

# Curriculum aus dem Fach Englisch

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## Biennium

Laut der Empfehlung des Europäischen Parlaments und des Europarates vom Dezember 2006 (2006/962/EG) gehört der Erwerb von Fremdsprachen zu den Schlüsselkompetenzen für die Bürgerinnen und Bürger Europas. Englisch kommt dabei als Weltverkehrssprache eine besondere Bedeutung zu, sowohl im Bereich der persönlichen Entfaltung und der sozialen Integration, als auch im Sinne der Wettbewerbsfähigkeit im Bildungssektor und auf dem Arbeitsmarkt.

Aufgabe des Englischunterrichts in der Oberschule ist daher der systematische Ausbau und die Festigung der in der Unterstufe erworbenen Kompetenzen in den rezeptiven und produktiven Bereichen, welche sich in Hören, Lesen, An Gesprächen teilnehmen, Zusammenhängend sprechen und Schreiben gliedern. Die Einteilung dieser Fertigkeiten ist dem Gemeinsamen Europäischen Referenzrahmen für Sprachen entnommen.

Zusätzlich zum Erwerb der Sprachkompetenzen hat der Englischunterricht die Erweiterung des Weltwissens und der interkulturellen Kompetenz zum Ziel und trägt dadurch zur Identitätsfindung und Persönlichkeitsentwicklung der Lernenden bei. In den vorliegenden Rahmenrichtlinien wurde auch der Bereich der Sprachmittlung berücksichtigt.

Die Kompetenzen am Ende der Oberstufe orientieren sich am Niveau B2 des Gemeinsamen Europäischen Referenzrahmens für Sprachen, die angeführten Fertigkeiten in den produktiven Bereichen sind bisweilen auf unterem B2- bzw. B1-Niveau anzusiedeln. Im Sprachgymnasium wird in Teilbereichen das Niveau C1 angestrebt.

### **Kompetenzen am Ende des I. Bienniums**

Die Schülerin, der Schüler kann

- wesentliche Hauptaussagen verstehen, Hauptinformationen entnehmen, wenn relativ langsam gesprochen wird und klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus der Schule, Arbeit, Freizeit usw. geht
- Texte sowie schriftliche Mitteilungen verstehen, in denen vor allem gebräuchliche Alltags- und Berufssprache vorkommt und in denen von Ereignissen, Gefühlen und Wünschen berichtet wird

- an Gesprächen teilnehmen, die vertraut und persönlich relevant sind und sich auf Themen des Alltags wie Familie, Hobbys, Arbeit, Reisen und aktuelle Ereignisse beziehen
- in einfachen zusammenhängenden Sätzen sprechen, persönliche Anliegen, Meinungen erklären und begründen und Erlebtes, Gehörtes und Gelesenes wiedergeben und kommentieren
- über vertraute, persönlich bedeutsame Themen einfache zusammenhängende Texte schreiben und in persönlichen Mitteilungen von Erfahrungen und Eindrücken berichten
- selbstständig für das eigene Lernen geeignete Strategien, Methoden und Hilfsmittel einsetzen
- durch die Auseinandersetzung mit landeskundlichen Inhalten Menschen mit anderen kulturellen Normen und Wertvorstellungen mit Offenheit begegnen

Skill	Competence	(possible) Activity/Contents	Methodology
<b>Listening</b>	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated (A2)	<p>The perfect date</p> <p>The Remake Project (describing pictures)</p> <p>Hotel problems – Calling reception</p> <p>Restaurant problems</p>	<p>Listening to descriptions, dialogues, interviews, phone calls, stories (listening for gist or details)</p> <p>Watching videos</p> <p>&amp; related comprehension check activities like</p> <ul style="list-style-type: none"> <li>• gap-filling</li> <li>• multiple choice</li> <li>• T/F</li> <li>• matching phrases</li> <li>• answering questions</li> <li>• completing sentences</li> <li>• ordering phrases/pieces of information</li> <li>• summarizing contents</li> <li>• repeating contents</li> </ul>
	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly (A2)	<p>OMG! Where’s my passport (magazine/newspaper articles)</p> <p>One dark October evening (linking words in narratives)</p> <p>At the airport - TripAside</p> <p>Put it in your calendar! (future arrangements)</p> <p>Word games (paraphrasing)</p>	
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives (B1)	<p>In your basket (Shopping)</p> <p>The history of the weekend</p> <p>Twelve lost wallets (describing a town or city)</p>	

		<p>How much is enough? (health)</p> <p>The wrong shoes (shopping)</p> <p>Think positive – or negative?</p> <p>I'll always love you (verb + back)</p> <p>The meaning of dreaming (revision questionnaire)</p> <p>First day nerves (How to survive various situations)</p> <p>Happiness is ...</p> <p>Early birds</p> <p>Unbelievable! (news stories)</p> <p>Think before you speak (reporting stories)</p>	
	<p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (B1)</p>	<p>Who does what? (housework)</p> <p>I want it now! (lifestyle)</p> <p>Why negative thinking can be positive</p> <p>I'll always love you</p> <p>Interpreting a dream</p>	

		<p>Ask the teacher (school)</p> <p>Twinstrangers.net (similarities – differences)</p>	
	<p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech (B1)</p>	<p>Interpreting a dream</p> <p>Could you pass the test? (ability)</p> <p>Should I stay or should I go? (giving advice)</p> <p>Murphy's Law</p> <p>Who is Vivienne? (reading/listening to a short story)</p> <p>Beware of the dog (dangerous animals)</p> <p>Fearof.net (phobias)</p> <p>Scream queens (biographies)</p> <p>Into the net (sports)</p> <p>International inventions</p>	
	<p>Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided</p>	<p>At the pharmacy (feeling ill)</p> <p>Getting around (asking for directions)</p> <p>Help! I can't decide! (choice)</p>	

	speech is clearly articulated in a generally familiar accent (B1)	Time to go home (relationships)	
Reading (A2)  Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	Please date my dad! (1B) That's me in the picture! (2B) No more boring stopovers – go on a guided tour! (3A) How organized are you? (3B)	Gap-filling (missing sentences or phrases) Open questions Multiple choice Completing gaps with the missing word True or false
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items	That's me in the picture! (2B)	
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	That's me in the picture! (2B)	skimming
Identifying cues and inferring	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context	No more boring stopovers – go on a guided tour! (3A)	deducing scanning
Reading (B1) Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her	Doing housework (4A) The story of the ice cream sellers (4B) Why are we so impatient? (5A)	Gap-filling (missing sentences or phrases) Open questions Multiple choice

	field and interests with a satisfactory level of comprehension.	<p>Are they really good and bad? (5C)</p> <p>Why negative thinking can be positive (6A)</p> <p>How to survive your first day in a new office (7A)</p> <p>Happiness is ... (7B)</p> <p>Are the British really so bad at learning languages? (7C)</p> <p>Dear Graham ... ((8A)</p> <p>Murphy's Law (8B)</p> <p>Who is Vivienne? (8C)</p> <p>Would you know what to do? (9A)</p> <p>Fear of ... (9B)</p> <p>Like mother, like daughter (9C)</p> <p>Why aren't women's sports as popular as men's? (10A)</p> <p>Early birds (10B)</p> <p>Bad losers? (9+10 Revise and Check)</p> <p>Fame Academy (11A)</p> <p>Twinstrangers.net (11C)</p>	<p>Completing gaps with the missing word</p> <p>True or false</p>
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	<p>Doing housework (4A)</p> <p>The story of the ice cream sellers (4B)</p> <p>Why are we so impatient? (5A)</p> <p>Are they really good and bad? (5C)</p> <p>Would you know what to do? (9A)</p>	deducing
Reading for orientation	Can scan longer texts in order to locate desired information, and	<p>A boring weekend? Don't tell anybody! (4C)</p> <p>Why are we so impatient? (5A)</p>	<p>scanning</p> <p>skimming</p>

	gather information from different parts of a text, or from different texts in order to fulfil a specific task.	Why negative thinking can be positive (6A) I'll never forget you (6B) Are the British really so bad at learning languages? (7C) Who is Vivienne? (8C)	
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	How to survive your first day in a new office (7A) Happiness is ... (7B) Unbelievable! (12A) Blowing in the Wind (12B)	scanning
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	Fear of ... (9B)	
<b>Speaking</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	The perfect date The Remake Project (describing pictures) Describing people Hotel problems – Calling reception	Discussion in pairs, small groups and class Dialogues Exchanging opinions about a text they've read, listened to or about a familiar topic Exchanging ideas, opinions, info
	Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer	OMG! Where's my passport (your last holiday)  Trip Aside (plans and predictions)	

	questions about the present, the past and the future and respond to simple statements in an interview. (A2)	Put it in your calendar (future arrangements)	
	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	Social English phrases Verb phrases Restaurant problems Word games	
	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	Word stress Silent e The alphabet	
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions (A2)	Happy vs. sad ending (One dark October evening) Who does what? (housework)	
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why	In your basket (shopping) Great weekend I want it now!	Expressing their opinions about a text they've read, listened to or about a familiar topic Giving presentations Repetition for pronunciation Picture descriptions Giving instructions

	<p>something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. (B1)</p>	<p>At the pharmacy Ask the teacher Time to go home The English File quiz</p>	<p>Telling stories Oral summaries Interviews</p>
	<p>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). (B1)</p>	<p>OMG! Where's my passport (your last holiday) Trip Aside (plans and predictions) Put it in your calendar (future arrangements) Hotel problems – Calling reception Getting around Fearof.net Early birds Twinstrangers.net</p>	
	<p>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)</p>	<p>Homophones Word and sentence stress diphthongs</p>	

	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (B1)	How much is enough? (health routines) The wrong shoes Think positive – or negative? Beware of the dog (what would you do if...) Scream queens International inventions	
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (B1)	The meaning of dreaming Happiness is.... Could you pass the test? Should I stay or should I go? (giving advice) Murphy's Law Help! I can't decide Unbelievable! Think before you speak	
<b>Writing (Katja)</b>	can write straightforward connected texts on a range of familiar subjects	Your profile Another person's profile My favourite photo blog An informal email	filling in a form subdividing text into paragraphs planning the outline

	<p>within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence</p>	<p>Writing about a good friend, highlighting the differences between you and your friend</p>	<p>Matching paragraphs with headlines          Answering questions to structure text          Checking one's text for mistakes (grammar, punctuation, spelling)          Preparing answers to given questions          Reading a similar text and answering general questions about it          Reading a similar text and filling in gaps (informal phrases)          Using words and phrases typical for informal writing          Using a known text and questions to write one's own text</p>
	<p>Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.          Can write accounts of experiences, describing feelings and reactions in simple connected text.          Can write a description of an event, a recent trip – real or imagined.          Can narrate a story          Can clearly signal chronological sequence in narrative text.          Can write short, simple essays on topics of interest.          Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.</p>	<p>The place where I live          A formal email asking for information about language courses during your holiday          How to survive... A family holiday, a job interview, a party where you don't know anybody          Writing a final scene of the story <i>Girl</i>          Writing a biography of a person you know or a famous person          Writing an article about favourite sports or a favourite leisure activity</p>	<p>Gap-filling specific words into a text          Matching questions to paragraphs          Planning one's text          Using questions to write a text with several paragraphs          Checking one's writing for mistakes (writing, punctuation, spelling)          Using a title to write about several aspects/tips          Organizing a text in a logical order          Identifying aspects from a text that are mentioned</p>

	<p>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>		<p>Identifying the differences between formal and informal phrases</p> <p>Remembering main aspects from a text</p> <p>Planning and making notes for one's text/ the individual paragraphs</p> <p>Using one's notes to write a coherent text</p> <p>Comparing one's text to another person's text</p> <p>Discussing the text with other students</p> <p>Multiple choice answers about a text</p> <p>Completing a text with given phrases/words</p> <p>Matching paragraphs to correct paragraph summaries</p> <p>Brainstorming for useful phrases</p> <p>Writing the ending of a story</p> <p>Using adverbs of manner</p>
<p>Use of English</p> <p>General linguistic range</p>	<p>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people,</p>		

<p>Grammatical accuracy</p>	<p>what they do, places, possessions etc. (A2)</p> <p>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. (B1)</p> <p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. (B1)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes – for example, tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)</p> <p>Communicates with reasonable accuracy in familiar contexts;</p>		
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<p>Coherence</p> <p>Vocabulary control</p>	<p>generally good control, though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)</p> <p>Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (B1)</p> <p>Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. Can ask for confirmation that a form is correct. Can start again using a different tactic when communication breaks down. (B1)</p> <p>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. (B1)</p> <p>Can control a narrow repertoire dealing with concrete everyday needs. (A2)</p> <p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (B1)</p>		
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<p>Vocabulary range</p>	<p>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. (A2)</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)</p>		
<p>Flexibility</p>	<p>Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)</p>		

## Triennium

Laut der Empfehlung des Europäischen Parlaments und des Europarates vom Dezember 2006 (2006/962/EG) gehört der Erwerb von Fremdsprachen zu den Schlüsselkompetenzen für die Bürgerinnen und Bürger Europas. Englisch kommt dabei als Weltverkehrssprache eine besondere Bedeutung zu, sowohl im Bereich der persönlichen Entfaltung und der sozialen Integration, als auch im Sinne der Wettbewerbsfähigkeit im Bildungssektor und auf dem Arbeitsmarkt.

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### **Kompetenzen am Ende der 5. Klasse**

Die Schülerin, der Schüler kann

- längere Redebeiträge und Vorträge verstehen und auch komplexer Argumentation folgen, wenn das Thema einigermaßen vertraut ist und in Standardsprache gesprochen wird
- selbstständig lesen und die Hauptaussagen komplexer Texte zu konkreten und abstrakten Themen verstehen, im eigenen Spezialgebiet auch Fachtexte
- sich so spontan und fließend verständigen, dass ein normales Gespräch mit Muttersprachlern recht gut möglich ist, sich in vertrauten Situationen aktiv an einer Diskussion beteiligen und die eigenen Ansichten begründen und verteidigen

- zu vielen Bereichen aus ausgewählten Interessengebieten eine klare und detaillierte Darstellung geben, den eigenen Standpunkt zu einem Thema erläutern und Vor- und Nachteile verschiedener Möglichkeiten angeben
- zu einer Vielzahl von Themen aus ausgewählten Interessengebieten selbstständig umfassende, klar strukturierte Texte verfassen
- Strategien und Techniken für lebenslanges Sprachenlernen anwenden und in Zukunft die fremdsprachlichen Kompetenzen erfolgreich in Privatleben, Studium und Beruf einsetzen
- durch den reflektierenden Vergleich ein erweitertes Verständnis des Eigenen und des Fremden, interkulturelle Handlungsfähigkeit und Toleranz entwickeln

Skill	Competence	possible (Activity/Contents)	Methodology
<b>Listening</b>	<p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>	<p>Things I miss from home The remarkable story of Saroo Brierley</p>	<p>Listening to descriptions, dialogues, interviews, phone calls, stories</p> <p>Watching videos</p> <p>&amp; comprehension check activities like gap-fill, multiple choice, T/F, matching, answering questions</p>
	<p>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</p>	<p>Bucket lists, hypocritical Hugo Dream discoveries</p>	
	<p>Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.</p>	<p>The future of the future (interview) A teacher to remember</p>	
	<p>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone, etc.</p>	<p>Interview with a BBC journalist Guilty secrets-radio programme Professional matchmakers Me and my parents</p>	
	<p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably</p>	<p>Echo questions,</p> <p>An exciting phone call</p> <p>Time of life;</p>	

	familiar, and the direction of the talk is sign-posted by explicit markers.		
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.	Extreme temperatures	
	Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	Professional matchmakers Over my dead body	
	Can understand most TV news and current affairs programmes.  Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.	Advertisements-what' s the main selling point Age is just a number  Video: What' s your news Video: acting robots Video: soulmates Video: the Vikings	
	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.  Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.	Professional matchmakers  Making your point	

	Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.		
	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	Practice	
<b>Reading</b>	Can use a variety of strategies to achieve comprehension, including checking comprehension by using contextual clues.	Reading and Speaking (p. 14, 33, 44, 74, 94, 104, 114, 124) Reading and Listening (p. 35)	Identifying cues and inferring
	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	Far from home (p. 10) All around the world (p. 20) The bee professor (p. 30) Spot the fake (p.45) Skeleton superhero (p. 80) Friends forever (p. 90) Everyday English (p. 98) Missing for 500 years (p. 102) Time flies! (p. 120) Practice (p. 112) Reading and Speaking (p. 24, 33, 74, 84, 94, 104, 113-114, 124) Reading and listening (p. 34-35)	Overall reading comprehension
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.  Can recognise when a text provides factual information and when it seeks to convince readers of something. Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	All around the world (p. 20) The bee professor (p. 30) Skeleton superhero (p. 80-81) Practice (p. 32) Reading and Speaking (p. 14-15, 24, 44, 54-55, 64, 74, 84, 94, 104, 113, 124)	Reading for information and argument

	<p>Can scan quickly through long and complex texts, locating relevant details.</p> <p>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p>	<p>Far from home (p. 10)  All around the world (p. 20)  The bee professor (p. 30)  Friends Forever (p. 90)  Missing for 500 years (p. 100)  Time flies (p. 120)  Reading and Speaking (p. 14-15, 24, 44, 54-55, 64, 74, 84, 94, 104, 113, 124)  Practice (p. 32)</p>	<p>Reading for orientation</p>
	<p>Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.</p> <p>Can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary.</p>	<p>Reading and listening (p. 34-35)  Reading and Speaking (p.54-55, 84, 94, 104, 113)</p>	<p>Information exchange</p>
	<p>Has a good range of vocabulary for matters connected to his/her field and most general topics.</p>	<p>Reading and Speaking (p. 24)</p>	<p>Vocabulary range</p>
	<p>Can understand a clearly structured lecture on a familiar subject and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information</p>	<p>Reading and speaking (p. 124)</p>	<p>Note-taking (lectures, seminars, meetings etc.)</p>

<p><b>Speaking</b></p>	<p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>	<p>Talking about you: Identifying tenses What do you think?: Things I miss from home Future forms: Practice We can work it out! An exciting phone call Extreme adjectives Determiners – each, every, all</p>	<p>Discussion in pairs, small groups and class</p> <p>Dialogues</p> <p>Exchanging opinions</p>
	<p>Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.</p> <p>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.</p>	<p>Our plastic planet Book at bedtime An interview with a BBC journalist The “Boomerang” generation Opening a restaurant Advertisements Skeleton superhero</p>	<p>Expressing opinions about a text student have read, listened to or about a somewhat familiar topic</p> <p>roleplay</p>
	<p>Can summarise and evaluate the main points on matters within his/her academic or professional competence.</p> <p>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.</p>	<p>What do you think?: Saroo’s story Heart-warming stories Guilty secrets The post-truth age The “Boomerang” generation Scandi successes From India to Sweden with love Biological time</p>	<p>Exchanging opinions about a text students have read</p> <p>Discussion in pairs, small groups and class</p> <p>Dialogues</p>
	<p>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.</p>	<p>Everyday English: Casual Conversations Talking about places Showing interest and surprise Over the phone Exclamations Business expressions and numbers</p>	<p>Discussion in pairs or small groups</p> <p>Class discussion</p> <p>Dialogues</p> <p>Debate</p>

		Exaggeration and understatement Living in the past Moans and groans Making your point	
	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	Bucket lists Everyday English: Being polite Making your point What are they talking about? A fairy tale of New York	Exchanging ideas, opinions, information  Exchanging opinions about a text they've read, listened to or about a familiar topic  Debate
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	Talking about books and films	Discussion in pairs, small groups and class  Interview
	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	In your own words: An interview with a BBC journalist Practice: Someone should have stopped him! Making your point	Oral summaries  Exchanging ideas, opinions, info  Class debate
	Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	Hypocritical Hugo Spot the fake "The future of the future"	Roleplay
	Can pass on detailed information reliably.	A lifestyle survey Living in the past	Discussion in pairs, small groups and class
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and	Professional matchmakers Missing for hundred years!	Exchanging opinions about a text they've read, listened to or about a familiar topic

	sustained relationships with speakers of the target language 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.	If only! Dream discoveries	
	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	Common verbs – get	interview – pair work
	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.	Friends forever! A teacher to remember The amazing Vikings Time of life Expressions with <i>life</i> and <i>time</i>	Exchanging ideas, opinions, info
	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Homonyms and homophones Everyday English: Stress and intonation Word pairs	Discussion – pair work Repetition for pronunciation
	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments. Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.	Metaphors and idioms – the body Have you ever wondered	Pair work Giving presentations Exchanging ideas, opinions, info
	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the	Everyday English: Linking and commenting	pair work giving presentations

	event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient(s).		
<b>Writing</b>	Can use informal language	describing personal experiences	correcting mistakes
	Can write a formal email of complaint	Distinguish between formal and informal vocabulary	High-lighten
	Can do a basic narrative writing	using adverbs and adjectives	text production: write about a dangerous experience
	Can links ideas	using conjunctions	gap-filling, write about someone famous using the given paragraphs
	Can apply for a job	writing a CV and covering letter	apply correct headings, use formal vocabulary
	Can focus on report writing	writing a survey	Gap-filling in order to use appropriate vocabulary
	Can argue their case	Showing pros and cons	High-lighten expressions, Text production: write an introduction, main part with pros and cons and a conclusion
	Can describe places	writing about their favourite part of the town	define the purpose of each paragraph
	Can use writing for talking	taking notes of how to describe an early memory	Title, introduction, background, introduction of a specific memory, tell the story as it happened, conclusion

	Can add emphasis	writing about people of influence	rephrasing in order to give emphasis
	<p>Can do a specific narrative writing</p> <p>Can improve writing style and cohesion</p> <p>Can write clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.</p> <p>Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationships between ideas in clear connecting text, and following established conventions of the genre concerned.</p> <p>Can write clear, detailed descriptions on a variety of subjects related to their field of interest.</p> <p>Can write a review of a film, book or play.</p> <p>Can write clear detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.</p> <p>Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.</p> <p>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p>	<p>using linking words and expressions</p> <p>Writing about a famous female architect or building</p> <p>Page 28</p> <p>Page 67, 83, 91, 106, 127</p>	<p>gap-filling</p> <p>make notes and create a cohesive text</p> <p>Text production</p>

	Can express news and views effectively in writing, and relate to those of others.		
	<p>Use of English:</p> <p>Grammatical accuracy</p> <p>Monitoring and repair</p> <p>Vocabulary range</p> <p>Vocabulary control</p>	<p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.</p> <p>Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of 'favourite mistakes' and consciously monitor speech for it/them.</p> <p>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</p> <p>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</p>	

## 5. Klasse

Fertigkeiten	Kenntnisse	Inhalte	Methodisch-didaktische Hinweise
<b>Hören B2</b>			
<p>im direkten Kontakt und in den Medien</p> <p>gesprochene Standardsprache verstehen,</p> <p>wenn es um vertraute oder auch um</p> <p>weniger vertraute Themen geht</p>	<p>erweiterter rezeptiver Wortschatz im</p> <p>Sachgebiet der Lernenden und in den</p> <p>meisten allgemeinen Themenbereichen</p>	<p>Landeskunde des englischsprachigen Raums</p> <p>aktuelle sozio-kulturelle und politische Themen sowie Umweltthemen</p> <p>Schriftsteller und Werke aus dem englischsprachigen Raum</p> <p>Geschichte, Politik und Kunst</p>	<p>Listening to audio files and videos:</p> <p>Listen and match</p> <p>Listen and repeat</p> <p>Listen for details or gist</p> <p>Listen and complete</p> <p>Listen and check</p> <p>Listen and summarize</p>
<p>einem in natürlichem Sprechtempo</p> <p>geführten Gespräch unter native speakers</p> <p>folgen</p>	<p>differenzierte Sprach- und Textstrukturen</p>	<p>Sprachwissenschaft</p> <p>Interdisziplinäre Themen (je nach Klassenschwerpunkt)</p>	<p>True or false</p> <p>Multiple choice</p> <p>Order sentences</p>
<p>den meisten Radio- und Fernsehsendungen</p> <p>sowie Filmen folgen und dabei auch</p> <p>die Standpunkte und Einstellungen der</p>	<p>differenzierte Kenntnisse der Lautung und</p> <p>Intonation der Standardsprache</p>		

Sprechenden erfassen			
<b>Lesen B2</b>			
authentischen Quellen des eigenen Fachgebiets Informationen, Gedanken und Meinungen entnehmen	Skimming und Scanning, Fachterminologie	Landeskunde des englischsprachigen Raums aktuelle sozio-kulturelle und politische Themen sowie Umweltthemen	Pre-reading activity (guessing) Read and match Read and summarize Read for gist or details Read and answer Read and express opinions Read for pronunciation / intonation Skim or scan True or false Multiple Choice Find synonyms and antonyms in a text Web search
Fachartikel lesen und unter Verwendung von Hilfsmitteln verstehen	sinnerschließendes Lesen	Schriftsteller und Werke aus dem englischsprachigen Raum Geschichte, Politik und Kunst Sprachwissenschaft Interdisziplinäre Themen (je nach Klassenschwerpunkt)	
<b>An Gesprächen teilnehmen B2</b>			
sich im Alltag und im eigenen Fachgebiet weitgehend flüssig, korrekt und	unterschiedliche Sprachregister und Förmlichkeitsstufen	Landeskunde des englischsprachigen Raums	Role play Discussion in pairs, small groups and class Dialogues

adressatengerecht an Gesprächen beteiligen		aktuelle sozio-kulturelle und politische Themen sowie Umweltthemen	Exchanging opinions about a text Listening to others and interacting
ein Gespräch führen und mitgestalten, von vorbereiteten Fragen spontan abweichen, auf interessante Antworten näher eingehen und nachfragen	erweiterte Gesprächsstrategien	Schriftsteller und Werke aus dem englischsprachigen Raum Geschichte, Politik und Kunst Sprachwissenschaft Interdisziplinäre Themen (je nach Klassenschwerpunkt)	Exchanging ideas, opinions and information Giving interviews
den Inhalt von mündlichen oder schriftlichen Mitteilungen und Texten aus dem eigenen Fachgebiet sinngemäß und verständlich in der Zielsprache wiedergeben, zusammenfassen oder paraphrasieren	kontrastive Sprachkenntnisse		
<b>Zusammenhängend sprechen B2</b>			
eine vorbereitete Präsentation inhaltlich	erweiterte Sprachstrukturen, korrekte Fachterminologie, korrekte Lautung und Intonation,	Landeskunde des englischsprachigen Raums	Expressing opinions about a text Giving presentations

korrekt und strukturiert darstellen und kommentieren, und dabei die Ausführungen dem Zielpublikum anpassen	Erstellen von zweckmäßigen Unterlagen	aktuelle sozio-kulturelle und politische Themen sowie Umweltthemen Schriftsteller und Werke aus dem englischsprachigen Raum	Descriptions Giving instructions Telling stories Oral summaries
verschiedenste Abläufe beschreiben, Regeln erklären und komplexere Arbeitsanweisungen geben	Sach- bzw. Fachwortschatz	Geschichte, Politik und Kunst Sprachwissenschaft Interdisziplinäre Themen (je nach Klassenschwerpunkt)	
während des Sprechens die Richtigkeit und Verständlichkeit der eigenen Aussagen kontrollieren und Fehler selbstständig korrigieren	Phonologie, Wortschatz und Grammatik, Redewendungen für die Autokorrektur		
<b>Schreiben B2</b>			
zusammenhängende Texte zu Themen aus dem eigenen Fachgebiet verfassen	Recherche, Zitate und Quellenangaben, Sprachmittel zum Argumentieren, Fachwortschatz	Landeskunde des englischsprachigen Raums aktuelle sozio-kulturelle und politische Themen sowie Umweltthemen	paraphrase give definitions brainstorm and gather ideas gap filling

<p>und dabei Informationen und Argumente, auch aus verschiedenen Quellen, zusammenführen und einen Standpunkt darlegen</p>		<p>Schriftsteller und Werke aus dem englischsprachigen Raum Geschichte, Politik und Kunst Sprachwissenschaft Interdisziplinäre Themen (je nach Klassenschwerpunkt)</p>	<p>answer questions complete missing information match continue texts show and compare diverse forms of texts and points of view (newspaper articles, essays, letters, literary extracts, reports, reviews, paragraphs and compositions) free writing and peer writing translation correction of texts use of dictionaries web search interpretation of graphs and diagrams</p>
<p>schriftliche Mitteilungen in weitgehend korrekter Sprache verfassen, eigene Anliegen vorbringen und auf jene der Adressaten eingehen</p>	<p>Konventionen von formeller und informeller Korrespondenz, Orthografie, Interpunktion, Wortschatz und Grammatik</p>		
<p>den Inhalt von mündlichen und schriftlichen Mitteilungen und Texten aus dem eigenen Fachgebiet sinngemäß übertragen, zusammenfassen oder paraphrasieren</p>	<p>kontrastive Sprachkenntnisse</p>		

N.B. Die Minimalanforderungen sind erfüllt, wenn 60% der Zielvorgaben erreicht werden.

## Bewertungskriterien

Die 4 Sprachkompetenzen (Listening, Speaking, Reading, Writing) werden gleich gewichtet. Die Bewertung der Grammatik und des Wortschatzes sowie Inhalte (Kultur, Literatur, Landeskunde, Geschichte) fließt in die Bewertung der jeweiligen Sprachkompetenzen mit ein. Die Mindestanforderungen sind im Curriculum definiert (Deskriptoren).

Ebenso kann die Mitarbeit in die Gesamtbewertung einfließen. Dazu zählen eine aktive und gute Teilnahme am Unterricht, pünktliche Erledigung der Aufgaben, Einhalten von Vereinbarungen wie z.B. Prüfungstermine, Bereithaltung der Unterlagen und Verwendung der Unterrichtssprache. Diese Elemente werden im Register vermerkt und dienen zur Auf- bzw. Abrundung der Endnote.