

## ZEP Übergangsmodul

### Kompetenzfeld: Englisch

#### Titel: Englisch II

Zielgruppe: Lernende mit Pflichtschulabschluss, die in eine weiterführende Ausbildung einsteigen möchten

#### Lernergebnisse:

- Grundregeln, Wortschatz, Rechtschreibung und Grammatik anwenden
- Varietäten von Sprache und Texten erkennen und einordnen
- Informationen (in Texten) erfassen und wiedergeben können
- Das Internet, die Bibliothek und verschiedene Medien als Informationsquelle nutzen
- Texte mit unterschiedlichen Schreibabsichten verfassen und gestalten
- Mit genormten Textvorlagen arbeiten
- Aktiv zuhören, verständlich sprechen und sich konstruktiv an einem Gespräch beteiligen
- Informationen mündlich einholen und weitergeben
- Gestaltungspotential von Sprache nutzen und Inhalte präsentieren
- Anliegen vorbringen und Meinungen vertreten
- Textinhalte werden verstanden, zusammengefasst und mit eigenen Worten wiedergegeben.
- Die Form des Sprachgebrauchs wird schlüssig dem jeweiligen Kontext zugeordnet und dementsprechend angewandt.
- Erfahrungen werden reflektiert und Meinungen schlüssig argumentiert.
- Genormte Textmuster werden als solche erkannt und entsprechend der Vorgaben verfasst.
- Eine aktive Beteiligung an Gesprächen ist in unterschiedlichen Situationen problemlos möglich.
- Die Sprache wird situationsadäquat verwendet.
- Die mündliche und schriftliche Sprache wird kreativ und vielseitig genutzt.
- Eine intensive Auseinandersetzung mit verschiedenen Themenbereichen und Handlungsfeldern findet statt.
- Inhalte werden übersichtlich und kreativ aufbereitet und präsentiert.

## ZEP

Zugang zu höherer Bildung & Entwicklung von Perspektiven

**BIL** LINZ  
Bildungsentwicklung

**OKS**  
KOLLEKTIV

**I.S.O.P**  
INNOVATIONEN, SOZIALPROJEKTE

**KUNST  
LABOR**  
KUNSTPROJEKTE

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**B** Bundesministerium  
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- Digitale Kompetenzen werden geschult.			
Konkretisierung	Thema	Inhalte/Methoden Präsenz (je 3)	Inhalte/Methoden Online (je 3)
Learners can: -ask various personal questions - understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information). - catch the main point in short, clear, simple messages - use a series of phrases and sentences to describe in simple terms his/her family -give a short and simple talk about himself/herself and things he/she likes -write a text about themselves	<b>Let`s get started</b>	<ul style="list-style-type: none"> <li>- 30 elementary questions (warm-up activity)</li> <li>- Finding someone who has a lot in common (getting to know each other)</li> <li>- Prepare a short talk about yourself and the things you like</li> <li>- Write a text about yourself</li> <li>- Feedback</li> <li>- Video “your family”</li> <li>- Listening to a song and filling out the missing words in the song transcript</li> <li>- Word Bank: Family</li> <li>- Create a family tree</li> <li>- Video: Jane &amp;Rahim</li> </ul>	-Video: Sam`s family- practice and repeat the dialogue out loud  Exercises: -Multiple Choice “Sam`s family” -Fill in the blanks  -Write a text about your family
Learners can: -distinguish between different film genres -recognize different book genres -ask various questions about the plot of books -have meaningful conversations about books, films and libraries -skim through texts to get certain pieces of information -use a dictionary correctly	<b>Literature, Films &amp; Libraries</b>	<ul style="list-style-type: none"> <li>- Movies and films (warm-up activity)</li> <li>- Types of films (whole class)</li> <li>- Worksheet books (work with a partner)</li> <li>- Video about libraries</li> <li>- Public libraries in Graz</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz about the libraries in Graz</li> <li>- Library words (watch a video, look up unfamiliar/new words in a dictionary)</li> <li>- Conversations in the main public library (After watching the video write a similar little dialogue that takes place in a library.)</li> <li>- Website of the main public library in Graz (browse through the website/reading for gist)</li> </ul>
Learners can:	<b>A visit to the library</b>	- A visit to the local library	- Reading the chosen book and taking notes

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<p>-fill out a form/fill out a library card application Learners know: -how to use a library for research -how and where to find a book in a library -how to borrow a book -the rules and appropriate behavior in a library -know vocabulary and phrases that are needed when borrowing a book in a library</p>		<ul style="list-style-type: none"> <li>- Preparing to write a book review (worksheet to be filled in during the visit at the library)</li> <li>- Word Bank: film, books, library, book review</li> </ul>	
<p>Learners can: -have a conversation in the past tense about a topic they are familiar with -give and receive feedback about a specific text -brainstorm and organize their ideas -write a first draft -edit/proofread a text - write a book review - organize the text with an introduction, main part and an ending</p>	<p><b>Writing Skills &amp; book reviews</b></p>	<ul style="list-style-type: none"> <li>- Talking with a partner about the books they've chosen and read at home</li> <li>- The Writing Process</li> <li>- How to write a book or film review</li> <li>- Video about book reviews</li> <li>- Book review template</li> <li>- First draft of the book review (give and receive feedback about the first draft)</li> </ul>	<ul style="list-style-type: none"> <li>- Write the book review</li> </ul>
<p>Learners can: - understand the main points of a video, in clear, slow standard speech, dealing with subject related issues -write a text with an introduction, main body and closing - follow clear straightforward subject related conversations - explain why she/he is for or against something in a straightforward way.</p>	<p><b>The Internet (Welcome to the wild, wild web)</b></p>	<ul style="list-style-type: none"> <li>- Conversation cards the internet (warm-up activity)</li> <li>- Video about social media and the internet</li> <li>- Word Bank: Computers and the internet</li> <li>- Text: The world wide web</li> <li>- Exercise: Fill in the blank</li> <li>- Internet project of your choice</li> </ul>	<ul style="list-style-type: none"> <li>- Exercise: Do you know the correct answer</li> <li>- Text "My perfect computer"</li> </ul>

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<p>Learners can:</p> <ul style="list-style-type: none"> <li>-ask health related questions</li> <li>-understand the main points of a video, in clear, slow standard speech, dealing with subject related issues</li> <li>-write a simple, straightforward text about familiar topics</li> <li>- can read articles and reports concerned with contemporary problems</li> </ul>	<p><b>Health</b></p>	<ul style="list-style-type: none"> <li>- Video</li> <li>- Conversation cards health</li> <li>- Word Bank: health &amp; health care</li> <li>- The corona virus</li> <li>- Covid-some-dos-and-donts and exercises</li> <li>- Factors of good health</li> </ul>	<ul style="list-style-type: none"> <li>- Write a text about living a healthy life</li> <li>- Write a text about the Corona virus in Austria</li> </ul>
<p>Learners can:</p> <ul style="list-style-type: none"> <li>- Ask for directions</li> <li>- Give directions</li> <li>- Describe surroundings and places</li> <li>- Ask and answer questions about travelling</li> <li>- write a simple, straightforward text about familiar topics</li> </ul>	<p><b>Transportation &amp; Travel</b></p>	<ul style="list-style-type: none"> <li>- Conversation cards transport</li> <li>- Look at the map and answer the questions</li> <li>- Exercises Giving directions/ spotting differences</li> <li>- Air Travel Fill in the blanks</li> <li>- Video about holiday and travelling</li> <li>- Game: Travel Board Game</li> </ul>	<ul style="list-style-type: none"> <li>- Homework. Giving directions</li> <li>- Text: My perfect holiday</li> </ul>
<p>Learners can:</p> <ul style="list-style-type: none"> <li>- follow the instructions/rules of a game</li> <li>- organize ideas in a meaningful sequence</li> <li>- prepare for a talk by herself/himself</li> <li>-give a prepared, straightforward presentation on a subject topic or talk about a topic</li> </ul> <p>Learners know:</p> <ul style="list-style-type: none"> <li>-what idioms are and how to use them appropriately</li> </ul>	<p><b>Communciation &amp; Everyday language</b></p>	<ul style="list-style-type: none"> <li>- Game: TABOO</li> <li>- Video: Idioms</li> <li>- What is an idiom</li> <li>- Practicing how to give a talk (Worksheet: Giving a talk)</li> <li>- Prepare a 10 min talk about a subject of your liking and present it in front of the class</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing to give a talk</li> </ul>

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<p>Learners can:</p> <ul style="list-style-type: none"> <li>- give a prepared, straightforward presentation on a subject topic or talk about a topic</li> <li>- catch the main points and vocabulary from songs</li> <li>- make up their own dialogues about a familiar topic</li> </ul>	<p><b>Food</b></p>	<ul style="list-style-type: none"> <li>- Presentations in class</li> <li>- Song: The Food Blues</li> <li>- Exercise: The Food Blues</li> <li>- Conversation cards food</li> <li>- Video about grocery shopping</li> <li>- With a partner: act out a dialogue similar to the ones in the video</li> </ul>	<ul style="list-style-type: none"> <li>- Write a text: Dialogue between a waiter and guest in a restaurant</li> </ul>
<p>Learners can:</p> <ul style="list-style-type: none"> <li>- use different times and tenses appropriately in speaking and writing</li> </ul>	<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>- Various grammar topics and exercises that can be added to the other units</li> </ul>	<ul style="list-style-type: none"> <li>- Various grammar topics and exercises that can be added to the other units</li> </ul>

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