

Themenpool Matura Schuljahr 2020/21 Klasse 8G

Englisch: 12 Wochenstunden (5.-8. Klasse)

Liste der Themen

- 1. House-home-environment**
(what is home, poverty, city living, how and where we live, living spaces)
- 2. Growing up**
(being young, friendship, family, generation gap, coming of age, "The Face on the Milk Carton", "The Perks of Being a Wallflower", "The Curious Incident of the Dog in the Night-Time", "Extremely Loud and Incredibly Close")
- 3. Education, school**
(school systems, out into the world, volunteer work, gap year)
- 4. Values and social responsibility**
(bullying, climate change, volunteer work, gender issues, human rights, "1984", "Extremely Loud and Incredibly Close")
- 5. Rules and laws**
(individual rights in society, gender issues, diversity, America, gun control, violence and crime, "1984")
- 6. The world of work**
(jobs, workplace, starting a business, job interviews, applications)
- 7. Health**
(healthy eating, fitness, (extreme) sports, addiction, fast food nation, cooking, genetics)
- 8. Beauty and fashion**
(image and self-image, the lives of the stars, celebrity stories, television, advertising – the power of image)
- 9. Communication**
(media, internet, letters, calls, intercultural communication, media and privacy, mass media, television, advertising, "1984", "Extremely Loud and Incredibly Close")
- 10. Modern technologies**
(media, internet, science, technology, genetics, "1984")
- 11. Intercultural aspects**
(migration, being British, national identity and diversity, intercultural misunderstandings)

12. Tradition and change

(UK, Brexit, national diversity, city living and the future, “Extremely Loud and Incredibly Close”)

13. Environment

(climate change, genetics, think globally - act locally)

14. Globalisation

(economy, outsourcing, inequality, Austria’s place in the world, USA)

15. Money – business – consumerism

(economy, shopping, global money, opening hours, capitalism, poverty)

16. Transport and tourism

(holidays, travelling, couch surfing, environmental issues)

17. Leisure

(sports, extreme sports, leisure sports, television, being creative, internet, books, travelling)

18. Arts and culture

(British art and culture, violence in popular culture, being creative, literature, stories and novels/class readers)

Die Schülerinnen und Schüler müssen die Sprechaufgaben (monologischer und dialogischer Teil) zu den oben genannten Themen auf Level B2 („independent speaker“) beantworten.

Dieses Level drückt sich durch folgende Kompetenzen aus (laut CEF):

- **Global scale:**

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.

Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

- **Qualitative aspects of spoken language:**

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| Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes. | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses. | Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. |
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- **Overall spoken interaction**

Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.

Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.

Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.

Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

- **Conversation**

Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.

Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

Can convey degrees of emotion and highlight the personal significance of events and experiences.

Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.

- **Informal discussion**

Can keep up with an animated discussion between native speakers

Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.

Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

- **Goal-oriented co-operation**

Can understand detailed instructions reliably.

Can help along the progress of the work by inviting others to join in, say what they think etc.

Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

- **Information Exchange**

Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.

Can pass on detailed information reliably.

Can give a clear, detailed description of how to carry out a procedure.

Can synthesise and report information and arguments from a number of sources.

(Source: Common European Framework of Reference for Languages: Learning, teaching, assessment. Council of Europe. Cambridge University Press.
e.g. http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/CEFR_EN.pdf)