



Inhaltsbezogene Kompetenzen / Prozessbezogene Kompetenzen¹	
Klasse 9 und 10	
Curriculum Klasse 9 und 10	
Schul-Curriculum für alle Kompetenzen: üben und vertiefen	
Soziokulturelles Orientierungswissen - Anwenden der sprachlichen und medialen Kompetenzen auf die folgenden Themenbereiche	
<ul style="list-style-type: none"> • die Rolle des Individuums in der Gemeinschaft (z.B. <i>volunteering, making a difference, gap year</i>) • Beziehung des Individuums zu seinem Lebensraum (u.a. Umgang mit Ressourcen, technologischer Wandel, Globalisierung, Migration) • Eintritt in die Erwachsenenwelt • kulturelle Prägung durch regionale Identität (z.B. Geographie, Sprache, Geschichte, Religion) 	
Interkulturelle kommunikative Kompetenz - Erlernte Redemittel werden auf altersgerechte Themen der Zielkultur angemessen angewandt	
<ul style="list-style-type: none"> • kulturspezifische Phänomene in Texten identifizieren und deren gesellschaftliche und historische Bezüge erklären • kulturspezifische Verhaltensweisen und Kommunikationskonventionen differenziert anwenden • Gemeinsamkeiten und Unterschiede zur eigenen Kultur detailliert beschreiben und gesellschaftliche / historische Ursachen erklären • Einnehmen und Analysieren von fremdkultureller Perspektive • Zielkulturen: USA ,GB, Australien, evtl. andere englischsprachige Länder 	
Hierfür notwendige kommunikative Teil-Kompetenzen:	
Schreiben	<ul style="list-style-type: none"> • ausführliche persönliche und formelle Korrespondenz verfassen (z.B. Bewerbungsschreiben, CV, Leserbrief) • Argumentative Texte verfassen (z.B. Erörterung - <i>discuss</i>, Stellungnahme – <i>comment on</i>) • ausführliche informierende Texte verfassen (z.B. <i>news report</i>) • Zusammenfassen anspruchsvollerer Texte • textstrukturierende Elemente anwenden (<i>connectives, idiomatic terms</i>) • fiktionale Texte unter Beachtung zielkultureller Besonderheiten verfassen • zielgerichtete Verwendung von Hilfsmitteln (z.B. einsprachiges Wörterbuch) • zu behandelnde Textsorten: siehe Anhang

¹ Siehe Bildungsplan 2016 www.bildungplaene-bw.de/

Hör- /Hörsehverstehen	<ul style="list-style-type: none"> • Hauptaussagen, Intentionen und Detailinformationen von Gehörtem / Gesehenem entnehmen – <i>listening for gist and for detail , selective listening</i> • Haltungen und Standpunkte von Sprechenden auch in komplexeren Situationen erschließen (z.B. Interview, Talkshow, Diskussion) • Intonation, Gestik, Mimik, andere visuelle und auditive Informationen sowie Vorwissen zum Verstehen nutzen und angeleitet Erschließungsstrategien einsetzen (zum Beispiel <i>predicting, intelligent guessing</i>)
Leseverstehen	<ul style="list-style-type: none"> • Texten explizite und implizite Hauptaussagen und gegebenenfalls die Intention entnehmen (zum Beispiel Zeitungsartikel, Filmkritik, Jugendliteratur, Gedicht) • Texten explizite und implizite Detailinformationen entnehmen und diese selbstständig im Zusammenhang verstehen (zum Beispiel Zeitungsartikel, Bericht, Filmkritik, Jugendliteratur, Grafik) • die Struktur auch eines komplexeren Textes erkennen und die Sinnzusammenhänge zwischen Textteilen (additive, temporale, kausale, kontrastive, konditionale, konsekutive, finale, modale, konzessive, exemplifizierende) weitgehend selbstständig erschließen (zum Beispiel Zeitungsartikel, Bericht, Rede, Jugendliteratur) • Mindestens eine niveaugerechte Ganzschrift (Roman/Drama) lesen und sowie Kurzgeschichten und Lyrik verstehen • Text- und Wortschließungsmethoden selbstständig anwenden
Sprechen – dialogisch	<ul style="list-style-type: none"> • Gespräche und Diskussionen beginnen, fortführen und beenden (z.B. auf Argumente reagieren, Kritik äußern, neue Argumente einbringen, Themen wechseln) • sich über Sachverhalte austauschen und schlüssig Stellung beziehen, Lösungsmöglichkeiten erörtern und Kompromisse aushandeln • sich in simulierten formellen Situationen sprachlich und interkulturell angemessen sowie inhaltlich überzeugend äußern und reagieren (zum Beispiel Vorstellung, Bewerbung, Gastschule) • bei Verständnis- und Ausdrucksproblemen das Gespräch mit flexibel eingesetzten Strategien fortführen
Sprechen – monologisch	<ul style="list-style-type: none"> • Sachverhalte detailliert darstellen, vergleichen und dazu schlüssig Stellung beziehen (zum Beispiel gesellschaftliche und historische Entwicklungen, Handlungsverlauf in literarischen Texten) • Text- und Unterrichtsinhalte detailliert wiedergeben oder strukturiert und kohärent zusammenfassen und zu den Inhalten schlüssig Stellung beziehen • Argumente und Gegenargumente zu einem kontroversen Thema darlegen, sie vergleichen sowie schlüssig dazu Stellung beziehen (zum Beispiel <i>debating</i>, Stellungnahme, Vortrag) • ein selbstständig erarbeitetes komplexeres und zielkulturell relevantes Thema medial unterstützt und adressatengerecht präsentieren

Sprachmittlung	<ul style="list-style-type: none"> • Hauptaussagen von Detailinformationen in einem informierenden oder kommentierenden Text unterscheiden und diese aufgabengerecht mündlich und schriftlich in die jeweils andere Sprache zusammenfassend sinngemäß übertragen • in mündlichen und schriftlichen Kommunikationssituationen interkulturell sensible Sprechintentionen (zum Beispiel Ablehnung, Kritik) identifizieren und unter Beachtung der kulturspezifischen Höflichkeitskonventionen die (Text-)Aussagen sinngemäß übertragen • kulturspezifische Begriffe selbstständig identifizieren und beschreiben sowie in ihrem gesellschaftlichen Kontext erklären (zum Beispiel Abitur) • bei Verständnis- und Formulierungsschwierigkeiten angemessene Kompensationsstrategien anwenden
Wortschatz	<ul style="list-style-type: none"> • Umfangreichen Themenwortschatz gezielt erarbeiten, verstehen und korrekt anwenden • themenunabhängige sprachliche Mittel verstehen und weitgehend korrekt anwenden • differenziertes Repertoire an Redemitteln verstehen und weitgehend sicher anwenden (z.B. in Diskussionen) • bei fehlendem Fachvokabular und zur Erläuterung kulturspezifischer Begriffe Strategien zur Umschreibung zielgerichtet anwenden (zum Beispiel Erläuterung, Oberbegriff, Beispiel) und dabei Höflichkeitskonventionen beachten • Wortbildungsregeln anwenden
Grammatik	<ul style="list-style-type: none"> • <i>advanced passive forms (e.g. passive progressive)</i> • <i>conditional sentences (type 1-3)</i> • <i>infinitive and participle constructions</i> • <i>stylistic devices (e.g. inversion / do-support for emphasis)</i> • <i>sentence adverbs (e.g. linking and commenting)</i> • <i>present forms with future meaning</i> • <i>articles with abstract nouns</i>
Aussprache und Intonation	<ul style="list-style-type: none"> • auch unbekannte Wörter weitgehend korrekt aussprechen • Wortbetonungen auch unbekannter Wörter korrekt verwenden • die Intonation situationsgemäß anwenden (zum Beispiel Kritik, Meinungsverschiedenheit) • digitale Medien sowie Zeichen der Lautschrift zur Erschließung der Aussprache und Betonung unbekannter Wörter nutzen
Text- und Medienkompetenz	
<ul style="list-style-type: none"> • Die Schülerinnen und Schüler können authentische Texte (erweiterter Textbegriff) auch zu komplexeren gesellschaftlichen Themen erschließen, analysieren und kommentieren sowie die daraus resultierenden Erkenntnisse für die eigene Textproduktion nutzen (siehe Teilkompetenzen zur genaueren Differenzierung) 	

Textsorten Klasse 9

Writing a news report

News articles inform readers about interesting and important events in a neutral way. As total objectivity is not possible, they should at least be fair with all the relevant points included, even if the writer doesn't agree with them. There are three basic types of news articles: **reports** (news), **features** (news and background), and **commentaries** (writer's opinion).

The following points can help you to write a news report:

- The ABC of news writing is **Accuracy, Brevity, Clarity**. This means that the facts have to be exact, the article should be short and it should be easy to understand.
- When you write a report or feature, answer the five Ws: **Who? What? When? Where? Why?** And sometimes **How?**
- Think of a **headline** that will attract the reader's attention.
- The first sentence or paragraph, **the 'lead'**, should contain the most important and exciting point so that the reader continues reading.
- Think about how to structure your article. Start with the most important point, then add more facts and details.
- Style is very important. The only acceptable style for news is factual.
- News writing often contains anecdotes, examples and quotes. Only use them if they help to make a point clear. Make sure that quotes are not taken out of context and that the speaker's intention is clear.

Here is the start of the same story as reported by a quality newspaper (1) and a tabloid (2).

2. British backpacker Sam Woodhead missing in Australian outback

A British backpacker has disappeared after he set out on a run in the Australian outback.

Sam Woodhead was reported missing from a cattle Station after he failed to return from a jog two days ago. Local authorities launched a hunt for him amid fears he may have lost his way in a hot, isolated region of central Queensland.

His mother is understood to have urged police to widen the search on the grounds that her son, an experienced long-distance runner, could have travelled some way from his base, near the town of Longreach.

His sister, Rebecca, issued an anxious plea for news on Facebook. "If anyone hears from my brother, please contact me ASAP," she wrote. In another posting, she added: "Thanks for all your messages regarding Sam."

Still no further news but we have the helicopter going out again in the morning, Aus time, and hundreds of people going on a voluntary search party. Will keep you all posted."

2. Brit teen lost in 40C outback: Hunt for backpacker who vanished on gap gear

A British teenager has gone missing while out running in searing 40C heat in the Australian outback.

Student Sam Woodhead, 18, was last seen on Tuesday when he left the Queensland cattle farm where he was working as a ranch hand on his gap gear tour. He is feared to have got lost, overcome by heat or even bitten by a snake. Rescuers have mounted a huge search involving planes, helicopters and heat detectors.

Speaking from the family home in Richmond, South West London, dad Peter said today: "It is very difficult and obviously we're trying to be supportive and strong. Although we haven't had any news regarding the search, we remain upbeat." Choking back tears, he so much added: "We're not going to give up until we hear something eitherway, hopefully positive. We will do everything we can, physically, mentally, emotionally and financially, to try to bring him home safe and well."

Writing a summary

When you write a summary, you have to briefly restate the author's main ideas (*non-fictional texts*) or retell a story in your own words (*fictional texts*). Your summary should be much shorter than the original.

Follow these steps to write a summary of a **fictional text**:

1. Read the text carefully.
2. Underline the sentence with the main idea or argument, or write it down.
3. Read the text again and underline or write down the ideas, facts or arguments (words and phrases rather than whole sentences) that support the main idea or argument.
4. Start your summary with the main idea or argument.
5. Write short paragraphs summing up the other important ideas or arguments. Use your own words as much as possible. Use the present tense.
6. Do not include any information that is not essential (e.g. examples, descriptive details, direct quotes). Your own ideas or opinions don't belong in a summary.
7. Check and if necessary revise your summary. You can do this best if you imagine you are a reader who doesn't know anything about the topic.
8. Remember: **Your summary should be a lot shorter than the original text (about 1/3)!**

Follow these steps to write a summary of a **non-fictional text**:

1. Read the text carefully.
2. Underline or write down the main characters and the setting.
3. Divide the text into sections if the author hasn't already done this for you (e.g. with chapters or mini-chapters). To do this, decide where you think a new section starts (e. g. when there is a new development in the story or a new aspect).
4. Read the text again and underline or write down the key words and the main points in each section (words and phrases rather than whole sentences). Also underline or write down the turning point in the plot.
5. Using the present tense, write short paragraphs to summarise the plot, i.e. write down what happens and how the events are connected. Use your own words as much as possible. Link your sentences with connectives.
6. Check and if necessary revise your summary. You can do this best if you imagine you are a reader who doesn't know the story.

Writing a formal letter

A formal letter can be a request for information, a letter to a government office or an organisation.

The following tips can help you to write any type of formal letter:

1. Note down the most important points you want to make and put them in a logical order.
2. Think about how to write in a polite and factual manner. Pay careful attention to the formalities required for this type of letter (see tips on the right). Don't use contractions (short forms such as don't) or question tags (do you?).
3. At the beginning of your letter (= opening paragraph): introduce your topic and say why you are writing.
4. Continue with the points you have listed.
5. Finish your letter by summarising what the most important point is.
6. Check if your letter has a clear structure.
7. Check your letter for mistakes: grammar, spelling, punctuation.

After the reference line start your letter in one of these ways:

- If you don't know the name of the person you are writing to: Dear Sir or Madam,
- If you know the name of the person: Dear Mr Jones, / Dear Ms Thompson, / Dear Dr Blackstone,
- You must always go on with a capital letter:
- Thank you for ... / In last week's ...
- Finish your letter with: Sincerely, / Yours sincerely, / Yours faithfully,
- A slightly less formal way of finishing your letter is:
- Best / Kind regards,
- You should always sign your letter and type your full name underneath it.
- In the UK commas after Dear ... and Yours ... are often omitted. In the US you must use commas!
- If you enclose one or several documents with your letter, write under your typed name: Enclosure(s): / Encl.:

A letter of application follows the same rules and should contain the following information:

Opening paragraph:

Introduce yourself and say why you are writing the letter. Add where you found out about the job. Do not start your letter with 'I'. This is bad style!

Paragraph 2:

Name your relevant qualifications and experience, as well as the personal qualities that make you a suitable candidate.

Paragraph 3:

Say why you are interested in the job and the company. Say why you think you can do the job.

Closing paragraph:

End with a friendly sentence which expresses your interest in receiving an answer.

Formal letters follow this pattern:

The diagram shows a formal letter with the following components and labels:

- Your address, but not your name (= return address):** Herrenberger Str. 11, 70183 Böblingen, Germany, 0049 / (0)7031 / 123456, h_mustermann@online.de
- The address of the person you are writing to (= inside address):** Personal Manager, Creative Concepts, Denmark Street, London WC5 10B, England
- The date:** 01 February 2019
- The topic:** Your advertisement of 13 January 2019
- The greeting / salutation:** Dear Sir or Madam,
- The main paragraphs:** Four paragraphs of Lorem ipsum text.
- The farewell formula / signing:** Yours faithfully,
- Your name (printed & signature):** Hans Mustermann (signature) and Hans Mustermann (printed name)
- Enclosure information:** Encl.: CV

Writing a (formal) e-mail

Although e-mails are considered less formal than letters, you should keep the following points in mind:

- Always write a subject line so that the person you are writing to knows what the e-mail is about.
- Write the most important information first.
- Use paragraphs to structure your e-mail.
- Write short, simple sentences. Obey the KISS rule — Keep It Short and Simple.
- Never use abbreviations, emoticons (smileys etc.) or exclamation marks (!) in formal e-mails. They are considered to be very impolite.
- Use correct punctuation and grammar. It is common to write everything in lower-case letters in informal e-mails (dear mike ...), but avoid this if you are writing to someone you don't know.
- Using capital letters for whole words in e-mails is almost like shouting.

Analysing Visuals (*note: cartoons in year 10!*)

- Visuals can be **pictures / photos / paintings** and **cartoons**.
- A cartoon is a humorous, mostly satirical drawing often criticizing current events or important people.
- Before starting with the actual analysis, you need to name the title, the artist, the source, the date of publication and the overall topic in an introductory sentence (if any information is not given, leave it out).

STRUCTURE:

Step 1: Description

- Describe in detail. You may start with the foreground and then turn to the background. Alternatively, you may work from the top down to the bottom or you may start at the left and work across to the right-hand-side.
- If there are countless details, focus on those which are important for the interpretation.
- Quote the words, i.e. the labels, speech bubbles, thought bubbles, or captions.

Step 2: Interpretation

- State what the visual refers to / alludes to (topical event, historical background, socio-cultural context etc.)
- Explain the artist's intention – what is he / she trying to say / criticising / mocking on ...
 - ➔ When interpreting, always refer to the aspects of your description ("by illustrating this, the artist wants to say that").
 - ➔ Make sure you breakdown all relevant aspects and explain their meaning.

Step 3: Evaluation

- Evaluate whether the artist has successfully reached his intention (e.g. is the cartoon a good way to approach the topic / raise awareness / criticise ...)
- Give your own opinion on the visual – what effect does it have on you? Do you like it or not?
- Write one concluding sentence

USEFUL PHRASES

- *I was deeply moved by the picture because ...*
- *My first thought when I saw it was ...*
- *The photo / picture is shocking / disgusting / amazing / spectacular / special ...*
- *The photo / picture reminds me of ...*
- *It conveys the impression that ...*
- *The photo was probably taken in / at ...*
- *The people in the photo were not aware that the photo was being taken.*
- *The photo was being staged to achieve a certain effect.*
- *The picture was painted by ...*
- *It is a realistic picture.*
- *It is a portrait / a still life / a landscape / an oil painting / a watercolour painting.*
- *In the middle / centre of the photo / picture there is ...* • *At the top / bottom ...*
 - *On the left / right ...* • *In the top left (-hand) / bottom right (-hand) corner ...*
 - *In the background / foreground of the photo / picture ...*
- *There is a contrast between ...*
- *The focus is on ...*
- *The colours are bright / dark.*
- *... is seen from above / below / the front / the back.*
- *This creates a / an ... atmosphere.*
- *The artist aims to present ...*
- *The photo / picture is convincing because*
- *The...shows...; In the foreground (background, top left-hand corner, bottom right-hand corner), you can see...; The... uses (employs)...; The caption says...; in the centre...*
- *The ... has to do with (deals with) ... / ... refers to... / ... stands for (represents) ... / ... is meant to criticize (satirize) ... / ... alludes to ... /... opens your eyes ... / ... implies ... / ... makes obvious ...*
- *The ... touches me / leaves me cold*
- *I like / dislike it because ...*
- *it's exaggerated / far-fetched*
- *I think / presume / suppose / suggest*
- *It's ambiguous / unmistakable*

Textsorten Klasse 10

Writing a comment ("comment on")

- In a comment, you express your **personal opinion** on a topic introduced by a **text, a quote / statement, a cartoon** or some similar input.
- Based on **background information** and supported by **giving arguments**, you have to **prove / support your opinion**.
- It is very common **to clarify your opinion on the issue at the beginning**, before giving arguments to support this thesis.
- The operator for the task is "comment on", e.g.
"Donald Trump is a threat for the whole world." Comment on that statement.
- You **do not need to** present arguments against your opinion (c.f. *discuss*) – but you may do so **to strengthen your own position by refuting** (entkräften) the counterarguments.
- Structure your arguments well: start with the weakest and end with the strongest.
- a full argument follows this pattern:
 - Thesis (*"D.T. is a threat in terms of..."*)
 - reason / justification (because...)
 - proof / evidence / example (as we can see...)
- Finally, end your comment with a convincing conclusion why your opinion is right (*Therefore, as a result, consequently, finally, as a conclusion ...*).

The following pattern can help you to structure your comment:

Introduction *(to arouse the reader's interest in the topic and state your opinion on the topic)*

Main Body *(presentation of your arguments and examples)*

Conclusion *(summary of your opinion)*

Writing an argumentative essay (“discuss”)

- An argumentative essay (Erörterung) deals with a controversial topic. The aim is to examine the topic **from opposing points of view** (giving arguments for both sides).
- You may try to persuade the reader of your opinion (which you give at the end of your essay) or you may stay neutral and leave the readers to decide for themselves.
- Use well-known facts, statistics, examples and quotations to justify your arguments.
- Make sure the order of your arguments is logical: from strong to weak on the counter side, from weak to strong on your favoured side.

STRUCTURE:

Introduction

You present the issue. To attract the reader's attention, you can include ...

- facts about the history/background of the problem,
- information about its relevance today,
- a quotation,
- questions that you promise to give answers to.

→ DO NOT give any arguments in the introduction and ALWAYS introduce the topic you deal with

Main Body

How to structure your arguments:

- a) Start with all arguments of the side you do not support, followed by all arguments of your favoured position (*linear*).

Introduction - **pro side** - **con side** - **conclusion**

- b) Start with one argument of the side you do not support and refute this immediately by an argument of your favoured position (*dialectic*).

Introduction - **pro → con / con → pro (repeated several times)** - **conclusion**

Paragraphs: Present each argument in one separate paragraph. The first sentence states the point you want to make and the following sentences support this point with evidence (examples, statistics etc.). You can write about how the problem started, who is affected by it, how serious it is, what has been done about it so far, what can be expected if there is no solution, and so on.

Conclusion

The presentation of your arguments should lead to a conclusion. You can include

- a summary of what you have found out, (but don't bluntly repeat all your arguments)
- an outlook on further consequences,
- your own opinion,
- an appeal to the readers to reach their own conclusion

→ DO NOT come up with new arguments in the conclusion

USEFUL PHRASES

Adverbs of degree

absolutely • almost • at least • completely • extremely • hardly • particularly • rarely • rather • really

Connectives

although • because • but • even if • however • in order to • in spite of • provided that • since • so that • unless

Comparing and contrasting

equally • in the same way • likewise • as well as • on the one hand ... on the other hand • unlike • in contrast to

Giving examples

for example • for instance • by way of illustration

Ordering

First of all ... • I would like to begin with ... • Firstly ..., Secondly ..., Thirdly ... etc. • My main argument is ... • In addition to that ... • Furthermore ... • Finally ... • To sum up ...

Giving reasons

For example • consequently • therefore

Commenting

actually • apparently • fortunately • in fact • in my opinion • it is true that • of course • perhaps • possibly • probably • unfortunately

Giving your conclusion / summary

To sum up, ... • In short, ... • Considering all these arguments, ... • I would conclude that ... • I have come to the conclusion that ... • My suggestion is that ... • My appeal to ... is ... • Having weighed up all the arguments, I would like to ...

Writing an analysis (compare / contrast / explain / analyse)

General remarks:

The operators compare / contrast, explain and analyse are so-called *Level 2 Operators*. This means that you usually have to apply the knowledge and information which you have learned by heart to an unknown text.

Examples: *Compare and contrast the role of religion in this text with the role it plays in our novel.*
Explain this diagram on immigration and relate it to the situation of the Hispanics in the US.
Analyse the use of light and darkness in the text in hand.

The knowledge demanded of you can be literary, stylistical or related to regional studies.

These operators are **N O T** about assessing – so do **N O T** give your personal opinion!

Compare / contrast:

Definition: "Tell how things are alike and / or different; use concrete examples."

- If you are asked to compare and / or contrast two things etc., deal with the similarities first and then the differences or the other way round. Do **N O T** mix them.
- If possible, put your aspects in a sensible order, e.g. outer appearance, character traits, social background, ...
- It is better to focus on fewer aspects at a deeper level than to simply enumerate lots of aspects in a superficial way.
- Do not forget to use well-chosen examples to illustrate your comparison.

Explain:

Definition: "Make clear and plain; give reason(s) or cause(s)"

- This operator is often used with diagrams, but also with concepts or ideas like, e.g. the American Dream.
- Make sure you have a relevant repertoire of helpful words and phrases at your disposal, e.g. the technical terms for different sorts of graphs and charts.
- As regards structure, you should aim for a generally comprehensible way of explaining the subject at issue. This should be done in two parts (see definition): first explain, then give the reasons or causes. Do **N O T** mix them.

Analyse:

Definition: "Break down a problem into separate factors, then draw a conclusion based on your breakdown."

- The term 'problem' is somewhat misleading as aspects *in general* are meant. For example, if you are to analyse stylistic devices, they are not a 'problem' but a normal aspect of a text.
- The term 'conclusion' is somewhat misleading, too. It means, in fact, 'final interpretation'; do not give your own opinion, but stay objective. A final sentence could be like this:

Example: After all this consideration I have come to the conclusion that the author uses light in order to underline values like honesty and sincerity whereas he uses darkness whenever things turn bad or criminality is involved.

- An analysis demands a lot of astuteness and textual empathy. Important aspects are often 'hidden' in a text, i.e. they occur only very briefly; sometimes you also have 'to read between the lines'; watch out for miss-outs.

*Examples: Although the scene takes place in full daylight, the author never mentions the sun.
Candles are the common source of light in this text, a lantern is only mentioned once (see 1.6)*