

Fachcurriculum Englisch  
Jgst. 10

Jgst.	Themen, Inhalte	<ul style="list-style-type: none"> <li>a) Fachmethoden</li> <li>b) Lernmethoden (Lernen des Lernens)</li> <li>c) Computereinsatz</li> <li>d) Fächerübergreifendes Arbeiten</li> </ul>
10	<p><b>Growing up</b></p> <ul style="list-style-type: none"> <li>• excerpts from fictional texts (story of initiation)</li> <li>• teen films</li> </ul> <p><b>Multi-ethnic Britain</b></p> <ul style="list-style-type: none"> <li>• informative texts – immigration in the UK (Caribbean immigrants)</li> <li>• newspaper article: integration problems in the UK</li> </ul> <p><b>The Blue Planet</b></p> <ul style="list-style-type: none"> <li>• poem (structure and message)</li> <li>• environmental problems in non-fictional and fictional texts</li> <li>• environmental films – film review</li> </ul> <p><b>South Africa</b></p> <ul style="list-style-type: none"> <li>• Apartheid (Nelson Mandela's autobiography)</li> <li>• Films about South Africa</li> <li>• Kruger National Park</li> </ul> <p><b>Make a difference</b></p> <ul style="list-style-type: none"> <li>• the significance of different contributions to humanity</li> <li>• 'making a difference' in fictional and non-fictional texts</li> <li>• historic speech – Obama's Inaugural Speech</li> </ul> <p><b>Grammatik:</b></p> <ul style="list-style-type: none"> <li>• Adjectives and adverbs</li> <li>• Participle constructions</li> <li>• Future tenses</li> <li>• Conditional I and II</li> <li>• Simple and progressive forms of the present, past and present perfect</li> </ul> <p>Lesen einer <b>Ganzschrift</b> (Thema: <b>Growing up</b>)</p>	<p>a)</p> <p><b>1. development of speaking skills</b></p> <ul style="list-style-type: none"> <li>- expressing your opinion in a discussion</li> <li>- preparing and giving a short speech</li> <li>- formal debate</li> </ul> <p><b>2. development of listening skills</b></p> <ul style="list-style-type: none"> <li>- listening to radio programmes</li> <li>- listening for gist and for detail</li> <li>- comparing speaking styles</li> <li>- understanding a news report and summarizing the content in writing</li> </ul> <p><b>3. development of reading skills</b></p> <ul style="list-style-type: none"> <li>- reading a novel, short stories, newspaper articles, poems, song lyrics, advertisements, cartoons</li> <li>- narrative techniques (perspective, archetypes, atmosphere, mood, characterisation, humour, suspense)</li> <li>- using text work strategies (skimming, scanning, reading for detail; looking for keywords; finding the structure of a text; reading between the lines; basic rhetorical devices, analysing narrative techniques)</li> </ul> <p><b>4. development of viewing skills</b></p> <ul style="list-style-type: none"> <li>- working with films; presenting a film in class</li> <li>- talking about pictures</li> </ul> <p><b>5. development of writing skills</b></p> <ul style="list-style-type: none"> <li>- writing formal/personal letters, dialogues, endings of stories, comments, summaries, reports, describing characters, creative writing (making up situations/new contexts, inventing storylines for different types of media), discussing style and register</li> </ul> <p>b) Using a bilingual and a monolingual dictionary (getting to know your dictionary, using a dictionary to write a report), expanding your vocabulary, simulation/role-plays)</p> <p>c) Using the computer for research, writing e-mails, doing a class survey, computer language</p> <p>d) Reading a play; understanding ethical behaviour; interpreting paintings;</p>