



# Methodencurriculum der Fremdsprachen am Gymnasium Marienthal



Bild: Martje Krause, 10a

Entwickelt und erstellt vom Lehrerkollegium der Fremdsprachen des  
Gymnasiums Marienthal

**Englisch/Latein Jg. 9-10**

Fassung für Schüler\*innen

# - Inhaltsverzeichnis -



## Jahrgang 9

LS2: Wörterbücher bei Lernkontrollen .....	3
SL4: Fehleranalyse bei der Berichtigung einer Textproduktionsaufgabe .....	4-5
T4: Charakterisierung .....	6-9
T5: Formale Briefe.....	10-11
T6: Sprachmittlung (mit Zieltext) .....	12-13

## Jahrgang 10

T8: Kommentar .....	14-16
T10: Artikel .....	17-18
T11: Rede .....	19-22
Extra: Informale Briefe.....	21

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Fit in den Fremdsprachen am GymMar:</b> <b>LS 2: Wörterbücher bei Lernkontrollen</b>	<b>Jahrgang 9:</b> <b>1. Fremdsprache</b> <b>Lernstrategien</b>
--	--	---

### 1. Vorteile und Nachteile eines Wörterbuchs bei Lernkontrollen:

*Das Nachschlagen im Wörterbuch bei Lernkontrollen hat Vorteile, aber Achtung! Wörterbücher in Prüfungen können auch Probleme verursachen.*

**Aufgabe:** Notiere mit einem Partner/einer Partnerin die möglichen Vorteile und Nachteile des Wörterbuchs bei Klassenarbeiten.



Vorteile	Nachteile

### 2. Einige wichtige Tipps:

#### a) Leseverstehen:

**Schlage beim ersten Lesen eines Textes nichts nach.** Hier geht es nämlich darum, einen ersten Gesamteindruck zu gewinnen. Du kannst aber Wörter /Textstellen markieren, die du später nachschlagen möchtest.

**Schlage möglichst wenig nach.** Schlage nur dann nach, wenn die Textstelle für die Bedeutung des gesamten Texts wichtig ist **und** du die Bedeutung vom Kontext nicht sicher ableiten kannst.


#### b) Schreibaufgaben:

**Nutze zuerst die Vokabeln, die du gelernt hast.** Wenn du dich gut vorbereitet hast, kennst du schon viele Wörter zum Thema. Das Nachschlagen im Wörterbuch wird dann kaum notwendig sein.

**Nutze die Korrekturzeit auch für die Wörterbucharbeit.** Nachdem du deinen Text kontrolliert hast, nutze die Restzeit, um fehlende oder bessere Begriffe und Redewendungen im Wörterbuch nachzuschlagen. Dadurch kannst du deinen Text vor der Abgabe ‚aufpolieren‘.

Name: \_\_\_\_\_

Datum: \_\_\_\_\_

	<b>Fit in den Fremdsprachen am GymMar</b> <b>SL 4: Fehleranalyse nach der Berichtigung</b> <b>einer Textproduktionsaufgabe</b>	<b>Jahrgang 9:</b> <b>1. und 2. Fremdsprache</b> <b>Selbstständiges Lernen</b>
---	--	--

Nachdem du die Textaufgabe der Klassenarbeit wie gewohnt berichtigt hast, nimm dir immer die Zeit, deine Fehler genauer zu analysieren. So kannst du es schaffen, deine sprachliche Leistung gezielt zu verbessern.

So gehst du vor:

1. **Fehlerschwerpunkt(e) ermitteln:** Vervollständige die Tabelle.

Korrekturzeichen							
Anzahl							

**Aufgabe:** Betrachte die Anzahl der Fehler in den verschiedenen Fehlerkategorien. In welcher Kategorie sind die meisten? Hier solltest du deinen Lernschwerpunkt setzen.

2. **Deine eigenen Fehler besser verstehen:**

**Aufgabe:** Schaue deine Berichtigung erneut an und wähle **bis zu 4 Fehler** aus. Analysiere diese Fehler anhand der Tabelle auf dem Arbeitsblatt **„Fehleranalyse – Die eigenen Fehler besser verstehen“**

	Fit in den Fremdsprachen am Gymnasium Marienthal	<b>Fehleranalyse – Die eigenen Fehler besser verstehen</b>
---	---	--

Wenn du mit der Berichtigung der Textaufgabe fertig bist, vervollständige die Tabelle mit **bis zu vier Fehlern**, die du gemacht hast.

Korrekturzeichen	Fehler	Korrektur	Erkenntnis (Was lernst du draus?)	Maßnahme* (Was tust du jetzt?)
1/gr	The company <u>is producing</u> clothes in China.	The company <u>produces</u> clothes in China.	Ich sollte das <u>present</u> simple und das <u>present progressive</u> wiederholen.	Ich werde das Thema bei <a href="http://www.englisch-hilfen.de">www.englisch-hilfen.de</a> wiederholen.

\*Mögliche Maßnahmen:

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>- das Thema online wiederholen/üben (s. Linkliste)</li> <li>- eine ‚Spickliste‘ der eigenen typischen Fehler erstellen</li> <li>- Vokabeln/Wortfelder zum Thema wiederholen (z.B. bei Quizlet)</li> </ul> | <ul style="list-style-type: none"> <li>- fehlerhafte Vokabeln/Ausdrücke mehrmals richtig aufschreiben</li> <li>- Lernvideos zum Thema bei YouTube suchen und anschauen</li> <li>- Mein/e Lehrer*in nach geeignetem Lernmaterial fragen</li> </ul> | <ul style="list-style-type: none"> <li>- Eine Lernkartei anlegen</li> <li>- weitere Beispielsätze ausdenken/aufschreiben</li> <li>- das Thema in einem Lerntandem nacharbeiten</li> </ul> |
|--|---|---|

**Wichtig:** Du wirst einen Lernfortschritt merken, wenn du es schaffst, die Maßnahmen tatsächlich umzusetzen!

Name: \_\_\_\_\_

Datum: \_\_\_\_\_



Fit in den Fremdsprachen am Gymnasium  
Marienthal

### Fehleranalyse – Die eigenen Fehler besser verstehen

Wenn du mit der Berichtigung der Textaufgabe fertig bist, vervollständige die Tabelle mit **bis zu vier Fehlern**, die du gemacht hast.

Korrektur- zeichen	Fehler	Korrektur	Regel/Warum war das falsch?	Maßnahme* (Was tue ich jetzt?)
†	The company <u>is producing</u> clothes in China.	The company <u>produces</u> clothes in China.	Present simple für Zustände	Ich werde das Thema present simple/present progressive bei <a href="http://www.englisch-hilfen.de">www.englisch-hilfen.de</a> wiederholen.
				Bis wann? :
				Bis wann? :
				Bis wann? :
				Bis wann? :

**\*Mögliche Maßnahmen:**

- das Thema online wiederholen/üben (s. Linkliste)
- eine ‚Spickliste‘ der eigenen typischen Fehler erstellen
- Vokabeln/Wortfelder zum Thema wiederholen (z.B. bei Quizlet)
- fehlerhafte Vokabeln/Ausdrücke mehrmals richtig aufschreiben
- Lernvideos zum Thema bei YouTube suchen und anschauen
- meinen/e Lehrer\*in nach geeignetem Lernmaterial fragen
- eine Lernkartei für Vokabeln anlegen
- die Übungen im Lehrwerk erneut bearbeiten
- das Thema in einem Lerntandem nacharbeiten

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar**  
**T4: Writing a characterization**

**Jahrgang 9:**  
**1. Fremdsprache**  
**Textproduktion**

*This handout will help you answer assignments which contain the following wording:*

	<b>Definition</b>
<b>'give/write a characterization of'</b>	provide a detailed <b>analysis</b> of a character ↓ ( <b>analyse:</b> describe and explain in detail.)

**1. Direct and indirect characterization**

An author (or film maker) can use **direct and indirect characterization**:

- (a) Direct characterization: Information** about the character **is stated directly** in the text.
- (b) Indirect characterization: Information** about a character **can be interpreted** from the text.

You might analyze:

- the character's own thoughts, words, and actions
- how other characters interact with this character
- what other characters (or the narrator) says or thinks about the character

**2. Preparation**

**Complete a characterization grid** for the character:

Information about the character	Page/ line(s)	Quotes	Analysis: What does the information reveal about the character?
<b>Outward appearance:</b> What does the character look like? What does he/she wear?			
<b>Situation in life:</b> Where does the character live? What does he/she do for a living? What interests does he/she have? Etc.			
<b>Feelings/attitudes:</b> What are the character's feelings/thoughts/beliefs/opinions?			
<b>Behaviour:</b> How does the character act/react in different situations?			
<b>Interaction with others:</b> How does the character interact with other characters? How do the other characters treat him/her? What do they say about him/her?			



**Tip:** To write a characterization, you need a good knowledge of **adjectives which describe character traits!**

### 3. Writing your characterization

**a) Introduction:** Include the character's name, the title and author of the text and a general statement about the character's role in the story. Use the present tense!

e.g. *Andy, the protagonist in the story 'Bread on the Water' by David Lubar, is a teenage boy who leaves home to start a new life with his best friend, Tommy.*

**b) Main body:** Present the information you have collected in your characterization grid. Structure your answer clearly and start a new paragraph for each new point/aspect. Give quotes and text references to support what you say.

e.g. *In church, Andy jokes about the Bible (cf. p.20, l.12). This gives the impression that he is a very clever boy with a good sense of humor. But the fact that he does not stop, even after he and Tommy are thrown out of the church, also reveals that...*

*Furthermore, when Sheila describes Andy as an "affectionate boy" (p.102, l.5), it becomes clear that...*

**c) Conclusion:** Briefly sum up your key findings.

#### Assessment grid – Writing a characterization

##### Introduction:

	+ / o / -
I have stated the character's name.	
I have stated the title of the source text and the author's name.	
I have described the role this character plays in the story/extract.	

##### Main body:

I have checked my spelling/proofread my text with the help of a dictionary.	
I have given general information about the character.	
I have described the character's personality using suitable adjectives.	
I supported what I have said by giving examples or text references.	
I have concluded my text by summing up the key characteristics of the character.	
I have divided my text into clear paragraphs.	
I have used linking words to connect ideas and sentences.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar**  
**Useful phrases for a characterization**

**Jahrgang 9:**  
**1. Fremdsprache**  
**Textproduktion**

another significant aspect is	ein weiterer bedeutender Aspekt ist
it is quite apparent that	es ist recht offensichtlich, dass
this behavior clearly indicates that	dieses Verhalten weist klar darauf hin, dass
this reveals that	dies offenbart, dass (der Charakter so und so ist...)
this very feature becomes apparent in	genau diese Eigenschaft wird deutlich in (l. x when the character is confronted with ...)
(the character) is described as	wird beschrieben als
is portrayed as	wird porträtiert/ dargestellt als
likes to be	wäre gerne
represents	repräsentiert
seems to be	scheint ... zu sein

- Another important fact is (that) ...
- Another significant aspect is...
- From this one can conclude that ...
- However, even if x is... he, she is ...
- It is quite apparent that ...
- Not only does x ..., he, she also ...
- Proof of this can be found in ll. .... when x....
- Since x is portrayed as a ..., x can be called a ...
- This behavior clearly indicates that x ...
- This is also the reason why (x can be summed up in)...
- This is an example of ...
- This reveals that x ...
- This shows that x is....
- This very feature becomes apparent in ll.... when x ...
- To sum up... / Finally ...
- Without any doubt ...
- x also appears (to be) ...
- x is but a(n)...
- x is described as...
- x is portrayed as ...
- x likes to be...
- x represents (the) ...
- x seems to be...



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Characterization grid

Name of character: \_\_\_\_\_



Information about the character	Page/ line(s)	Notes	Analysis: What does this information reveal about the character?
<b>Outward appearance:</b> What does the character look like? What does he/she wear?			
<b>Situation in life:</b> Where does the character live? What does he/she do for a living? What interests does he/she have? Etc.			
<b>Feelings/attitudes:</b> What are the character's feelings/thoughts/beliefs/opinions?			
<b>Behaviour:</b> How does the character act/react in different situations?			
<b>Interaction with others:</b> How does the character interact with other characters? How do the other characters treat him/her? What do they say about him/her?			

Name: \_\_\_\_\_

Datum: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar**  
**T5: Writing a formal letter**

**Jahrgang 9:**  
**1. Fremdsprache**  
**Textproduktion**

When you write a formal letter (for example, an application letter), you need to follow certain conventions and use formal English. A typical assignment might be:

**Holiday job**

In the Cambridge Weekly News, you have found a job advertisement for a summer job at Meadows Home Farm.

Write a letter of application. Address your letter to:

June Hall  
Meadows Home Farm Shop  
Harston  
Cambridge CB22 4BE

**1. PREPARATION**

a) Read the task carefully and highlight key information. Think about:

- **Who** are you writing to?
- **Why** are you writing?
- **What** information should you include in your letter?

b) Plan and organize the content of your letter and your paragraphing.

**1. Layout:**

1. Write your address (without your name) and the date in the top right-hand corner.
2. Write the name and address of the person/organization you are writing to on the left.
3. Start with the salutation **Dear Sir or Madam**. If you know the name of the person you are writing to, then use **Dear Mr/Mrs/Ms...**
4. Use long forms (e.g. 'I am' not 'I'm').
5. Start by giving the reason for writing.
6. Make reference to future contact at the end of your letter. You can use the expression **I look forward to + gerund (-ing)**
7. Finish your letter with **Yours faithfully**, if you begin with **Dear Sir or Madam**. Finish with **Yours sincerely**, if you begin with **Dear Mr, Mrs, Ms...**
8. Sign your letter and type your name at the bottom.

① Schillerstr. 17  
37067 Goettingen  
Germany

② Jane Hall  
Meadows Home Farm Shop  
Harston  
Cambridge CB22 4BE  
Great Britain

4 May 2010

③ Dear Ms Hall

④ I am writing to you about the advertisement from April 21st in the Cambridge Weekly News. I would love to work for you at Meadows Home Farm this summer. ④

I am 16 years old and I have a good level of English but would like to improve my speaking skills. I am hard-working, friendly and a fast learner. At home I look after two horses so farm work is not new to me. I have also worked in a sports shop so I have experience in serving people and working in a team. My hobbies are horse riding, playing volley ball and hiking. Please find my CV with this letter.

Thank you for your time. I look forward to hearing from ⑥ you.

⑦ Yours sincerely

⑧ Tamara Wille  
Tamara Wille

## 2. Formal English

Use standard phrases to make your letter more formal:

<b>Giving the reason for writing:</b> <i>I am writing (to you) in order to + inf.</i> <i>I am writing to you about/concerning...</i> <i>With reference to your (advertisement), I am writing to + inf.</i>	<b>Offering:</b> <i>I would be happy to + inf.</i> <i>I would be interested in + gerund</i> <i>Should you require... (any further information), then please let me know.</i>
<b>Requesting:</b> <i>I would be grateful if you could...</i> <i>Could you possibly....?</i>	<b>Thanking:</b> <i>Thank you (in advance) for...(your time/considering my application).</i>
<b>Reference to enclosures:</b> <i>I have enclosed...</i> <i>Please find enclosed....</i>	<b>Reference to future contact:</b> <i>I look forward to + gerund (e.g. receiving your reply/hearing from you soon/seeing you soon etc...)</i>

### Assessment grid – Writing a formal letter

#### Formal criteria:

	+ / o / -
The layout of my letter is correct	
I have used the correct salutation and close.	
I have divided my text into clear paragraphs.	
I have only used long forms.	

#### Content:

I have stated my reason for writing at the beginning.	
I have included all the information which is relevant to the task.	
I have finished my letter with a reference to future contact.	

#### Language:

I have checked my spelling/proofread my text with the help of a dictionary.	
I have used formal English.	
I have used linking words to connect ideas and sentences.	

Name: \_\_\_\_\_

Datum: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar**  
**T6: Mediation mit Zieltext**

**Jahrgang 9:**  
**1. Fremdsprache**  
**Textproduktion**

*In a mediation task, you write a text in English giving information you found in a German text. The tasks will always tell you why you are writing, the information you need to include and the sort of text you have to write (e.g. an article, a formal letter or an e-mail to a friend). A typical task might be:*

***Volunteering in Germany***

*Your British exchange partner sends you an email in which s\*he asks you what volunteer work in Germany is like. During your internet research, you found this text about a girl volunteering with the Red Cross Youth. Send an email to your exchange partner in which you summarize the relevant information presented in the article.*

**1. COMPLETING A MEDIATION TASK:** You should always follow the same basic steps when completing a mediation task.

**Task 1:** Write the information in the box in the correct place in the 'How to-card'.

- Report the information objectively. – Read the German text and underline relevant information. – Paraphrase complex ideas and difficult terms. – Improve your text (content, structure, language, register and style)**
- Read and analyse the task carefully. – Explain culture-specific terms

***How to-card\*:* Completing Mediation Task**

**READING & PLANNING**

**STEP 1:** \_\_\_\_\_  
In doing so, highlight addressee, focus of interest, the purpose, the required text form (target text).

**STEP 2: Make notes in the task analysis grid (see below).**

**STEP 3:** \_\_\_\_\_

**WRITING**

**STEP 5: Write your English text for the addressee in the required text form.**

In doing so, consider these points:

- \_\_\_\_\_
- Only include the main ideas.
- \_\_\_\_\_
- Make use of language help (e.g. word lists, English text on the same topic, bilingual dictionary).
- \_\_\_\_\_

**EDITING**

**STEP 6:** \_\_\_\_\_

## 2. ANALYSING THE TASK

**Task 2:** Read the example task and fill in the task analysis grid.

<b>Addressee</b>	
<b>Target text</b>	
<b>Register/Style</b>	
<b>Purpose</b>	
<b>Required information</b>	

## 3. WRITING YOUR TARGET TEXT

### a) Structuring your text:

- The structure of your text won't be the same as the structure of the German text. Find a structure that is suitable for the target text you have to write.
- Look back at the different 'Fit in den Fremdsprachen am GymMar' handouts for tips on how to write your target text:



	1. Fremdsprache	2. Fremdsprache
<b>Year 7</b>		T1: E-Mails und Briefe I
<b>Year 8</b>		T3: E-Mails und Briefe II
<b>Year 9</b>	T5: Formale Briefe	T7: Blogeintrag
<b>Year 10</b>	T 10: Artikel T11: Rede	

### b) Choosing the right register:

**Task 3:** Match the different target texts to the **most likely** register.

e-mail to a friend - letter to the principal of your school - article for your school magazine -  
blog entry - e-mail to your host father/mother

informal	semi-formal	formal

\*Adapted from:

[https://www.schulentwicklung.nrw.de/lehrplaene/upload/klp\\_SII/e/E\\_MA\\_1\\_LPN\\_EF\\_2\\_1\\_Making\\_a\\_difference\\_locally\\_Beispielaufgabe\\_2015\\_12\\_09.doc](https://www.schulentwicklung.nrw.de/lehrplaene/upload/klp_SII/e/E_MA_1_LPN_EF_2_1_Making_a_difference_locally_Beispielaufgabe_2015_12_09.doc)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar**  
**T8: Writing a comment**

**Jahrgang 10:**  
**1. Fremdsprache**  
**Textproduktion**

*This handout will help you answer assignments which contain the following task words:*

	<b>Definition</b>	<b>Typical structure</b>
<b>'discuss'</b>	<i>Give arguments or reasons for and against, especially to come to a well-founded conclusion.</i>	- introduce topic - pro and contra arguments - conclusion: personal opinion
<b>'comment on'</b>	<i>Clearly state your opinion on the topic in question and support your views with evidence</i>	- introduce topic - thesis statement (personal opinion) - arguments which support the thesis* - conclusion

\* Note: You can also consider (and reject) arguments which contradict your thesis statement.

### 1. Preparation:

- Read the task carefully:** What exactly do you have to comment on or discuss?
- Brainstorm pro and contra arguments** and **examples** which support them.
- Form 'lines of argumentation':** Which arguments can be grouped together?
- Clarify your position:** Are you more pro or contra?
- Plan your text structure.** For example:

<p><b>1. Introduction (+ thesis statement)</b></p> <p><b>2. Main body:</b></p> <p><b>Paragraph 1: Topic sentence (introduce line of argumentation 1)</b> Supporting arguments (+ counter arguments), explanations, examples etc.</p> <p><b>Paragraph 2: Topic sentence (introduce line of argumentation 2)</b> Supporting arguments (+ counter arguments), explanations, examples etc.</p> <p><b>Paragraph 3: ...</b></p> <p><b>3. Conclusion</b></p>
---

**Tip:** Finish your main body **with your strongest argument**. Make sure this argument **supports the opinion you give in your conclusion**.

### 2. Writing your text:

- Introduction: Introduce the general topic** and **state exactly what you will comment on or discuss**.

e.g. The 'Fridays for Future' movement has grown rapidly over the past year and more and more young people are now skipping school on Fridays to show their support for its aims. However, can these protests really help to save the environment?

**Note:** If you have been asked to comment, then you can make **thesis statement** at this point, too:

*e.g. Based on the amount of change that this movement has achieved in such a short period of time, the answer to this question must surely be yes.*

**b) Main Body:** Follow your plan and use commenting and linking phrases. Follow the three-step rule:

**state it – explain it – justify it**

*e.g. One of the main changes which the 'Fridays for Future' movement has achieved is an increased awareness of environmental problems. Firstly, more and more young people in Germany are joining the movement, which shows that they are increasingly environmentally aware. On top of that, their protests have been well-covered in the media, meaning that the whole of society now sees environmentalism as a priority. This claim is supported by the fact that Germany has now set itself ambitious targets for the reduction of carbon emissions by 55% by 2030. Importantly, this increased awareness is not just limited to Germany, but can be seen throughout the world..*

**Conclusion:** Sum up your main points and state your conclusion. Try to make your ending powerful and memorable.

**Assessment grid – Writing a comment**

**Content:**

	<b>+ / o / -</b>
I have introduced the general topic.	
I have introduced the specific theme that I will comment on or discuss.	
I have included a thesis statement (comment only).	

**Language and style:**

I have checked my spelling/proofread my text with the help of a dictionary.	
I have started a new paragraph for each new 'line of argumentation'	
I have included topic sentences which introduce the theme of each new paragraph.	
I have given explanations, background information and examples where appropriate.	
I have structured my arguments logically, ending with the strongest.	
I have concluded my comment with a summary of my findings and a convincing closing statement.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar**  
**Useful commenting phrases**

**Jahrgang 9:**  
**1. Fremdsprache**  
**Textproduktion**

<b>Expressing personal opinion</b>	
In my opinion /view, ... I am convinced that ... I believe / think ... My view is that ... There can be no doubt that ... Clearly, ... Undoubtedly, ...	Meiner Meinung / Ansicht nach... Meiner Überzeugung nach... Ich glaube .../ denke ... Ich stehe auf dem Standpunkt, dass... Es kann kein Zweifel bestehen, dass... Offensichtlich, ... Zweifelslos ...
<b>Presenting another point of view</b>	
According to (name) ... Many people nonetheless think / believe that ... Looking at it from another perspective ...	Laut /Nach (Name) ... Viele Menschen glauben trotzdem, dass ... Aus einem anderen Blickwinkel betrachtet, ...
<b>Indicating agreement</b>	
I agree with the author / speaker. This is a powerful argument. ...meets with my complete approval. ...is undoubtedly correct.	Ich stimme mit dem Autor / der Rednerin überein. Das ist ein schlagkräftiges Argument. ...findet meine volle Zustimmung. ...ist zweifelslos richtig.
<b>Indicating disagreement</b>	
I disagree with the author / speaker  I am unable to share this view. ...is not always true. I doubt that...	Ich stimme mit dem Autor / der Rednerin nicht überein. Ich kann diese Auffassung nicht teilen. ...ist nicht immer wahr / zutreffend. Ich bezweifle, dass ...
<b>Concluding</b>	
To sum up, ... In conclusion, ... Bearing all this in mind, ...	Um zusammenzufassen, ... Abschließend, ... Vor diesem Hintergrund, ...



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar:  
T 10: Writing an article**

**Jahrgang 10:  
1. Fremdsprache  
Textproduktion**

Articles can have lots of different functions and styles. This handout focuses on how to write a 'feature' article, in which you give information and your personal opinion on a topic. A typical assignment might be:

***The dangers of plastic***

You taking part in the Erasmus + project at your school. The theme of this year's project is 'Our Blue Planet'. You have been asked to **write an article** in English about the environmental consequences of plastic and what can be done to fight the problems which plastic causes.

**1. PREPARATION**

**Step 1:** Read the task carefully and highlight the key words.

**Task:** Complete the table for the typical assignment above.

<b>Theme:</b> What is the topic of the article?	
<b>Content:</b> What information should the article include?	
<b>Position:</b> What should your opinion on the topic be?	
<b>Target audience:</b> Who are you writing the article for?	

**Step 2:** Brainstorm the ideas you will include in your article.

**Step 3:** Sort your ideas into a logical order. Plan your paragraphing and think of possible subheadings.

**Step 4:** Check that you have examples to support the points you make.

**2. WRITING YOUR ARTICLE**

Use your notes and your planned structure to help you write your article. Try to incorporate the elements listed below, which are all typical for articles:

1. A catchy headline
2. An interesting first sentence to catch the reader's attention
3. Passages which make the author's opinion on the issue clear
4. Anecdotes (short stories about real incidents)
5. Direct speech (e.g. quotes from interviews)
6. Facts and figures
7. Specific examples
8. Expert opinions
9. Emotional language
10. A powerful and thought-provoking ending
11. Subheadings

**Task:** Identify these different elements in an English article about the theme you are working on at the moment.

## Assessment grid – Writing an article

### Headline and introduction:

	+ / o / -
I have an eye-catching headline.	
I have an interesting opening sentence.	
I have introduced the general topic/problem	

### Main body and conclusion:

I have checked my spelling/proofread my text with the help of a dictionary.	
I have divided my text into clear paragraphs and used subheadings.	
I have written a topic sentence at the beginning of each paragraph.	
I have used linking phrases.	
I have presented my arguments/points in a logical order.	
I have given informative explanations, background information and examples.	
<p>I have included a <b>selection</b> of the following stylistic elements:</p> <ul style="list-style-type: none"> <li>- Passages which make the author's opinion on the issue clear</li> <li>- Anecdotes and/or real-life examples</li> <li>- Direct speech</li> <li>- Facts and figures</li> <li>- Expert opinions</li> <li>- Emotional language</li> </ul>	
I have concluded my article with a powerful closing statement.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Fit in den Fremdsprachen am GymMar:  
T 11: Writing a speech**

**Jahrgang 10:  
1. Fremdsprache  
Textproduktion**

*A successful speech should create an emotional connection with the audience in order to convince them of your views on a particular topic. A typical written assignment might be:*

**Making a difference**

*How much of a difference can young people really make? You are invited to speak in front of a young audience at an international congress on the future of our society. **Write a speech** in which you address problems our society faces and convince your audience that young people can make a difference.*

**1. PREPARATION**

**Step 1:** Analyze the task carefully and highlight the key words.

**Task:** Complete the table for the typical assignment above.

<b>Theme:</b> What is the topic of the speech?	
<b>Content:</b> What information should the speech include?	
<b>Position:</b> What opinion should you have?	
<b>Target audience:</b> Who are you giving the speech to?	

**Step 2:** Brainstorm the arguments you will include in your speech.

**Step 3:** Sort your arguments into a logical order. Where possible, find examples which support the points you make. **Tip:** Always finish your speech with your strongest argument!

**2. WRITING YOUR SPEECH**

a) Your speech should contain the following elements:

<b>Opening</b>	<b>Main body</b>	<b>Close</b>
<ul style="list-style-type: none"> <li>- Grab the audience's attention (e.g. with a quotation or a rhetorical question)</li> <li>- Address the audience directly</li> <li>- Clearly state the topic and your personal position on it</li> </ul>	<ul style="list-style-type: none"> <li>- Present and explain the arguments</li> <li>- Focus only on a few key issues</li> <li>- Give examples and facts to support your opinions</li> <li>- Show your emotional involvement and appeal to the emotions of the audience</li> </ul>	<ul style="list-style-type: none"> <li>- Briefly highlight your main points</li> <li>- End with an emotional statement or appeal</li> <li>- Show that the speech has ended (e.g. by thanking the audience for listening)</li> </ul>

b) You can make your speech more powerful and emotional by using the following techniques.

Technique	Example
Use the 1 <sup>st</sup> person plural ('we', 'us', 'our' etc.)	'Together, <b>we</b> can make a real difference.'
Repetition (e.g. anaphora)	'Let's build an environment <b>where we</b> encourage, <b>where we</b> motivate, <b>where we</b> help and <b>where we</b> are kind to each other.'
Rhetorical questions	' <b>Why does this matter?</b> '
Amplification	'It has become <b>clear, absolutely clear, that...</b> '
Listing (enumeration)	'... <b>disobedience, bullying, fighting, truancy and insults</b> are becoming more and more of a problem at our school.'
Use of adjectives	'This is having a <b>disastrous, wide-spread and irreversible</b> impact.'
Use emotive language/statements	' <b>Fight for your lives before it's someone else's job</b> '.
Direct appeals	'We can no longer tolerate this - <b>now is the time to act!</b> '

**Task:** Analyse a famous speech in class. Can you identify any of the techniques listed above? What other techniques are used to make the speech more powerful and emotional?

### Assessment grid – Writing a speech

#### Content:

	+ / o / -
I have taken on the role given in the task.	
I have addressed the topic given in the task.	
I have adopted a clear position.	
I have written in a style which is appropriate for the audience.	

#### Language and style:

I have checked my spelling/proofread my text with the help of a dictionary.	
I have an attention-grabbing opening.	
My speech is clearly structured.	
I have presented a range of arguments to support my position.	
I have given explanations, background information and examples where appropriate.	
I have used a range of stylistic techniques to make my speech powerful and emotional.	
I have concluded my speech with a memorable closing statement.	



## Fit in den Fremdsprachen am GymMar: Writing emails and informal letters

### 1. Fremdsprache Textproduktion

Informal and semi-formal letters are usually written to someone you know and therefore you can use a relaxed, conversational style and contracted forms (e.g. 'I'm' instead of 'I am'). You should try to make your letter interesting by not just describing events, but also talking about your feelings and emotions. The information below will help you to write your letter correctly.

- **Layout**

- **Address and date:** Write your address (without your name) and the date in the top right-hand corner.
- **Greeting or salutation:** Start your letter with 'Dear' and the first name of the person you are writing to.
- **First paragraph (opening):** You normally start by greeting the person you are writing to. Some useful phrases for doing this are given below.
- **Paragraphs:** Make sure you divide the rest of your letter into clear paragraphs. Each paragraph should be about a particular theme and should start with a topic sentence. You can also use linking words and expressions to make the structure of your letter clear.
- **Final paragraph:** You should finish your letter with an appropriate closing sentence. Some useful phrases for doing this are also given below.
- **Closing statement:** Use a suitable informal closing statement to close your letter and then write your name.



- **Useful phrases**

#### Ideas for the opening paragraph:

*How are you? / How have the family been?*  
*I hope you are well.*  
*Thank you / Many thanks for your (recent/last) letter / postcard.*  
*It was good / nice / great to hear from you again.*  
*I was so surprised to hear that...*  
*I'm sorry I haven't written / haven't been in touch for such a long time.*

#### Suitable closing statements:

*Love, Lots of love, All the best, Take care, Best wishes,*

#### Ideas for the final paragraph:

- Give a reason why you're ending the letter:  
*Anyway, I must go and get on with my work! / I guess it's time I got on with that studying I've been avoiding.*
- Send greetings and/or make reference for future contact  
*Give my love / regards to... / Say hello to...*  
*We must try and meet up soon. / I can't wait to hear from you. / Look forward to seeing you again. / Hope to hear from you soon. / See you soon. / Write soon.*