

# Betty-Reis-Gesamtschule- Europaschule Wassenberg

## Übersicht: Themen/Kompetenzen des schulinternen Lehrplans Englisch Sek. I 2012/2013

Das schulinterne Curriculum Englisch SI orientiert sich am Lehrbuch: Englisch G 21 D, Cornelsen.

### Hinweis: KLP, S. 19:

"Kompetenzen werden im Unterricht nicht einzeln und isoliert erworben, sondern in wechselnden und miteinander verknüpften Kontexten. ...[B]ei der Gestaltung von Unterrichtsvorhaben für den Kompetenzerwerb [sind] alle vier Bereiche des Faches – in jeweils unterschiedlicher Gewichtung – in ihrem Zusammenspiel zu berücksichtigen. Hierbei gilt es, deutlich thematisch-inhaltliche Schwerpunkte zu setzen, die den Schülerinnen und Schülern transparent gemacht werden, die die Teilkompetenzen integrieren und bündeln.“

Die vier Bereiche des Faches sind: Kommunikative, interkulturelle und methodische Kompetenzen sowie die Verfügbarkeit von sprachlichen Mitteln/ sprachliche Korrektheit.

Topic Year TESTS  (periods)	1	2	3	4	5	6
5  6 (1 Std.)	<b>About me (Welcome Unit)</b> <b>word fields:</b> (numbers/telling the time/colours/days of the week/school things, (telephone) numbers, dates, classroom discours)  <b>grammar:</b> "to be"  <b>Speaking:</b> pictures, dialogues, songs, classroom discours, vocabulary  <b>Listening comprehensions:</b> short texts,	<b>School and Friends (Unit 1)</b> Personal pronouns/ be/can Classroom phrases Learning vocabulary: methods  <b>Missing Skills: Speaking, Listening Writing?????</b>	<b>Family and Pets (Unit 2)</b> <b>word fields:</b> daily routine, family, pets <b>Grammar:</b> S- genitive, irregular plurals, possessive determiners, <b>Speaking:</b> * <b>talking about your home, your family, your pets and your daily routine;</b> * <b>acting out short dialogues; participating in short dialogues</b> * <b>mediation (p.47)</b> * <b>pronunciation (plurals)</b>	<b>Sports and Hobbies (Unit3)</b> <b>word fields:</b> sports and hobbies  <b>Grammar:</b> Simple present/ questions, adverbs of frequency, word order  <b>Speaking:</b> Pictures, shopping dialogue, songs <b>Listening:</b> Short texts and dialogues	<b>Food and Drinks (Unit 4)</b>  <b>word fields:</b> Food and drinks, birthday party, body parts <b>Grammar:</b> Present progressive, personal pronouns, some/any <b>Speaking:</b> Making an invitation, offering s.th, party small talk <b>Listening:</b> Short texts and dialogues, play <b>Writing:</b> Invitations, dialogue	<b>Activities (Unit 5)</b> Simple past/ references to time and place

	<p>classroom discourse, songs</p> <p><b>Writing:</b> about a family member, friend, me</p> <p><b>Reading:</b> Songs, dialogues, classroom discourse, vocabulary</p> <p><b>Methods:</b> Learning and writing vocabulary</p> <p><b>Test: about me</b> Bezug: KLP, S. 21-27</p>		<p><b>Listening comprehension</b> *short texts, (true/false-statements, *listen and match (words or sentences), *classroom discourse,</p> <p><b>Writing:</b> *Mind maps, *copying charts from the board, *filling in gaps (cloze), *describing your home and family;</p> <p><b>Reading:</b> * Dialogues, * classroom discourse, * vocabulary * short texts about one day in the life of...</p> <p><b>Methods:</b> Mind maps</p>	<p><b>Writing:</b> E-mail, dossier,</p> <p><b>Reading:</b> E-mail, dialogues, songs</p> <p><b>Methods:</b> Mindmap, dossier, looking up words</p> <p><b>Test:</b> Sports and hobbies, reading or listening, writing an e-mail, writing a dialogue, grammar: simple present questions</p>	<p><b>Reading:</b> Dialogues, short texts</p> <p><b>Methods:</b> Talking about and acting out a play, poster, taking notes</p> <p><b>Test:</b> Food and drinks, reading or listening, writing an invitation, grammar</p>	
<p><b>6</b> (1 Std.) GeR A1/A2</p>	<p><b>Welcome back Portfolio</b> <b>Word fields:</b> (places, means of transport, landscapes, activities, the weather) <b>Speaking Talking about holidays</b> (places, means of transport, landscapes, activities, the weather) <b>listening</b></p>	<p><b>What money can buy (Unit 2)</b> possessive pronouns comparison of adjectives revision simple past how much/how many make/do <b>word fields</b> money problems, pocket money, fashion, at the supermarket, in the department store</p> <p><b>Speaking Mediation, role play</b> (talking about money, a bad day, compare things, say what's better, the best)</p>	<p><b>Animals in the city (Unit 3)</b> will – future conditional sentences (I) adverbs of manners revision: comparison of adjectives extra: comparison of adverbs <b>word fields</b> Pets, TV-series, , animals in the city, animals in the zoo, saving animals</p> <p><b>Speaking Mediation, singing, game (act out the adverb)</b> (Telephone calls, talking</p>	<p><b>A weekend in Wales (Unit 4)</b> Revision word order (S-V-O) Word order place-time Present perfect <b>Word fields</b> (city or country, travelling, sights, parts of the body, illnesses, accident, technical instructions on the computer) <b>Speaking Mediation, dialogues, games</b> Describing/comparing</p>	<p><b>Teamwork (Unit 5)</b> going to- future revision present perfect adverbs of manner Extra :question tags with be <b>Word fields</b> Vocabulary for playing games Activities in the city, quiz, brochure, different kinds of fruit, menu, plans</p> <p><b>Speaking Mediation, dialogues, discussion</b> Playing a board game</p>	<p><b>A trip to Bath (Unit 6)</b> revision going to – future present progressive past progressive Extra: relative clauses with who/which <b>Word fields</b> School trip Bike tour Telling the way</p> <p><b>Speaking Dialogues,</b></p>

<p><b>comprehensions</b></p> <p><b>Back to school (Unit I) revision simple past</b> (positive statements) <b>simple past</b> (negative statement, questions) <b>Word fields</b> School, activities at school, in free time, at home <b>Writing Describing pictures</b> (present progressive) (where, when) <b>Last Saturday</b> (flow chart, text) (linking words, time phrases) <b>An exciting day</b> <b>Speaking</b> Dialogues, role play: Describing pictures Talking about the school day Talking about the past Introducing oneself and someone to someone Expressing feelings <b>listening comprehensions</b></p>	<p><b>Writing:</b> My shopping diary My favourite clothes A special day in my family</p> <p><b>listening comprehensions</b></p>	<p>about a TV series and the future Extra: songs and poems about animals <b>Writing</b> Writing an e-mail Pet of the day In 2050</p> <p><b>listening comprehensions</b></p> <p><b>Reading/Scanning</b> A book: No small thing (multiple choice exercises) El's best friend (matching parts, matching titles.)</p> <p><b>Missing: TESTS</b> KLP</p>	<p>city and country Say, what you have already, just done or not done yet Say, how you feel. Ask, how someone feels <b>Writing</b> Writing an e-mail Last weekend A special place What have or haven't you done today? <b>listening comprehensions</b> <b>Reading</b> All in a day's work Extra: Merlin and the dragons</p>	<p>Talking about future plans Ordering in a café' Giving reasons for likes or dislikes <b>Writing</b> Structuring a text Making a brochure <b>listening comprehensions</b> <b>Reading</b> To catch a thief Extra: Extensive reading Robinson Crusoe</p>	<p><b>mediation</b> Talking to people Correcting mistakes Asking the way Telling the way Say what you were doing in the past <b>Writing</b> A report <b>listening comprehensions</b> Reading A play: A trip to Bath</p>
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<p><b>7 EK</b> 6 (1-2 Std.)</p>	<p><b>London (Unit 1) revision:</b> Simple past /present perfect <b>word fields:</b> sights, transport, asking the way, buying tickets, food, at the restaurant <b>writing a postcard</b> asking and giving information <b>listening</b> to travel announcements Speaking: short presentations about London Sights <b>Tests?????</b></p>	<p><b>Scotland/ Orkney Islands (Unit 2) revision:</b> will-future Conditional sentences I and II <b>word fields:</b> electronic media, town and country, film and TV <b>writing an email</b> using paragraphs <b>mediation:</b> using a mobile <b>speaking:</b> telephone messages</p>	<p><b>Sport (Unit 3) revision:</b> word order, conditional sentences Relative and contact clauses <b>word fields:</b> sports, hobbies, sports equipment, at home, things in a room, chat language <b>writing a report</b> <b>speaking:</b> talking to people at meals</p>	<p><b>Canada (Unit 4) revision:</b> relative clauses, modals/ substitutes, present progressive with future meaning, reflexive pronouns <b>Writing:</b> telling a story <b>Speaking:</b> classroom discussions <b>Oral exam:</b> topic Canada</p>	<p><b>Teen Magazine (Unit 5) revision:</b> present progressive with future meaning <b>writing a biography</b> <b>reading a novel</b> e.g. <b>A Rabbit Proof Fence</b></p>	<p><b>Reading a youth novel</b> e.g. <b>A Rabbit Proof Fence</b> continued Civilization and culture of Australia <b>Writing a summary</b> <b>Writing a book report</b></p>
<p><b>7 GK</b> 6 (1-2 Std.)</p>	<p><b>My London (Unit 1) Listening ????</b> Revision: Simple past /present perfect <b>Speaking:</b> asking the way, buying tickets, at the restaurant, everyday English <b>word field:</b> London??? <b>writing a postcard</b> <b>Test I ?????</b></p>	<p><b>Island Girl (Unit 2) skill:</b> dictionary <b>writing an email</b> <b>speaking:</b> using a mobile, telephone messages Revision: will future Conditional sentences I <b>Test II ???????</b></p>	<p><b>Sport and more (Unit 3) Skill:</b> paraphrasing <b>writing a report (Portfolio)</b> <b>revision:</b> conditional sentences I conditional sentences II relative clauses word order <b>word field:</b> sports and hobbies, <b>Test III ?????</b></p>	<p><b>Growing up in Canada (Unit 4) Writing:</b> telling a story Revision: relative clauses, modals, present progressive with future meaning, reflexive pronouns <b>word field:</b> growing up, weekend activities <b>Test IV????</b> <b>LISTENING SKILLS????</b></p>	<p><b>Revision Teenagers' interests (Unit 5) Writing:</b> your favorite pop star/ your favorite outfit/ your favorite music <b>(Portfolio)</b> Grammar: <b>Revising your drafts</b> (correcting your mistakes) <b>Test V?????</b></p>	<p><b>Reading a simplified and annotated youth novel or short stories (Portfolio)</b> <b>Test VI ??????</b></p>
<p><b>8 EK</b> 5+LS (1-2 Std.) GeR A2/B1</p>	<p><b>New York New York (Unit 1) Grammar:</b> gerund gerund after prepositions</p>	<p><b>California, the 'Golden State'? (Unit 2) Grammar:</b> Passive Revision: Gerund</p>	<p><b>Hermann says 'Willkommen' (Unit 3) Grammar:</b> Countable / uncountable nouns Past Perfect</p>	<p></p>	<p><b>Atlanta rising (Unit 4) Grammar:</b> Present Perfect with since/for Revision: Passive Present Perfect</p>	<p><b>Reading a youth novel</b> e.g. <b>The Suitcase Kid</b> by J. Wilson <b>Grammar:</b></p>

Revision:  
If /when  
Condit. clauses  
typel&ll  
(KLP, S.34)

**Word fields:**  
BE/AE  
Sights, immigration,  
jobs, phrases for a  
discussion, ordering  
food  
(KLP, S.33)

**Speaking:**  
Ordering food (at  
the deli) & talking  
about food  
Talking about  
professions  
(pro&cons)  
Talking about sights  
Talking about plans  
(KLP, S.29)

**Mediation:**  
At the deli (AE/BE)  
(KLP, S.33)

**Listening:**  
Understanding the  
difference between  
AE and BE  
(KLP, S.28)

**Reading:**  
Working out the  
meanings of words  
(Fire safety)  
(KLP, S.35,36)

**Writing:**  
Letter/report about

Extra:  
Passive modals and will-  
future  
(KLP, S.34)

**Word fields:**  
BE/AE  
California (industry,  
farming, population)  
minorities, immigration,  
phrases for a discussion,  
linking words  
(KLP, S.33)

**Speaking:**  
Talking about growing up  
in two cultures  
Talking about scenes (film)  
Role play(s)  
(KLP, S.29)

**Mediation:**  
Understanding and  
explaining announcements  
(KLP, S.33)

**Listening:**  
Announcements  
Getting facts  
(KLP, S.28)

**Reading:**  
Revision: Skimming and  
scanning  
(KLP, S.30, 35-36)

**Writing:**  
Writing formal and  
informal letters  
(KLP, S.31,32)

**Method:**  
Preparing and giving  
presentations (use of  
different media)

The definite article  
(KLP, S.34)

**Word fields:**  
BE/AE  
Word building –less, school,  
food and drinks  
(KLP, S.33)

**Speaking:**  
Talking about school  
(systems)  
Talking about healthy food  
(KLP, S.29)

**Mediation:**  
American tourists in  
Germany  
(KLP, S.33)

**Listening:**  
Getting facts  
(KLP, S.28)

**Reading:**  
Structuring and getting the  
main ideas (newspaper  
article)  
(KLP, S.30,35-36)

**Writing:**  
Writing a letter to an  
exchange student (asking  
for information)  
Summary  
(KLP, S.31,32)

## LSE & White Horse Theatre

(KLP, S.34)

**Words fields:**  
BE/AE  
Word building –able  
American history, TV, work  
(KLP, S.33)

**Speaking:**  
Talking about ‘Take your child  
to Work Day’  
Talking about American history  
(Civil Rights Movement)  
Talking about films or TV  
shows  
(KLP, S. 29)

**Mediation:**  
TV in America  
(KLP, S.33)

**Listening:**  
Getting facts (film...)  
(KLP, S.28)

**Reading:**  
Drawing conclusions  
(KLP, S.30,35-36)

**Writing:**  
Making and comparing  
timelines  
Writing about dreams  
Giving your opinion  
(KLP, S.31,32)

**Method:**  
Doing research on the internet  
(KLP, S.37)

revision:  
Tenses (simple  
Present/present  
perfect/ simple  
past) Passive  
Gerund  
Conditional clauses  
(KLP, S.34)

**Words fields:**  
Family, problems  
(teenage trouble),  
feelings, describing  
characters,  
figurative language,  
linking words,  
giving your opinion  
(KLP, S.33)

**Writing:**  
Summary, letter,  
email, diary entry,  
different ending, an  
interview, personal  
opinion,  
recommendation  
of the book

**Method:**  
Using courseware  
(KLP, S.37)

	<p>a trip to NY (Central Park) (KLP, S.31,32)</p> <p><b>Method:</b> Using a bilingual dictionary (Unit 1- Reading journal) (KLP, S.37)</p> <p><b>Test:</b> <b>At the deli</b> /ordering food / gerund/ AE, BE/ report, letter or diary entry about a trip to NY (listening, reading, grammar, words and writing)</p>	<p>(KLP, S.37)</p> <p><b>Test:</b> <b>California (sights, trip) / San Francisco</b> (earthquake) / gap filling / passive / writing a formal or informal letter or writing a wall display (listening, reading, grammar, words and writing)</p>	<p><b>Test:</b> <b>Sound bytes by Hermann / Food words / grammar / writing a summary</b></p>		<p><b>Test:</b> <b>Hotels of the world / A class visit to the Atlanta History Museum / words (TV &amp; opposites) / present perfect with since and for / Writing a TV programme or Sarah's dream come true</b> (listening, reading, grammar, words and writing)</p>	<p><b>Test:</b> <b>Aus dem reading journal werden in Absprache 4 (oder mehr) Texte zur Bewertung ausgesucht (siehe writing).</b></p>
<p><b>8</b> <b>GK</b> 5+LSE (1-2 Std.) GeR A2</p>	<b>F</b>	<b>E</b>	<b>H</b> summary	<b>L</b>	<b>T</b>	<b>!</b>
<p><b>9</b> <b>EK</b> 4+intern ship (2 Std.)</p>	<p><b>Australia (Unit 1)</b> indirect speech revision: simple present and past reading stories summary writing/creative writing listening comprehension:</p>	<p><b>The World of Work (Unit 2)</b> requests commands revision: reported speech (KLP S.45) writing a CV writing an application letter (KLP S. 41) (Portfolio) <b>speaking:</b> taking part in a</p>	<p><b>Teen World (Unit 3)</b> Participle clauses instead of relative clauses revision: passive having a discussion writing a letter to the editor (KLP S. 41) <b>word field:</b> problem teenagers, anti-social behavior, feelings; <b>vocabulary:</b> expressing</p>	<p><b>Exploring and comparing cities (Unit 4)</b> Conditional clauses <b>word field:</b> city life, describing pictures, volunteer work</p> <p><b>TEST 3</b></p>	<p><b>Reading a youth novel: (KLP S. 41) e.g. The Outsiders</b> Setting/plot summary / Portfolio / character analysis / themes/ symbols <b>word field:</b> analyzing a novel, describing characters, figurative language revision: simple present/present perfect/ conditional clauses <b>speaking:</b> e.g. discussing values, comparing and contrasting American and German life/school etc.</p>	

	<p><b>Australien accent</b>  <b>writing an email</b>  word field:  travelling, teenage life, sports, school (KLP S. 43)</p> <p><b>TEST 1</b>  Text /summary / writing an ending to the story</p>	<p>job interview  <b>word field:</b>  job profiles, education, interests  Mediation: Summer Jobs in Britain</p> <p><b>TEST 2</b>  Writing a CV and an application letter</p>	<p>opinion;  for/against/argumentation  <b>listening comprehensions</b></p> <p>Mediation: Volunteering in Germany</p>	<p>Text/comprehension/  written discussion</p>	<p><b>Comparing and contrasting novel and film version</b>  <b>TEST 4</b>  Summary/ character analysis/ transfer to student's reality</p> <p>White HorseTheatre: <i>Dreaming in English</i></p>
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9

GK

4+intern  
ship  
(2 Std.)

**Unit 1: Australia**

**Grammar:**

Indirect Speech,  
Simple Present  
Simple Past

**word fields:**

teenage life,  
travelling,  
sports, weather,  
animals

**speaking:** having a  
conversation

reading stories

writing an e-mail

**Test 1 :**

**Facts about  
Australia**

**-Writing a mail  
or a letter from  
Australia**

Reading  
Comprehension +  
Writing

**Unit 2: The world of  
work**

**Grammar:**

Indirect Speech I + II

**writing formal letters:**

writing an application  
writing a CV

**word fields:**

jobs, job profiles –  
personal qualities –  
qualifications, education,  
work experience

**speaking :**

taking part in a job  
interview

**Test 2:**

Writing a formal letter  
of application and a CV  
Listening /Reading  
Comprehension +  
Writing

**Unit 3: Teen World**

**Grammar:** passive (Rev.)

**word fields:**

mobile phones,  
family, hobbies,  
teenage trouble, giving  
your opinion, feelings

**speaking:**

Having a discussion,  
Giving your opinion,  
Talking about pictures

**writing:** letter to the  
editor

**Test 3:**

Me and my mobile  
Reading Comprehension +  
Writing

**Unit 4: Exploring and  
comparing cities**

**Grammar:**

word building -  
adjective/adverb

**word fields:**

city + city life , describing  
pictures,  
describing yourself

**speaking:**

Describing your-self,  
Big cities - good or bad  
places to live in?  
Young people in different  
cities of the world

**Test 4:** Living in big city

Different aspects,  
Analysis – argumentation,  
Questions and answers

Missing: Writing???

LISTENING??????

**Reading a youth novel**

e.g.

**Killing Mr. Griffin or  
The Outsiders** (easy reader)

Setting / Plot summary, character analysis, themes  
and symbols

**word fields:**

analyzing a novel,  
describing characters, problem of young people /  
teens

**grammar:**

Simple Present, present Perfect, conditional  
sentences

White Horse Theatre: *Dreaming in English*



10

GK

4+ZP  
(2 Std.)

GeR  
A2/B1

### Unit 1: Love Life

**grammar:**

Present Tenses,  
Comparison of  
adjectives

**word fields:**

Love and  
relationship,  
describing films,  
describing people  
(appearance +  
character),

**speaking:** talking  
about problems,  
about elements of  
films

e.g. Bend it like  
Beckham

**writing:** describing  
people, film review

**Test 1:** Describing  
people

### Unit 2: The world we live in

**grammar:**

Simple Present +  
Simple Past

**word fields:**

technology,  
electrical appliances  
environment,  
inventions

**methods:** working with a  
dictionary

**speaking:**

My most important  
technology,  
Discussion: Can I save the  
planet?

**writing:** An essay:  
Can we save the planet?

**Test 2:** Technology in  
your life – Living with  
technology

### Unit 3: Have your say

**grammar:**

will-Future (Revision)

**word fields:**

getting involved,  
young people's rights,  
politics,  
cultures + immigration

songs and poems  
devices, rhythm, rhymes

**speaking:** (KPL S. 44)

Speak out for your rights,  
comparing different  
cultures + people,  
solving conflicts

**methods:** role play

**writing:**

summary / written  
discussion (e.g.  
How much do you care?)

**Test 3:** Different problems  
and interests of young  
people: jobs, driving,  
alcohol, friends

White Horse Theatre: *Dreaming in English*

## Vorgaben und Vorbereitung ZP 10

- ZP-Trainer
- ZP-Material der Vorjahre

### Methods

Listening

Reading

Writing

Vocabulary/ Grammar

Test 4: Mock exam  
ZP 10

# 10 EK

4+ZP  
(2 Std.)

GeR BI

## Poetry/lyrics (KLP S.41 und 44)

### Portfolio

recognition and interpretation of poetic devices (KLP S. 44)

understanding of poetic language (KLP S.44/47)/ correlation of form and contents in simple poems;  
**word field:** poetic devices, analyzing poetry, e.g. metaphor, simile, alliteration, anaphora etc.

**creative writing and presentation** (e.g. writing an own poem / learning a poem by heart and presenting it/creating a soundtrack etc.)

**revision:** reported speech and conditional clauses (KLP S. 45)

**TEST 1**  
Poem /summary of contents / simple analysis (focusing on aspects) / opinion

## Reading a youth novel: (KLP S.40/41)

e.g. *The Dead Poets Society*

Setting/plot summary / character analysis/ themes/ symbols (KLP S. 41)

### Portfolio

**word field:** school, responsibility, analyzing a novel, describing characters, figurative language

**methods:** working with the dictionary/ finding headlines / note taking / cooperative learning/ **taking part in classroom discussions** e.g. who is to blame for Neil's death?

**creative writing and presentation** (KLP S.41) e.g. diary entry, book club meeting etc.

**revision:** tenses (simple and progressive)

**TEST 2**  
Summary of events/ analysis / evaluation: creative writing  
Or  
**Oral Examination**

## Comparing and contrasting novel and film version (KLP S.38)

elements of film (KLP S. 47) /vocabulary/ choice of actors/characters/ function of sound tracks etc.

Mediation: Reporting about TV, films

**word field:** film analysis (sound track, scenes, actor, director, shot etc.)

**written argumentation** e.g. writing film reviews

**classroom discourse**

**TEST 3**  
Film review (KLP S.41)

White Horse Theatre: *Dreaming in English*

## Vorgaben und Vorbereitung ZP 10 (ZP 10 Trainer)

### Methods

Listening

Reading

Writing

Vocabulary/ Grammar

Speaking

### TEST 4

Non fictional text / written argumentation

e.g. letter to the editor

possible: Film analysis *Billy Elliot* (media literacy KLP S.40/47)

**ZP 10**

Legende:

	Kompetenzen in Bezug auf Sachtexte
	Kompetenzen in Bezug auf literarische Texte
	Kompetenzen mit Fokus auf Spracherwerb
	Kompetenzen mit Fokus auf Sprechen bzw. Teilnahme an Gesprächen
	Kompetenzen mit Fokus auf Schreiben
	Kompetenzen mit Fokus auf Hörverstehen und Hör- und Sehverstehen
	Interkulturelle Kompetenzen /Mediation

Gemeinsamer europäischer Referenzrahmen (GeR):

- |                          |             |
|--------------------------|-------------|
| A1 Breakthrough          | A2 Waystage |
| B1 Threshold             | B2 Vantage  |
| C1 Effective proficiency | C2 Mastery  |

**Ergänzungen zu den Jahrgängen**

**Jahrgang 5:**

- Regelmäßige Vokabeltests: Jede Woche einen Test (5 Vokabeln E/D oder D/E + Definitions + Sentences/ Mediation)
- Parallele Arbeiten ( differenziert) Schwerpunkte: *Listening and Reading Comprehension*

**Jahrgang 9 EK:**

- Erlaubte Hilfsmittel in den Arbeiten: Dictionary E/D; D/E und eventuell die jeweilige Lektüre
- Test 1: Beispiel *The Stolen Generation*
- Test 2: mehrere Beispielarbeiten
- Test 3: Beispiel *Boot Camp*
- Test 4: mehrere Beispielarbeiten
- Ausgearbeitete differenzierte, kompetenzorientierte Unterrichtsreihe zu Lektüre
- **EXTRA: Film analysis (Rabbit Proof Fence)** (KLP S. 40/47 media literacy)

- elements of film (KLP S. 47)
- vocabulary, choice of actors / characters/ function of sound track/light/colours
- World field:** film analysis (sound track, light, colours, scenes, actors, director, shot (here: function of long shot))
- Writing:** (before and/or after viewing)
  - imagining similar situations as given in the film (taken away by law, running away) (before viewing)
  - expressing feelings/thoughts
  - writing a film review
  - writing characterizations
- Reading:** (before and/or after viewing)
  - getting information about Australia in the 1930s and racial thinking as mainstream
  - getting vocabulary ( half-caste, legal guardian, cross breeding etc.)
  - (reading and analysing original Aboriginal song texts about “The Stolen Generation”) (after viewing)
- Speaking:**
  - imagining similar situations as given in the film (taken away by law, running away) (before viewing)
  - expressing feelings/thoughts

#### **Jahrgang 10 EK:**

- Erlaubte Hilfsmittel: Dictionary E/D; D/E und eventuell die jeweilige Lektüre
- Test 1: Beispiel *Parents’ Evening*
- Test 2 und 3: mehrere Beispielarbeiten: Summary / Analysis / Evaluation oder als Test 2 eine ausgearbeitete mündliche Prüfung
- Test 3: Film Review oder Beispiel vergleichende Arbeit Roman/Film
- Test 4: Beispiele: *Government plans to fight teenage drinking* und *The Big Race* (ZP 10 Bedingung: **Ohne Dictionary**)