

# GERMAN

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## LISTENING

### Level 1

Pupils understand questions and instructions of the teacher during the lesson.

They can create correlations between hearing texts and pictures.

They recognise intonation models.

### Level 2

Pupils recognise the communicative function of varied types of text.

They work with a dialogue-diagram.

They recognise intonation models, linguistic and metalinguistic means of expressing affirmation and negation.

### Level 3

Pupils can understand short dialogues between two or several partners who refer to themes and situations already dealt with.

They can understand short everyday and especially tourist-related information (e.g. at the post office, in a travel agency, at the railway station / airport).

They can understand short literary forms like poems and songs on the basis of directed explanation.

### Level 4

Pupils infer main announcements from conversation on themes and situations already dealt with.

They can infer selective information from news, advertisements and programme information on radio or in T.V. as well as from easy descriptive texts.

They draw up the construction plan of a text they have heard.

### Level 5

Pupils recognise the communicative function of certain text types.

They can understand details from everyday conversations, e.g., in a travel agency, youth club, etc.

They recognise various intonations models, linguistic and metalinguistic means of expressing affirmation and negation.

### Level 6

Pupils can work out the meaning of selected main points of information in complex text types such as interviews, news and short reportages.

They understand in detail conversations and statements on topics and situations already dealt with.

They can recognise judgements and opinions.

### Level 7

Pupils can work out the meaning of details selectively in news, advertisements and programme announcements on TV and radio, as well as simple descriptive texts.

They make use of known models of word building.

They recognise details on the basis of a previous explanation.

### Level 8

Pupils recognise the construction of a text they hear.

They 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.

They understand with or without previous explanation short literary forms such as poems, tales, radio plays, theatre plays.

## **SPEAKING**

### **Level 1**

Pupils reproduce the phonetic and intonation patterns rather correctly.

They signal lack of understanding and demand from their partner an appropriate reaction.

They make short announcements in connection with themes already handled.

### **Level 2**

Pupils reproduce the phonetic and intonation patterns correctly.

They ask and answer questions in connection with themes already dealt with.

They make short telephone calls.

### **Level 3**

Pupils participate in conversation with their teacher and/or with their classmates in the course of the lesson.

They hold short conversations with one or several partners (known or unknown) in the sphere of the themes and situations already dealt with.

They ask for and themselves provide additional / explanatory information.

### **Level 4**

Pupils make use of appropriate patterns of behaviour (mimics, gesticulations, body distance or nearness, etc) during conversation.

They make use of clichés in order, e.g. to cope more easily with situations in which they are under pressure of time.

They direct the conversation according to their own interests and/or change the subject.

### **Level 5**

Pupils express themselves with or without key words noted down before.

They formulate short descriptive texts in answer to a verbal or visual impulse.

They narrate a story according to a given picture.

### **Level 6**

Pupils carry out face-to-face conversations as well as telephone conversations in the parameters of topics and situations already treated.

They participate in role-plays taking a role previously agreed upon.

They make use of appropriate patterns of behaviour (mimics and gesticulation, body nearness and distance, etc) during conversation.

### **Level 7**

Pupils reproduce stories and tales.

They narrate experienced or invented stories with or without impulse.

They participate in role-plays.

### **Level 8**

Pupils interview and answer questions in an interview.

They express themselves spontaneously.

They make an oral reproduction of the contents of a text they read or heard.

## **READING**

### **Level 1**

Pupils recognise the correlation between text (title) and picture.

They recognise personal names, numbers and dates.

They recognise the meaning of punctuation marks and text topography.

### **Level 2**

Pupils recognise 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 establish the correlation between the title of a text and the main points of information.

### **Level 3**

Pupils recognise the following types of text: dialogue; interview; advertisement; programme of performance (e.g. cinema, theatre, concert, sport); a television and radio programme; notice; folder page of books, of audio and video cassettes 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.

They 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.

They understand in detail the type of problem and the instructions in the textbook as well as short announcements, signs denoting advice and forbiddings, simple forms, invitations and greeting cards.

### **Level 4**

Pupils establish the connection between the title of a text and the main points of information.

They look for and mark the main points of information in a text.

They can handle reference works e.g. dictionaries, grammar.

### **Level 5**

Pupils are in a position to identify the following text types: reports from a newspaper and magazines, catalogue, travel timetable, weather report, diagram, information brochure, reportage, curriculum vitae, instructions for use, recipe, directives.

They can select information from more complex informative, descriptive and/or directive text types as listed above.

They find arguments and main points in the text and mark them.

### **Level 6**

Pupils understand details in the following text types: personal letter, letter to the editor, description, fairy tale, comics, poem, short story, joke.

They recognise the correlation between text and picture.

They make use of the knowledge, skill 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.

### **Level 7**

Pupils are in a position to identify the following text types: 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.

They work out the meaning of the text types listed above selectively and in detail.

They refer to the context for working and out a detailed meaning of the text and make use of rules for word building.

### **Level 8**

Pupils understand in detail the following literary genres: short narrative, poem, anecdote and sketch.

They find arguments, opinions and judgements and mark them in the text.

They recognise the function and the meaning of the connectors in producing coherence in a text.

## **WRITING**

### **Level 1**

Pupils fill in tables with key words according to a text they have heard or read.

They fill in easy forms with single words or short phrases.

### **Level 2**

Pupils lay down vocabulary cards according to a preset pattern.

They fill in easy forms with short phrases copied correctly or from memory.

### **Level 3**

Pupils fill in easy forms, writer greeting cards, invitations and short personal announcements.

They write short texts to photos and pictures.

### **Level 4**

Pupils make reasonable use of previously given patterns and examples.

They write greeting cards, invitations, short personal letters, e-mails and telegrams.

### **Level 5**

Pupils note down key words while hearing or reading a text.

They write personal letters which contain concrete facts and experiences.

They include previously given means of speech in their own texts.

### **Level 6**

Pupils fill in complex forms.

They write short reproduction of texts dealt with in the lesson.

They construct short original texts to pictures, photos, caricatures and comics.

### **Level 7**

Pupils construct short original texts according to visual impulses.

They use techniques for structuring and planning texts they have to write.

They write personal, formal letters, letters to the editor, as well as their own curriculum vitae.

### **Level 8**

Pupils make notes on texts they have read or heard.

They summarise texts they have read or heard according to a plan made previously.

They use various strategies for shortening and condensing information while taking down notes.

They use reference works for self-correction of mistakes.