

A.III.18

Business communication: writing

How to improve your writing style – Practising writing skills

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Die Meinung, der Schreibstil sei reine Geschmackssache, ist immer noch zum Teil verbreitet. Aber ein prägnanter und kohärenter Stil kann trainiert werden und trägt auch dazu bei, im beruflichen Kontakt mit Geschäftspartnern professionell und kompetent zu wirken. Mit den vorliegenden Materialien bekommen Ihre Schülerinnen und Schüler wichtige Tipps und Strategien an die Hand, um ihre Schreibkompetenz zu verbessern. Sie lernen objektive Kriterien für einen gelungenen Text kennen. In verschiedenen Übungen trainieren sie, umständliche oder unangemessene Formulierungen sowie Inkohärenz und Wiederholungen in Texten zu erkennen und diese zu optimieren. In einer komplexen Aufgabe stellen die Lernenden abschließend ihre erworbenen Kenntnisse und Fähigkeiten unter Beweis.

KOMPETENZPROFIL

Niveau:	B1
Dauer:	5 Schulstunden
Kompetenzen:	1. Schreibkompetenz: Notizen und E-Mails verfassen, dabei sprachliche Mittel zur Schaffung von Textkohärenz und zur Vermeidung von Wiederholungen einsetzen, komplexe syntaktische Strukturen anwenden; 2. Leseverstehen: einen authentischen englischsprachigen Text verstehen und bearbeiten; 3. Sprechkompetenz: eine Diskussion führen
Thematische Bereiche:	Schreibtipps und -strategien, formelles vs. informelles Englisch, sich bewerben, Wohltätigkeitsorganisationen
Medien:	Texte (Sachtexte, E-Mails, Zeitungsartikel), Sprechkarten (Farbseite)
Zusatzmaterialien:	Differenzierende Schreibaufgaben und Interviewbogen

Auf einen Blick

1. Stunde

Thema	How to write a good text
M 1	How to write a good text – some tips / Kriterien für einen gelungenen Text kennenlernen
M 2	Using the right register – formal vs informal English / zwischen formellem und informellem Englisch unterscheiden

2. Stunde

Thema	How to choose the right words (I)
M 3	Hero for a day – understanding an article / einen Zeitungsartikel verstehen und analysieren
M 4	Avoiding repetitions / Wortwiederholungen durch passende Alternativausdrücke ersetzen
M 5	Stressing your message – intensifying adverbs / Kollokationen mit unterschiedlichen Adverbien bilden

3. Stunde

Thema	How to choose the right words (II)
M 6	Stressing your message – practise intensifying adverbs / über die Wünsche junger Leute diskutieren und eine Wunschanfrage schriftlich beantworten
Benötigt:	<input type="checkbox"/> Kopien im halben Klassensatz (Karten ggf. laminieren)

4. Stunde

Thema	How to vary sentences and organise paragraphs
M 7	Varying your sentence structure – participle clauses / Satzstrukturen mit Partizipialkonstruktionen variieren
M 8	Varying your sentence structure – preposition + gerund / Satzstrukturen mit Gerundiumskonstruktionen variieren
M 9	Applying connectives – from sentences to paragraphs / Sätze mit Bindewörtern sinnstiftend verknüpfen

M 1 How to write a good text – some tips

What makes a text a good text? Read the tips to find out more.



How to write a good text

When writing a text, you want the reader to understand your thoughts. Therefore there is no sense in using complicated words and over-long sentences. If you do not know what you mean to say, spend the time thinking about a new, powerful argument rather than writing a confusing or boring sentence. A good writing style starts with clear and structured thoughts.



How to choose your words

Use effective, clear words rather than pompous, long words. _____ (1)
 Avoid repeating the same word in the same paragraph. _____ (2)

How to build your sentences

Keep sentences relatively short. Use subclauses, participles and gerunds. _____ (3)

How to organise your paragraphs

Avoid paragraphs that contain only one long sentence. _____ (4)
 If your paragraph is as long as a page, split it into smaller paragraphs.
 Use some connectives¹ to show how one sentence refers to the next one in a paragraph.
 _____ (5)

1 **connective:** das Bindewort

Task

Where do the sentences a)–e) fit in? Read the text and fill in the correct letters in the gaps.

- a) Every few lines, a full stop gives the reader time to breathe before reading your next idea.
- b) This way the reader can follow your train of thought and concentrate on your arguments easily.
- c) This is a means to vary the sentence structure and shorten your text.
- d) Why make it difficult for the reader?
- e) Otherwise, the reader might find the text boring.

Using the right register¹ – formal vs informal English

M 2

Good writing starts with choosing the appropriate register.

Who is going to read your text? – Using the right register

People you don't know very well, e.g. your teacher, your boss.

→ Use formal English.

People you know well, e.g. your friends, your classmates, your parents.

→ Use informal English.



Task 1

- a) What is typical of formal and informal English? Fill in the table with the correct words and phrases from the box. Some examples are given.
- b) Try to find more examples for formal vs informal English and write them in the empty lines.



child	Send it soon!	I am afraid I disagree.
cannot	on top of it all	to drop a line definitely

Formal English	Informal English
Abbreviations and contractions	
	can't
Verbs	
to send somebody a note	
Nouns and phrases	
	kid
	Rubbish!
Connectives	
Furthermore, moreover ...	
Emphasis words	
	very, really
Letter and email expressions	
Please send it at your earliest convenience.	

¹ register: die Sprachebene

Stressing your message – intensifying adverbs

M 5

Learn how to underline your thoughts without using *very (much)* with the help of intensifying adverbs.



Task 1:

Match the words listed below with the corresponding intensifying adverbs from the boxes.

affected	disgusting	recommended
ashamed	effective	ridiculous
to believe	impossible	shocked
concerned	to influence	successful
to condemn	likely	wrong
convinced	to oppose	

highly / extremely
(used with words with a positive connotation or words that express probability)
– likely

utterly / absolutely
(used with adjectives with a negative connotation)

deeply
(used with feelings)

strongly
(used with verbs that express an opinion)

Task 2:

Choose a combination from task 1 to complete the sentences.

- The parents were _____ when the doctor told them the diagnosis.
- The ill child _____ in the healing power of his superhero.
- A perfect wish day is _____ to give the ill child hope again.
- Some parents try to profit from Make-A-Wish by asking for an expensive holiday just for themselves. This wish is _____.
- The volunteers are _____ by witnessing the children's joy and consequently feel their charity is worthwhile.

M 6 Stressing your message – practise intensifying adverbs

Read about young people’s wishes. Would you grant the wish?



Task 1

- a) Work with a partner, cut out the cards and put them face down on the table. Choose one of the cards and on your own write down pros and cons of the wish for two minutes. Do not talk to each other.
- b) Discuss: Would you grant the wish on the card or dismiss it? Why? If you want to grant it, what might be the greatest challenges? Use intensifying adverbs (*highly / deeply* etc.) to express degrees of e.g. probability or feelings. Be prepared to present your dialogue in class.



	
<p>Sam, 5, would like to give cuddly toys to other patients.</p>	<p>Joyce, 12, would like to have a flash mob in the hospital.</p>
	
<p>Glenn, 14, would like to meet Lady Gaga.</p>	<p>Kyra, 9, would like to offer a well-being holiday to her parents.</p>
	
<p>Dylan, 7, would like to be a firefighter for a day.</p>	<p>Brenda, 15, would like to have a large flat-screen TV and an interactive game console.</p>

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Task 2

Choose a wish from the cards and write a formal answer letter to the child’s parents. Explain why you are going to grant the wish / cannot grant it. Explain the next steps or give ideas for more realistic wishes. In your letter, use at least two intensifying adverbs.

Hinweise (M 6; 3. Stunde)

In der dritten Unterrichtsstunde üben die Lernenden, die *intensifying adverbs* aus M 5 **anzuwenden**. Die Schüler erhalten **Karten (M 6)**, auf denen die verschiedenen Wünsche junger Leute abgebildet sind. Sie **diskutieren** in Partnerarbeit, ob den Wünschen auf den Karten entsprochen werden soll (**task 1**). Zwei bis drei Dialoge werden im Plenum präsentiert.

Tipp: Lassen Sie die Lernenden beispielhaft einen kurzen Dialog im Plenum erarbeiten, bevor sie zu zweit weiterarbeiten. Kündigen Sie auch die anschließende Präsentationsphase an, um zu gewährleisten, dass die Schüler die Kollokationen tatsächlich einüben und anwenden.

Danach **schreiben** sie in Einzel- oder Partnerarbeit einen **formellen Brief**, um eine Wunschanfrage zu beantworten (**task 2**).

Lösung (M 6)

Task 1: These are possible pros and cons for (not) granting the wish:

Sam: cuddly toys

Pros: Shares the understanding of suffering; builds a bond with other patients; gives comfort to others.

Cons: Too many discouraging meetings with ill children, will be preoccupied with his own condition again; older children might scorn him for his gesture or feel too old for a toy.

Glenn: Lady Gaga

Pros: A unique experience to get to know his favourite star; have an unrealistic dream finally come true as an encouragement to fight against the disease.

Cons: Too expensive to pay for flight, accommodation, security ...; the singer might say no, not realistic.

Dylan: firefighter

Pros: Exciting adventure; gives him a goal for his future; many boys will admire him for his experience; easy to realise locally.

Cons: Too dangerous; might see others injured; can easily go to an "open day" activity at a firestation himself without needing the organisation's help.

Joyce: flash mob

Pros: Gives her and others the feeling of being part of a large group; the unusual meeting catches people's attention; is fun and a distraction.

Cons: Disturbs the daily routine at the hospital too much; the crowd may get out of control; might lead to bad publicity for the charity organisation or for the hospital.

Kyra: well-being holiday

Pros: Kyra can give something back to her parents, to show them how special they are, how thankful she is; lets them recover.

Cons: She does not join the holiday, she will not have any experience herself; seems as if she feels guilty although the disease is not her fault.