

		Independent User		Proficient User
		B1	B2	C1
	Skill			
Understanding	Listening (reception of speech)	Students can understand the main points of stories, conversations, or lectures when delivered in clear standard speech. They can understand the main point of many radio or television programs on current affairs or topics of personal interest. Students can understand specific instructions, requests, and important information contained in simple messages.	Students can understand extended speech and lectures and follow even complex lines of argument provided the topic is familiar. They can understand most films and plays, if spoken in standard language. They can understand news broadcasts in radio and television and current affairs programs and talk shows, as long as standard language is used.	Students can understand extended speech and lectures, even when they are not clearly structured. They can understand most films and plays without too much effort, even if colloquial or idiomatic language is used. They can follow sophisticated radio or television programs like news broadcasts, documentaries, interviews, or commentaries easily.
	Reading (reception of writing)	Students can understand texts consisting of frequently used everyday language or university-related language. They can extract important facts and information from these texts. They can understand private messages and emails describing events, feelings, and wishes. They can read literary texts written in the basic vocabulary of simple, concrete events.	Students can read all kinds of texts without help, can determine their own reading speed, and can use reference works appropriately. They can also differentiate between facts, opinions, and conclusions in newspaper articles, reports, and documentaries. They can read literary texts, follow the plot, and understand the overall message and details of the story.	Students can read and understand long and complex factual and literary texts and identify differences in style. They can understand specialized articles and technical instructions, even when they do not relate to their field. Everyday contracts and official documents in a professional context can be read and understood. In private correspondence, students understand casual colloquial language, idioms, and jokes.

Speaking	<p>Speaking (participating in conversations and speaking coherently) (spoken production and interaction)</p>	<p>Students are capable of handling most routine situations in everyday life or while travelling in German-speaking countries. They can speak on the telephone reasonably fluently, both when seeking and providing information. They can recount the contents of a text, book, or film. They can enter unprepared into a conversation on topics that are familiar (e.g. everyday life, hobbies, university, travel, current affairs, their own interests) and talk about their dreams, hopes, and goals.</p>	<p>Students can interact with sufficient fluency and spontaneity to allow for regular interaction with native speakers. They can take an active part in discussions in familiar contexts, presenting and defending their viewpoints. They can answer questions on their field or area of interest in detail and discuss the advantages and disadvantages of a particular topic.</p>	<p>Students can converse fluently and spontaneously without obviously having to search for words. They can use their German skills in private and professional contexts competently and flexibly. They can formulate situations, their own thoughts, and feelings with precision and relate their contributions skillfully to those of other speakers. Students can hold longer lectures on a variety of topics and analyze statistics clearly and understandably.</p>
Writing	<p>Writing (written production and interaction)</p>	<p>Students can write simple, coherent texts on general topics or topics from personal experience, and express their own opinions in writing. They can compose simple advertisements, fill out forms, respond to newspaper advertisements, and write or respond to simple official letters or messages. In private correspondence, students can describe experiences, report news, and express their feelings.</p>	<p>Students can compose clear, detailed texts on topics of interest to them. They can present information, arguments, and counter-arguments in a report or an essay. They can write letters or emails and express what events and experiences mean to them personally.</p>	<p>Students can express themselves clearly and in a well-structured manner and express points of view in detail. They can write about complex subjects and select the appropriate writing style for their intended readers. At this level, students can conduct formal correspondence with companies, authorities, or the university flexibly and independently. In letters and emails, they can portray their experiences and feelings in detail and respond appropriately to messages sent by their correspondence partner.</p>

Grammar & Vocabulary		<p>Grammar</p> <ul style="list-style-type: none"> • Nouns: inflection • Verbs: passive, preterit, present participle, past perfect, subjunctive II, future I, inseparable verbs • Pronouns: possessive pronouns in the genitive case, indefinite pronouns, relative pronouns • Prepositions: genitive prepositions, prepositions of time and place • Adjectives: comparative and superlative (advanced use) • Adverbs: progression • Connectors: entweder-oder, nicht-sondern, um-zu, so-dass, obwohl, trotzdem, darum, je-desto • Syntax: word order for pronouns with two verb complements, infinitive use with "zu" clauses <p>Vocabulary</p> <ul style="list-style-type: none"> • Building up a specialized vocabulary in the fields of personal data, family, friends, contacts, household, university, recreation and hobbies, eating and drinking, shopping, the body, health; expansion of vocabulary in the fields of academics, university, job, travel, public transportation, services 	<p>Grammar</p> <ul style="list-style-type: none"> • Verbs: future II, subjunctive I (present and perfect), advanced use of subjunctive II, passive • Pronouns: advanced use of relative pronouns, indefinite pronouns, demonstrative pronouns • Prepositions: dank, trotz, jenseits, innerhalb • Adjectives: attributive, inflection with definite and indefinite articles and without article in the genitive case • Connectors: weder-noch, zwar-aber, sofern, während, sobald, folglich, indem, dennoch <p>Vocabulary</p> <ul style="list-style-type: none"> • Comprehensive vocabulary in the fields of personal data, family, friends, contacts, household, university, recreation and hobbies, eating and drinking, shopping, the body, health; expansion of vocabulary in the fields of academics, university, job, travel, public transportation, services, current affairs, and in the student's own subject area and fields of interest 	<p>Grammar</p> <ul style="list-style-type: none"> • Participle clauses, appositions, light verbs, complex structures, e.g. unreal conditional sentences, advanced use of verbs with prefixes <p>Vocabulary</p> <ul style="list-style-type: none"> • Expanding colloquial vocabulary and perfecting existing vocabulary
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