



## Operatoren für das Fach Englisch

Die Operatoren für das Fach Englisch basieren auf der Operatorenliste des Instituts zur Qualitätsentwicklung im Bildungswesen<sup>1</sup>, präzisieren sie jedoch im Hinblick auf die Anforderungen des Niedersächsischen Abiturs. Es gelten die auf [www.gosin.de](http://www.gosin.de) veröffentlichten Listen.

### Kompetenzbereich Schreiben

| Operator<br>(schwerpunktmäßiger<br>Anforderungsbereich) | Erläuterung  | Illustrierendes Aufgabenbeispiel   |
|---|--|--|
| analyse, examine<br>(II)                                | describe and explain in detail   | Analyse the way(s) in which the atmosphere is created in ...<br><br>Examine the opposing views on social class held by the two protagonists.<br><br>Examine how the author characterises ... |
| assess, evaluate<br>(III)                               | express a well-founded opinion on the nature or quality of sb./sth.                        | Assess the appropriateness of the central image of the story.<br><br>Evaluate the effectiveness of the measures proposed by the author.  |
| comment (on)<br>(III)                                   | give your opinion and support your view with evidence or reasons                           | Comment on the writer's view on gender roles.  |
| compare<br>(II)   | show similarities and differences  | Compare the opinions on education held by the experts presented in the text.   |
| contrast<br>(II)  | emphasise the differences between two or more things                                       | Contrast the authors' ideas of globalisation.  |
| describe (I)  | give a detailed account of   | Describe the protagonist's outward appearance.<br><br>Describe the situation presented in the excerpt.   |
| discuss<br>(III)  | give arguments or reasons for and against, especially to come to a well-founded conclusion | Discuss whether social status determines somebody's future options.<br><br>Discuss to what extent modern media shape an individual's identity.   |
| explain<br>(II)   | make something clear<br><br>show causes and effects in a given context                     | Explain the protagonist's obsession with money.  |

<sup>1</sup> [https://www.iqb.hu-berlin.de/bista/bista/abi/englisch/dokumente/Aufgabensammlung\\_3.pdf](https://www.iqb.hu-berlin.de/bista/bista/abi/englisch/dokumente/Aufgabensammlung_3.pdf), Zugriff: 14.10.2015



| Operator<br>(schwerpunktmäßiger<br>Anforderungsbereich) | Erläuterung   | Illustrierendes Aufgabenbeispiel   |
|---|---|--|
| illustrate<br>(II)                                      | use examples to explain or make<br>sth. clear   | Illustrate the way in which school<br>life in Britain differs from that in<br>Germany.   |
| justify<br>(III)  | present reasons for decisions,<br>positions or conclusions  | Justify whether the excerpt should<br>be included in the text collection.  |
| outline<br>(I)  | give the main features, structure<br>or general principles of sth. (no<br>line references, no quotes)                 | Outline the writer's views on love<br>and marriage.  |
| state<br>(I)  | present the main aspects of sth.<br>briefly and clearly (no line<br>references, no quotes)                            | State the main developments in the<br>family presented in the text.  |
| summarise, sum up<br>(I)                                | give a concise account of the<br>main points or ideas of a text,<br>issue or topic (no line references,<br>no quotes) | Summarise the text.<br><br>Sum up the information given about<br>green energy.   |
| write (+ text type)<br>(III)                            | produce a text with specific<br>features  | Write the ending of the story.<br><br>Write an interior monologue which<br>reflects the character's view of the<br>situation and his/her feelings.<br><br>Write your letter to the editor in<br>which you discuss Packer's state-<br>ment that "the American dream<br>quietly dies". |



## Kompetenzbereich Sprachmittlung

Es ist erforderlich, die hier dargestellten Operatoren in einen situativen Rahmen, der die zu erstellende Textsorte, einen Adressaten und eine authentische Handlungssituation angibt, einzubetten.

| Operator<br>(schwerpunktmäßiger<br>Anforderungsbereich) | Erläuterung  | Illustrierendes Aufgabenbeispiel   |
|---|--|--|
| explain   | make something clear (taking into account culture-related differences if necessary)                            | Explain the principle of waste separation in Germany.  |
| outline, present, summarise, sum up                     | give a concise account of the main points or ideas of a text (clarifying culture-related aspects if necessary) | For an international school project in the EU, present the relevant information on the image of migrants in German media in a formal email.  |
| write (+ text type)                                     | produce a text with specific features  | Using the information in the input article write an article in English for your project website in which you inform your Polish partners how to get a sports scholarship at a German university. |

## Kompetenzbereich Sprechen

| Operator                                 | Illustrierendes Aufgabenbeispiel                                   |  |
|--|--|--|
| Zusammenhängendes monologisches Sprechen |  |  |
| comment (on)                             | give one's opinion and support one's view with evidence or reasons | As a member of your school's student council you are expected to organise a panel discussion on the refugee crisis. Explain what the statement at hand means and comment on it.<br><br>Talk about your picture(s) and its (their) message. Comment on whether such a picture is an effective means to make people aware of certain problems. |
| compare                                  | show similarities and differences                                  | Compare the ... pictures and talk about the lives of the people you can see.   |
| explain                                  | make something clear   | Explain the message of the cartoon/quote/statement/... and the means used to convey it.  |
| give reasons/justify                     | present reasons for decisions, positions or conclusions            | Talk about your pictures/photos/ images ... and their message. Which picture would you choose to make people aware of certain problems? Give reasons for/Justify your choice.  |



| Operator  | Illustrierendes Aufgabenbeispiel  |  |
|---|---|--|
| talk about (the ....)                               | produce a text referring to certain aspects                                 | Talk about the pictures.<br><br>What do the pictures suggest about our attitude towards the environment?   |
| <b>An Gesprächen teilnehmen</b>                     |   |  |
| (try to) agree on,<br>(try to) come to an agreement | come to one opinion or an understanding;<br><br>(try to) reach a compromise | Talk about the images. Discuss which images best illustrate ...<br><br>Try to agree on two images that best fit the ...  |
| discuss   | give arguments or reasons for or against and (try to) come to a conclusion  | Your school is about to organise a project "Protect the environment". It is your task to plan the event with your partner. Discuss the aspects given.<br><br>Agree on two things which you think should be organised.<br><br>Discuss the advantages and disadvantages of these methods. Decide which two methods you would choose for your campaign. |

## Kompetenzbereich Hör-/Hörsehverstehen

| Arbeitsanweisungen | Illustrierendes Aufgabenbeispiel  |
|--------------------|---|
| answer             | Answer the questions in 1 to 5 words.   |
| complete           | Complete the sentences below using 1 to 5 words.<br><br>Complete the notes on the points listed below.<br><br>Complete the table below. |
| fill in            | Fill in the missing information using 1 to 5 words.   |
| list/name          | List/Name the most important aspects mentioned in the discussion.   |
| match              | Match each speaker with one of the statements.  |
| state              | State the ideas supported by speaker A.   |
| tick               | Tick the correct answer.  |