

06/2017

Lehrplan

DFG / LFA

Englisch

Zweig: L

**Klassenstufen
10, 11 und 12**

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	2eL (CEF: B1/B2)	1eL and TeL (CEF: B2/C1)
UNDERSTANDING	Listening	understanding extended speech and lectures, even following complex lines of argument provided the topic is reasonably familiar understanding most TV news and current affairs	understanding extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly understanding television programmes and films without too much effort

		programmes understanding the majority of films in standard forms of English	
	Reading	reading articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints understanding contemporary literary prose	understanding long and complex factual and literary texts, appreciating distinctions of style understanding specialised articles and longer technical instructions, even when they do not relate to one's field
SPEAKING	Communicating Spoken interaction	dealing with most situations likely to arise whilst travelling in an area where the language is spoken engaging spontaneously in conversation on familiar topics, involving personal interest or everyday life (e.g. family, hobbies, work, travel and current events).	interacting with a degree of fluency and spontaneity that facilitates regular interaction with native speakers taking an active part in discussion in familiar contexts, accounting for and supporting one's views
	Spoken production	connecting phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions giving reasons and explanations for opinions and future plans narrating a story or relating the plot of a book or film and describing one's reactions	presenting clear, detailed descriptions on a wide range of subjects related to one's field of interest explaining a viewpoint on a topical issue, giving the pros and cons of various options

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

	2eL and 1eL and TeL
Language requirements	<p><i>Pronunciation and intonation</i></p> <p>Acquiring clear and comprehensible pronunciation and appropriate intonation</p> <p>Increasing autonomy and awareness of correct pronunciation and intonation</p> <p>Reading a rather complex text (mostly familiar linguistic material) in a "correct" way</p> <p><i>Vocabulary range and idiomatic expressions</i></p> <p>Appropriating topic vocabulary dealt with in class</p> <p>Understanding and using collocations and idiomatic expressions</p> <p>Moving beyond factual discourse to spoken interaction and argumentation</p> <p>Using appropriate terms and expressions for analysis and interpretation</p> <p>Using connectors for coherent and structured argumentation</p> <p>Recognising and using different registers, such as colloquial and formal</p> <p><i>Grammar</i></p> <p>Using complex grammatical structures and varied syntax</p> <p>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</p> <p>Approaching cultural differences appropriately and questioning one's own values</p> <p>Explaining cultural differences when mediating</p> <p>Analyzing cultural phenomena from various perspectives</p> <p>Developing awareness of linguistic and cultural variety</p> <p>Using complex media information sources</p> <p>Using the target language as working language</p> <p>Studying English as a global language</p>

Cultural skills	<p>Becoming aware of national "self conception" of English-speaking countries</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>Receptive</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>Productive</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>Learning techniques</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>Working techniques</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>Working with texts</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 (novel / drama)</p>
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2.3 Communicative skills: details

Listening

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

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

2eL	1eL and TeL
<p>Skills</p> <ul style="list-style-type: none"> - Understanding short articles or reports about familiar issues in standard English - Understanding short extracts of literary works – prose, poetry and drama. - Skimming and scanning short extracts from letters, leaflets and official documents, in Standard English. - Finding the principal argument in a short argumentative text in Standard English. - Using a monolingual dictionary. - Keeping a reading journal with general plot summaries. - Recognizing the structure of fictional/ non-fictional texts. 	<p>Skills</p> <ul style="list-style-type: none"> - Understanding articles or reports about a wide range of issues in a variety of registers. - Understanding literary works or longer extracts (prose, poetry and drama). - Skimming and scanning longer extracts from letters, leaflets and official documents, in Standard English. - Finding the principal argument in an argumentative text in a variety of registers. - Keeping an extensive reading journal with plot summaries, character sketches, terminology and themes. - Recognizing the structure of fictional / non-fictional texts.
<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> - Box-ticking - Gap-filling (tables) - Crossing out the wrong information - True or False with quotations to justify - Matching headlines and parts of text / paragraphs 	<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> - Box-ticking - Gap-filling (tables) - Crossing out the wrong information - True or False with quotations to justify - Matching headlines and parts of text / paragraphs

<ul style="list-style-type: none"> - Synonyms and antonyms - Writing down key words - Short summary 	<ul style="list-style-type: none"> - Synonyms and antonyms - Writing down key words - Detailed Summary
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Communicating

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

Speaking

2eL	1eL and TeL
<p>Skills</p> <ul style="list-style-type: none"> - A general summing up of information dealing with class topics - Presenting a book or film - Clear descriptions of all types of documents on class-related topics - 'Mediation' – transferring essential information from the mother tongue into English - Presenting the results of group work using notes - Giving a short presentation on a class-related or familiar topic - participating actively in a conversation (class topic) - summarizing the plot of a film/ literary text in a structured way 	<p>Skills</p> <ul style="list-style-type: none"> - A clear and detailed summing up of information dealing with class topics - Reviewing a book or film with emphasis on personal judgement - Clear and detailed descriptions of all types of documents on a wide range of topics - 'Mediation' – transferring essential information from the mother tongue into English - Presenting the results of group work with limited use of notes - Giving a presentation on an unfamiliar topic - participating actively in a conversation or discussion (general topic), giving examples to supports one's argument - summarizing the plot of a film/ literary text in a structured way, giving a personal evaluation
<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> - Presentations - Mediation - job interview 	<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> - Presentations - Mediation - job interview

Writing

2eL	1eL and TeL
<p>Skills</p> <ul style="list-style-type: none"> - Note-taking - Writing short texts related to familiar topics - Expressing personal opinion - Commenting on fictional and non-fictional documents (including visual documents such as photos, graphs, cartoons etc.) - Writing short essays, weighing up pros and cons, formulating and defending a standpoint - Quoting appropriately from the document when answering - Writing short summaries of fictional and non-fictional documents - 'Mediation' – transferring essential information from the mother tongue into English - Writing personal and formal letters in a basic way - Creative writing 	<p>Skills</p> <ul style="list-style-type: none"> - Extensive and structured note-taking - Writing texts related to an extensive range of topics - Expressing personal opinion - Analyzing and interpreting fictional and non-fictional documents (including visual documents such as photos, graphs, cartoons etc.) - Writing essays, weighing up pros and cons, formulating and defending a standpoint - Quoting appropriately from the document when answering - Writing summaries of fictional and non-fictional documents - 'Mediation' – transferring essential information from the mother tongue into English - Writing personal and formal letters - Creative writing - interpreting literary texts with reference to the relationship form/ content <p>NB: This level requires use of idiomatic expressions, linking words and authentic syntax</p>
<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> - Essays - CVs - Letters of application - Letters and emails 	<p>Possible forms of Assessment</p> <ul style="list-style-type: none"> - Essays - CVs - Letter of application / motivation - Reports

<ul style="list-style-type: none">- Reports- Articles- Book and film review- Advertisements- Stories- Scripts- 'Mediation'	<ul style="list-style-type: none">- Articles- Book and film review- Advertisements- Stories- Scripts- 'Mediation'
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Aspects of society	<p>Examples</p> <ul style="list-style-type: none"> - family life and growing up - work and employment - gender roles - crime and punishment - migration - globalization - ...
Science and technology	<p>Examples</p> <ul style="list-style-type: none"> - science and ethics - science and progress - genetic engineering - environmental issues (global warming, sustainable development, ...) - information technology and the media - ...
Aspects of political life, tradition and change	<p>Examples</p> <ul style="list-style-type: none"> - human rights - political institutions - Britain and Europe / USA and Europe - current events and affairs - ...
Aspects of English as a global language	<p>Examples</p> <ul style="list-style-type: none"> - British Empire and the Commonwealth - English as Lingua Franca - interaction with other languages (Spanglish, ...) - in-depth case study of an English-speaking

	country other than the UK or the US
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2.4 Topics

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

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"> - 2 modern novels - short stories
drama	<ul style="list-style-type: none"> - 1 modern play - 1 play by William Shakespeare (or another Elizabethan playwright) or extracts from several Shakespearean / Elizabethan plays (in both cases including background information regarding Elizabethan times and theatre)
others	other art forms (e.g. songs, films, paintings, photos, ...)

Suggestions: Topic-related literature (see table below)

Reading list for written final exam

Every two years each DFG/LFA suggests two novels or theatre plays to the selection committee; the committee then chooses one play or novel that is read with 1e / Te L forms in two consecutive years.

Hence suggestions for written final exams can be based on that novel or play.

TOPICS CURRICULUM – L (2e – Te)	SUGGESTIONS LITERATURE
Aspects of society	<p style="text-align: center;">2e</p> <p>Nick Hornby: <i>About A Boy</i> Nick Hornby: <i>Slam</i> Susan Hinton: <i>The Outsiders</i> J.D. Salinger: <i>The Catcher in the Rye</i> Louis Sacher: <i>Holes</i> John Green: <i>The Fault in Our Stars or Paper Towns</i> Stephen Chbosky: <i>The Perks of Being a Wallflower</i> M. Haddon: <i>The Curious Incident of the Dog in the Night-Time</i> topic-related short stories</p> <hr/> <p style="text-align: center;">1e and Te</p> <p>T. Kushner: <i>Angels in America</i> J. Walls: <i>Half Broke Horses</i> T.C. Boyle: <i>The Tortilla Curtain</i> P. Auster: <i>Sunset Park</i> P. Auster: <i>Moon Palace</i> F. McCourt: <i>Angela's Ashes</i> T. Wilder: <i>Our Town</i> S. Shepard: <i>True West</i> J.C. Oates: <i>Foxfire</i> W. Golding: <i>Lord Of The Flies</i> H. Pinter: <i>Betrayal</i> B. Clark: <i>Whose Life is it Anyway?</i> J. Osborne: <i>Look Back In Anger</i> T. Williams: <i>A Streetcar Named Desire</i> T. Williams: <i>The Glass Menagerie</i> Arthur Miller: <i>Death of a Salesman</i> E. Hemingway: <i>The Sun Also Rises</i> F.S. Fitzgerald: <i>The Great Gatsby</i> G. Greene: <i>Brighton Rock</i> O. Wilde: <i>The Picture Of Dorian Gray</i> O. Wilde: <i>The Importance of Being Earnest</i> C. Dickens: <i>Oliver Twist</i> extracts of plays by William Shakespeare topic-related short stories</p>
Science and technology	<p>M. Atwood: <i>Oryx and Crake</i> D. Lessing: <i>Mara and Dann</i> K. Ishiguro: <i>Never Let Me Go</i> R. Bradbury: <i>Fahrenheit 451</i> A. Huxley: <i>Brave New World</i> R.L. Stevenson: <i>The Strange Case of Dr. Jekyll and Mr Hyde</i> topic-related short stories</p>
Aspects of political life, tradition and change	<p>R. Praver Jhabvala: <i>Heat and Dust</i> L. Jones: <i>Mister Pip</i> T.C. Boyle: <i>The Tortilla Curtain</i> S. Monk Kidd: <i>The Secret Life of Bees</i> M. Angelou: <i>I Know Why The Caged Bird Sings</i> H. Lee: <i>To Kill A Mockingbird</i> A. Walker: <i>The Color Purple</i> A. Miller: <i>The Crucible</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</p>
Aspects of English as a global language	<p>W. Russell: <i>Educating Rita</i> G.B. Shaw: <i>Pygmalion</i> <i>One Language – Many Voices</i> (collection of short stories) other topic-related short stories</p>

2. Assessment

Types of assessment

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

Types of assessment	2 ^e	1 ^e	T ^{e1}
Standardized <u>listening</u> comprehension (plus optional topic - related <u>writing</u> task, to be graded separately)	1	1	
Standardized <u>reading</u> comprehension (plus optional topic - related <u>writing</u> task, to be graded separately)	1	1	
<u>Oral</u> presentation, 10' (optional pair or group work) ²	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	2

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

¹ Due to the specifications in *Schweriner Abkommen* regarding the final exam, the focus of assessment in T^e is on writing

² the minutes refer to speaking time per pupil