

# way2go! 6

## Vorschlag für eine kompetenzorientierte Jahresplanung

	Topics	Language	Reading	Listening	Writing	Speaking	
<b>Kompetenzmodul 3</b>							
Sep	<b>Unit 01: Way to grow!</b>	<ul style="list-style-type: none"> <li>personal identity</li> <li>problems growing up</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses</li> <li>Voc.: personality</li> <li>Voc.: attitudes</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward descriptions and articles</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>informal email</li> <li>blog comment</li> <li>creative writing</li> <li>communicating news, opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>entering into unprepared conversations</li> <li>expressing and responding to opinions and feelings</li> </ul>
Oct	<b>Unit 02: You call this art?</b>	<ul style="list-style-type: none"> <li>kinds of art</li> <li>museums</li> <li>music</li> </ul>	<ul style="list-style-type: none"> <li>structuring informal discourse</li> <li>Voc.: art</li> <li>Voc.: museums and exhibitions</li> <li>Voc.: music</li> </ul>	<ul style="list-style-type: none"> <li>finding relevant information in straightforward descriptions</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>formal email</li> <li>blog comment</li> <li>writing detailed descriptions</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>entering into unprepared conversations</li> <li>giving straightforward connected descriptions</li> </ul>
	<b>Unit 03: See it. Want it. Buy it.</b>	<ul style="list-style-type: none"> <li>shopping</li> <li>advertising</li> </ul>	<ul style="list-style-type: none"> <li>reported speech</li> <li>Voc.: shopping</li> <li>Voc.: describing pictures</li> <li>Voc.: advertising</li> </ul>	<ul style="list-style-type: none"> <li>understanding descriptions of events, feelings and wishes</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>article</li> <li>formal email of complaint</li> <li>writing detailed texts</li> </ul>	<ul style="list-style-type: none"> <li>comparing pictures</li> <li>giving straightforward connected descriptions</li> </ul>
Nov	<b>Literature along the way 01</b>	<ul style="list-style-type: none"> <li>Bill Bryson: <i>The Life and Times of the Thunderbolt Kid</i></li> </ul>		<ul style="list-style-type: none"> <li>understanding a straightforward literary text</li> </ul>		<ul style="list-style-type: none"> <li>creative writing</li> </ul>	<ul style="list-style-type: none"> <li>expressing and exchanging ideas about literary texts</li> </ul>



		Topics	Language	Reading	Listening	Writing	Speaking
Nov	<b>Unit 04: It's traditional</b>	<ul style="list-style-type: none"> <li>customs and traditions</li> <li>traditional stories</li> </ul>	<ul style="list-style-type: none"> <li>gerunds</li> <li>habits in the past</li> <li>adjective suffixes <i>-ed</i> and <i>-ing</i></li> <li>Voc.: customs and traditions</li> <li>Voc.: stories</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward stories and articles</li> <li>understanding descriptions of events, feelings and wishes</li> </ul>	<ul style="list-style-type: none"> <li>distinguishing between main points and supporting detail</li> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>article</li> <li>PEEL paragraph</li> <li>creative writing</li> <li>writing detailed texts</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>paired activity</li> <li>expressing and responding to dreams, hopes and ambitions</li> <li>expressing and responding to opinions and feelings</li> <li>giving straightforward connected descriptions</li> </ul>
Dec	<b>Unit 05: Wild world</b>	<ul style="list-style-type: none"> <li>beauty of nature</li> <li>environmentalism</li> </ul>	<ul style="list-style-type: none"> <li>adverbs of degree</li> <li>Voc.: cause and effect</li> <li>Voc.: nature</li> <li>Voc.: interests</li> <li>Voc.: environmental problems and protection</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward poems</li> <li>finding relevant information in straightforward descriptions</li> </ul>	<ul style="list-style-type: none"> <li>distinguishing between main points and supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>blog post</li> <li>blog comment</li> <li>creative writing</li> <li>communicating news, opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>entering into unprepared conversations</li> <li>giving straightforward connected descriptions</li> <li>making comparisons</li> <li>giving feedback</li> </ul>
Jan	<b>Unit 06: Of angst and Oscars</b>	<ul style="list-style-type: none"> <li>English as a world language</li> <li>Hollywood</li> </ul>	<ul style="list-style-type: none"> <li>describing language use</li> <li>Voc.: films</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward articles</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>article</li> <li>PEEL paragraph</li> <li>film review</li> <li>communicating news, opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>paired activity</li> <li>entering into unprepared conversations</li> <li>giving straightforward connected descriptions</li> </ul>
	<b>Semester check 01</b>	<ul style="list-style-type: none"> <li>shopping centres</li> <li>an exhibition</li> <li>an Irish tradition</li> <li>posting selfies</li> <li>shopping</li> <li>learning English</li> </ul>	<ul style="list-style-type: none"> <li>using a sufficient range of vocabulary and structures dealing with familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward articles</li> <li>finding relevant information in straightforward articles</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward factual information</li> <li>distinguishing between main points and supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>article</li> <li>writing detailed texts</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>paired activity</li> <li>entering into unprepared conversations</li> <li>giving straightforward connected descriptions</li> </ul>



	Topics	Language	Reading	Listening	Writing	Speaking	
Kompetenzmodul 4							
Feb	<b>Unit 07: The story of my life</b>	<ul style="list-style-type: none"> <li>youth culture</li> <li>living with a disability</li> <li>homelessness</li> </ul>	<ul style="list-style-type: none"> <li>word order</li> <li>adjective suffixes <i>-ful</i>, <i>-able</i> and <i>-less</i></li> <li>Voc.: youth culture</li> <li>Voc.: disabilities</li> </ul>	<ul style="list-style-type: none"> <li>scanning a longer text for relevant information</li> </ul>	<ul style="list-style-type: none"> <li>understanding a large part of a radio programme</li> </ul>	<ul style="list-style-type: none"> <li>article</li> <li>longer PEEL paragraphs</li> <li>creative writing</li> <li>explaining a problem somewhat precisely</li> </ul>	<ul style="list-style-type: none"> <li>paired activity</li> <li>expressing and exchanging ideas about more abstract, cultural topics</li> <li>entering into unprepared conversations with some confidence</li> </ul>
Mar	<b>Unit 08: Read all about it!</b>	<ul style="list-style-type: none"> <li>kinds of media</li> <li>media use of young people</li> <li>how reading is changing</li> </ul>	<ul style="list-style-type: none"> <li>the passive</li> <li>reading statistics</li> <li>Voc.: kinds of media</li> <li>Voc.: crime</li> <li>Voc.: literature</li> </ul>	<ul style="list-style-type: none"> <li>scanning a longer text for relevant information</li> <li>compiling information from several texts</li> </ul>	<ul style="list-style-type: none"> <li>understanding a large part of a TV programme</li> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>report</li> <li>communicating news, opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>paired activity</li> <li>expressing and exchanging ideas about more abstract, cultural topics</li> <li>expressing and exchanging ideas about experiences, feelings and reactions</li> </ul>
Apr	<b>Unit 09: Make a change!</b>	<ul style="list-style-type: none"> <li>politics</li> <li>being a leader</li> <li>volunteering</li> </ul>	<ul style="list-style-type: none"> <li>articles</li> <li>linking devices</li> <li>Voc.: politics</li> <li>Voc.: qualities of a leader</li> </ul>	<ul style="list-style-type: none"> <li>identifying the main conclusions in an argumentative text</li> <li>compiling information from several texts</li> </ul>	<ul style="list-style-type: none"> <li>understanding a large part of a radio programme</li> <li>distinguishing between main points and supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>report</li> <li>commenting on a text</li> <li>creative writing</li> <li>describing feelings and reactions</li> <li>explaining a problem somewhat precisely</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>expressing and exchanging ideas about more abstract, cultural topics</li> <li>expressing and exchanging ideas about experiences, feelings and reactions</li> </ul>
	<b>Literature along the way 02</b>	<ul style="list-style-type: none"> <li>Shirley Jackson: <i>The Lottery</i></li> </ul>		<ul style="list-style-type: none"> <li>understanding a straightforward literary text</li> </ul>		<ul style="list-style-type: none"> <li>creative writing</li> </ul>	<ul style="list-style-type: none"> <li>expressing and exchanging ideas about literary texts</li> </ul>



		Topics	Language	Reading	Listening	Writing	Speaking
May	<b>Unit 10: Bigger, better, faster, stronger</b>	<ul style="list-style-type: none"> <li>human body</li> <li>health problems</li> <li>smart technology</li> </ul>	<ul style="list-style-type: none"> <li>opposites</li> <li>Voc.: body parts</li> <li>Voc.: health problems</li> <li>Voc.: inventions</li> </ul>	<ul style="list-style-type: none"> <li>compiling information from several texts</li> <li>identifying the main conclusions in an argumentative text</li> </ul>	<ul style="list-style-type: none"> <li>understanding a large part of a TV programme</li> <li>distinguishing between main points and supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>report</li> <li>PEEL paragraph</li> <li>description of a film or book</li> <li>communicating news, opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>role-play</li> <li>paired activity</li> <li>entering into unprepared conversations with some confidence</li> </ul>
	<b>Unit 11: Culture is key</b>	<ul style="list-style-type: none"> <li>intercultural experiences</li> <li>Austrian culture</li> </ul>	<ul style="list-style-type: none"> <li>Voc.: intercultural experiences</li> <li>Voc.: a country's culture</li> </ul>	<ul style="list-style-type: none"> <li>scanning a longer text for relevant information</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>email</li> <li>article</li> <li>creative writing</li> <li>describing feelings and reactions</li> <li>communicating news, opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>presentation</li> <li>expressing and exchanging ideas about more abstract, cultural topics</li> </ul>
June	<b>Unit 12: Going global</b>	<ul style="list-style-type: none"> <li>globalisation</li> <li>fair trade</li> </ul>	<ul style="list-style-type: none"> <li>Voc.: globalisation</li> <li>Voc.: fair trade</li> </ul>	<ul style="list-style-type: none"> <li>compiling information from several texts</li> <li>scanning a longer text for relevant information</li> </ul>	<ul style="list-style-type: none"> <li>understanding straightforward factual information</li> </ul>	<ul style="list-style-type: none"> <li>blog comment</li> <li>PEEL paragraph</li> <li>creative writing</li> <li>explaining a problem somewhat precisely</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>presentation</li> <li>expressing and exchanging ideas about more abstract, cultural topics</li> </ul>
	<b>Semester check 02</b>	<ul style="list-style-type: none"> <li>AI</li> <li>gender roles</li> <li>journalism</li> <li>reading</li> <li>phone use</li> <li>volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>using a sufficient range of vocabulary and structures dealing with familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>identifying the main conclusions in an argumentative text</li> </ul>	<ul style="list-style-type: none"> <li>understanding a large part of a radio programme</li> <li>distinguishing between main points and supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>report</li> <li>explaining a problem somewhat precisely</li> <li>communicating news, opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>individual long turn</li> <li>paired activity</li> <li>entering into unprepared conversations with some confidence</li> <li>expressing and exchanging ideas about more abstract, cultural topics</li> </ul>

## Die Units von way2go! 6 und ihre Relevanz für die Themenkreise der mündlichen Reifeprüfung

Unit	Themenkreis
Unit 01: <b>Way to grow!</b>	Erwachsenwerden und Identitätsfindung
Unit 02: <b>You call this art?</b>	Kunst und Kultur
Unit 03: <b>See it. Want it. Buy it.</b>	Konsumgesellschaft
Unit 04: <b>It's traditional</b>	Tradition und Wandel
Unit 05: <b>Wild world</b>	Natur und Umwelt
Unit 06: <b>Of angst and Oscars</b>	Landeskundliche Aspekte
Unit 07: <b>The story of my life</b>	Gesellschaftliche Gruppierungen
Unit 08: <b>Read all about it!</b>	Medien
Unit 09: <b>Make a change!</b>	Politik und Institutionen des öffentlichen Lebens
Unit 10: <b>Bigger, better, faster, stronger</b>	Moderne Technologien
Unit 11: <b>Culture is key</b>	Interkulturelle Aspekte
Unit 12: <b>Going global</b>	Die globalisierte Welt