

Jahrgang 10

### **Topic 1: Growing up + Revision A**

|  |  |
|--|--|
| Mögliche Themen:                           | friendship, teenage problems   |
| Interkulturelle Kompetenzen:               | intercultural checklist  |
| Kommunikative Kompetenzen:<br>Schwerpunkte |  |
| Schwerpunkt 1: <i>writing</i>              | creative writing: continuing a story, change of perspective  |
| Schwerpunkt 2: <i>reading</i>              | <i>novel extracts</i> lesen und verstehen;<br>[short story]<br>narrative techniques, perspective, atmosphere, characterization, humour and suspense, symbols and turning point |
| Schwerpunkt 3: <i>speaking</i>             | interpreting charts<br>discussing: giving advice]<br>discussing: opinions in life, responsibility<br>[expressing one's own opinion]  |
| Schwerpunkt 4: <i>listening</i>            | Song   |
| Schwerpunkt 5: <i>viewing</i>              | Teen film: film analysis and film interpretation   |
| Schwerpunkt 6: <i>mediation</i>            | Mediating a disagreement<br>[mediation with summarizing]   |
| Sprachliche Mittel:                        | emphatic forms, progressive, adjective and adverbs, word order, making arrangements  |
| Methodische Kompetenzen:                   | Filmpräsentation, Think-pair-share   |
| Medienkompetenz:                           | Filmanalyse, Analyse von songs   |

Jahrgang 10

## Topic 2: Multi-ethnic Britain + Project

|  |   |
|--|---|
| Mögliche Themen:                           | minorities, integration problems, immigration   |
| Interkulturelle Kompetenzen:               | avoiding social gaffes in the UK<br>obeying social rules in the UK<br>Eating out in the UK  |
| Kommunikative Kompetenzen:<br>Schwerpunkte |   |
| Schwerpunkt 1: <i>writing</i>              | text analysis: structure<br>summarizing non-fictional texts<br>writing factual texts<br>[interpreting texts; comparing two texts]<br>[creative writing: blog entry, letter, changing point of view]<br>collecting arguments<br>writing an argumentative essay                             |
| Schwerpunkt 2: <i>reading</i>              | websites<br>[extract from a novel/ from a short story]<br>[narrative techniques: characterization, atmosphere, typical elements, symbols, point of view]<br>[interpreting texts; comparing two texts]<br>poems: dealing with minority & traditional poetry<br>newspaper article<br>speech |
| Schwerpunkt 3: <i>speaking</i>             | understanding and discussing comparative statistics<br>discussing films<br>talking about texts  |
| Schwerpunkt 4: <i>listening</i>            | radio interview   |
| Schwerpunkt 5: <i>viewing</i>              | video clip, film on ethnic minorities, TV news report   |
| Schwerpunkt 6: <i>mediation</i>            | summarizing a German newspaper article in English   |
| Sprachliche Mittel:                        | participle constructions; participles after verbs of rest or movement<br>present/ past/ perfect participles   |
| Methodische Kompetenzen:                   | interpreting charts, researching, presenting information  |
| Medienkompetenz:                           | Analyse von Film, Nachrichten, Kurzfilm   |

### Topic 3: The Blue Planet + Revision B

|  |  |
|--|--|
| Mögliche Themen:                           | the environment, ecological problems   |
| Interkulturelle Kompetenzen:               | avoiding social gaffes in the US   |
| Kommunikative Kompetenzen:<br>Schwerpunkte |  |
| Schwerpunkt 1: <i>writing</i>              | narrative techniques: characterization & mood<br>[narrative perspective, key words, use of vivid vocabulary]<br>[creative writing: newspaper article, continuation, open letter to an organisation]<br>[making notes]<br>[writing about stereotypes] |
| Schwerpunkt 2: <i>reading</i>              | poem: message, structure<br>newspaper & magazine articles<br>novel extracts<br>statistics, facts and figures<br>film review  |
| Schwerpunkt 3: <i>speaking</i>             | summarizing,<br>informal & formal debate, giving a speech,<br>discussing ecological problems and solutions at the doctors'<br>[stating one's opinion]  |
| Schwerpunkt 4: <i>listening</i>            | campaign speech<br>audio extract from a novel<br>[song]  |
| Schwerpunkt 5: <i>viewing</i>              | short film „Mediterranean Britain“   |
| Schwerpunkt 6: <i>mediation</i>            | explaining statistical information<br>[mediation with summarizing]   |
| Sprachliche Mittel:                        | environment vocabulary, medical vocabulary, units of measurement, language of statistics, useful phrases for discussion  |
| Methodische Kompetenzen:                   | analysing a documentary, interpreting cartoon<br>[analysing song lyrics]   |
| Medienkompetenz:                           | film genres, documentary, cartoons   |

Jahrgang 10

### Topic 4 Make a difference + Project

|  |  |
|--|--|
| Mögliche Themen:                           | Engagement im Alltag<br>Vorbilder B. Obama – Diane Fossey  |
| Interkulturelle Kompetenzen:               | Political correctness in the US<br>Conducting a telephone conversation   |
| Kommunikative Kompetenzen:<br>Schwerpunkte |  |
| Schwerpunkt 1: <i>writing</i>              | Writing headlines<br>stating and explaining the need for change progress   |
| Schwerpunkt 2: <i>reading</i>              | Narrative technique suspense<br>extract from a novel<br>magazine articles<br>[one act play]                              |
| Schwerpunkt 3: <i>speaking</i>             | Discussing about getting involved  |
| Schwerpunkt 4: <i>listening</i>            | Radio interview listening for gist and detail<br>Inaugural speech<br>news report<br>[song: analysing mood and structure] |
| Schwerpunkt 5: <i>viewing</i>              | Evaluating the visual dimension of a speech<br>Obama's inaugural speech<br>biographical film                             |
| Schwerpunkt 6: <i>mediation</i>            | Mediate a listening text   |
| Sprachliche Mittel:                        | Simple and progressive aspects of past and present: mixed tenses revision  |
| Methodische Kompetenzen:                   | Analyzing posters<br>Analyzing songs<br>Presentation<br>Gallery walk   |
| Medienkompetenz:                           | Videoanalysis political speech   |