

## 9th semester

S.108

09

### Unit 9: Knowledge and technology

Woche 2–5 (Sept.)

Goals	Language focus	Listening	Speaking
<ul style="list-style-type: none"> <li>talk and write a blog comment about knowledge and technology</li> <li>discuss how to access information</li> <li>describe technological advances</li> <li>deliver a positive message</li> <li>write a proposal</li> <li>write a report</li> <li>write a business email / a formal email</li> </ul>	<ul style="list-style-type: none"> <li>Talking about information and knowledge</li> <li>Developments and advances</li> <li>Computer icons and collocations</li> <li>Sounding confident</li> </ul>	<ul style="list-style-type: none"> <li>In favour of or against modern technology?</li> <li>The Hole in the Wall project</li> <li>The CEO of Demand Media</li> <li><b>Explore listening:</b> New technology in teaching and language learning</li> </ul>	<ul style="list-style-type: none"> <li>Finding out information</li> <li>Delivering a confident message</li> <li>The role of technology in obtaining information</li> </ul>
Reading	Writing	Extras	Explore 70
<ul style="list-style-type: none"> <li>The end of general knowledge?</li> <li>The Hole in the Wall project</li> <li>Demand Media</li> <li><b>Explore reading:</b> How a stunning aurora video was made</li> </ul>	<ul style="list-style-type: none"> <li>A blog comment about living in the 'Information Age'</li> <li>A proposal for IT equipment</li> <li><b>Explore writing:</b> Business/Formal emails</li> </ul>	<ul style="list-style-type: none"> <li><b>Across cultures:</b> Technology</li> <li><b>Info point:</b> The global economy</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening:</b> New technology in teaching and language learning</li> <li><b>Writing:</b> Business/Formal emails</li> <li><b>Reading:</b> How a stunning aurora video was made</li> </ul>

**Woche 1 (Sept.): Recap/Intro/Outlook e.g. Matura!**

**Woche 6–7 (Okt.) Writing: Format workshop (e.g. emails (letters)/reports/blogs) mit Writing guide und Aufgaben aus Kapitel "Preparing for final exams"**

**Additional material: e.g. "Englisch BHS, Maturatraining mit Audio-CD", ISBN 978-3-209-07539-0, [www.oebv.at](http://www.oebv.at) und [www.bifie.at](http://www.bifie.at).**

S.122

10

### Unit 10: From design to brands

Woche 8–11 (Nov.)

Goals	Language focus	Listening	Speaking
<ul style="list-style-type: none"> <li>discuss design, logos and brands</li> <li>write a letter of application</li> <li>describe effects and influences</li> <li>talk about the image and qualities of products</li> <li>talk about product names</li> <li>talk about advertising and marketing</li> <li>describe an advert</li> <li>pass on detailed information</li> <li>use advertising language in a leaflet</li> </ul>	<ul style="list-style-type: none"> <li>Discussing design</li> <li>Past participle clauses</li> <li>Effects and influences</li> <li>Image and qualities</li> <li>Talking about product names</li> <li>Marketing words</li> <li>Describing technology</li> <li>Measuring differences</li> </ul>	<ul style="list-style-type: none"> <li>Brands</li> <li>A viral video</li> <li><b>Explore listening:</b> Start-up!</li> </ul>	<ul style="list-style-type: none"> <li>Design classics</li> <li>Brand images</li> <li>The best-known product names</li> <li>Describing an advert</li> <li>Selling a product</li> <li>The cultural impacts of megabrands</li> </ul>
Reading	Writing	Extras	Explore 133
<ul style="list-style-type: none"> <li>The design flaw that almost ...</li> <li>How companies name new products</li> <li>The air-powered car</li> <li>The growth of megabrands</li> </ul>	<ul style="list-style-type: none"> <li>A letter of application</li> <li><b>Explore writing:</b> Using advertising language in a leaflet</li> </ul>	<ul style="list-style-type: none"> <li><b>Across cultures:</b> Megabrands</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening:</b> Start-up!</li> <li><b>Writing:</b> Using advertising language in a leaflet</li> </ul>

**Woche 12–13 (Nov/Dez.): Revision for test + unit-specific exercises from website ([www.oebv.at](http://www.oebv.at))/ Test + correction of test tasks**

**Woche 14–15 (Dez.): Presentations**

Goals	Language focus	Listening	Speaking
<ul style="list-style-type: none"> <li>talk about climate and climate change</li> <li>describe inventions and how they work</li> <li>discuss proposals</li> <li>understand imagery in a poem</li> <li>describe an ongoing process</li> <li>say if actions are justified</li> <li>write a blog comment</li> <li>write a proposal</li> <li>write an article</li> </ul>	<ul style="list-style-type: none"> <li>Climate</li> <li>Climate change</li> <li>Process</li> <li>Active and passive infinitives</li> <li>Adverb / adjective collocations</li> <li>Saying if actions are justified</li> <li>Present progressive active and passive</li> </ul>	<ul style="list-style-type: none"> <li>Richard Branson</li> <li>The Doomsday debate</li> <li><b>Explore listening:</b> Urban issues</li> </ul>	<ul style="list-style-type: none"> <li>Proposals to combat climate change</li> <li>Destroying our planet Living</li> <li>'off-grid' in Austria <b>Explore</b></li> <li><b>speaking:</b> Motivating others to protect the environment</li> </ul>
Reading	Writing	Extras	Explore 144
<ul style="list-style-type: none"> <li>A quiz about climate change</li> <li>Ideas to fight global warming</li> <li>The Sermilik fjord in Greenland</li> <li>Unplugging from the grid</li> <li><b>Explore reading:</b> Bioenergy villages in Germany</li> </ul>	<ul style="list-style-type: none"> <li>A blog comment about the Earth's future</li> <li><b>Explore writing:</b> <ul style="list-style-type: none"> <li>A proposal for an environmental project</li> <li>An article about electric cars</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Across cultures:</b> Living 'off-grid'</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> Bioenergy villages in Germany</li> <li><b>Listening:</b> Urban issues</li> <li><b>Speaking:</b> Motivating others to protect the environment</li> <li><b>Writing:</b> <ul style="list-style-type: none"> <li>A proposal for an environmental project</li> <li>An article about electric cars</li> </ul> </li> </ul>

**Woche 17–18 (Dez/Jan.): Weihnachtsferien**

**Woche 19–22 (Jan.): Exams + presentations**

**Woche 23 (Jan.): Writing: Format workshop (e.g. leaflet/article/blogs) mit Writing Guide und Aufgaben aus Kapitel "Preparing for final exams"**

**Additional material: e.g. "Englisch BHS, Maturatraining mit Audio-CD", ISBN 978-3-209-07539-0, [www.oebv.at](http://www.oebv.at) und [www.bifie.at](http://www.bifie.at).**

**Woche 24 (Feb.): Semesterferien**

## 10th semester

Goals	Language focus	Listening	Speaking
<ul style="list-style-type: none"> <li>talk about the future</li> <li>make predictions about the world</li> <li>write an article</li> <li>describe personal hopes and expectations</li> <li>take part in a job interview</li> <li>write a letter of application</li> <li>write a blog comment</li> </ul>	<ul style="list-style-type: none"> <li>Predicting the future</li> <li>Future time expressions</li> <li>Interview questions</li> <li>Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Eamonn and Lindie talking about their future</li> <li>Recruitment in different countries</li> <li><b>Explore listening:</b> <ul style="list-style-type: none"> <li>3D printing</li> <li>How to find a summer job in the US</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Speculating about / Predicting the future</li> <li>Flying cars</li> <li>Job interviews</li> <li><b>Explore speaking:</b> A revolutionary invention?</li> </ul>
Reading	Writing	Extras	Explore 156
<ul style="list-style-type: none"> <li>Predictions for an inventive future</li> <li>Flying cars</li> <li>Human Resources Assistant</li> <li>Preparing for a job interview abroad</li> </ul>	<ul style="list-style-type: none"> <li>An article predicting the future</li> <li><b>Explore writing:</b> <ul style="list-style-type: none"> <li>A letter of application</li> <li>A blog comment about robots</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Across cultures:</b> Recruitment</li> </ul>	<ul style="list-style-type: none"> <li><b>Writing:</b> <ul style="list-style-type: none"> <li>A letter of application</li> <li>A blog comment about robots</li> </ul> </li> <li><b>Speaking:</b> A revolutionary invention?</li> <li><b>Listening:</b> <ul style="list-style-type: none"> <li>3D printing</li> <li>How to find a summer job in the US</li> </ul> </li> </ul>

**Woche 29 (März): Writing: Format workshop (e.g. report/article/blog) mit Writing guide und Aufgaben aus Kapitel "Preparing for final exams"**

**Additional material: e.g. "Englisch BHS, Maturatraining mit Audio-CD", ISBN 978-3-209-07539-0, [www.oebv.at](http://www.oebv.at) und [www.bifie.at](http://www.bifie.at).**

**Woche 30 (März): Revision for test + unit-specific exercises from website (www.oebv.at)**

**Woche 31 (Apr.): Test + correction of the test tasks**

**Woche 32 (Apr.): Osterferien**

**Woche 33-34 (Apr.): Exams**

**Woche 35 (Mai): Finally there!**

Verwendetes Unterrichtsmaterial:

**English Unlimited HTL 4/5, Schulbuch mit Audio-CD und CD-ROM, ISBN 978-3-209-07520-8**

**Englisch BHS, Maturatraining mit Audio-CD", ISBN 978-3-209-07539-0**

**www.oebv.at**

**www.bifie.at**

### Beispiel Schuljahr 2016/2017

Wintersemester	
W1-W4	Sep 2016
W5-W8	Okt 2016
W9-W12	Nov 2016
W13-W16	Dez 2016
W17-W18	Weihnachtsferien
W19-W23	Jan/Feb 2017
W24	Semesterferien 2017
W23	NÖ, W
W24	Bgld, Ktn, Sbg, T, Vbg
W25	OÖ, Stmk

Sommersemester	
W25	Feb 2017
W26-W30	Mrz 2017
W31	Apr 2017
W32	Osterferien
W33-W34	Apr 2017
W35-W38	Mai 2017
W39-W43	Jun 2017

Annahme: pro Woche eine Doppelstunde (2 x 50 min)

Annahme: pro Semester eine Schularbeit (ev. als 2 Schularbeiten zu max. 1 UE)

(Bei 2 Schularbeiten ev. Aufteilung in: 1 x receptive skills, 1 x Grammar and productive skill)

**Effektive Unterrichtswochen (Maximalschätzung)**

**Wintersemester:**

23

- 2 (WNF)

- 1 (Schularbeit(en))

- 1 (zufälliger Entfall, e.g. Konferenz, Herbstferien, usw.) = **18**

**Sommersemester:**

18

- 1 (Ostern)

- 1 (Schularbeit(en))

- 1 (letzte Woche Unterrichtsprojekte)

- 1 (zufälliger Entfall, e.g. Sportwoche usw., Feiertag) = **15**