declension).
- Nouns Genitive case (whole declension)
- Pronouns Nom., Acc., Gen., Dat. of Personal, Interrogative, Possessive, Demonstrative, Reflexive and Relative Pron. *Wer* as Relative Pronoun; Reciprocal Pronouns (*einander*).
- Adjectives Attributive and predicative - whole declension.
Comparison - whole declension.
Adjective and participle as attribute.
- Adverbs Pronominal Adverb : *wo-* , *da-*
All kinds.
- Verb Indicative – *Präsens, Futur, Perfekt, Plusquamperfekt, and Präteritum of Modal verbs*
Imperativ
Konjunktiv II, *würde* + Infinitive. Modal forms.
Sein, haben, werden, lassen and Modal verbs
Passive : Indicative *Präsens*.
Infinitive + *zu, um.....zu* + infinitive.
Verbs + Dative, + Genitive.
- Prepositions + genitive : *wegen, während, statt, trotz.*
- Conjunctions *trotzdem, deshalb, außerdem.*
- Double Conj. *Entweder...oder, weder...noch, sowohl...als auch, zwar...aber.*
- Subjunctions *als, wenn, bevor, bis, seit, nachdem, damit.*
- Subordinate Clauses :
Temporal: *als, wenn, bevor, seit bis, nachdem.*
Final: *damit*
Indirect statement: *dass*
Indirect question.
Relative clause: *wer, der.*
Conditional clause: (real and unreal) *wenn*
Reason: *weil*
Purpose: *zu* + infinitive
Concession: *obwohl.*

The complete list of Grammar items, which are assessed in the examinations at the end of the fifth year, is the following:

The following grammar structures will be examined:

1. Articles

Definite & Indefinite, Singular & Plural, Positive & Negative; all cases; all genders:
der, die, das; ein, eine; kein, keine.

2. Nouns

Singular & Plural, all cases; all genders.

3. Pronouns

Personal - Singular & Plural; all persons; Nom, Acc & Dat: *ich, du, er, sie, es, wir, ihr, sie, Sie.*
Possessive - Singular & Plural; all persons; all cases; all genders: *mein, dein, sein, ...*
Demonstrative - Singular & Plural; all cases; all genders : *dieser, -e, -es; jener, -e, -es; ...*
Interrogative - Nominative, Accusative, Dative: *wer?, was?, welcher, -e, -es?*
Reflexive - Singular & Plural, all persons; Acc & Dat; *mich, dich, sich, ...*
Indefinite - all cases: *man, jemand, niemand, einer, keiner, jeder, was.*
Relative - Singular & Plural, all genders; Nominative, Accusative & Dative.
Reciprocal - *einander.*
Impersonal - *es, etwas, nichts.*

4. Adjectives

Predicative use

Attributive use – Singular & Plural, all cases; all genders.

Interrogative - Singular & Plural, all genders: *was für ein/e?; was für welcher, -e, -es?*

Quantitative - *all-, jed-, beid-, wenig, einig-, viel, ander-, genug, mehr, mehrer-, ein bisschen, ein paar.*

Participial - all cases: *geschrieben-, ...*

Comparative & Superlative.

5. Verbs

Strong, weak, mixed, compound, reflexive, impersonal, modal; Singular & Plural, all persons

Indicative Active - Präsens, Präteritum, Futur, Perfekt, Plusquamperfekt.

Indicative Passive - Präsens, Präteritum.

Imperative - Singular & Plural, all persons, Friendly & Polite form

Infinitive - + *zu*; + *um ... zu, statt...zu, ohne...zu..*

Konjunktiv II - *wäre, hätte, könnte, sollte, möchte, würde* + Infinitive.

Recognition of more common verbs.

Verbs + Accusative; + Dative; + Accusative & Dative.

Prepositional phrases - *e.g., bitten um, sich interessieren für*

Lassen as an auxiliary verb.

6. Adverbs

Of time, manner, place, reason, mood (*gern/ lieber/ am liebsten*).

Interrogative; Negative; Comparative & Superlative

Pronominal - *Worauf? - Darauf, damit, dafür, ...*

Adverbial phrases.

7. Prepositions

Prepositions with Accusative; with Dative; with Accusative & Dative.

Prepositions with Genitive: *wegen, während, statt, trotz.*

8. Conjunctions

Coordinating - *und, aber, denn, dann, oder, sondern.*

Adverbial - *also, nun, doch.*

Correlative - *weder... noch; entweder...oder; zwar...aber; sowohl... als auch; so...wie, nicht...nur*

Concessive - *trotzdem, deshalb, außerdem, darum, deswegen.*

Subordinating - *als, wenn, bevor, bis, seit, nachdem, damit, weil, dass, , da, ob, obgleich, obwohl, während.*

9. Numbers

Cardinal: *eins*, ordinal: *erste*; adverbial: *erstens...*; complex: *einmal...*

10. Clauses

Main - Statement, Question, Command.

Subordinate - Adjectival - *der, die, das; welcher, -e, -es*

- Noun - Indirect Statement: *dass.*

- Indirect Question: *ob, wer, was.*

- Adverbial - Final(purpose): *damit, um...zu + infinitive*

- Conditional: *wenn.*

- Reason: *weil*

- Concession: *obwohl*

- Relative: *wer, der*

- Manner: *wie*

- Time: *als, bevor bis, seit nachdem, während.*

11. Word order

Position of the Verb in the first, second and end place.

Position of the direct and indirect objects.

Position of expressions of reason, time, manner and place.

12. Time

By clock (official and unofficial)

By date

13. Expressions

Of time, measurement, quantity, manner.

common expressions

common idioms & exclamations.

Intensifiers: *gar, irgend,...*

14. Contraction

Of prepositions and articles: *ins, im, durchs....*

15. Negation

Negatives: *nicht, nie, kein...*

3.4. Vocabulary

The complete list of vocabulary is the same as those for Fit in German 2; compounds and derivatives are also to be intended in the list.

4. Aims and Format of the Examination

4.1. Hören -- Listening

(i) Aim

The aim of testing the pupils listening skill is to make them show they are in a position to understand simple texts. They should be able to understand simple and straightforward information, which refers to their everyday life once they can hear the text twice.

(ii) Format

This Section consists of 2 subtests:

Subtest 1 consists of three items read by a radio announcer, first as a whole, then again in three parts. It contains 9 exercises of the *Multiple Choice* type. These 9 exercises are divided into three parts according to the three items of the text. Every item is approx. one minute long.

Subtest 2 contains a dialogue between two German youngsters, which should be read first as a whole, then once again in two parts. The pupils should understand the content of the dialogue and be able to deduce important detailed information. All texts are read out twice at normal speech tempo.

Subtest 2 has 5 exercises after the first part of the dialogue and 6 exercises after the second part, all of the *True / False* type. Every type of exercise may be preceded by an example related to the given text.

The rubrics are given in the mother language of the pupil (or in English).

Auxiliary material, such as dictionaries, is not allowed.

Each answer carries one mark out of a total of 20 marks out of a maximum of 100 for the whole examination. 30 minutes are allowed for this section to be completed. A diagram of the format of this section *Hören* is produced as *Figure 5*.

4.2. Lesen - Reading

(i) Aim

The aim of testing the pupils' reading skill is to make them show they are in a position to understand easy reading texts of three different kinds on topics from their own sphere of experience. They should be able to deduce concrete and predictable information from easy texts from the life experience of German youth

(ii) Format

This section has three subtests:

Subtest 1 contains adverts on themes specifically related to the daily life of youths. The pupils should understand the text as a whole and deduce information. Subtest 1 contains 2 adverts of 80 words each. The basis of these adverts is notices on the school notice board. It consists of 6 exercises of the *Multiple Choice* type.

Subtest 2 contains letters in which youngsters speak about their problems. The pupils should understand the text in detail. Subtest 2 contains two letters of about 130 words each. The basis of these letters is letters to the editor in a youth magazine. It contains 10 exercises of the *true / false* type.

Subtest 3 contains a magazine article which narrates a story. The pupils should first understand the text as a whole and then deduce information from it. Subtest 3 consists of a narrative text of about 180 words. The basis of this text is an article in a youth magazine. It contains 4 straightforward questions to be answered in short.

Each type of exercise may be preceded by an example related to the given text. The rubrics are given in the mother tongue of the pupil (or in English). Auxiliary material, such as dictionaries, is not allowed.

30 minutes are allowed for this section to be completed. It carries a maximum of 20 marks (one for each exercise) out of a total of 100 marks for the whole examination.

A diagram of the format of this section *Lesen* is produced as *Figure 6*.

4.3. Sprachbausteine – Language modules

(i) Aim

The aim of testing the pupil's reading skills is to make them show they are in a position to understand easy reading texts, and to insert the appropriate grammatical formulations in order to give the text its correct meaning.

(ii) Format

This section has two subtests:

Subtest 1 & 2 are texts related to any situation in everyday life. The pupils should understand the texts as a whole and deduce from the texts which words or phrases are to be inserted from the adjoining lists, so that the complete texts make sense. The texts are about 350 words in all.

Each type of exercise may be preceded by an example related to the given text. The rubrics are given in the mother tongue (or in English). Auxiliary material, such as dictionaries, is not allowed.

This section is allowed 30 minutes to be completed and carries a maximum of 20 marks out of a total of 100 marks for the whole examination.

A diagram of the Format of this section is produced as *Figure 7*

4.4. Schreiben - Writing

(i) Aim

The aim of testing the pupils' writing skill is to make them show they are in a position to create a fair amount of text consisting of simple sentences. They are able to produce, as a reaction to a really written text, a written text themselves, in which they give information about themselves, ask information and make suggestions for a meeting in simple sentences.

(ii) Format

The pupils are expected to produce a written text in the form of a letter of at least 80 (80 – 100) words as a reaction to a written statement. Auxiliary material, such as dictionaries, is not allowed.

30 minutes are allowed for this section to be completed. It carries a maximum of 8 marks, which is then doubled to reach a maximum of 16 marks out of a total of 100 marks for the whole paper.

A diagram of the format of this section *Schreiben* is produced as *Figure 8*.

(iii) Evaluation

The text produced is evaluated according to the following two criteria:

- contents and amount (max. 4 marks)
- formal correctness (max. 4 marks)

Criterion 1: Contents and amount (max. 4 marks) awarded if:

4 marks - all the 4 points of content have been appropriately tackled. The produced text corresponds to the occasion for writing in the choice of words and contents of the text.

3 marks - One point of content is missing, but otherwise the produced text corresponds to the occasion for writing in the choice of words and contents of text (letter is shorter than 80 words).

OR - all the points of content are tackled but the text is not appropriate in the choice of words and contents of text (letter is shorter than 80 words).

2 marks - At least 2 points of content have been tackled; the letter corresponds to the occasion for writing.

1 mark - At least one point of content was tackled and the produced text is recognizable as a letter.

0 marks - the produced text does not correspond to the occasion for writing and is not recognizable as a letter.

In this case the whole of the *Schreiben* section of the examination will be awarded **0** marks.

Criterion 2 : Formal correctness (max. 4 marks) awarded if:

- 4 marks -no or only occasional insignificant mistakes in syntax, morphology, orthography and punctuation are made.
- 3 marks -some mistakes in syntax, morphology, orthography and punctuation are made which do not impair the understanding of the text.
- 2 marks -a good number of mistakes in syntax, morphology, orthography and punctuation are made which occasionally impair the understanding of the text.
- 1 mark - the mistakes in syntax, morphology, orthography and punctuation impair the understanding of the text considerably in many places.
- 0 marks -so many mistakes in syntax, morphology, orthography and punctuation are made, that the contents are no longer understood.
In this case the whole *Schreiben* section of the examination will be awarded **0** marks.

4.5. Sprechen - Speaking

The examination section *Sprechen* is a partner – oriented examination with two pupils each time, and consists of three parts (subtests).

In the first part pupils show they are in a position to introduce themselves, whereby they give details about themselves.

In the second part (subtests 2a & 2b) they should react to a language stimulus (situation cards on a chosen everyday topic) by putting a question to a pupil-partner and likewise answer a question put to them by the pupil-partner.

In the third part the pupils should react appropriately in one or two sentences to a non-verbal stimulus (picture card).

The first and third parts are a monologue, the second is partner-oriented.

The whole section contains 4 subtests in all.

Subtest 1 - Self-presentation

(i) Aim

The aim of this part of the section *Sprechen* is to test the pupil's ability to give details about him/herself.

(ii) Format

This oral part is conducted in a group of 2 pupils. They present themselves in 6 – 10 sentences.

Example:

Ich heiÙe / bin / Mein Name ist

Ich bin 17 Jahre alt

Ich wohne in / komme aus.....

Meine Adresse istStraße, Nummer.

Meine Telefonnummer ist.....

Ich bin Schüler/in und mache in diesem Jahr Matsec / bin in der fünfte Klasse.

Ich habe viele Freunde : mein/e beste/r Freund/in heißt.....

Wir machen Hausaufgaben / lernen zusammen / gehen am Samstag in die Disco / auf Partys / ins Kino.

Ich habe viele Hobbys : ich lese gern, ich mache Karate, ich spiele Klavier / Gitarre /

One mark is awarded for this subtest.

Subtest 2a - Putting a question to a given topic

Subtest 2b - Answering the question put by the pupil-partner.

(i) Aim

The aim of this part is to test the pupils' ability to put a concrete question about a topic well known to them (e.g., daily routine, traveling) and to answer a concrete question put to them by a pupil-partner.

(ii) Format

In this subtest the pupil selects a word-card about a topic stated by the examiner. Taking the tip from the interrogative word on the card, the pupil asks his/her partner a question connected with the topic stated. The pupil-partner answers directly.

Every pupil puts 4 questions and gives 4 answers.

Example: *topic chosen by examiner* **TAGESABLAUF**

Word-cards to be chosen by pupils

Wo?	Wann?	Was?	Wie oft?	Wohin?	Wer?	Mit wem?	Was?
------------	--------------	-------------	-----------------	---------------	-------------	-----------------	-------------

Chosen card : *Wie oft?*

Question : *Wie oft triffst du deine Freundin?*

Answer : *Ich treffe meine Freundin nur am Sonntag.*

A maximum of 8 marks is awarded to subtests 2a and 2b.

Subtest 3 - Appropriate reaction to a given situation

(i) Aim

The aim of this part is to test the pupil's ability to react appropriately by use of language in a complex situation from everyday life.

(ii) Format

The pupils select a situation card. Every situation card presents a clear scenario, as any youngster in Germany can encounter at any time. The speaking figure is indicated as shaded. The pupil has to react to this situation with a couple of sentences. The exercise is repeated and each pupil would have reacted to three cards.

Example:

Card chosen: *Man A seated in seat no. 18 – not his seat. Speaking man B showing ticket no 18.*

Reaction: *Ich glaube, das ist mein Platz. Ich habe Nummer 18.*

Each card and reaction is awarded one mark to a maximum of 3 marks for subtest 3.

(iii) Evaluation for the whole section Sprechen

The performance of the pupil is evaluated according to the following criteria:

- fulfillment of the task required
- formal correctness and pronunciation.

Both criteria should be applied to each of the subtests.

Subtest 1 carries a maximum of 1 mark, subtest 2a & 2b carries a maximum of 8 marks and subtest 3 a maximum of 3 marks

The awarding of marks is done according to the following table:

CRITERIUM	1 mark	0.5 marks	0 marks
Fulfillment of task required	Task well fulfilled Appropriate choice of words and length of text	Task fulfilled but choice of words & / or length of text not appropriate	Task not fulfilled because either vocabulary or grammar structures are not known
Formal correctness	No or few mistakes	Many mistakes. Message understandable	Grammar and lexical mistakes destroy sense of message
Pronunciation	good	acceptable	hardly understood

The total maximum of marks awarded in the section *Sprechen* is **12**, which is then multiplied by 2 to reach a maximum of **24** out of a total of **100** for the whole paper.

5 Total amount of marks

Written and oral parts

The total amount of marks is awarded to the different sections as follows:

SECTION	MARKS	TOTAL	%
Hören	Part 1 = 6 marks Part 2 = 10 marks Part 3 = 4 marks	20 marks	20
Lesen	Part 1 = 9 marks Part 2 = 11 marks	20 marks	20
Sprachbausteine	Part 1 = 10 marks Part 2 = 10 marks	20 marks	20
Schreiben	8 marks	8 X 2 = 16 marks	16
Sprechen	Part 1 = 1 mark Part 2 = 8 marks Part 3 = 3 marks	12 X 2 = 24 marks	24
TOTAL		100	100

Awarding of Grades

100 – 79 marks - sehr gut
 80 - 68 marks - gut
 67 - 54 marks - befriedigend
 53 - 40 marks - bestanden
 39 - 0 marks - nicht bestanden.

DIAGRAMS

Hören - *Figure 5*

SUBTEST	AIM	TEXT TYPE & STRUCTURE	TYPE OF EXERCISE	ITEMS	MARKS
1	Selective understanding	News from radio - monologue	Multiple choice	9	9
2	Global / detailed understanding	Conversation - dialogue	True / False	11	11

Length of texts: overall - five minutes.

Lesen - Figure 6

SUBTEST	AIM	TEXT TYPE	EXERCISE TYPE	ITEMS	MARKS
1	Global and selective reading	Notices on the notice board	Multiple choice	6	6
2	Detailed reading	Letters to the editor	True / false	10	10
3	Global and selective reading	Narrative text	Questions	4	4

Overall length of texts: 550 - 600 words

Sprachbausteine - Figure 7

SUBTEST	AIM	TEXT TYPE	EXERCISE TYPE	ITEMS	MARKS
1	Global and selective reading	text	Multiple choice	10	10
2	Detailed reading	Text	cloze	10	10

Overall length of texts: 350 words

Schreiben - Figure 8

AIM OF EXAMINATION	TEXT TYPE	TYPE OF EXERCISE	MARKS
Written production as reaction to language stimulus	Letter	Presentation of a text : advert as occasion for writing. Four points of content	8

Length of text: approx 80 – 100 words

Sprechen - Figure 9

SUBTEST	AIM OF EXAMINATION	TEXT STRUCTURE	STIMULUS	MARKS
1	Introducing oneself	Monologue	Examiner's invitation	1
2a	Put question to a given topic	Dialogue	Word cards	4
2b	Answer question put by pupil-partner	Dialogue	Questions	4
3	Appropriate reaction to a given situation	monologue	Situation card	3

Oral examination groups: 2 pupils, 2 examiners

C. MATSEC Intermediate Level - University of Malta

1. Relevance and Importance of IM

The Matsec examination at Intermediate Level of the University of Malta is a new examination appearing for the first time in 2003, which intends certifying the level of knowledge between the *Ordinary* and *Advanced* levels of British universities at G.C.E / G.C.S.E ranges or between the S.E.C. and MATRIC levels of the University of Malta itself. It corresponds in a general way to the level of knowledge required by **B1 Threshold** of the *Common European Framework of Reference* of the Council of Europe. The *Zertifikat Deutsch* issued by the Goethe Institut also corresponds in a broad way to this level of competence.

2. Description and Purpose of IM

2.1. Type of examination and level of language competence

The examination *IM* establishes the competence in German of the pupils at the end of Form VI who had successfully obtained their SEC certificate in Form V and have now opted to further their studies in German. They have however chosen the lower of two levels offered in Form VI. This examination set at the end of Form VI (for intermediate level students) satisfies to a certain degree the aspirations of the *National Minimum Curriculum* regarding the furtherance of study of languages after the period of secondary schooling. The examination does not necessarily depend on any particular textbook. It is carried out according to preset uniform standards and may be taken after a three-hour week of lessons for the period of 2 scholastic years. It establishes roughly knowledge on the level **B1 Threshold** of the *Common European Framework of Reference of Languages* of the Council of Europe.

2.2. Candidates

The examination IM is intended for pupils at the end of Form VI who have opted for this level.

2.3. Setting of papers

Qualified personnel forming a board selected by the University of Malta for this purpose set the examination.

2.4. Examination material

The setters of this examination are responsible for the choice of examination material. The following criteria decide the choice of material:

- *Can do* statements of the **B1** level as explained by the *Common Framework* and by the language portfolio. These statements are reproduced as Appendix 3.
- Topics drawn from within these parameters.
- Lists of grammar structures (see **C 2.5.** (iv))
- A word list of approx. 200 words.

2.5. Examination parts

The examination consists of an oral part taken by the candidates individually and of one written paper.

2.6. Duration

The oral part lasts 10 minutes and the written part lasts 3 hours.

2.7. Marking and evaluation

The written scripts will be corrected by the board of examiners who have set the papers, while the oral part is conducted by one examiner chosen by the University of Malta. The Chairperson of the Markers and Setters Board will moderate the marking of the papers.

2.8. Results and success

The oral part is allotted 15% of the global mark. The written part consists of the following parts: a free composition carrying 30%, a comprehension with 30% and a culture and civilization section with a 25% of the global mark respectively. A certificate is issued to candidates who have obtained approximately 40 % of the global mark.

3. **Aims and format of the examination**

The aims of the course of German leading to the **IM** examination are:

1. To offer candidates who have successfully completed the SEC syllabus the opportunity of studying German at a higher level.
2. to help candidates acquire a higher level than SEC in the following receptive and productive skills:
 - (i) the ability to understand the spoken language.
 - (ii) the ability to read and understand the written language
 - (iii) the ability to write the language
 - (iv) the ability to speak and converse in the language.
3. to make the candidates aware of certain aspects of the culture and civilization of the German-speaking countries which are essential for an understanding of the countries and their people.
4. to instill in candidates a love for the language and the people who speak it, which in turn would motivate them to pursue their studies in greater depth.

The aim of the course is, therefore, to consolidate the level of knowledge obtained at **Waystage** level and to extend it to include more advanced concepts, which are dealt with in a broad manner. Most of these new concepts are included to provide a general and coherent view of the subject.

3.1. Oral part

(i) Aim

The aim of this part of the examination is to test the candidates' ability to take part in a conversation about a subject which is not literary and which is not specialized, thereby communicating effectively in spoken German, to exchange information, ideas and opinions.

(ii) Format

The oral part of the examination will be carried out as follows: each candidate will be allowed 10 minutes to read a passage of 200 - 250 words before entering the examination room. The candidate will not be required to read the text in front of the examiner. This part of the examination aims at testing the candidates ability to communicate in good spoken German. The examiner will ask questions about the contents of the passage to test the candidate's understanding and ability to express him/herself in German. The passage will provide material for the conversation. Various passages will be set, out of which one will be allotted at random to the candidate. The passages will be non-literary in style and will not deal with any particular specialized theme. The passages may be descriptive, narrative, argumentative or any combination of these forms.

This part carries 15% of the global mark.

3.2. Written part.

(i) Aim

The aim of this part of the examination is to test the candidate's ability

- to express him/herself effectively in written German to convey information, ideas and opinions about a particular topic.
- To understand a text written in normal everyday German and react to it appropriately in writing.
- To demonstrate basic knowledge of aspects of the civilization and culture of the German-speaking countries (whereby the predominating role of Germany due to its sheer size, population and strength in most sectors of the economy, culture and science should be reflected in the course and the examination itself).

(ii) Format

The written part will consist of one paper. This will include:

a) a free composition of about 250 words carrying 30% of the global mark. It will deal with a subject to be chosen by the candidate from among six topics offered. These will be of the narrative and/or argumentative type or any combination of these forms. The aim of the composition is to test the candidate's ability to express his/her ideas in writing, whereby s/he is free to develop the topic in any way s/he likes, as long as what is written is relevant.

b) a comprehension carrying 30% of the global mark. It consists of a passage of modern German of about 250 words, about which a number of questions will be asked. These questions will be intended mainly to examine the candidate's ability to understand the contents of the passage and to react to them in writing. They may also include, however, some questions about various aspects of grammar and vocabulary represented in the passage or related to them, e.g., stating whether a given statement is true or false,; replacing words or expressions without changing the meaning; giving the opposite of words or paraphrasing underlined words. Knowledge of grammar may be tested by asking the candidate to perform certain tasks such as rendering direct speech into indirect speech, and vice versa; completing sentences using words given in brackets in *raw form*, etc.

c) Culture and Civilisation carrying 25% of the global mark. This section will consist of 12 questions in all, ten relating to the Federal Republic of Germany and one each about Austria and Switzerland. Out of these 12 questions the candidate will choose to answer five. Each question carries 5 marks.

Questions in this section will refer to the most salient aspects concerning the following topics:

- The Federal Republic of Germany – its position in the heart of Europe; its neighbours, the important natural features; the people; the language; the most important events in German history since the end of World War II.
- The federal system: the federal structure of Germany and its meaning, the 16 federal states, their location and major cities, special characteristics, traditions and cultural importance for Germany.
- The political system in Germany, particularly the constitutional bodies (*Bundespräsident, Bundeskanzler*, the *Bundestag* and the *Bundesrat*)
- The most important and basic facts relating to geography, political systems and cultural highlights of Austria and Switzerland.

While questions and answers in this section will be in German, the aim is not to test the candidate's proficiency in the language but his/her knowledge of the basic facts relating to the civilization and the culture of German-speaking countries and their people. Questions will require short and straightforward answers. They may be of various types and may also include *multiple choice* and *true/false* questions, as well as questions relating to the map of Germany and/or Austria / Switzerland. In this section only no marks will be deducted for spelling and grammatical mistakes.

This written part of the examination is allowed three hours and carries 85% of the global mark.

4. Total amount of marks

Written and oral parts

SECTION	MARKS (%)
Oral	15
Written : Comprehension	30
Essay	30
Landeskunde	25
TOTAL	100

APPENDICES

Appendix 1 - Indicators for the six levels of language competence

(cfr. Language Portfolio – Level of certificates and qualifications)

MASTERY (C2)	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources reconstructing arguments in a coherent presentation. Can express him/herself spontaneously, vary fluently and precisely, differentiating finer shades of meaning even in more complex situations.
EFFECTIVENESS (C1)	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
VANTAGE (B2)	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

<p>THRESHOLD (B1)</p>	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events , dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
<p>WAYSTAGE (A2)</p>	<p>Can understand sentenced and frequently used expressions related to the areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters of immediate need.</p>
<p>BREAKTHROUGH (A1)</p>	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where s/he lives, people s/he knows, and things s/he has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

A further breakup of the levels **A1**, **A2** and **B1** follows on the next page.

The pupil recognises the following abilities:

(A1) BREAKTHROUGH	
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
Spoken production	I can use simple phrases and sentences to describe where I live and people I know.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

(A2) WAYSTAGE	
Listening	I 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 geography, employment). I can catch the main point in short, clear, simple messages and announcements.
Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Spoken interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I cannot usually understand enough to keep the conversation going myself.
Spoken production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

(B1) THRESHOLD	
Listening	I can understand the main points of clear standard speech in familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Reading	I can understand the texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Spoken interaction	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).
Spoken production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Appendix 2 - Can do statements for level (A1) Breakthrough

The pupil can recognise these and other abilities:

Listening

- I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.
- I can understand simple directions how to get from X to Y, on foot or by public transport.
- I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.
- I can understand numbers, prices and times.

Reading

- I can understand the essential items on a menu.
- I can understand information about people (place of, residence, age, etc) in newspapers.
- I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.
- I can identify some pieces of information (for example the price of goods) in a leaflet, a brochure or an advertisement.
- I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality) .
- I can understand words and phrases on signs encountered in everyday life (for instance *Bahnhof, Parkplatz, Rauchen verboten*).
- I can understand some indications on sign boards in shopping centers such as *Sportartikel, Lebensmittel, Computerabteilung*.
- I can understand the most important orders in a computer programme such as *speichern, öffnen, schließen*.
- I can understand simple directions such as *oben links, geradeaus, nach rechts*.
- I can understand short simple messages on postcards, e.g., holiday greetings.
- In everyday situations I can understand simple messages written by friends or colleagues, e.g., *bin um 4 Uhr zurück*.

Spoken Interaction

- I can introduce somebody and use basic greeting and leave-taking expressions.
- I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me say what I want.
- I can make simple purchases where pointing or other gestures can support the verbal reference.
- I can handle numbers, quantities, cost and time.
- I can ask people for things and give people things.
- I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated clearly and slowly.
- I can indicate time by such phrases as *nächste Woche, letzten Freitag, im November, um drei Uhr*.
- I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Spoken production

- I can describe where I live.

Writing

- I can fill in a questionnaire with my personal details (job, age, address, hobbies).
- I can write a greeting card, for instance a birthday card.
- I can write a simple postcard (e.g., with holiday greetings).
- I can write a note to tell somebody where I am or where we are to meet.
- I can write sentences and simple phrases about myself, e.g., where I live and what I do.

This level would have been reached if 80% of these abilities are attained.

Appendix 3 - Can Do statements for level (A2) Waystage

The pupil can recognise these and other abilities:

Listening

- I can understand what is said clearly , slowly and directly to me in simple Everyday conversation; it is possible to make me understand , if the speaker can take the trouble.
- I can recognise phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).
- I can catch the main point in short, clear, simple messages and announcements.

Reading

- I can read a very short message about a concrete event and understand what happened when and where.
- I can identify important information in messages or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.
- I can understand a very short narrative on everyday topics if written in simple language.
- I can understand a simple personal letter in which the writer tells me about aspects of everyday life.
- I can understand simple written messages from friends or colleagues, e.g, saying when we should meet to play football or asking me to be at work early.
- I can understand advertisements where firms present new products or make special offers and understand the main points.
- I can find the most important information on leisure time activities , exhibitions, etc. in information leaflets.
- I can identify some pieces of information in short, simple, factual texts (e.g., the results in the sports section of a newspaper) and understand some expressions, e.g., the illustrated weather forecast.
- I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).
- I can understand instructions if they consist of single sentences or if they are illustrated (e.g., safety instructions in a hotel room or the train).
- I can understand simple user's instructions for equipment (e.g. a public telephone).
- I can understand feedback messages or simple help indications in computer programmes.
- I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.

Spoken interaction

- I can make simple transactions in shops, post offices or banks.
- I can use public transport : buses trains, and taxis, ask for basic information and buy tickets.
- I can get simple information about travel.
- I can order something to eat or drink.
- I can make simple purchases by stating what I want and asking the price.
- I can ask for and give directions referring to a map or plan.
- I can ask how people are and react to the news.
- I can make and respond to invitations.
- I can make and accept apologies.
- I can say what I like and dislike.
- I can discuss with other people what to do, where to go and make arrangements to meet.
- I can ask people questions about what they do at work and in free time, and answer to such questions put to me.
- I can ask and answer questions in conversation, and respond to simple statements.

Spoken production

- I can describe myself, my family and other people.
- I can describe where I live.
- I can describe my educational background, my present or most recent job.

Writing

- I can describe an event in simple sentences and report what happened when and where (e.g. a party or an accident).
- I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).
- I can write a very simple personal letter inviting or thanking somebody.
- I can explain where I live and how to get there.
- I can fill a questionnaire giving an account of my educational background, my job, my interests and my specific skills.
- I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).
- I can write simple sentences, connecting them with words such as *und, aber, weil, denn*.
- I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.
- I have a sufficiently large vocabulary to give general information about myself and my everyday life.
- I can use the most important connecting words to indicate the chronological order of events (*zuerst, dann, nachher, später*).

Strategies

- I can ask for attention.
- I can indicate when I am following.
- When I do not understand something, I can very simply ask the speaker to repeat what they said.

Language quality

- I can make myself understood using memorized phrases and single expressions.
- I can use link groups of words with simple connectors like *und*, *aber*, *weil*.
- I can use some simple structures correctly.
- I have sufficient vocabulary for coping with simple everyday situations.

This level would have been reached if 80% of these abilities were attained.

Appendix 4 - Can do statements for level (B1) Threshold

Listening

- I can follow clearly articulated speech directed at me in everyday conversation,
I sometimes have to ask for repetition of particular words and phrases.
- I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.
- I can listen to a short narrative and form hypotheses about what will happen next.

Reading

- I can understand the main points in short newspaper articles about current and familiar topics.
- I can read and sufficiently understand factual texts written in a simple language and for a wide public and which deal with topics within my field of interest or my area of academic or professional speciality.
- I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the meaning of the text.
- I can guess the meaning of single unknown words from the context, thus deducing the meaning of expressions if the topic is familiar.
- I can skim short texts (e.g., short messages) and find relevant facts and information (e.g., who has done what and where).
- I can extract relevant information from short official texts meant for the public (e.g., school rules or municipal regulations).
- I can understand the most important information in short simple everyday information brochures.
- I can understand simple messages and standard letters (e.g., from business, clubs or authorities).
- In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.
- I can recognise the most important standard letters (e.g., in a computer correspondence programme) and understand them well enough to adapt them to my needs).
- I can understand literary texts with a basic vocabulary and a simple straightforward plot.
- I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.

Spoken interaction

- I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
- I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.
- I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
- I can cope with less routine situations on public transport e.g., asking a passenger where to get off for an unfamiliar destination.
- I can ask for and follow detailed directions.
- I can sometimes take the initiative in a conversation (e.g., to bring up a new subject) but I am very dependent on my partner in the interaction.
- I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- I can enter unprepared into conversations on familiar topics.
- I can agree and disagree politely.
- I can give or seek personal views and opinions in an informal discussion with friends.
- I can make my opinions and reactions understood as regards solutions to problems or practical questions of where to go or what to do.

Spoken production

- I can narrate a story.
- I can give detailed accounts of experiences, describing feelings and reactions.
- I can describe dreams, hopes and ambitions.
- I can explain and give reasons for my plans, intentions and actions.
- I can give straightforward descriptions on a variety of familiar subjects within my field of interest.
- I can relate the plot of a book or film and describe my reactions.
- I can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
- I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.

Writing

- I can write on topics which are familiar to me or which interest me personally in a simple and clearly structured way.
- I can write straightforward connected texts on a range of topics within my field of interest and can express personal views and opinions.
- I can write short simple texts about experiences or events, e.g., about a trip, for a school newspaper or a club newsletter.
- I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.
- I can describe in a personal letter the plot of a film or a book or give an account of a concert.
- In a letter I can express feelings such as grief, happiness, interest, regret and sympathy
- I can reply in written form to advertisements and ask for more complete or more specific information about products (e.g., a car or an academic course),
- I can convey – via fax, e-mail, or a circular – short simple factual information to friends or colleagues or ask for information in such a way.
- I can write my CV in summary form.
- I have a sufficiently large range of vocabulary to write on most topics concerned with my everyday life (family, interests) in a relatively fluent and easily comprehensible way.
- I can write texts on topics which are familiar to me, highlighting the points which I consider important.

Strategies

- I can repeat back part of what someone has said to confirm that we understand each other.
- I can ask someone to clarify or elaborate what they have just said.
- When I cannot think of the word I want, I can use a simple word meaning something similar and invite *correction*.

Language quality

- I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.
- I can convey simple information of immediate relevance, getting across which point I feel is most important.
- I have sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel and current events.
- I can express myself reasonably accurately in familiar, predictable situations.

This level would have been reached if 80% of these abilities are attained.