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VORSCHAU

Die modernen Medien haben das Schreiben für Jugendliche globalisiert und attraktiver gemacht. Jugendliche schreiben heutzutage vermutlich mehr als jemals zuvor und auch mehr in englischer Sprache. Diese Schreibtätigkeit ist in erster Linie kommunikatives Schreiben und dient dem Austausch von Informationen, Meinungen, Gefühlen etc. über politische und sprachliche Grenzen hinweg. Diese Kommunikation kann jedoch nur dann erfolgreich sein, wenn bei den Beteiligten ein Mindestmaß an Schreibkompetenz in der Fremdsprache vorhanden ist.

Diese Schreibkompetenz will der vorliegende Band entwickeln. Die Aufgaben fördern vor allem das selbstständige Schreiben, denn dieses beherrscht den Alltag. Sie führen die Schüler Schritt für Schritt zum Verfassen anspruchsvoller Textsorten, die insbesondere in der späteren beruflichen Realität von hoher Relevanz sind. Die Schüler¹ lernen dabei, durch den gezielten Einsatz von spezifischen Schreibstrategien ihre Schreibkompetenz vom gelenkten Schreiben zum Verfassen freier Texte zu entwickeln. Dabei wird besonderer Wert gelegt auf den Erwerb und die Anwendung von Phrasen und Formeln, die für die jeweilige Textsorte (z. B. ein Bewerbungsschreiben) angemessen sind. Die Textsorten orientieren sich an den derzeitigen Lehrplänen der Bundesländer und deren Bildungsstandards sowie an der privaten und beruflichen Realitätsrelevanz von Texten.

Die Schwerpunkte der fünf Einheiten liegen dieser Zielsetzung entsprechend auf

- dem Erwerb von Sprachmitteln und Schreibstrategien, die Schüler schrittweise zu selbstständigen und selbstbewussten Schreibern in der Fremdsprache werden lassen,
- der Erziehung zum analytischen, kritischen Umgang mit dem eigenen Schreibprodukt, denn dies ist eine wichtige Voraussetzung für die kontinuierliche Verbesserung der eigenen Schreibkompetenz,
- der Ermutigung zu eigenen Formulierungen und zum Ausdruck eigener Gedanken, denn nur dann macht das Schreiben in der Fremdsprache auch Spaß,
- der Entwicklung von Spaß am Schreiben, denn ohne Freude am Schreiben entwickeln Schüler Schreibvermeidungsstrategien anstelle von Schreibkompetenz.

Jeder Übungseinheit geht daher ein kurzer didaktischer Kommentar für Lehrkräfte voraus, der die spezifischen Anforderungen und Probleme der jeweiligen Textsorte analysiert und die geeigneten Schreibstrategien kurz erläutert. Jede Einheit besteht daher aus fünf Teilen:

- a) didaktischen Anmerkungen für die Lehrkraft (Dieser Teil enthält auch einen Vorschlag für eine kommunikative Sprachaktivität, die das Sprachmaterial der Schreibaufgaben in spielerischer Form erneut umwälzt.)
- b) einem Modelltext und seiner Analyse, durch die Schüler zu einem bewussten Umgang mit dieser Textsorte, ihren Merkmalen und Problemen angeleitet werden sollen
- c) der Demonstration und Anwendung von textsortentypischen Strategien
- d) dem angeleiteten Üben der wesentlichen Merkmale der Textsorte
- e) dem selbstständigen Verfassen von Texten, gestützt durch Strategiehinweise

Da Schreiben aber im Alltag häufig mit anderen Sprachtätigkeiten einhergeht und da Lernmotivation wesentlich von Abwechslung, sinnvoller Interaktion mit Partnern und spielerischem Umgang mit der Fremdsprache abhängt, werden auch Vorschläge zu mündlichen *follow-up activities* angeboten, die Schreibaufgaben mit spielerischer Schulung des Sprechens verbinden.

¹ Aufgrund der besseren Lesbarkeit ist in diesem Buch mit Schüler auch immer Schülerin gemeint, ebenso verhält es sich mit Lehrer und Lehrerin etc.



Writing letters of application – How to do it (Analysis)

2. Now you know that you will have to write

- a covering letter
- a CV

if you want to apply for a job or an internship (*Praktikum*).

Let's take the covering letter first.

a) This is a covering letter written by a person who is applying for the post of school caretaker (*Hausmeister*).

Try to find the following important information in the text and highlight the corresponding (*entsprechend*) sentences (use different highlighters!):

1. Where did Mr Douglas find the job advert?
2. What was his previous job?
3. Which skills and qualities will he bring to the job?
4. Who can provide information about Mr Douglas?
5. Which sentences show his interest in the job?

Dear Mrs Johnston,

I am writing to apply for the post of school caretaker at Sunhill Comprehensive School, advertised on the PrimeJobs website.

I was part of the caretaking team in a primary school in Glasgow for almost 15 years before moving to East Anglia recently. I enjoy my work and I am keen on doing a thorough job.

In my previous job I was in charge of a wide range of cleaning and maintenance duties and had particular responsibility for:

- Security – locking up and checking alarms
- Grounds maintenance – keeping the external areas tidy and safe
- Painting and maintenance of windows
- Ordering supplies
- Maintenance of the school swimming-pool

My previous employers can vouch for my honesty and reliability. I have a current CRB check and am looking forward to taking on a role that allows me to work independently and use my skills and initiative.

I am available for interview and can start work at any time. I look forward to hearing from you.

Yours sincerely
Robin Douglas



Writing letters of application – How to do it (Analysis)

b) Now write down the phrases and formulas which are probably part of any covering letter.

- _____
- _____
- _____
- _____
- _____
- _____

3. This is a covering letter written by somebody who was in a great hurry and forgot a lot of important information. Alison Duncan wants to become a learning mentor (*Pädagogische Assistentin*) at a primary school. Read her letter carefully and add the missing sentences in your exercise book.

Dear Ms Douglas,

Since completing my BA in Learning Studies, I have been working in various prep schools to gain practical experience of working with children.

I feel sure that the skills I have learned will be important to a busy primary school.

Please find my CV attached.

Alison Duncan

As soon as you have finished, discuss your results with your partner.





Writing letters of application – How to do it (Exercises)

3. Moira had a bad day when she wrote her covering letter – she couldn't remember many specific words and phrases. Choose the words/phrases that fit and fill them in.

available for customers advertised enjoy ability to
 look forward to previous cool-headed various
 for the post of sincerely main interest responsible for

Dear Mr Sunjab,

I am writing to apply _____ salesperson which you
 _____ in careerstoday.com.

In my _____ jobs I have worked in
 _____ bookshops and libraries. For five years I was
 _____ the tourism and leisure department of Parkers of
 Oxford, which is one of the most renowned bookshops in England.

I am a good communicator, have initiative and am _____ in
 stressful situations. My _____ speak French and Spanish
 may be of use with your _____ as your clientele certainly is
 an international one.

I would be _____ work in the evenings and on Saturdays, too.
 Books have been my _____ ever since I went to school.

I am an avid reader and I _____ advising customers on good
 books.

I _____ hearing from you.

Yours _____

Moira Andrews



Writing argumentative texts – How to do it (Analysis)

Try to find out where parts one to three begin and where they end. Write down the first and the last word.

introduction first word: _____ last word: _____	description of the problem first word: _____ last word: _____ statement of writer's standpoint first word: _____ last word: _____
main part first word: _____ last word: _____	argument one first word: _____ last word: _____ argument two first word: _____ last word: _____ argument three first word: _____ last word: _____
conclusion first word: _____ last word: _____	

2. Nigel uses some words and phrases to structure his text – he “announces” the main message of the paragraph to come (e.g. another argument, an example etc.). Look for these words and phrases, highlight them in the text and then write them in your exercise book. Use a grid like the one below. Explain their functions, i. e. what do they “announce”? You may write down the explanations in German.

word/phrase	function

⋮

⋮



Writing argumentative texts – Now it's your turn!

Pick one of the two topics, decide on what you think about the problem and then write an argumentative text – try to convince the readers of your standpoint.

Use the following strategy:

Read the text carefully and underline the phrases/sentences which you agree with or/and which you disagree with.



Think of your arguments and write down the important keywords. Add examples if possible.



Arrange your arguments in a logical order (the most powerful one at the end) and add words which can help you express your arguments clearly (use your dictionary).



Add words and phrases which can structure your text for the reader.
So far your notes might look like this:

The diagram shows three numbered arguments in ovals, each with 'argument + example' written inside.
 Argument 1 is connected to 'The first convincing argument is ...' and 'Although it is true ...'.
 Argument 2 is connected to 'Furthermore ...'.
 Argument 3 is connected to 'One must also remember ...'.
 Each argument oval is also connected to several 'word' boxes, representing keywords.



Write the text.



Read and correct your text carefully, then have a partner read and comment on it.

Johann Afbeck: Schreibkompetenz-Training im Englischunterricht 9 / 10
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Writing book and film reports – Now it's your turn!

Try to write a report on a book or a film you really liked or disliked.
Use the following strategy:

Go back to "Analysis 2" and read what the four parts of a report are about. Remember the book/film and take notes for each part.



Read the useful phrases you can find in "Exercise 1". Add them to your notes wherever they fit.



Write your book/film report. Use a dictionary whenever you have a vocabulary problem.



Ask your partner to correct your report.



Try to find someone who does not know the book/film you wrote about. Make this person read your report – would they like to see the film or read the book after reading your report?



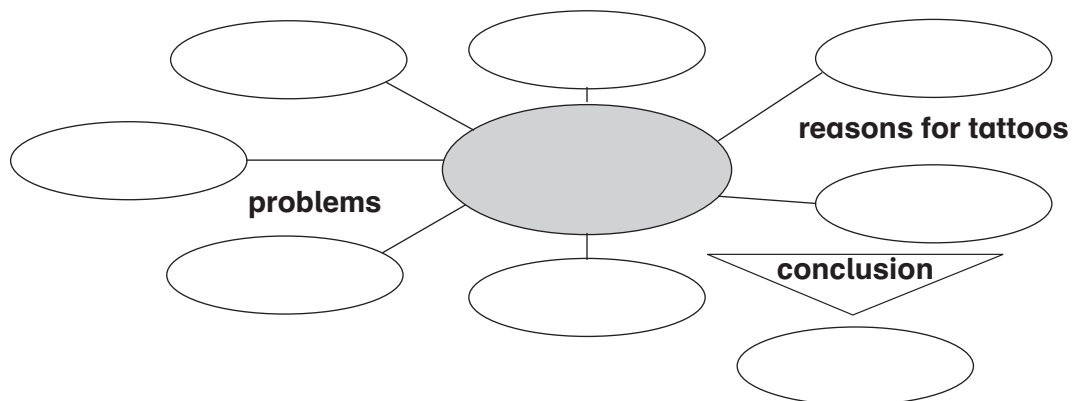


Making notes – How to do it (Analysis)

This may help you to systematise the information from the text – try to include all the relevant information.

What is the main message?	You should think very carefully about getting tattoos.
The text mentions some reasons why people get tattoos.	<ul style="list-style-type: none"> • People feel _____ _____ • _____ _____
But mainly the text focuses on the problems tattoos might bring with them.	<ul style="list-style-type: none"> • Tattoos are expensive. • _____ _____ • _____ _____ • _____ _____
What is the conclusion?	<ul style="list-style-type: none"> _____ _____ _____

Now use this concept map for your notes: Starting point: Young people + tattoos





Writing a letter to the editor – How to do it (Exercises)

2. The following letter to the editor is incomplete – important phrases which introduce the paragraphs are missing. Fill in a suitable phrase from the list below and add a second suitable one in the column on the right.

In short It is true that I am writing about the It must be clear that
 I'm afraid I totally disagree with what I must really object to what
 I read Mr Thompson's _____ with great interest.
 Some people may argue that In conclusion it is clear that In my opinion

<p>Dear Editor,</p> <hr/> <p>article on "Mad Cyclists".</p> <hr/> <p>Mr Thompson wrote about cyclists in the city centre.</p> <hr/> <p>the city centre should be a place of relaxed strolling around.</p> <hr/> <p>cyclists and pedestrians can share the same lanes, but accidents will be inevitable. Just think of the elderly who cannot dodge cyclists quickly enough.</p> <hr/> <p>separate lanes for cyclists and pedestrians are a must for crowded city centres.</p> <p>Sincerely Matthew Cumberland – Bury St. Edmunds</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Creative Writing – How to do it (Exercises)

2. a) Something went wrong at this man’s wedding – the bride hit him with her bouquet of roses! Write a short story of about 100 words about what led up to this incident. Use as many words from the grid as possible for your story.



linking words	adverbs/adverbials	verbs	word combinations
<ul style="list-style-type: none"> • but then • therefore • first • finally • however • so • after that • although • while 	<ul style="list-style-type: none"> • suddenly • regularly • hesitatingly (zögernd) • happily • immediately • sullenly (missmutig) • never before 	<ul style="list-style-type: none"> • to yell (schreien) • to scream • to frown (die Stirn runzeln) • to remember • to confess (gestehen) • to grin (grinsen) • to whisper 	<ul style="list-style-type: none"> • to walk past • to turn red with fury (vor Wut) • to be/feel on top of the world • to turn pale (blass werden) • to go too far

- b) When you have finished, swap texts with your partner, read your partner’s text carefully and answer the following questions:
- Is the text interesting and funny? Did you enjoy reading it?
 - Could you read the text fluently? When did you have to slow down or even stop reading to fully understand a sentence? Why?
 - Were there any mistakes in the text which caused you to slow down and think about the mistake? How would you correct these mistakes?
- c) Now discuss your answers with your partner and then try to improve your text. Imagine you are taking part in a story writing contest and you want to hand in a perfect story.



Creative writing – Now it's your turn!

2. This is the beginning of a story about a boy who wakes up one morning and finds he is a girl.

When Bill Simpson woke up on Monday morning, he found he was a girl.
He was still standing staring at himself in the mirror, quite baffled, when his mother swept in.

'Why don't you wear this pretty pink dress?' she said.

5 'I never wear dresses,' Bill burst out.

'I know,' his mother said. 'It's such a pity.'

And, to his astonishment, before he could even begin to argue, she had dropped the dress over his head and zipped up the back.

10 'I'll leave you to do up the shell buttons,' she said. 'They're a bit fiddly and I'm late for work.'

And she swept out, leaving him staring in dismay at the mirror. In it, a girl with his curly red hair and wearing a pretty pink frock with fiddly shell buttons was staring back at him in equal dismay.

'This can't be true,' Bill Simpson said to himself. 'This cannot be true!'

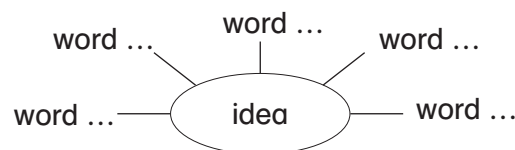
Anne Fine
Bill's New Frock

Now try to write an amusing text about what happened to Bill on the way to school and when he is at school. Don't forget: Bill looks like a girl, but feels like a boy.

Use the following writing strategy:

- Write down your ideas first (use very short sentences).
- Add useful words and phrases to your ideas (use your dictionary!).

e. g.



3. Read the following summary of a highly dramatic situation.

An ambitious and unscrupulous wife tries to persuade her husband to kill his boss and to take over his position. The husband hesitates because his boss has always been fair to him and has promoted him recently.

Write a dialogue in which the wife and her husband discuss the question of whether to kill the boss or not (if you want to know more about the story, read Shakespeare's drama Macbeth).

Use the writing strategy suggested in task 2.