

V.272

Unterrichtsmagazin

## Ideas to inspire creative writing – Anhand unterschiedlicher sprachlicher Einheiten das kreative Schreiben üben (Klassen 9–11)

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Kreatives Schreiben wird oft fälschlicherweise für eine Tätigkeit gehalten, die sich vor allem an begabte Lernende richtet. Kreativität ist jedoch keine Fähigkeit einiger weniger sehr talentierter Menschen, sondern eine alltägliche Tätigkeit. Alle Schülerinnen und Schüler können kreativ sein, kreativ denken und kreativ schreiben. Für kreatives Schreiben im Englischunterricht brauchen die Lernenden jedoch in erster Linie viel Übung und dazu sind motivierende Schreibenlässe und attraktive Aufgaben erforderlich. Die benötigten Materialien sind keine Materialien für Lernende, sondern stellen Lehrkräften zahlreiche herausfordernde und kreative Aktivitäten für ihren Unterricht zur Verfügung.

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### KOMPETENZPROFIL

<b>Klassenstufe:</b>	9/10 (G8), 9–11 (G9)
<b>Dauer:</b>	15–45 Minuten je nach Klassenstufe und Materialauswahl
<b>Inhalt:</b>	variabel
<b>Kompetenzen:</b>	1. Selbstkompetenz: Bereitschaft zeigen, sich auf ungewöhnliche Aufgaben einzulassen; 2. Schreiben: auf Impulse hin kreative Texte schreiben; 3. Leseverstehen: Auszüge aus literarischen Texten als Modelle für eigenes Schreiben verwenden
<b>Medien:</b>	Bilder, Gedichte, Songtexte, Auszüge aus literarischen Texten

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## Auf einen Blick

### Activity 1

**Thema:** Mental pictures of others

**M 1** **Writing inspired by words** / Beschreiben von Orten unter Verwendung einer Wortsammlung anderer

### Activity 2

**Thema:** Wordplay with nouns, verbs, and adjectives

**M 2** **Writing inspired by parts of speech** / Texte schreiben unter Vorgabe der Wortarten

### Activity 3

**Thema:** The four types of sentences

**M 3** **Writing inspired by types of sentences** / ein Gemälde beschreiben unter Verwendung von

### Activity 4

**Thema:** Random questions

**M 4** **Writing inspired by questions** / *ad hoc* Fragen stellen und beantworten

### Activity 5

**Thema:** Idioms as cores of narratives

**M 5** **Writing inspired by idioms** / Texte schreiben, die auf idiomatischen Redewendungen beruhen

### Activity 6

**Thema:** From metaphor to meaning

**M 6** **Writing inspired by metaphors** / Generieren von Metaphern, dann diese in einem Text kurz erläutern

## Writing inspired by types of sentences

M 3

Let us work with the four types of sentences we find in grammar: statements – questions – exclamations – commands. Everything people say or write is bound to be one of these or something recognisably in between.

### Preparation:

1. Find a suitable **painting** and prepare to project it in class. Here, Pieter Bruegel's "The Hunters in the Snow" is used.



© Pieter Bruegel the Elder: The Hunters in the Snow (1565)

### In class:

2. Present the painting in class.
3. Explain the four **types of sentences**.

Statement: the act of naming and describing something

Question: language between me and others; the conversation

Exclamation: feelings directly expressed in language

Command: language as power and directives

4. Get students to form **groups** of 4.
5. In their groups, students should approach the painting above first orally, then in writing through each of these acts of language. Different people take different tasks.

### Examples:

**Statements:** It is a calm, cold, overcast day. In this wintry scene, three hunters are returning accompanied by their dogs. The hunt did not go well. Hunters and dogs appear weary and downtrodden as they walk. One man carries the corpse of a fox. A rabbit has left footprints in the snow in front of the hunters – which they missed. There are no leaves on the trees, and the air is filled with smoke from the wood stove. A outdoor fire at an inn serves as a cooking area for several adults and a child. In the background there are jagged mountain peaks.

**Questions:** Why do the hunters appear so downtrodden and miserable? Why was the hunt not successful? What food are the women preparing? What does the inn sign say? What are the figures on the frozen lake doing? Are the small villages laid out in the frozen flatlands populated? What time of the day is it? Do the hunters live in the houses in the valley? Is the ice on the lake thick enough for so many people?

**Commands:** Get out of that thick snow. Wind, stop blowing. Women, stop preparing food with that outside fire. Fire, stop burning. Come on, men, come on and get home. Hunters, cheer up! Houses stop standing. Sing, magpie, sing. Stop being so heavy, fox. Trees, greet me from afar. Landscape, remind me of my wonderful summer vacation. Water on the wheel, stop freezing! Dogs, don't grow! Dogs, don't grow!

**Exclamations:** How tired the hunters are! How I wish I could help them! What a stupid way to carry a dead fox over the shoulders! They must be very hungry! What strange women near the house! All that wood smoke hangs in the air! What a wonderful time people are having on the lake! Look at all the curling and spinning tops! Wow, people are tobogganing! So fast! Holy smoke, so many people on the lake! Jeez, what a contrast between the tired hunters and the joyful skaters!

## M 14

## Writing inspired by paintings and photos

A painting or a photo is like a window, focusing our perception of the world by framing it.

**Preparations:**

1. Select a **painting** (A) and suitable **photos** (B and C) to be presented in class.

**In class:****A. The painting – here: “The Wine Glass” by Jan Vermeer**

2. Project the chosen painting in a suitable way.
3. Invite students to **talk** about the painting with such leading phrases as “I see ...” or “I think that ...”
4. Then have them **describe the scene** in writing, naming details, relationships and thoughts.



© Jan Vermeer: The wine glass (between 1660 and 1669)

**Example:**

The man with the black hat has given the girl a glass of wine out of a white jug. She is drinking out of it. Her mouth is visible through the glass. The man looks anxious whether she is enjoying the wine. Yes, she is. She does not put it down but empties the glass. The fact he cares so much about her enjoyment of the wine shows that he cares very much for her. He is her music teacher and is in love with her. She came to his house for a music lesson. His music instrument is on the chair with blue cushions. He is giving the lesson in the living room. When she has finished her drink, he is going to offer her another. And when she has finished that one, too, he is going to ask her to marry him. In her dream, she has another glass of wine.

**B. Switch photos**

2. Students explain the **relationship between the two photos** below. Photo A is the cause of photo B.
3. Switch the photos and let them do it again. Now photo B is the cause of photo A.



Photo A: © tommaso/stock/Getty Images Plus



Photo B: © Lumi Images/gettyimages.de

**C. There and then my life changed**

2. Students study the photo on the right. Let them **write** about what happened in or with that picture and how they imagine their lives in a fictitious future. They can start like this:

*I looked out over my city. I had been watching this city for a long time. I decided it was time. It was time to ...*

3. In fours, let them **present their stories**. The others interview them to find out more details.



© bohemama/iStock/Getty Images Plus

## Writing inspired by songs

M 17

Music is a fundamental manifestation of culture and the human need to communicate. Here two songs are used to explore ways to express emotions.

### A. Bob Dylan: *If not for you*

#### Preparation:

1. Copy the text of the song *If not for you* for each student.

Link: <https://raabe.click/gym-en-songtext-BobDylan>



#### In class:

2. Ask students to imagine a person who means a lot to them. Tell them to think about all the features that make this person special and to **write down** as many **reasons** as they can why this person is so important in their life and what this person does to their life.
3. In class, students **brainstorm** a list of things typical for everyday life.
4. **Individual work:**
  - a) Ask them to imagine what would happen if this person were no longer there to do these things. (Alternatively, if this person is not (yet) part of their life, what would be different if she or he was?) Students make notes.
  - b) They think of ways these things would be (absolutely) different if it was not for this person. They make notes.
5. Hand out the **songtext** to each student. Invite them to use it as a model text and the notes of tasks 2, 4a and 4b using a repetitive phrase as the beginning of a stanza to give the poem a structure.
6. If it is a love poem, students might give it to the person they wrote it for.

### B. Queen: *Death on Two Legs*

#### Preparation:

1. Copy the text of the song *Death on Two Legs* (as a hate poem)

Link: <https://raabe.click/gym-en-songtext-Queen>



#### In class:

2. Ask students to think of someone they feel strongly about; e. g. a politician, a media person, a celebrity.
  3. Invite students to **pinpoint** what it is they feel strongly about and why. They make notes.
  4. Hand out the **songtext**. Students should read the text and underline unfamiliar words.
  5. Get students to teach each other the meanings and only then help them with the words that are new to them.
  6. Using the songtext as ideas, they put their feelings into a **text** of the type "what I have always wanted to tell you".
- Students meet together in small groups. Tell them to think of themselves standing opposite the person they wrote about with nothing to fear. They **read out** their texts.



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