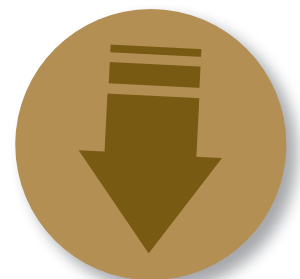


GYMNASIUM

Teaching English: Text Production – Klasse 7–8

Klasse 7–8

E-Book



Vielfältige Schreibaufgaben – konkrete Bewertungshilfen

Teaching English: Text Production – Klasse 7–8

Vielfältige Schreibaufgaben –
konkrete Bewertungshilfen

Frauke Markmann

Impressum

Teaching English: Text Production – Klasse 7–8



Frauke Markmann ist Lehrerin für Deutsch und Englisch sowie Theaterpädagogin und hat bisher an sehr unterschiedlichen Schulformen Lehrerfahrungen sammeln dürfen. Sie lebt mit ihrer Familie im Ruhrgebiet und unterrichtet dort zurzeit an einer Realschule.

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Vorwort und Hinweise

Liebe Kolleginnen und Kollegen!

Erinnern Sie sich noch an den ersten Brief, den Sie auf Englisch geschrieben haben? An Ihre erste selbst verfasste englische Geschichte? Ihr erstes englisches Gedicht? Ihren ersten englischen Lückentext? – Sie verstehen, was ich meine, nicht wahr?

Das freie Schreiben nimmt im Englischunterricht zu Recht einen immer größeren Raum ein. Vor allem aber ist es der Bereich, der Schülern häufig den größten Spaß macht und bei dem sie meiner Überzeugung nach am effektivsten Englisch lernen. Wenn ein Schüler z. B. eine Vokabel nachschlägt, die er für seine eigene Geschichte benötigt, bleibt diese dauerhafter hängen als ein Wort, das er „nur“ für den nächsten Vokabeltest paukt. Und welcher Schüler zeigt seinen Eltern nicht stolz ein selbst verfasstes Gedicht? In diesem Heft möchte ich Ihnen daher Schreibanlässe, Übungen und Hilfen zur Überarbeitung von freien Texten anbieten, die Sie als sinnvolle Ergänzung oder willkommene Abwechslung zu Ihrem Lehrwerk nutzen können.

Das Heft ist in drei große Bereiche unterteilt: Der erste Teil „*writing projects*“ enthält vielfältige Schreibaufgaben mit unterschiedlichem Schwierigkeitsgrad: Die Schülerinnen und Schüler (SuS) können beim Schreiben von Nacherzählungen oder dem Entwerfen einer Website über ihr Hobby eigene Erfahrungen einfließen lassen, das Schreiben kurzer Nachrichtentexte, fantasievoller Spukgeschichten oder fundierter Argumentationen üben und bekommen dazu visuelle Planungshilfen an die Hand, mit deren Hilfe sie ihre Geschichten und Texte sinnvoll aufbauen können. Besonders hilfreich ist an dieser Stelle der „text burger“, der sich im Grunde genommen auf jeden frei geschriebenen Text – sei es ein Sachtext, ein Brief oder eine fiktive Geschichte – anwenden lässt. Dazu kommen weitere „Schreibprojekte“, in denen sich die Schüler von Bildern oder Geschichtenanfängen inspirieren lassen usw. usf. Lassen Sie sich überraschen.

Der zweite große Bereich „*improve your writing skills*“ gibt Ihren SuS Hilfestellung bei der sprachlichen Feinarbeit: „Wie formuliert man abwechslungsreiche und grammatisch richtige Sätze?“, „Wie kann man mit Adjektiven einen Text „stärker“ machen?“, „Welche Kriterien machen eigentlich einen guten Text/eine gute Geschichte aus?“ Zu diesen Kernfragen gibt es passende Übungsblätter, mit deren Hilfe sich die SuS nützliches Wissen für das Schreiben ihrer Texte aneignen.

Im dritten Teil „*check your text*“ erfahren die SuS, wie sie selbst ihre Texte noch einmal überprüfen können und welche typischen Fehler deutschsprachige Sprecher im Englischen machen. Zusätzlich schulen sie ihre Konzentration beim Aufspüren von Fehlern. Die „*evaluation sheets*“, die Sie am Ende des Heftes finden, sollen Ihnen bei der Beurteilung der freien englischen Schülertexte die Arbeit erleichtern. Die Bögen zeigen transparent, wie eine Note zustande gekommen ist und sind zugleich eine Rückmeldung für den Schüler/die Schülerin, woran er/sie noch arbeiten muss. Die meisten Bewertungsbogen gibt es in zwei Varianten: Einer ist exemplarisch ausgefüllt, während Sie den zweiten Blanko-Bogen so kopieren und nutzen können.

Noch einige weitere Hinweise:

- Dieses Heft ist für die Doppelklassenstufe 7/8 konzipiert. Sie kennen Ihre SuS gut und können mit Sicherheit selbst am besten beurteilen, wann welche Aufgabe im Unterricht angeraten ist.
- In diesem Heft wird überwiegend British English (BE) verwendet.
- Die meisten der im Heft enthaltenen Aufgaben sind so konzipiert, dass sie freie Antworten „provokieren“. Die Lösungen zu den Aufgaben, bei denen eindeutige Lösungen angegeben werden können, finden Sie ab S. 54.

Und nun wünsche ich Ihnen und Ihren Schülerinnen und Schülern viel Freude, Spaß und nachhaltigen Lernerfolg beim Einsatz im Unterricht!

Frauke Markmann

Your life – your story

Planning a recount¹ text (example)

It is easier to write good texts with the help of a writing plan. Look at this example:

Title:	Soap bubbles	
By:	Annika Brügge	
Introduction: (setting the scene)	<ul style="list-style-type: none"> ● I was six years old/my brother Daniel (2 years) ● lived in Cologne/on third floor of a six-floor building ● often blew soap bubbles from the balcony 	In the first paragraph you can give your reader some information on the four 'Ws': Who? Where? When? What?
Main body of the text: (what happened?)	<ul style="list-style-type: none"> ● Mum went to buy some rolls ● bakery on the ground floor ● I lay the breakfast table/saw Daniel standing on a chair on the balcony ● soap bubbles/Daniel trying to catch them/leaning too far/lost his balance and fell ● I ran into my room and cried ● Mum came home ● I heard Daniel's voice, 'Anny?' ● He was ok. ● Mum saw Daniel falling onto the bakery's awning², bounced off/fell right into Mum's arms 	In the main body of your recount you can tell what happened in chronological order.
Conclusion (personal comment):	<ul style="list-style-type: none"> ● Daniel: real nuisance³ ● sometimes I remember ● then I just give him a hug 	In the conclusion you can give a personal comment. Looking back, what do you think about your experience?

Soap bubbles

by Annika Brügge

When I was six years old my family lived in Cologne. Our flat was on the third floor of a six-floor building. From the balcony you could see the towers of the cathedral and the Rhine. In summer my little brother Daniel, who was two years old then, and I loved to stand on the balcony and blow soap bubbles into the air and then we watched them floating⁴ away. On a hot Saturday morning in August, my mother went to buy some rolls for breakfast. 'Annika, can you please lay the table,' she said. 'I'll be back in a minute.' There was a bakery on the ground floor⁵ of our building, so my mother simply had to take the lift downstairs. As soon as she was gone, I started to lay the kitchen table. I wanted to make it look really nice and I chose a beautiful tablecloth⁶ and our best dishes. My brother was still sleeping – or at least I THOUGHT he was still sleeping. When I had finished laying the dishes, I looked at the table and thought that some flowers would look nice, too. I remembered that my mother had planted some pretty pink flowers in the flower boxes on the balcony. As I entered the living room, I saw my little brother standing on a chair on the balcony. He was blowing soap bubbles and trying to catch some of them. I noticed that he was leaning too far over the balcony railing⁷ and cried: 'Daniel!' At the same moment, Daniel lost his balance and fell! I was paralyzed with terror⁸. I was sure that my brother was dead. And it was my fault⁹! I had left the soap bubble bottle on the balcony yesterday. When I heard people screaming in the street, I ran into my room, jumped onto my bed, pulled the blanket over my head, and cried and cried. After what seemed like an eternity¹⁰ I heard the door of our flat opening. My mother was coming home. The door of my room opened. 'Annika?' I didn't answer. Then I heard Daniel's voice: 'Anny?' I threw up the blanket and saw my mother. She was holding Daniel in her arms. 'He is ok,' she said. I jumped up and ran over to Daniel and her. 'When I was just leaving the bakery, I heard you screaming,' my mother said. 'I looked up and saw Daniel falling down. He fell onto the bakery's awning, bounced off and fell right into my arms.' My brother is 10 years now and most of the time he is a real nuisance, but sometimes I remember the horrible minutes when I was crying under my blanket and was thinking that he was dead and then I just give him a hug.

¹ recount – Nacherzählung
² awning – Markise/Vordach
³ nuisance – Quälgeist
⁴ to float – schweben
⁵ ground floor – Erdgeschoss

⁶ tablecloth – Tischdecke/Tischtuch
⁷ balcony railing – Balkongeländer
⁸ to be paralyzed with terror – vor Angst wie gelähmt sein
⁹ fault – Schuld
¹⁰ eternity – Ewigkeit

Your life – your story

Planning a recount text (writing plan)

1. Think of a shocking or a wonderful experience in your life. Sort your ideas into the writing plan below *before* you start writing the text.

Title:		
By:		
Introduction: (setting the scene)		In the first paragraph you can give your reader some information on the four 'Ws': Who? Where? When? What?
Main body of the text: (what happened?)		In the main body of your recount you can tell what happened in chronological order.
Conclusion (personal comment):		In the conclusion you can give a personal comment. Looking back, what do you think about your experience?

2. After you have completed the writing plan, you can start writing your text.

Useful words for the main body of your text:	Useful words for the conclusion:
after – nachdem as soon as – sobald/ sowie during – während eventually – schließlich/letzten Endes finally – schließlich/endlich later – später meanwhile – in der Zwischenzeit next – als nächstes subsequently – anschließend, danach while – während, solange first – als erstes at the same moment – im selben Moment after a while – nach einiger Zeit	I'll never forget ... – Ich werde nie vergessen ... I think that ... – Ich denke, dass ... I fear – Ich fürchte I believe – Ich glaube I hope – Ich hoffe this was the most important/best/worst ... – das war der/die/das wichtigste, beste, schlimmste ... important – wichtig bad / worst – schlecht / schlechteste/er/es awesome – beeindruckend/fantastisch/toll fantastic – fantastisch/toll interesting – interessant wonderful – wundervoll/großartig awful – schrecklich/entsetzlich horrible – furchtbar/grauenhaft terrible – fürchterlich/entsetzlich scaring – Schrecken erregend/Angst einjagend

3. Here you can find even more ideas for personal recounts:

My first day at school / A horrible experience / A great day out / A special day / My favourite childhood memory / The day I found my best friend / An important day in my life / My first time abroad / An embarrassing moment

A newspaper article

UFOS OVER LONDON

A London family reports watching at least 7 bright shiny objects moving very quickly across the sky above South London yesterday.

The witnesses state they were visiting relatives and went outside for some fresh air on June 9, 2011, about 6 p.m. George Harper, 46, 'My son was the first who noticed them. He pointed up to the sky and asked, 'Dad, what are those things up there?' I couldn't give him a proper answer. I have never seen anything like that before. The objects were moving far too quickly to be airplanes.' Mr Harper told his wife and son to stay outside and watch the objects while he was running inside to fetch his mobile. When he returned, the objects were still there. Mrs Harper says that they changed direction very quickly. 'And at one time, one of the objects suddenly stopped. It seemed just like it was waiting for the others to follow.' Terrence White, air traffic controller² at London City airport, however says that the radar showed no unknown objects over London yesterday.

Mr Harper managed to catch some of the mysterious objects on video. The video was uploaded on youtube today. 'I don't say that we have seen alien battleships,' Mr Harper would like to point out. 'I'd like somebody to give us a simple explanation for what we saw. People are welcome to comment on the incident or to report similar sightings.'

by Jennifer Mills

A newspaper article needs a catchy¹ title.

Put the facts of the story first. In the first few sentences, answer these questions: Who? What? When? Where? Why?

Write your article in 3rd person. Give people labels so that the reader knows who they are straight away, for example 'the father, Mr White'.

Don't forget the 'by-line'. Who wrote the article?

Springfield, Illinois

early afternoon, 19th May 2012

pick-up truck (Ford) crashed into living room
stopped few feet from couch

Peggy Ferguson, 49, was sitting on couch,
watching TV, eating lunch

truck driver, Josh Tyler, 19: 'I lost control of
the truck. The road was so wet and when I hit
the brakes, I slid right across the lawn into
the house. I'm glad I haven't killed anybody!'

Ferguson: 'If I had been sitting at the
computer in the corner, he would have run
me over.'

Ferguson is still looking for her remote
control³

1. Write a newspaper article with the help of the notes on the left. Don't forget to find a catchy title!

2. Choose a headline and write your own newspaper article.

Lightning Ends Football Match /

Dangerous Hobby Almost Kills Boy /

Dog Rescues Teenager /

Skeleton Found in School's Basement

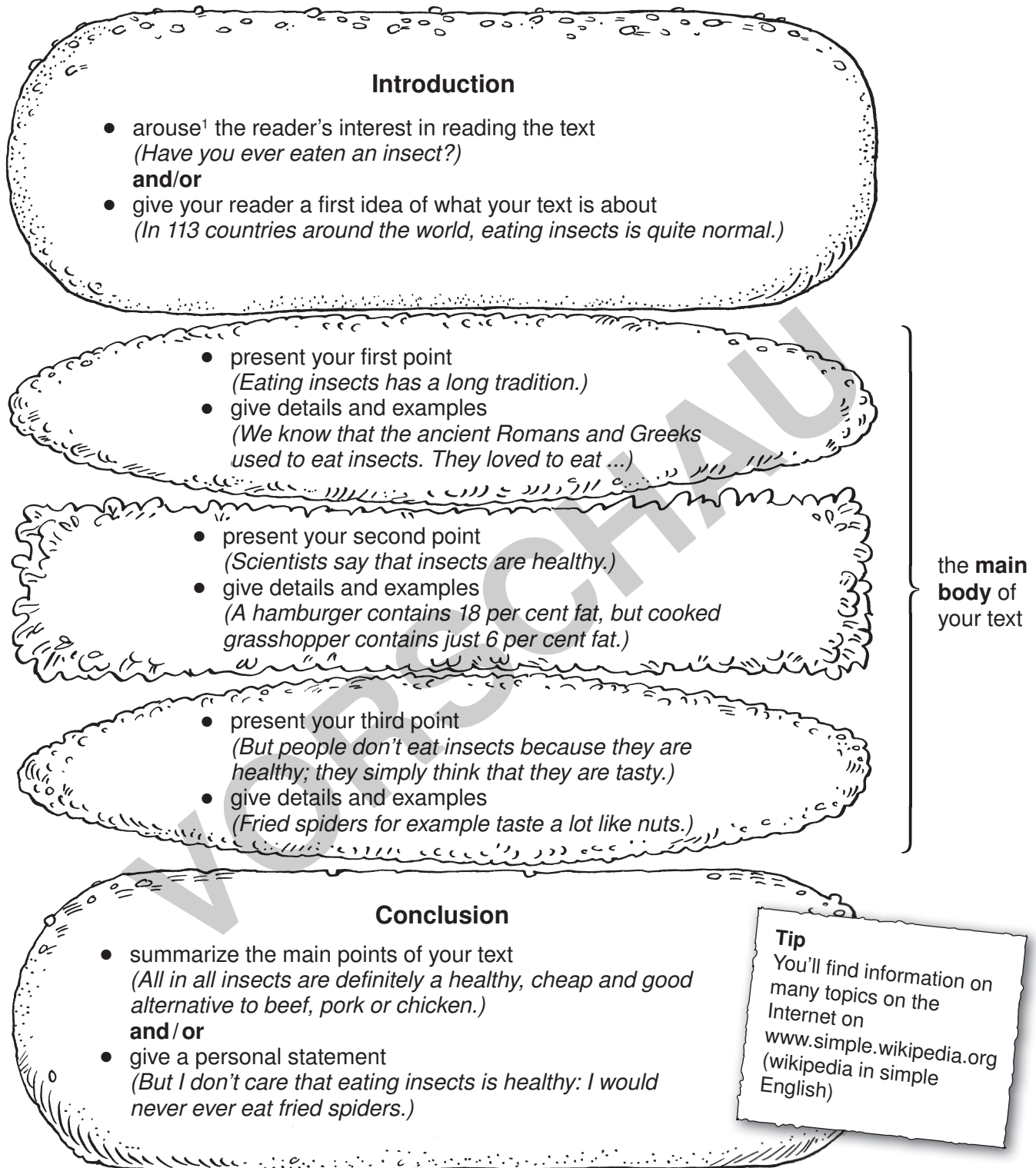
¹ catchy – interessant, auffällig, einprägsam

² air traffic controller – Fluglotse

³ remote control – Fernbedienung

The text burger (example)

You can compare the structure of a text to the structure of a hamburger.



Try writing a text about a topic that you are interested in with the help of the text burger. Here are some ideas: My home town / Cats / Becoming a vegetarian / Skateboarding / Great fashion designers / Barack Obama / Geocaching / Germany / UFOs / My favourite TV-show / Star Wars / My favourite band

¹arouse the reader's interest – das Interesse des Lesers wecken

The text burger (writing plan)

Introduction

the main body of your text

Conclusion

Planning an argumentative text (example)

introduction	What's the topic / question you want to discuss?	The question of wearing crash helmets in school has been largely discussed lately among my friends and I.
	Why is it important to discuss this question?	I think that in our country nothing should be more important than the safety of children
	What's your opinion about the topic?	and that's why I think that each student at school should wear a crash helmet all the time.
main body	Give a first argument to support your opinion.	Wearing a crash helmet can protect students from severe injuries caused by flying objects.
	Give examples or proof to support this argument.	In the last English lesson, for example, my classmate Tobias was hit on the head by a pencil. Afterwards he complained about a horrible headache that lasted for hours.
	Give a second argument to support your opinion.	Moreover, the visor ¹ of the crash helmet can also prevent other kind of severe injuries that often occur during lessons.
	Give examples or proof to support this argument.	When my best friend Laura was falling asleep during the maths lesson last Thursday, her head was sinking lower and lower towards her desk and the pencil that she was still holding. If I had not woken her up just in time, she would have poked out her eye!
	Give a third argument to support your opinion.	Besides, students often complain about the noise in class. A crash helmet will keep the noise out and allow everybody to concentrate and work quietly.
	Give examples or proof to support this argument.	Scientists have confirmed that it is almost impossible to learn in a noisy classroom.
	State an important argument that speaks against your position.	Some of my friends, especially the girls, think that they will look stupid wearing a crash helmet.
	Refuse ² this argument.	But don't you agree that safety comes first and is much more important than fashion?
conclusion	Emphasize your opinion again.	In conclusion, I would say that it should be compulsory ³ at our school to wear a helmet all the time.
	Give an outlook into the future .	I hope that our headmaster will agree with me on this important matter and that our school rules will be changed accordingly.

Choose one of the following topics and write an argumentative text.

Is fashion important? Should animals be used for research? Do aliens exist? Do we need boys/girls? Is homework harmful or helpful? Does boredom lead to trouble? Should boys wear make-up? Does Germany need a royal family? Do we need dance lessons at school? Do we need school? Should the German government support poor countries? Are social networks harmful or helpful?

¹ visor – Visier

² refuse – abweisen, verwerfen, zurückweisen

³ compulsory – verpflichtend, vorgeschrieben