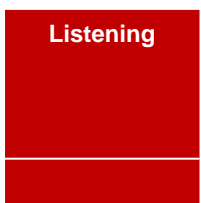






	Skills	Core Competences A	Core Competences B	Core Competences C	Advanced Competences
R E C E P T I V E	<p><b>Listening / Level A2:</b> Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.</p> <p><b>Listening / Level B1:</b> Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. 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.</p>				
		<ul style="list-style-type: none"> <li>• Can understand most classroom instructions if spoken clearly and slowly.</li> <li>• Can understand the main points of short and clear messages, descriptions and dialogues based on familiar topics if spoken slowly and repeated.</li> <li>• Can understand words and phrases in spoken texts and songs if repeated and spoken or sung slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand messages and announcements if spoken slowly.</li> <li>• Can understand questions, answers and other forms of information in the classroom situation.</li> <li>• Can understand the meaning of texts, songs and sketches if spoken or sung slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand interviews, messages and announcements.</li> <li>• Can understand the meaning of stories even if some words are not familiar.</li> <li>• Can understand native speakers if they speak relatively slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard speech on familiar matters (family, leisure, school, current affairs).</li> <li>• Can understand the main points of selected radio or TV programmes on familiar topics if spoken slowly and clearly or if repeated.</li> </ul>
P R O D U C T I V E	<p><b>Reading / Level A2:</b> Can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.</p> <p><b>Reading / Level B1:</b> Can understand texts that consist mainly of high frequency everyday or job-related language. Can understand the description of events, feelings and wishes in personal letters.</p>				
		<ul style="list-style-type: none"> <li>• Can find specific information in simple everyday material.</li> <li>• Can understand very simple messages and personal letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand simple messages and personal letters.</li> <li>• Can find predictable information in everyday material.</li> <li>• Can understand simple dialogues, descriptions, stories and reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Can find information in everyday material even if some words are not familiar.</li> <li>• Can understand simple dialogues, descriptions, stories and reports even if some words are not familiar.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand texts that mainly consist of high frequency language.</li> <li>• Can understand the main points of illustrated articles, lyrics, simplified tales, plays and reports.</li> <li>• Can understand the description of events, feelings and wishes in personal letters and emails.</li> </ul>
S P O K E N	<p><b>Speaking - Spoken Interaction / Level A2:</b> Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though one cannot usually understand enough to keep the conversation going.</p>				
		<ul style="list-style-type: none"> <li>• Can use simple phrases to react to simple questions in everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask and give information about familiar topics.</li> <li>• Can respond to questions about oneself including spelling simple words.</li> </ul>	<ul style="list-style-type: none"> <li>• Can take part in simple conversations and interviews on familiar topics.</li> <li>• Can express personal opinion on familiar topics and react to other opinions in a simple way.</li> <li>• Can ask for and give advice on everyday problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Can keep up a conversation on familiar topics.</li> </ul>
W R I T I N G	<p><b>Speaking – Spoken Production / Level A2:</b> Can use a series of phrases and sentences to describe in simple terms one's family and other people, living conditions, educational background and one's favourite future job.</p>				
		<ul style="list-style-type: none"> <li>• Can use simple phrases to describe areas of immediate need.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a sequence of simple phrases and short sentences to describe people and everyday situations.</li> <li>• Can use simple connectors such as "and", "or", "but" and "then".</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a sequence of sentences to describe people and everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about personal experiences in a coherent sequence of sentences.</li> <li>• Can summarize short texts in a sequence of sentences.</li> <li>• Can tell a simple story with visual support or keywords' support.</li> </ul>
S P O K E N	<p><b>Writing / Level A2:</b> Can write short, simple notes and messages relating to matters in areas of immediate needs. Can write a very simple personal letter, for example thanking someone for something.</p> <p><b>Writing / Level B1:</b> Can write simple connected texts on topics which are familiar or of personal interest. Can write personal letters describing experiences and impressions.</p>				
		<ul style="list-style-type: none"> <li>• Can write a very simple personal letter or an email.</li> <li>• Can write a short text with pictures' support and keywords' support.</li> </ul>	<ul style="list-style-type: none"> <li>• Can link sentences to very simple texts within the range of familiar topics.</li> <li>• Can use connectors such as "and", "but", "because".</li> <li>• Can write simple dialogues.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write short, simple and mainly coherent texts about matters of immediate needs.</li> <li>• Can use connectors such as "and", "but", "because", "first", "then", "next".</li> </ul>	<ul style="list-style-type: none"> <li>• Can write simple connected texts on topics which are familiar or of personal interest.</li> <li>• Can write personal letters or emails about oneself, describing one's feelings, one's experiences and one's impressions.</li> <li>• Can summarize stories, interviews, short articles in simple sentences.</li> </ul>

„Wird verschiedenen Lernjahren das gleiche Kompetenzniveau zugeordnet, so sind die Fertigkeiten dieses Niveaus im höheren Lernjahr durch eine Ausweitung der kommunikativen Situationen, der Themenbereiche und Textsorten entsprechend zu vertiefen und zu festigen.“ (Lehrplan der HS / AHS aus [www.gemeinsamlernen.at](http://www.gemeinsamlernen.at), eingesehen 23. März 2010)

In den Kompetenzbereichen A und B werden die Grammatikthemen der fünften und sechsten Schulstufe vertieft, sowie Teilaspekte der für den Kompetenzbereich C und den Advanced-Bereich vorgeschlagenen Themen bearbeitet.

**FUNCTIONAL GRAMMAR (7.UND 8. SCHULSTUFE):**

(\* = Core Competences C and Advanced Competences)

Can apply **past progressive** to express continuous actions at a particular moment in the past, to compare two or more continuous actions that happened at the same time and react to past progressive questions (alibi questions and answers) and can apply simple past and past progressive to express an interrupted circumstance.\*

Can express duration of an activity and recent activities with the **present perfect progressive**.\*

Can express imagined present and past situations, wishes, opinions and preferences, regrets.

**(conditional – all types)\***

Can express events and activities that happened before a certain point in the past. **(past perfect)\***

Can report present, past and future events as well as facts, experience and intention. **(reported speech)\***

Can use the **passive voice** to shift emphasis from what was the object in a first statement (active form) to what becomes the subject in subsequent statement (passive) and to express that the actor in a situation is not so important.\*

Can use the present, past and future tense forms of **modal verbs** to express ability, compulsion, necessity.

Can use “myself“, “yourself“ etc. to refer to “oneself“ and others or to put emphasis on someone/something. **(reflexive pronouns)\***

Can give essential details and add a comment about someone/something with **relative pronouns**.\*

Can use the **gerund** form of verbs to express likes and preferences, also in connection with phrasal verbs.

(gerund vs. infinitive)\*

Can **connect sentences** with who, which, that, when, until, as.\*

**EUROPÄISCHES SPRACHENPORTFOLIO**

Das Europäische Sprachenportfolio (ESP) ist ein didaktisches Instrument, das auf Initiative des Europarats entwickelt wurde. Es dient der Dokumentation des Spracherwerbs bzw. des Sprachlernprozesses sowie der reflexiven Begleitung kultureller und sprachlicher Erfahrung. Das ESP soll auf diesem Wege europäische Sprachenvielfalt und interkulturelles Bewusstsein fördern. Mittels der Checklisten des ESP sollen die Schüler/innen lernen, sich selbst einzuschätzen und sich individuelle Ziele zu setzen.

Wie der aktuelle Lehrplan für Englisch basiert das Europäische Sprachenportfolio auf dem Gemeinsamen Europäischen Referenzrahmen für Sprachen (GERS) und enthält sechs ausgewiesene Sprachkompetenzniveaus:

- A Elementare Sprachverwendung (A1 und A2)
- B Selbständige Sprachverwendung (B1 und B2)
- C Kompetente Sprachverwendung (C1 = fortgeschrittenes Kompetenzniveau;  
C2 = nahezu muttersprachliche Sprachbeherrschung)

Zusatzmaterialien und Anregungen für die Verwendung im Sprachunterricht können beim Österreichischen Sprachen-Kompetenz-Zentrum (OESZ) angefordert werden. Für die Mittelstufe wird ein aktualisiertes Portfolio ab dem Schuljahr 2011/12 vorliegen.