**way2go! 8**

**Vorschlag für eine kompetenzorientierte Jahresplanung**

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|  |  | **Topics** | **Language** | **Reading** | **Listening** | **Writing** | **Speaking** |
|  |  | **Kompetenzmodul 7** | | | | | |
| **Sep** | **Unit 01: Healthy and happy** | * looking after body and mind * food of the future | * voc: health * voc: mental health * voc: food and health * voc: expressive writing | * understanding main ideas, specific details and implied meanings * R: multiple choice | * understanding standard spoken language * L: multiple matching | * formal email * blog comment * creative writing * evaluating different solutions to a problem | * individual long turn * giving clear, systematically developed presentations |
| **Oct** | **Unit 02: Big bucks or no dough?** | * global money trends * globalisation | * voc: money matters * voc: globalisation * more suffixes for making abstract nouns * LiU: banked gap-fill | * understanding main ideas, specific details and implied meanings * R: four-word answers | * understanding standard spoken language * L: four-word answers | * essay * PEEL paragraphs * developing an argument systematically | * individual long turn * discussing pros and cons * expressing ideas with precision * responding to complex lines of argument |
| **Literature along the way 01** | * *The Tell-Tale Heart* by Edgar Allan Poe |  | * understanding main ideas, specific details and implied meanings of a literary text |  | * creative writing | * expressing ideas on a literary text with precision |
| **Unit 03: Up to the job** | * presenting yourself * applying for a job * the future of work | * voc: jobs & working life * voc: personal skills and qualities * voc: the future of work * dealing with false friends * LiU: open gap-fill | * understanding main ideas, specific details and implied meanings * R: true/false/justify | * understanding standard spoken language * L: four-word answers * L: multiple choice | * email of application * article * CV * PEEL paragraphs * writing clear, detailed texts following established conventions of the genre | * job interviews * interpreting a cartoon * expressing ideas with precision * responding to complex lines of argument |

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|  |  | **Topics** | **Language** | **Reading** | **Listening** | **Writing** | **Speaking** |
| **Nov** | **Unit 04: Checks and balances** | * campaigning * political systems in the US and UK * human rights and society * NGOs | * voc: politics * voc: human rights * punctuation * suffixes for making verbs * LiU: multiple choice | * understanding main ideas, specific details and implied meanings | * understanding standard spoken language * L: four-word answers | * blog comment * report * PEEL paragraphs * writing clear, detailed texts following established conventions of the genre | * paired activity * exchanging factual information * discussing importance of NGOs * speaking fluently, accurately and effectively |
| **Dec/**  **Jan** | **Unit 05: Caring for our world** | * wildlife conservation * use of plastic | * voc: conservation * voc: plastic pollution * prefixes for changing word meaning * LiU: word formation * LiU: banked gap-fill | * understanding main ideas, specific details and implied meanings * R: multiple choice | * understanding standard spoken language | * article * email * PEEL paragraphs * writing clear, detailed texts following established conventions of the genre | * paired activity * collaborative planning of a project * giving clear, systematically developed presentations * responding to complex lines of argument |
| **Semester check** | * teen drinking * plastic-eating bacteria * role of wealth * young people’s well-being * shopping carts * volunteer work | * using a wide range of vocabulary and complex structures with precision | * understanding main ideas, specific details and implied meanings | * understanding standard spoken language | * article * writing clear, detailed texts following established conventions of the genre | * individual long turn * paired activity * giving clear, systematically developed presentations * speaking fluently, accurately and effectively |

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|  |  | | **Topics** | **Language** | **Reading** | **Listening** | **Writing** | **Speaking** |
| **Feb** | **Unit 06: All men are created equal** | * everyday discrimination * gender roles | | * voc: discrimination * voc: gender stereotypes * voc: social groups * LiU: editing | * understanding main ideas, specific details and implied meanings * R: multiple matching | * understanding standard spoken language * L: four-word answers | * blog post * PEEL paragraph * creative writing * evaluating different solutions to a problem | * individual long turn * giving clear, systematically developed presentations |
| **Mar** | **Unit 07: For science!** | | * generation and use of electricity * global warming | * voc: energy use * voc: energy production * voc: climate change solutions * word partners | * understanding main ideas, specific details and implied meanings * R: four-word answers * R: multiple matching | * understanding standard spoken language * L: multiple matching | * essay * report * summary * analysing a chart * developing an argument systematically * evaluating different solutions to a problem | * individual long turn * paired activity * speaking fluently, accurately and effectively * responding to complex lines of argument |
| **Literature along the way 02** | | * *The Handmaid’s Tale* by Margaret Atwood |  | * understanding main ideas, specific details and implied meanings of a literary text |  | * creative writing | * expressing ideas on a literary text with precision |
| **Apr** | **Unit 08: The next chapter** | | * personal identity * rituals at the end of school | * voc: personal growth * voc: celebrating a big occasion * LiU: open gap-fill | * understanding main ideas, specific details and implied meanings * R: true/false/justify * R: four-word answers | * understanding standard spoken language * L: multiple matching | * blog comment * email of inquiry * PEEL paragraphs | * individual long turn * paired activity * speaking fluently, accurately and effectively * responding to complex lines of argument |

**Vorschlag zu den Themenkörben der mündlichen Reifeprüfung**

**Die 18 Themenkörbe der mündlichen Reifeprüfung könnten wie folgt aus den Units von *way2go!* 7 + 8 gebildet werden.**

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| **TK** | **Band/Unit** | **Topic** | **Themenkreis** |
| **1** | **Bd. 7/Unit 02: It’s all relative** | Communication and social networks | Kommunikation und soziale Netzwerke |
| **2** | **Bd. 7/Unit 03: Coming home** | Domestic environment | Wohnen und Umgebung |
| **3** | **Bd. 7/Unit 06: The choice is yours** | Traditions and trends | Traditionen und Trends |
| **4** | **Bd. 8/Unit 01: Healthy and happy** | Nutrition, health and social security | Ernährung, Gesundheit und soziale Absicherung |
| **5** | **Bd. 7/Unit 05: Live and learn** | School and education | Schule und Bildung |
| **6** | **Bd. 8/Unit 03: Up to the job** | Working life | Arbeitswelt |
| **7** | **Bd. 7/Unit 01: Ready to rumble** | Sports and other leisure activities | Freizeit und Sport |
| **8** | **Bd. 7/Unit 04: On the move** | Transport and tourism | Transport und Tourismus |
| **9** | **Bd. 7/Unit 10: Iceberg and outback** | Interculturalism and the English-speaking world | Interkulturelle Aspekte und Landeskunde |
| **10** | **Bd. 7/Unit 08: Culture vulture** | Arts and culture | Kunst und Kultur |
| **11** | **Bd. 7/Unit 09: Someone’s watching** | Media | Medien |
| **12** | **Bd. 8/Unit 05: Caring for our world** | Nature and the environment | Natur und Umwelt |
| **13** | **Bd. 8/Unit 07: For Science!** | Science and technology | Naturwissenschaft und Technik |
| **14** | **Bd. 8/Unit 08: The next chapter** | Growing-up and personal identity | Erwachsenwerden und Identitätsfindung |
| **15** | **Bd. 8/Unit 04: Checks and balances** | Politics and public institutions | Politik und Institutionen des öffentlichen Lebens |
| **16** | **Bd. 8/Unit 02: Big bucks or no dough?** | Global consumer society | Globale Konsumgesellschaft |
| **17** | **Bd. 8/Unit 06: All men are created equal** | Social groups | Gesellschaftliche Gruppen |
| **18** | **Bd. 7/Unit 07: You be the judge** | Rules, laws and regulations | Regeln, Vorschriften, Gesetze |