Unit 12 — Year Review and Handover — Teacher copy

Track E · Klasse 13 · Niveau E (Basisfach / Leistungsfach) · Abitur year

Niveau E

1. Reading

Read the text and use it for the activities below.

Final portfolio structure

1. **Cover sheet** — name, year, three-line intellectual self-portrait, intended path.
2. **Six pieces** (one-line label each, two per year).
3. **Reflection** (400 words: arc across three years, three specific moments of progress, one disappointment, one connection to post-Abitur life).
4. **Talk** (5 minutes; two quotes from your own writing; one cross-Unit synthesis).
5. **Forward letter** (300 words to the post-Abitur self).

Reflection — useful frames

At the start of Klasse 11 I … / By the end of Klasse 12 I had begun to … / The piece that surprised me most was … because … / The piece that didn't work taught me that … / The thread I want to keep going is … / Whichever path I take after May, the most useful skill from these three years is …

2. Practise

Niveau E — controlled

1. Build the six labels for your portfolio.

Niveau E — productive

2. Build a 8-line reflection draft using mixed tenses (past simple, past perfect, present perfect, present perfect continuous, future perfect, third conditional, mixed conditional).

3. Your turn

Final portfolio + 400-word reflection + 5-min graduation talk + 300-word forward letter. Submit the portfolio. Deliver the talk to the class. Audience gives one feedback sentence per talk. The reflection and forward letter are private to the student and Mr. Yilmaz.

Sample

At the start of Klasse 11 I wrote in three modes: translated, formal, and quietly imitating other people. By the end of Klasse 12 I had begun to write in a fourth mode that I would call paying attention. The piece that surprised me most is the *Late Bus, Cold Bench* essay from Klasse 10; it taught me that the smallest stylistic moves often do the most analytical work. By contrast, the piece that didn't work was my first *Macbeth* close reading; I summarised the rhetorical moves rather than analysing them. If I had written that essay six months later, I would have noticed the verse-rhythm collapse in 5.5 — what I now think is the heart of the soliloquy. By the end of the Oberstufe, I will have written somewhere between 35 and 45 essays longer than this one. The thread I want to keep going is *naming the limitation* — both in writing and in speaking. I have decided to study English literature alongside political science. Whichever way the next three years go, the most useful skill from Klasse 11-13, in my reading, is the small repeated discipline of writing one careful paragraph rather than three confident ones. I owe that, mostly, to the slow lanes of Klasse 10. The Abitur is in two months. I am, on reflection, more nervous than I was a year ago — because I now have a better sense of what I would like to be able to do, and a clearer view of what I cannot yet do. That asymmetry is, I think, the right amount of nervousness.

4. Further reading / listening

- BBC Bitesize — *Reflective writing* (later secondary).
- British Council — *Self-evaluation* materials.

5. Teacher answer key

Controlled. Open.

Productive. Open.