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# Vorwort

Liebe Kollegin, lieber Kollege, liebe Schülerin, lieber Schüler,

schon seit der Grundschule, systematisch dann in der Sekundarstufe I, werden die verschiedenen Skills des Hörens (*listening*), Lesens (*reading*), Sprechens (*speaking*), Schreibens (*writing*) trainiert, die Englischsprechende in ihrer alltäglichen Kommunikation benötigen. Diese Skills sind detailliert für die einzelnen Schularten und Klassenstufen in den seit 2004 bundesweit geltenden und länderspezifisch angepassten Bildungsstandards für moderne Fremdsprachen niedergeschrieben. Sie sind grundlegend für alle thematischen Schwerpunkte, die im Unterricht erarbeitet werden, und sie ergänzen die überfachlichen personalen, sozialen, methodischen Skills.

In den letzten Jahren – bedingt durch die fortschreitende Digitalisierung – ist noch das *Hör-Seh-Verstehen* (*viewing*) hinzugekommen. Und bedingt durch fachdidaktische Erkenntnisse, dass interkulturelle Kommunikativität eher durch gezielte Informationsweitergabe in der Fremdsprache an denjenigen, der die andere Sprache nicht spricht, weitergegeben werden kann als durch wortwörtliche Übersetzung, ist die *Sprachmittlung* (*mediation*) wichtig geworden.

All diese kommunikativen Skills werden bis ins Abitur und ins Fachabitur fortgeführt. Deshalb ist dies ein Trainingsbuch aller erwähnten Skills, beginnend mit einer umfangreichen Schreibwerkstatt, in der unterschiedliche Textsorten systematisch aufgebaut und (auf der gegenüberliegenden Seite) geübt werden. Viele Tipps erleichtern den Schülerinnen und Schülern die Bearbeitung. Da auch Wortschatz und Stil grundlegend für die Kommunikation in diesen Skills sind, habe ich einige wesentliche Wortfelder und Übungen für einen guten Stil hinzugefügt.

Alle Kapitel sind doppelseitig: Auf der linken Seite finden die Schülerinnen und Schüler Regeln, Tipps und Beispiele; auf der rechten Seite finden sie Übungsmaterial dazu. Am Ende des Buches können sie ihre Ergebnisse im Lösungsteil vergleichen. Für die Schreibskills können selbstverständlich nur Musterlösungen angeboten werden.

Dieses Buch soll – zusammen mit meinem Grammatikbuch (Bestell-Nr. 12 987) – Sie/Euch, liebe Schülerinnen und Schüler, umfassend unterstützen bei der so notwendigen sprachlichen Arbeit im Englischunterricht der abschließenden Mittelstufe und beginnenden Oberstufe.

Viel Erfolg dabei wünschen der Kohl-Verlag und

*Monika Wilkening*



# Skills

## 1.1. Schreiben (*writing*)

### 1.1.1. Einen Text aufbauen (*structuring*)



Es ist unbedingt notwendig, deinen Text, den du schreiben möchtest/sollst, gut zu planen. Bei den folgenden Tipps gehen wir von einer Schreibaufgabe aus, die Tipps gelten selbstverständlich auch für freie Schreibtexte.

#### ✓ Vor dem Schreiben (*planning*): DIE AUFGABE VERSTEHEN

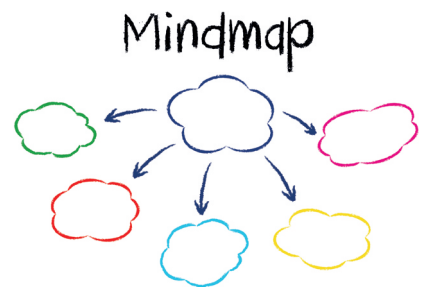
- Lies deine Aufgabe gründlich (Viele Schwierigkeiten entstehen, weil viele dies nicht tun.). Frage nach, wenn du einen Teil der Aufgabenstellung nicht verstehst.
- Über welches Thema sollst du schreiben?
- An wen ist der Text gerichtet?
- Welche Textart soll es werden (z. B. Email, Dialog)?
- Welches sind die besonderen Eigenschaften dieser Textart?
- Wie lang soll der Text sein?
- Welche anderen Vorgaben hast du ggf. noch?
- Gibt es Ausgangstexte, die du bearbeiten sollst? Dann musst du diese natürlich erst gründlich lesen (und Wichtiges markieren) und ggf. begleitende Bilder genau ansehen.

#### ✓ Vor dem Schreiben (*planning*): IDEEN SAMMELN

- Sammle Informationen zu deinem Thema, wenn du es zu Hause bearbeiten kannst. - Ansonsten sammle Ideen. Dafür gibt es verschiedene Möglichkeiten:

1. freies **Brainstorming** aller Ideen, die dir in den Kopf kommen; evtl. fallen dir schon Beispiele dazu ein, die du auch notieren kannst
2. Sammlung in einer **Mindmap**
3. Sammlung in einer **Tabelle** (z. B. für einen *report*, *article*)

<b>advantages</b>	<b>disadvantages</b>
- ...	- ...



4. Sammlung nach den **5 W-Fragen** (wenn es sich z. B. um eine Erzählung handelt):  
*When? Where? Who? What? Why?*

#### ✓ Vor dem Schreiben (*planning*): IDEEN ORDNEN

Nun ordnest du die Ideen, die du gesammelt hast: Du kannst z. B.

- die **Ideen nummerieren** nach der Reihenfolge, nach der du sie im Text ansprechen möchtest
- oder du kannst **farblich oder mit bestimmten Zeichen markieren**, wie du es vorher festgelegt hast
- wenn du schon einen festen Plan im Kopf hast, kannst du deine Ideen auch gleich den Teilen des Textes zuordnen:

**Einleitung** (*introduction*), **Hauptteil** (*main body/part*), **Schluss** (*conclusion*)



## Exercises

### 1.1.1.1 Write an email to your friend, telling him/her about your weekend trip to London. (100 words)

Understand your task:

- my theme: ...
- text genre: ...
- special characteristics of this text genre: ...
- text length: ...
- information from the photo: ...
- information about the subject from the internet: Possible activities for a weekend trip to London: ...



Collect ideas in this mindmap:



**Organize your ideas: Number your ideas in the order that you want to use in your email.**



## Exercises

1.1.2.4. The Corona epidemic – a world disaster (by Maria Müller; “English in Germany” 52, page 3 2022)

**Write a summary of not more than 185 words.**

*In December 2019 the new Corona virus emerged. Scientists called it Sars-CoV-2. It has been causing the lung disease Covid-19 all over the world. Since December 2019 many mutants of this virus have been discovered. At present we speak of the omicron variant which dominates the infections.*

*We all remember the stressful times in 2020 and 2021 when we had several lockdowns with many strict Covid rules. For months we had to stay at home, do homeoffice, take part in online lessons, only to go out for shopping or walking.*

*Today there are still some rules for citizens: For example, in Germany, when you want to travel by train, you must wear an FFP2-mask. But the funny thing is that this rule is only valid for long-distance-trains. When you change into a local train you do not need to wear a mask, but of course, you can do it whenever you feel like it. As for me, I prefer to use it in all trains and on all buses. Recently someone said to me, “Just take it off!” But I did not because I was convinced that wearing that mask is necessary to protect myself from Covid.*

*Another rule is that you have to wear masks at the doctor’s practice, in hospitals and in old people’s homes. I think this is quite a sensible rule because on the one hand, the virus is spread quite easily in medical institutions, on the other hand old people are especially vulnerable to viruses and must be protected.*

*Also the duty to isolate when you are infected has changed. You should isolate yourself five days, but since May 2022, the quarantine is recommended, but you can decide yourself whether you want to isolate yourself.*

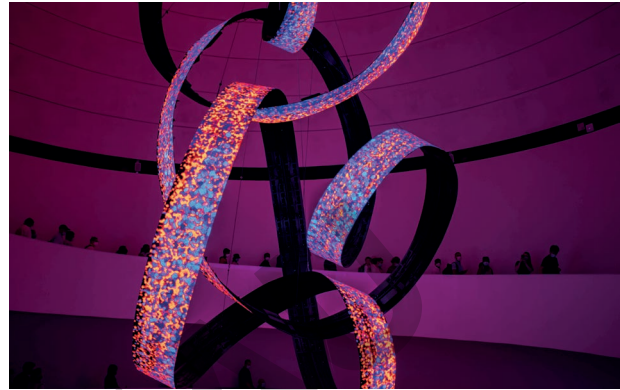
*And the famous Corona tests for citizens have not been free since June 2022 so that you have to pay for your test. Only a few groups with lower income are exempted: For them the government pays the tests until the end of 2023.*

*Another funny rule is that – although the rules above are valid for the whole of Germany - the Lander may still decide on additional rules. Thus there is great confusion everywhere because noone knows for sure which rule is valid where and if it is really still in force. In Hesse where I live at the moment, for example, you have to wear masks in public transport and local trains, too whereas in neighbouring Thuringia, you do not. People smile at you when you wear your mask as usual.*

*And surprisingly, as to planes, masks are not obligatory. So on my flight to South Africa (11 hours) I was one of the very few people wearing a mask on the airbus.*

*An independent group of experts investigated the German Corona measures and wrote a report. The result was that the experts could not clearly decide whether the Corona measures were effective.*

*So what can we do? Respect the national rules (“You must wear your mask in ...”), follow your personal convictions (“I still want to wear my mask in ...”), try to protect ourselves as much as possible from catching the virus (e.g. not to contact an infected person on purpose, living a healthy life etc.) and keep on waiting for better times. We cannot do much right now: So wait and see. (557 words)*



Extra (motto: self-management → self-check):

**If you want you can also check yourself: Look at my checklist in the solutions and tick off which points are in your summary while re-reading it.**

**If you do it in class, your partner can also check your writing by using the checklist.**



## Exercises

- 1.1.4.1 **Write your CV. For the personal statement, you can choose between “Babysitting in your town/village” and “A weekend job at your nearest McDonalds”**

**Curriculum vitae**

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Personal statement:

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Education:

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Qualifications and skills:

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Work experience:

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Hobbies and interests:

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- 1.1.4.2. **Your letter of application. You can choose between two adverts:**

**Babysitting  
in your  
town/village.**

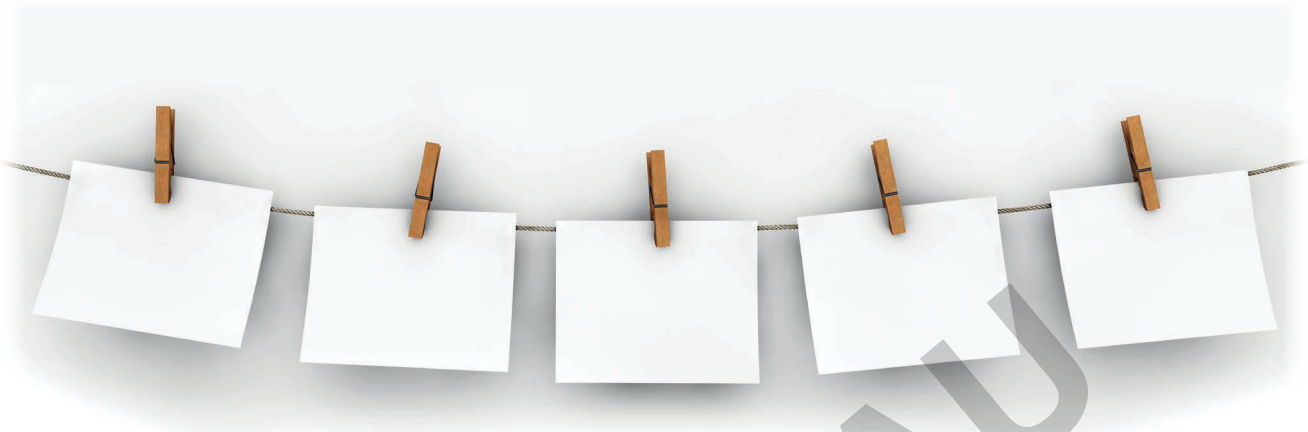
**A weekend  
job at your  
nearest  
McDonald's**

**Take a blank sheet of paper and use the whole sheet for your application. Proceed according to the structure given in 1.1.4. The paragraphs in your main part should have 3-5 sentences. Mind your forms (don't, can't).**





## Exercises



**There are many ways of practising discussions. Certainly you can profit most when you do it in class/in a group.**

Task 1: *In class, you agree on some subjects that interest many of you. (Everybody can also write his/her ideas on paper.) Then every student gets five (or more) phrases from the big list in this chapter which he/she writes on different pieces of paper. The papers are then collected, turned over and mixed. Every member of the discussion takes five (or more) cards.*

*(Are you wondering why I am showing you a washing line? I have already played this discussion game with it: During the discussion my students fixed their discussion phrases on the washingline with pegs. This shows to everybody that the line of argumentation is going on and on. And it is great fun ... Alternatively, you can also build something together with bricks.)*

Task 2: *In class, students can alternatively choose their five favourite phrases (each from a different passage on the big list) and discuss.*

Task 3: *At home, when you work on your own, you can copy all the phrases into a table with two columns and translate them into German. Then you can easily learn them.*

Task 4: *At home, you can choose your five favourites from different passages on the big list and write a discussion with at least one person about your favourite theme. All your phrases you have chosen must be in it!*

Task 5: *At home, you can alternatively choose five phrases from one paragraph only, for example "positive listening" and write your discussion using all those phrases on purpose.*





## Exercises

### 3.1.1. Put in suitable conjunctions. If you find more than one, explain the difference.

We decided to go home ..... it was getting late.  
 ..... he had been in prison, employers were unwilling to offer him a job.  
 ..... be a doctor, you have to study for six years.  
 He pretended to be ill ..... he could stay at home.  
 We decided to live in Blackwood House ..... we knew we could not afford the rent.  
 He did not have much experience ..... he was very enthusiastic.  
 I did not want to go to the wedding ..... I did not have anything to wear.  
 Many exam candidates lose marks ..... they do not read the questions properly.  
 ..... she was the youngest, she was expected to go first.  
 Traffic in the city is getting worse: There are lots of cars and ..... there is a major problem with parking.  
 ..... it rains, I take an umbrella.  
 Max speaks Spanish very well ..... Till still has got a few problems.  
 I was taking a shower ..... my mum was speaking to her friend.  
 Always ask ..... you have understood what to do.  
 ..... you do not know that, you will not be able to do the task.

### 3.1.2. Use a suitable linking phrase. If you find more than one, explain the difference.

..... the warming of the earth is a serious problem today.  
 ..... there is still too much pollution of the air.  
 The warming of the earth will have serious consequences for all of us,  
 ..... frequent extreme weather.  
 ..... there will be more drought ..... heavier rainstorms.  
 ..... warm weather is nice, ..... water is also needed in summer.  
 So the earth needs ..... heat ..... water.  
 ..... one must say that extreme weather conditions are always very dangerous to people and nature.  
 ..... there is also the pollution of the water.  
 ..... the warming of the earth must be stopped immediately in every country of the world.

