



06/2017

# Lehrplan

## DFG / LFA

### Englisch

**Zweig: ES**

**Klassenstufen  
10, 11 und 12**

Lehrplan validiert durch das Ministère de l'Éducation nationale, das Ministerium für Kultus, Jugend und Sport Baden-Württemberg und das Ministerium für Bildung und Kultur Saarland

# 1 Leitgedanken

## 1.1 Bildungswert des Faches

Das Zusammenwachsen Europas und der Welt, die Zuwanderung von Menschen aus anderen Sprach- und Kulturkreisen, das Medienangebot und die Technologien bringen neue Herausforderungen auf sozialem, wirtschaftlichen und kulturellem Gebiet mit sich. Dem Erlernen von Fremdsprachen kommt in diesem Umfeld eine große Bedeutung zu, denn Fremdsprachenkenntnisse tragen in hohem Maße zum gegenseitigen Verständnis und friedlichen Zusammenleben bei und sind Voraussetzung für Mobilität und Zusammenarbeit.

Englisch hat sich weltweit zur wichtigsten Zweit- und Verkehrssprache entwickelt. Deshalb müssen Schülerinnen und Schüler auf die Anforderungen vorbereitet werden, die sich im Hinblick auf Berufsqualifikationen, neue Formen der internationalen Kooperation sowie vermehrte interkulturelle Begegnungen ergeben.

Die Beherrschung der englischen Sprache ist infolgedessen ein wichtiges Instrument erfolgreicher Kommunikation, auf dem beruflicher Erfolg und persönliche Weiterentwicklung basieren.

## 1.2 Kompetenzen

Das wichtigste Ziel des gymnasialen Englischunterrichts ist die Entwicklung einer kommunikativen Kompetenz, die die Schülerinnen und Schüler sprachlich handlungsfähig macht. Die angemessene Verwendung sprachlicher Mittel und der Gebrauch von korrektem Englisch sowohl im Schriftlichen als auch im mündlichen stellen neben der Gesprächs- und Verständigungsfähigkeit wichtige Lernziele dar, wobei lexikalische, grammatische und orthographische Fähigkeiten Teilkompetenzen sind und dienende Funktion haben.

Der Erwerb von soziokulturellen Kenntnissen über das Zielsprachliche Land weitet den Horizont und wirkt persönlichkeitsbildend. Dies gilt ebenso für die Auseinandersetzung mit authentischen Texten bei der Erschließung landeskundlicher Themen und die Interpretation beispielhafter Werke englischsprachiger Literatur.

# 2 Kompetenzen / skills

## 2.1 Communicative skills

	Skills	2eES (CEF: B1)	1eES and TeES (CEF: B2)
UNDERSTANDING	Listening	understanding extended speech and lectures, even following complex lines of argument provided the topic is reasonably familiar	understanding extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly

		<p>understanding most TV news and current affairs programmes</p> <p>understanding the majority of films in standard forms of English</p>	<p>understanding television programmes and films without too much effort</p>
	Reading	<p>reading articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints</p> <p>understanding contemporary literary prose</p>	<p>understanding long and complex factual and literary texts, appreciating distinctions of style</p> <p>understanding specialised articles and longer technical instructions, even when they do not relate to one's field</p>
SPEAKING	Communicating Spoken interaction	<p>dealing with most situations likely to arise whilst travelling in an area where the language is spoken</p> <p>engaging spontaneously in conversation on familiar topics, involving personal interest or everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>interacting with a degree of fluency and spontaneity that facilitates regular interaction with native speakers</p> <p>taking an active part in discussion in familiar contexts, accounting for and supporting one's views</p>
	Spoken production	<p>connecting phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions</p> <p>giving reasons and explanations for opinions and future plans</p> <p>narrating a story or relating the plot of a book or film and describing</p>	<p>presenting clear, detailed descriptions on a wide range of subjects related to one's field of interest</p> <p>explaining a viewpoint on a topical issue, giving the pros and cons of various options</p>

		one's reactions	
WRITING	Writing	writing simple coherent text on topics which are familiar or of personal interest writing personal letters describing experiences and impressions	writing clear, detailed text on a wide range of subjects related to one's interests writing an essay or report, passing on information or giving the pros and cons on a particular point of view writing a formal letter

## 2.2 Further skills

	2eES and 1eES and TeES
Language requirements	<p><b>Pronunciation and intonation</b></p> <p>Acquiring clear and comprehensible pronunciation and appropriate intonation Increasing autonomy and awareness of correct pronunciation and intonation Reading a rather complex text (mostly familiar linguistic material) in a "correct" way</p> <p><b>Vocabulary range and idiomatic expressions</b></p> <p>Appropriating topic vocabulary dealt with in class Understanding and using collocations and idiomatic expressions Moving beyond factual discourse to spoken interaction and argumentation Using appropriate terms and expressions for analysis and interpretation Using connectors for coherent and structured argumentation Recognising and using different registers, such as colloquial and formal</p> <p><b>Grammar</b></p> <p>Using complex grammatical structures and varied syntax Being aware of the special features of English grammar with regard to their stylistic function (aspect, non-finite forms, ...)</p>
Intercultural learning	<p>Making comparisons between one's own culture and the other Approaching cultural differences appropriately by identifying stereotypes and questioning one's own values Explaining cultural differences when mediating Analyzing cultural phenomena from various perspectives Developing awareness of linguistic and cultural variety Using complex media information sources Using the target language as working language Studying English as a global language</p>

Cultural skills	<p>Becoming aware of national "self conception" of English-speaking countries (including humour)</p> <p>Dealing with contemporary topics affecting the English-speaking world</p> <p>Emphasising particular cultural features when studying literature and other forms of art</p>
Methodology	<p><b>Receptive</b></p> <p>Using (listening/watching/reading) comprehension strategies: skimming, scanning, analytical reading/listening, selective reading/listening, inferring purpose/opinion/mood</p> <p>Deducing vocabulary from context or from other languages, recognizing morphological patterns in order to deduce vocabulary</p> <p>Comprehending text using structuring methods (focusing on keywords, using headlines, mind-mapping, ...)</p> <p><b>Productive</b></p> <p>Using strategies to subdivide and structure texts</p> <p>Appropriating new vocabulary independently (using knowledge of other languages, intelligent guessing, ...)</p> <p>Producing oral and written summaries</p> <p>Mediating German/French ▶ English and vice versa</p> <p>Describing and analyzing argumentative devices</p> <p>Describing and analyzing (orally and in written) diagrams and statistics</p> <p>Taking notes and using them for oral presentations or text production</p> <p>Presenting work results coherently (written and oral)</p> <p>Using quotations for illustrative purposes</p> <p>Referring to sources</p> <p><b>Learning techniques</b></p> <p>Using memorization and semantic networking techniques</p> <p>Using the computer for learning</p> <p>Using Internet and reference books for doing research</p> <p><b>Working techniques</b></p> <p>Avoiding mistakes and correcting oneself (using strategies such as proof reading, ...)</p> <p>Working autonomously by planning, reflecting and evaluating one's work (self-assessment, Portfolio work)</p> <p>Working effectively in groups (possibly including peer-assessment)</p> <p>Using more complex presentation tools ("PowerPoint", "Metaplan", ...)</p> <p>Using a monolingual and bilingual dictionary effectively</p> <p><b>Working with texts</b></p> <p>Extracting, summarizing, analyzing and evaluating information and arguments from a variety of sources (of any kind of document, including audio-visual material)</p>

	<p>Understanding and analyzing an author's intention</p> <p>Recognizing important stylistic devices and describing their function</p> <p>Recognizing basic characteristic features in pictures and film and commenting on them</p> <p>Recognizing and applying text type specific features (e.g. letter / comment / ...)</p> <p>Rewriting text by changing the Using texts as model</p> <p>Filling blanks in texts</p> <p>Personal reading at home of a longer text</p>
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### 2.3 Communicative skills: details

#### Listening

2eES	1eES and TeES
<p>Skills</p> <ul style="list-style-type: none"> <li>- Understanding a short speech or conversation in standard but authentic English, on a familiar topic.</li> <li>- Taking general notes or writing key words while listening to standard but authentic English.</li> <li>- Understanding and analyzing the main ideas of short extracts of audio-visual material (such as radio reports, commercials, songs, the news, interviews, films, documentaries) in standard but authentic English.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>- Understanding a longer speech or conversation in a variety of registers and possibly on unfamiliar topics</li> <li>- Taking extensive notes while listening to a variety of registers, possibly on unfamiliar topics</li> <li>- Understanding and analyzing the main ideas of long extracts of audio-visual material (such as radio reports, commercials, songs, the news, interviews, films, documentaries) in standard but authentic English.</li> </ul>
<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Box-ticking</li> <li>- Gap-filling</li> <li>- Crossing out the wrong information</li> <li>- True/ False / not in the text (with quotations to justify)</li> </ul>	<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Box-ticking</li> <li>- Gap-filling</li> <li>- Crossing out the wrong information</li> <li>- True/ False / not in the text (with quotations to justify)</li> </ul>

<ul style="list-style-type: none"> <li>- Writing down key words</li> <li>- Short summary</li> </ul>	<ul style="list-style-type: none"> <li>- Writing down key words</li> <li>- Summary</li> </ul>
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Reading

2eES	1eES and TeES
<p>Skills</p> <ul style="list-style-type: none"> <li>- Understanding short articles or reports about familiar issues in standard English.</li> <li>- Understanding short extracts of literary works.</li> <li>- Skimming and scanning short extracts from letters, leaflets and official documents, in Standard English.</li> <li>- Finding the principal argument in a short argumentative text in Standard English.</li> <li>- Using a monolingual dictionary.</li> <li>- Recognizing the structure of fictional/ non-fictional texts.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>- Understanding articles or reports about a wide range of issues in a variety of registers.</li> <li>- Understanding literary works or longer extracts.</li> <li>- Skimming and scanning longer extracts from letters, leaflets and official documents, in Standard English.</li> <li>- Finding the principal argument in an argumentative text in a variety of registers.</li> <li>- Recognizing the structure of fictional/ non-fictional texts.</li> </ul>
<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Box-ticking</li> <li>- Gap-filling (tables)</li> <li>- Crossing out the wrong information</li> <li>- True or False with quotations to justify</li> <li>- Matching headlines and parts of text / paragraphs</li> <li>- Synonyms and antonyms</li> <li>- Writing down key words</li> <li>- Short summary</li> </ul>	<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Box-ticking</li> <li>- Gap-filling (tables)</li> <li>- Crossing out the wrong information</li> <li>- True or False with quotations to justify</li> <li>- Matching headlines and parts of text / paragraphs</li> <li>- Synonyms and antonyms</li> <li>- Writing down key words</li> <li>- Detailed Summary</li> </ul>

## Communicating

2eES	1eES and TeES
<b>Skills</b> <ul style="list-style-type: none"> <li>- Participating (interacting) in a conversation on a familiar topic, possibly with a native speaker</li> <li>- Expressing ideas in a reasonably spontaneous and fluent way</li> <li>- Asking and answering questions</li> <li>- Agreeing and disagreeing, expressing opinion</li> <li>- Debating and role playing</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>- Participating (interacting) in a conversation on a wide range of topics, possibly with a native speaker</li> <li>- Expressing ideas in a spontaneous and fluent way</li> <li>- Asking and answering questions</li> <li>- Agreeing and disagreeing, expressing opinion convincingly</li> <li>- Debating and role playing</li> <li>- Clarifying or defending a viewpoint</li> <li>- Presenting and balancing arguments for and against</li> <li>- Summarizing, analyzing and drawing conclusions</li> </ul>
<b>Possible forms of Assessment</b> <ul style="list-style-type: none"> <li>- Interviews</li> <li>- Role-playing</li> <li>- Semi-guided conversation (visual- or aural-prompted)</li> <li>- Discussions</li> <li>- General debating</li> </ul>	<b>Possible forms of Assessment</b> <ul style="list-style-type: none"> <li>- Interviews</li> <li>- Role-playing</li> <li>- Semi-guided conversation (visual- or aural-prompted)</li> <li>- Discussions</li> <li>- Debating on a wide range of issues</li> </ul>

## Speaking

2eES	1eES and TeES
<b>Skills</b> <ul style="list-style-type: none"> <li>- A general summing up of information</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>- A clear and detailed summing up of</li> </ul>



<ul style="list-style-type: none"> <li>- dealing with class topics</li> <li>- Clear descriptions of all types of documents on class-related topics</li> <li>- ‘Mediation’ – transferring essential information from the mother tongue into English</li> <li>- Presenting the results of group work using notes</li> <li>- Giving a short presentation on a class-related or familiar topic</li> <li>- participating actively in a conversation (class topic)</li> <li>- summarizing visual/written (fictional and non-fictional) material in a structured way</li> </ul>	<ul style="list-style-type: none"> <li>- information dealing with class topics</li> <li>- Reviewing a report / book / film with emphasis on personal judgement</li> <li>- Clear and detailed descriptions of all types of documents on a wide range of topics</li> <li>- ‘Mediation’ – transferring essential information from the mother tongue into English</li> <li>- Presenting the results of group work with limited use of notes</li> <li>- Giving a presentation on an unfamiliar topic</li> <li>- participating actively in a conversation or discussion (general topic), giving examples to support one’s argument</li> <li>- summarizing visual/written (fictional and non-fictional) material in a structured way, giving a personal evaluation</li> </ul>
<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Presentations</li> <li>- Mediation</li> <li>- job interview</li> </ul>	<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Presentations</li> <li>- Mediation</li> <li>- job interview</li> </ul>

Writing

<p>2eES</p>	<p>1eES and TeES</p>
<p>Skills</p> <ul style="list-style-type: none"> <li>- Note-taking</li> <li>- Writing short texts related to familiar topics</li> <li>- Expressing personal opinion</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>- Extensive and structured note-taking</li> <li>- Writing texts related to an extensive range of topics</li> <li>- Expressing personal opinion</li> </ul>

<ul style="list-style-type: none"> <li>- Commenting on fictional and non-fictional documents (including visual documents such as photos, graphs, diagrams, statistics, cartoons etc.)</li> <li>- Writing short essays, weighing up pros and cons, formulating and defending a standpoint</li> <li>- Quoting appropriately from the document when answering</li> <li>- Writing short summaries of fictional and non-fictional documents</li> <li>- 'Mediation' – transferring essential information from the mother tongue into English</li> <li>- Writing personal and formal letters in a basic way</li> <li>- Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing and interpreting fictional and non-fictional documents (including visual documents such as photos, graphs, diagrams, statistics, cartoons etc)</li> <li>- Writing essays, weighing up pros and cons, formulating and defending a standpoint</li> <li>- Quoting appropriately from the document when answering</li> <li>- Writing summaries of fictional and non-fictional documents</li> <li>- 'Mediation' – transferring essential information from the mother tongue into English</li> <li>- Writing personal and formal letters</li> <li>- Creative writing</li> <li>- interpreting texts with reference to the relationship form / content</li> </ul> <p><b>NB: This level requires use of idiomatic expressions, linking words and authentic syntax</b></p>
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<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Essays</li> <li>- CVs</li> <li>- Letters of application</li> <li>- Letters and emails</li> <li>- Reports</li> <li>- Articles</li> <li>- Book and film review</li> <li>- Advertisements</li> </ul>	<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> <li>- Essays</li> <li>- CVs</li> <li>- Letter of application / motivation</li> <li>- Reports</li> <li>- Articles</li> <li>- Book and film review</li> <li>- Advertisement</li> <li>- 'Mediation'</li> </ul>
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- 'Mediation'	
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## 2.4 Topics

Aspects of society	<p>Examples</p> <ul style="list-style-type: none"> <li>- family life and growing up</li> <li>- gender roles</li> <li>- crime and punishment</li> <li>- migration</li> <li>- ...</li> </ul>
Science and technology	<p>Examples</p> <ul style="list-style-type: none"> <li>- science and ethics</li> <li>- science and progress</li> <li>- genetic engineering</li> <li>- environmental issues (global warming, sustainable development, ...)</li> <li>- information technology and the media</li> <li>- ...</li> </ul>
Aspects of political life, tradition and change	<p>Examples</p> <ul style="list-style-type: none"> <li>- human rights</li> <li>- political institutions</li> <li>- Britain and Europe / USA and Europe</li> <li>- International relations</li> <li>- current events and affairs</li> <li>- ...</li> </ul>
Aspects of economy and business	<p>Examples</p> <ul style="list-style-type: none"> <li>- work and employment</li> <li>- marketing and advertising</li> </ul>

	<ul style="list-style-type: none"> <li>- monetary mechanisms and issues</li> <li>- economic crises</li> <li>- globalization</li> <li>- competition and challenges</li> <li>- economic systems</li> <li>- in-depth case study of an emerging or developing country</li> <li>- ...</li> </ul>
Aspects of English as a global language	<p>Examples</p> <ul style="list-style-type: none"> <li>- English as Lingua Franca</li> <li>- English as a business language</li> <li>- interaction with other languages</li> <li>- ...</li> </ul>

### 3 Operatoren

Operator	Definition
Analyse	Examine in detail in order to explain the meaning
Comment on	Give a personal view of a certain topic, giving evidence to support your opinion
Compare/contrast	Describe similarities and differences
Describe	Express what something or somebody is like, dealing with all the relevant details
Discuss	Examine an issue from all sides before stating your personal opinion
Explain	Clarify something by giving reasons
Evaluate	Form an opinion on the quality or value of something after having considered it carefully
Give a characterisation of	Describe the typical features of somebody or something, giving examples
Illustrate	Make something clear by providing relevant examples

Summarise	Present the main points in a condensed form, omitting details and examples
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## Appendix

### 1. Literature

**NB: Whenever possible the topics and literature dealt with in class should be linked.**

poetry	ad lib
prose	<ul style="list-style-type: none"> <li>- 1 modern novel <i>and</i> topic-related extracts</li> <li>- Topic-related short stories</li> </ul>
drama	<ul style="list-style-type: none"> <li>- 1 modern play <i>or</i> topic-related extracts</li> </ul>
others	other art forms (e.g. songs, films, paintings, photos, ...)

**Suggestions: Topic-related literature (See table below)**

TOPICS CURRICULUM – ES (2e – Te)	SUGGESTIONS LITERATURE
Aspects of society	T.C. Boyle: <i>The Tortilla Curtain</i> F. McCourt: <i>Angela's Ashes</i> F. McCourt: <i>'Tis</i> C. Dickens: <i>Oliver Twist</i> topic-related short stories
Science and technology	A. Huxley: <i>Brave New World</i> K. Ishiguro: <i>Never Let Me Go</i>
Aspects of political life, tradition and change	Don DeLillo: <i>Falling Man</i> T.C. Boyle: <i>The Tortilla Curtain</i> G. Orwell: <i>Animal Farm</i> G. Orwell: <i>1984</i> C. Dickens: <i>A Tale of Two Cities</i> topic-related short stories
Aspects of economy and business	A. Miller: <i>Death of a Salesman</i> F.S. Fitzgerald: <i>The Great Gatsby</i> U. Sinclair: <i>Oil</i> U. Sinclair: <i>The Jungle</i> J. Dos Passos: <i>The Big Money</i> J. Dos Passos: <i>Manhattan Transfer</i> W. Shakespeare: <i>The Merchant of Venice</i> topic-related short stories
Aspects of English as a global language	W. Russell: <i>Educating Rita</i>

## 2. Assessment

### Types of assessment

**NB: All forms of assessment (oral / written production, listening / reading comprehension) are of equal weighting.**

Types of assessment	2 <sup>e</sup>	1 <sup>e</sup>	Te
Standardized <u>listening</u> comprehension (plus optional topic - related <u>writing</u> task, to be graded separately)	1	1	1
Standardized <u>reading</u> comprehension (plus optional topic - related <u>writing</u> task, to be graded separately)	1	1	1
<u>Oral</u> presentation, 10' (optional pair or group work) <sup>1</sup>	1		
<u>Oral</u> presentation, 15' (optional pair or group work)		1	
<u>Oral</u> presentation, 20', of a more complex topic			1
Picture (or any other) -prompted <u>discussion</u> (2 pupils, 5')	1	1	1
<u>Writing</u> task (literary or non-literary topic)	1	1	1

<sup>1</sup> the minutes refer to speaking time per pupil

**Assessment grids**

- Assessment grid for spoken production B1/B1+
- Assessment grid for spoken production B2/B2+
- Assessment grid for written production B1/B2
- Assessment grid for written production B2/C1
- Operators for reading/listening comprehension and written production