



Diploma Programme subject outline—Group 2: language acquisition						
School name	Friedrich-Ebert-Gymnasium		School code	0973		
Name of the DP subject <i>(indicate the language)</i>	English B					
Level <i>(indicate with X)</i>	Higher <i>(not applicable for languages ab initio)</i>	<input checked="" type="checkbox"/>	Standard completed in two years	<input type="checkbox"/>	Standard completed in one year * <i>(not applicable for languages ab initio)</i>	<input type="checkbox"/>
Name of the teacher who completed this outline	Christine Braun		Date of IB training	28 June – 2 July, 2005 (Bratislava)/ 21 - 22 September, 2018 (Bonn)/ 18 October 2023 (online)		
Date when outline was completed	20 August 2024 (last update)		Name of workshop <i>(indicate name of subject and workshop category)</i>	IB Coordination / Language B (Cluster Workshop Category 2) Extended Essay Workshop		

Language B English

1. If you will be teaching language B higher level, identify the two works of literature to be studied.

As in Germany teachers are free to choose the literary works studied in class the works chosen might vary from course to course. Moreover, a choice may be made by the teacher alone or in agreement with the students / corresponding to the special interests of the students.

Literary works that have been chosen by teachers in recent years are : e.g. **The Great Gatsby (F. Scott Fitzgerald)**, The Crucible (Arthur Miller), Tortilla Curtain (T.C. Boyle) The Other American (Laila Lalami) when working on the American Dream or 1984 (George Orwell), Brave New World (Aldous Huxley), **The Circle (Dave Eggers)**, The Handmaid’s Tale (Margarete Atwood), Fahrenheit 452 (Ray Bradbury), Never Let Me Go (Kazuo Ishiguro) when working on dystopian novels.

Literary works or extracts from literary works may also be studied in connection with different topics (e.g. **Nigeria : Extracts from Oil on Water (Helon Habila) / Carnivorous City (Tony Kan) / Americanah (Chimanda Ngozi Adichie) or short stories by Chimamanda Ngozi Adichie and other Nigerian authors/ Gender and Identity : Macbeth (William Shakespeare)**).

My personal choice is given in bold print as an example.

2. Course outline

- Use the following table to organize the topics to be taught in the course. **If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics.** Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- **This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.**
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

As most IB students opt for **English B higher level** the curriculum for English B higher level is given in detail (see chart). The difference between English B higher level and English B standard level is explained below the chart.

	Topic (as identified in the IB Subject guide / as identified by the national curriculum)	Contents	Resources / Skills <i>List the main resources to be used, including information technology if applicable.</i>
Year 1			
Topic 1	TOPIC 1 <i>The American Dream – Still a promised land?</i> Identities, Social organization	<i>Facts:</i> <ul style="list-style-type: none"> - <i>American history / society: basic information on the evolution of the American Dream (AD)- beliefs, values and norms;</i> - <i>the AD in political rhetoric;</i> - <i>promises of the AD vs the reality of today’s society (considering the multi-ethnic make-up of the USA – migration, population diversity, racism, prejudice and discrimination)</i> - <i>Fiction: The AD in literature</i> 	Resources: Cornelsen textbook: Context/ extracts from historical documents (e. g. Declaration of Independence, Bill of Rights etc.) / internet research (e.g. on Hispanics in USA)/ video clips / interviews/ podcasts (e.g. Youtube, BBC etc.) / non-fictional texts e.g.newspaper articles (e.g. The Guardian, The New York Times etc.) and political speeches (e.g. by Martin Luther King, Barack Obama, Donald Trump etc.)

	<p><u>Internal assessment:</u> Writing / Reading comprehension integrated</p>	<p><u>Possible questions:</u> What constitutes identity? / What's the individual's role in society? / How does the past shape the future? (Beliefs and values / community / social relationships)</p> <p><u>TOK:</u> In how far has America's unique history marked the beliefs and values of the American Dream? To what extent are our (political) views, beliefs and values shaped by social class / ethnic background?</p>	<ul style="list-style-type: none"> - novel or drama (e.g. The Great Gatsby) - cartoons - statistics
Topic 2	<p>TOPIC 2 <i>The UK in the 21st century – A Kingdom United?</i></p> <p>Identities, Experiences</p> <p><u>Internal assessment:</u> Writing / Reading comprehension (integrated) / Mediation (isolated)</p>	<ul style="list-style-type: none"> - <i>studying milestones of UK history</i> - <i>tradition and change in politics and society (Beliefs, values and norms)</i> - <i>the British monarchy</i> - <i>the UK in the European context</i> - <i>multicultural society and immigration policies in the course time</i> - <i>Britain and Europe (Brexit and its repercussions)</i> <p><u>Possible questions:</u> What constitutes identity? / How does the past shape the future? How does the past shape present values and beliefs? (Beliefs and values / Migration)</p> <p><u>TOK:</u> Knowledge and politics - To what extent are our political views shaped by the environment we live in (geographically / culturally)?</p>	<ul style="list-style-type: none"> - Cornelsen textbook: Context - non-fictional texts e.g. newspaper articles (e.g. The Guardian, The Observer etc.) - Podcasts (e.g. BBC), videos and interviews (e.g. BBC, YouTube) - Internet research - statistics
Topic 3	<p>TOPIC 3 <i>Nigeria – Voices from the African Continent</i></p>	<ul style="list-style-type: none"> - <i>history of Nigeria / the evolution of a country</i> - <i>Nigeria's ethnic diversity and ensuing conflicts (values, beliefs and norms / cultural, religious and linguistic diversity in a democratic society)</i> 	<p>Resources : Cornelsen textbook : Context / non-fictional texts e.g. newspaper articles (e.g. The Guardian, The Observer)</p>

	<p>Identities, Experiences</p> <p><u>Internal assessment:</u> Writing / Reading comprehension (integrated) / Listening comprehension (isolated)</p>	<ul style="list-style-type: none"> - <i>colonialism and how it marked the country</i> - <i>social and political structures</i> - <i>economic development</i> - <i>megacities (Lagos)</i> - <i>aspirations of young Nigerians / expats nowadays</i> - <i>Nollywood</i> - <i>LGBTQ in Nigeria</i> <p><u>Possible questions:</u> What constitutes identity? / How would living in another culture affect our worldview? – How does the cultural background of certain ethnic groups affect their perception of the colonizer? (Beliefs and values / subcultures/ language and identity / holidays and travel / life stories)</p> <p><u>TOK:</u> Knowledge and politics - To what extent are our political / religious views shaped by the environment we live in (geographically / culturally)? Knowledge and indigenous societies – Learning about Nigeria as a country that unites an extraordinary variety of ethnic groups and thus of cultures with different outlooks and values / Learning about the impact and legacy of colonialism (e.g. devaluation of indigenous culture)</p> <p><u>CAS:</u> exhibition for the school community</p>	<p>etc.)/Podcasts (e.g. BBC), videos and interviews (e.g. BBC, YouTube)/ Internet research/ Statistics/ fictional texts: novel extract and short story</p> <p>Skills:</p> <ul style="list-style-type: none"> - <u>Reading comprehension / Listening comprehension</u> (see materials above): - <u>Writing:</u> commentary, various forms of creative writing - <u>Language mediation:</u> informal/formal, oral/written Language awareness: recognising and explaining variations and varieties of language use - <u>Speaking:</u> e.g. how to organize a discussion_ <p><u>Intercultural communicative competence:</u> Dealing with culture-specific conventions and peculiarities and interact appropriately; critically reflect extended socio-cultural orientation knowledge</p>
<p>Topic 4</p>	<p>TOPIC 4 <i>Gender and Identity : Identities / experiences, human ingenuity</i></p>	<ul style="list-style-type: none"> - <i>understanding gender roles and expectations of the past and comparing them to gender roles today: discussion on identity and gender issues</i> - <i>the importance of identity and gender in the everyday life of young adults, perceiving the advantages and influences of these, comparing one's own behavior with public interactions</i> - <i>attitudes and awareness: examine the influences of conformity and individualism on one's own actions,</i> 	<ul style="list-style-type: none"> - fictional texts : drama (Macbeth) - film extracts (e.g. Billy Elliot) - studies and surveys on Internet use - argumentative writing / writing a speech

	<p><i>consider risks and opportunities; reflect on different life plans</i></p> <p><u>Possible questions:</u> What constitutes our identity? How do we express our identity (as a man, woman...)? How does culture / social expectations contribute to form our identity? How can Shakespeare's plays help us understand the timeless human struggle for (gender) identity? How does Shakespeare's language reflect common (or less common) ideas of what it means to be a man / a woman?</p> <p><u>TOK:</u> How do we decide whether a commonly accepted concept of gender roles should be regarded as given? How has our understanding and perception of gender related expectations changed over time?</p>	<ul style="list-style-type: none"> - non-fictional texts e.g. newspaper articles, comments, editorials etc.
Year 2		
Topic 1	<p>TOPIC 1 <i>Beyond the nation – Europe and a Globalized World (Economic, ecological and political issues)</i></p> <p>Sharing the planet, social organization</p> <ul style="list-style-type: none"> - <i>what is globalization ?</i> - <i>benefits and dangers of globalization</i> - <i>from globalization to deglobalization</i> - <i>working conditions in a globalized world</i> - <i>global players</i> - <i>globalization and the environment</i> - <i>international relationships / interdependencies (conflict and cooperation / migration)</i> <p><u>Possible questions:</u> What environmental and social issues present challenges to our globalized world and how can these challenges be overcome? What challenges and benefits does globalization bring? / What opportunities and challenges does the 21st century workplace bring? (Globalization, the environment, human rights, social relationships, the working world)</p>	<ul style="list-style-type: none"> - Cornelsen textbook: Context - non-fictional texts e.g. newspaper articles (e.g. The Guardian, The Observer etc.), political speeches (e.g. Leonardo di Caprio, Barack Obama, Greta Thunberg etc.), editorial - Podcasts (e.g. BBC), (explanatory) videos and interviews (e.g. BBC, YouTube) - Internet research - Statistics

	<p><u>Internal assessment :</u> Oral assessment (Monologue, Discussion)</p>	<p><u>TOK:</u> Core theme: Knowledge and the knower: What responsibilities rest on the knower as a result of their knowledge? How can we know when we should act on what we know?</p> <p><u>CAS:</u> survey or exhibition to engage school community</p>	<ul style="list-style-type: none"> - cartoons
<p>Topic 2</p>	<p>TOPIC 2 <i>Science - Enhancing Life ?</i></p> <p>Human ingenuity, Sharing the planet</p> <p><u>Internal assessment:</u> Writing / Reading comprehension (integrated) / Listening comprehension (isolated)</p>	<ul style="list-style-type: none"> - <i>scientific / technological progress and ethical implications (especially AI)</i> - <i>dangers and benefits of technological progress</i> - <i>examples : genetic engineering, gene farming / energy transition, (man vs machine)</i> <p><u>Possible questions:</u> How do developments in science and technology influence our lives? / What ethical issues arise from living in the modern world, and how do we resolve them? (Technology, scientific innovation, ethics)</p> <p><u>TOK:</u> Knowledge and technology: man vs machine: discussion of ethical issues relating emerging technologies (Can machines know, think or learn like humans? Is AI restricted to processing information or can it also allow machines to acquire knowledge?)</p>	<ul style="list-style-type: none"> - fictional texts : novel or extracts from novels (e.g. Brave New World by Aldous Huxley, extracts from The Carbon Diaries, short stories by Ray Bradbury, Isaac Asimov etc.) - non-fictional texts e.g. fact sheets, newspaper articles, comments, editorials etc. - (extracts from) documentary (analysis of filmic devices), film extracts (I Robot or Gattaca) - Podcasts (e.g. BBC) - cartoons

<p>Topic 3</p>	<p>TOPIC 3 <i>Work and business – careers and perspectives</i></p> <p>Identities, Experiences, Social organization</p> <p><u>Internal assessment:</u> Writing / Reading comprehension (integrated) / Listening comprehension (isolated) / Mediation (isolated)</p>	<p>- <i>gap year / volunteering / studies at home and abroad or in an international environment / careers : advantages and disadvantages</i> - <i>job-ads / letter of application / CV / job interview</i> - <i>social equity and the right to work</i> - <i>life – work balance</i> - <i>English as a global language / its meaning as a lingua franca / Identity and language (political and cultural meaning of English as a global language)</i> - <i>competing globally</i></p> <p><i>(Revision for the Abitur)</i></p> <p><u>Possible questions:</u> How does the job / career we choose express our identity? Does choosing a job define our identity? How does language contribute to form our identity? / What are personal (enriching?) experiences in the world of work? / What opportunities and challenges does the 21st century workplace bring? (lifestyle, language and identity, free time activities, the working world)</p> <p><u>TOK:</u> Core theme: Knowledge and the knower: What responsibilities rest on the knower as a result of their knowledge? How can we know when we should act on what we know?</p>	<ul style="list-style-type: none"> - Cornelsen textbook: Context - non-fictional texts e.g. newspaper articles (e.g. The Guardian, The Observer etc.) - Podcasts (e.g. BBC), videos and interviews (e.g. BBC, YouTube) - Internet research
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Language B standard level is also offered.

In general, standard level courses:

- have less teaching time (three lessons per week)
- teach basic scientific ways of thinking and working (e.g. text analysis, critical thinking)
- introduce the basic facts of a subject and lack the complexity of topics dealt with in higher level courses.

The texts chosen are less complex regarding their content and language. Students are given more time to digest and process the topics to be dealt with in class. This applies to all foreign languages.

The topics given above correspond to the topics dealt with in English B higher level with the only differences being:

- In Q1 2.2 the topic is: The impact of the media: information, entertainment and manipulation
- In Q2 1.2 the topic is: Visions of the future: Utopia and dystopia

3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

The internal assessment (individual oral assessment) is usually taken in Year 2 (February). Students demonstrate their ability to take part in an authentic discussion and to critically assess / evaluate the literary works studied in class.

The external assessment (Papers 1 and 2) are prepared and practised throughout both years (e.g. during a retreat weekend) and usually take place in May of Year 2 (parallel to the final exams of the Abitur).

Students are made aware of the requirements of the assessments even before they enter Q 1 (Qualifikationsphase 1 = Year 1 of the IB DP) in an online conference (introduced during the Corona crisis and later established as a tool to give students straightforward information). Moreover, as the various requirements in different subjects may be confusing, students are given information on the assessments on a regular basis by the subject teacher as well as during information meetings in the course of the two years. Furthermore, students are encouraged to access the IB Teams group to find the relevant information online.

As approaches to teaching and learning overlap in both systems (IB and Abitur) the required skills for the internal / external assessment (summarizing a text, relating to the context of a given extract, expressing one's opinion (critically assessing / evaluating / commenting) on characters, events and ideas presented in a given text) as well as the skills required for reading / listening comprehension and text production (dealing with a whole variety of text types) are trained regularly throughout the two years of the IB DP / Abitur and are an integral part of any written exam. Nevertheless, students are made aware of differences in approaches to assessments if need be.

A final reminder of the requirements of the internal assessment is given in December in order to give students the possibility to intensify their preparation during the Christmas break.

The final preparation for the external assessment takes place in January (the first weekend after the Christmas break) during a retreat weekend for IB students.

The single assessment components are given in the chart above (left-hand column).

4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, **choose one topic from your course outline that would allow your students to make links with TOK.** Describe how you would plan the lesson/courses.

Topic	Link with TOK (including description of lesson plan)
TOPIC The American Dream	<p>Understanding how beliefs, values and norms are related to the world that surrounds us (e.g. Puritan values that shaped the American Dream vs the American Dream today) and thus to develop intercultural understanding / trying to understand the point of view / the realities of different ethnic groups living together as one nation :</p> <p>In a first step the course focuses on studying the history of the USA with the help of an internet research* on the roots of the American Dream, videos and paintings related to the concept of Manifest Destiny and Franklin's Ladder of Success. In a second step students are encouraged to do the reality check as they engage on an internet research on Hispanics in the USA.</p> <p>Students are made aware of beliefs, values and norms other than their own (a German Dream has never been heard of), which helps fostering intercultural understanding but also becoming aware of one's own perspective in the specific cultural and historic context we live in.</p> <p>Knowledge and religion : "For many people, religion has a major impact on how they understand the world. It permeates their thinking and influences their understanding of other areas, providing a backdrop to all of the other knowledge they possess." (TOK Guide, p. 22).</p> <p>The meaning of this statement becomes all the more evident when students study Puritan values and their influence on American values in the past and nowadays and thus provides an opportunity for students to think carefully, critically and respectfully about knowledge and religion, and to reflect on the significant impact that religion has on how we view the world.</p> <p>*Students are given a few resources to start from but are encouraged to find their own resources in order to get informed about the topic. They are asked to critically review their sources (reliability, bias etc.).</p>

5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, **choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories** (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
TOPIC <i>Science - Enhancing Life ?</i>	<p>As technological progress is fast and developments can be seen in a huge variety of areas (AI, genetic engineering, communication networks) students are asked to choose their focus of interest and to prepare a presentation that does not only give concrete examples of applied sciences but that also weighs the pros and cons of each invention and comes to a reasoned judgement on the benefits and dangers of e.g. body enhancement.</p> <p>By giving students the opportunity to undertake personal research into the study of a topic of their own choice (with the support of the teacher if need be) they develop their research skills (e.g. examining, selecting and rejecting resources, evaluating information collected, presenting and communicating the resulting work). Moreover, communicative skills are needed to be able to formulate the presented arguments in a convincing manner, to take full account of different viewpoints on the given issue and to use adequate aids for the presentation in class.</p> <p>See overview of ATLs for English below (special emphasis according to the current PDP: time management and reseach skills)</p>

6. **International mindedness**

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, **choose one topic from your outline that would allow your students to analyse it from different cultural perspectives**. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
<p>TOPICS : The American Dream Great Britain in the 21st century <u>Nigeria</u></p>	<p>As one prominent focus of learning English is the English-speaking world students deal with three countries on three different continents, which fosters the development of their international-mindedness.</p> <p>Especially when dealing with <u>Nigeria</u> students are encouraged to examine different cultural perspectives as well as the historical background, which often allows a better understanding of established views and values. The perspectives to be studied regarding Nigeria are multiple : be it the perspective of the colonizer (Great Britain) and the colonized, be it the perspective of different ethnic groups (Hausa, Yoruba, Fulani, Igbo) and their oftentimes opposing views on gender issues, political issues, the relationship to Great Britain, the perspective of ex-pats and those staying in their homecountry (here extracts from the novel Americanah by Chimamanda Ngozi Adichie offer a vivid insight). Moreover, an interview with Chimamanda Ngozi Adichie (TED Talk, 2009) raises the students awareness of how stereotypical ideas lead to a narrow-minded perception of others that takes away their humanity (as the author states).</p> <p>Dealing with this huge variety of different views helps students not only to understand a country better, but also to become aware of their own cultural biases and perhaps of stereotypical ideas, which enables them to reevaluate their own views and to develop a deeper understanding of cultural diversity as well as an appreciation of the world every individual lives in.</p> <p>International mindedness is equally fostered by our extensive exchange programme / educational trips (e.g. Erasmus+ activities) as described in our Language Policy.</p>

7. **Development of the IB learner profile**

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, **choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile** that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
<p>TOPIC <i>Beyond the nation – Europe and a Globalized World</i></p>	<p>Considering economic, cultural, environmental and political issues students will study what it means live in a globalized world. An important aim of this course is to encourage students to think critically and question the impact of companies on society. One way to achieve this is to make students work on the global players they know from their everyday life – be it because they like certain beverages (Coca Cola) or attach importance to buying branded clothes. By finding out about the making of certain products, the working conditions in the factories, the policies of the global player regarding work standards or environmental standards, students can develop a better understanding of the impact of companies on the environment, working conditions, and communities.</p> <p>In addition, discussions and debates can be held about ethical issues related to the various global players presented in class. This allows students to hear different viewpoints and develop their own opinions. It is important that students learn to reflect on their own values and beliefs and understand how these relate to ethical issues in the business environment. Moreover, students are asked to reevaluate their consumption behaviour and to make responsible choices in their own life. Consequently, the attributes of the IB learner profile fostered in these lessons are <i>inquirers, communicators, reflective</i> and <i>caring</i>.</p> <p>These attributes are equally fostered by our extensive exchange programme / educational trips (e.g. Erasmus+ activities) as described in our Language Policy.</p>

8. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

Students can find a whole variety of English books (novels, comics, non-fictional books etc.) in the CDI (school library). In the CDI students also have access to computers to give them the possibility to profit from virtual resources to practice and develop their language skills.

The English department (Fachkonferenz) ensures that authentic, up-to-date and student-oriented materials are used and available to both teachers and students. **(see Language Policy)**

The English department has an extensive collection of materials available to teachers, which are stored in the department's own cupboards or shelves in the teacher's library. This collection is constantly being expanded through proof copies from publishers, through donations and, depending on the budget, through purchases (school budget). As collaborative working is common usage in the English departments materials are also exchanged and evaluated by teachers in the course of the school year.

In connection with our current PDP we work closely together with the public library (university library) and are constantly trying to offer activities tailored to the needs of our students in order to enable them to fully profit from resources offered outside the school.

Approaches to Teaching and Learning (emphasis on time management and research skills)

English

Self-management skills/ organization skills:	Term / Topics
<ul style="list-style-type: none"> - breaking a given task into manageable chunks / sub-parts 	<ul style="list-style-type: none"> - e.g. every time students work in groups and are offered different ways of approaching the tasks to be able to meet the deadline set for the respective assignment (method: e.g. expert puzzle) - in preparation of the <i>Facharbeit</i> and/ or extended essay where students are asked to define the steps to be taken till the next meeting with the teacher in order to achieve a goal set by the student
<ul style="list-style-type: none"> - setting achievable goals 	<ul style="list-style-type: none"> - when giving feedback on written exams or oral participation (at least two times each term)
<ul style="list-style-type: none"> - setting realistic deadlines 	<ul style="list-style-type: none"> - in preparation of the <i>Facharbeit</i> and/ or the extended essays
<ul style="list-style-type: none"> - defining specific criteria for prioritizing tasks 	<ul style="list-style-type: none"> - in preparation of written exams and the <i>Facharbeit</i> / extended essay (what needs to be done at which point of the process to get the result?)
<ul style="list-style-type: none"> - structuring your time (including breaks) 	<ul style="list-style-type: none"> - in preparation of written exams and especially in preparation of the oral exams taken in Q 2.1 (oral exam and internal assessment: timing of preparation time / timing of exam) - revision for the Abitur
<ul style="list-style-type: none"> - creating routines to structure the work at hand 	<ul style="list-style-type: none"> - in preparation of the <i>Facharbeit</i> (e.g. students are given advice as how to approach and organise their work before even starting their research)
<ul style="list-style-type: none"> - working with work plans (e.g. in preparation for an exam) 	<ul style="list-style-type: none"> - in case the teacher is ill (e.g. work plans are made accessible via Teams) - in case students work in groups on a larger assignment (e.g. comprehensive internet research on a given topic and the presentation of the results) - learning cycle (e.g. when working on the topic Shakespeare and the Elizabethan era)

Research skills	
How to find a focused and precise research question	<ul style="list-style-type: none"> - when introducing a new topic students are asked to develop their own research questions on the basis e.g. statistics on a specific topic (example: Nigeria – on the basis of the analysis of statistics, facts and figures on literacy rates, employment rates, the distribution of wealth, religious denominations, resources of the country e.g. students are asked to develop research questions that help them understand the correlation of the given data) - in preparation of the <i>Facharbeit</i> and / or extended essay
Internet research (z.B. differentiating between reliable and unreliable sources)	<ul style="list-style-type: none"> - continuously (at least once with every topic dealt with in class)
Training of reading techniques	<ul style="list-style-type: none"> - continuously (scanning, skimming, active reading, detailed reading)
Training of analytical skills (how to analyse a given text)	<ul style="list-style-type: none"> - continuously with regard to a huge variety of texts (be it spoken or written texts) with the aim of finding out about the means the author uses to create the desired effect (mood, atmosphere, characterisation, manipulation, information, argumentation, explanation, etc.)
Note-taking	<ul style="list-style-type: none"> - continuously e.g. when reading texts / preparing presentations (e.g. marking up a text, writing phrases / key words, using abbreviations / symbols, mind-map method, flow method)
Classifying in information in new contexts	<ul style="list-style-type: none"> - continuously as one major assignment in each written exam is to evaluate / assess a given issue: the student is asked to rearrange the knowledge acquired in class in order to e.g. give his opinion on the text presented in the written exam
Interpreting facts, figures, results etc.	<ul style="list-style-type: none"> - continuously as students are trained to interpret texts, figures and facts, cartoons etc.
Writing structured texts	<ul style="list-style-type: none"> - continuously as being able to write a structured text using paragraphs, linking words, participle constructions etc. and learning about text-specific structures (how to write a speech, an editorial, an argumentative text) is an integral part of the course work at any time

Quoting / referencing / bibliographic references	- in preparation of the <i>Facharbeit</i> and /or extended essay
Working with quotes / footnotes	- as part of analytical skills
Text editing	- often in preparation of written exams or after written exams (learning from mistakes)