

## Auf einen Blick

### 1. Stunde

<b>Thema</b>	How to write a good text
<b>M 1</b>	<b>How to write a good text – some tips</b> / Kriterien für einen gelungenen Text kennenlernen
<b>M 2</b>	<b>Using the right register – formal vs informal English</b> / zwischen formellem und informellem Englisch unterscheiden

### 2. Stunde

<b>Thema</b>	How to choose the right words (I)
<b>M 3</b>	<b>Hero for a day – understanding an article</b> / einen Zeitungsartikel verstehen und analysieren
<b>M 4</b>	<b>Avoiding repetitions</b> / Wortwiederholungen durch passende Alternativausdrücke ersetzen
<b>M 5</b>	<b>Stressing your message – intensifying adverbs</b> / Kollokationen mit unterschiedlichen Adverbien bilden

### 3. Stunde

<b>Thema</b>	How to choose the right words (II)
<b>M 6</b>	<b>Stressing your message – practise intensifying adverbs</b> / über die Wünsche junger Leute diskutieren und eine Wunschanfrage schriftlich beantworten
<b>Benötigt</b>	<input type="checkbox"/> Kopierblätter, halben Klassensatz (Karten ggf. laminieren)

### 4. Stunde

<b>Thema</b>	How to vary sentences and organise paragraphs
<b>M 7</b>	<b>Varying your sentence structure – participle clauses</b> / Satzstrukturen mit Partizipialkonstruktionen variieren
	<b>Varying your sentence structure – preposition + gerund</b> / Satzstrukturen mit Gerundiumskonstruktionen variieren
<b>M 9</b>	<b>Applying connectives – from sentences to paragraphs</b> / Sätze mit Bindewörtern sinnstiftend verknüpfen

## M 1

## How to write a good text – some tips

What makes a text a good text? Read the tips to find out more.



### How to write a good text

When writing a text, you want the reader to understand your thoughts. Therefore there is no sense in using complicated words and over-long sentences. If you do not know what you mean to say, spend the time thinking about a new, powerful argument rather than writing a confusing or boring sentence. A good writing style starts with clear and structured thoughts.

### How to choose your words

Use effective, clear words rather than pompous, long words. \_\_\_\_\_ (1)  
 Avoid repeating the same word in the same paragraph. \_\_\_\_\_ (2)

### How to build your sentences

Keep sentences relatively short. Use subclauses, participles and gerunds. \_\_\_\_\_ (3)

### How to organise your paragraphs

Avoid paragraphs that contain only one long sentence. \_\_\_\_\_ (4)  
 If your paragraph is as long as a page, split it into several paragraphs.  
 Use some connectives<sup>1</sup> to show how one sentence refers to the next one in a paragraph.  
 \_\_\_\_\_ (5)

1 **connective:** das Bindewort

### Task

Where do the sentences a)–e) fit? Read the text and fill in the correct letters in the gaps.

- Every few lines, a full stop gives the reader time to breathe before reading your next idea.
- This way the reader can follow your train of thought and concentrate on your arguments easily.
- This is a means to vary the sentence structure and shorten your text.
- Why might it be difficult for the reader?
- Otherwise, the reader might find the text boring.

**Task 2**

Would you write in formal or informal English in the situations below?

Tick  the correct box.

Situation	Formal English	Informal English
a) You would like to share how your day at school was with your best friend.	<input type="checkbox"/>	<input type="checkbox"/>
b) You would like to discuss a topic in an exam paper.	<input type="checkbox"/>	<input type="checkbox"/>
c) You would like to apply for a job.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) You would like to complain about the headphones you have bought.	<input type="checkbox"/>	<input type="checkbox"/>
e) You would like to chat with a classmate about the latest film.	<input type="checkbox"/>	<input type="checkbox"/>
f) You would like to let your parents know what is happening on the class trip via email.	<input type="checkbox"/>	<input type="checkbox"/>

**Task 3**

Olivia plans to apply for a summer job at Ms Thompson's shop.

Rewrite her email in formal English.

Hello Ms Thompson,

I'm looking for a summer job and my dad kept an open mind. He's told me you're looking for somebody to help out at your shop.

Well, I would be in the right place at the right time! How come? I'm pretty good at working on time and giving a hand. Last summer I was a waitress and got on well with all kinds of people.

Call me if you want me to come round for a chat!

Yours,  
Olivia Walker



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## M 3



## Hero for a day – understanding an article

Find out how people in San Francisco realised a five-year-old's dream to help his superhero to day.

**Batkid: Boy who became global sensation by saving city five years ago is cancer-free**  
*Miles Scott became a global sensation when he saved the city of San Francisco as 'Batkid' in 2013*

In 2013, five-year-old Miles Scott's dream came true when he was transformed into superhero 'Batkid' for the day, putting his struggles with leukaemia to one side so that he could fight crime on the streets of San Francisco.

The adventure was arranged by the Make-A-Wish Foundation<sup>2</sup>, who liaised<sup>3</sup> with the late San Francisco mayor<sup>4</sup> Ed Lee, the San Francisco police and fire departments and baseball team the San Francisco Giants in order to make Miles' wish a reality.

With thousands of people around the world inspired by Miles' story and his spirit, the Make-A-Wish Foundation has revealed<sup>5</sup> that the 10-year-old cancer-free

"Many people ask us, 'How is Miles doing?' The answer is, he's doing great," the charity<sup>6</sup> writes.

"Since his crime fighting day five years ago, Miles has returned to being a typical kid – playing little league<sup>7</sup>, going to school, helping his family farm, and even selling his first market goat in the local fair!

"Now 10 years old and in fifth grade, Miles loves science and robotics."

After his leukaemia diagnosis at the age of one, Miles had to undergo chemotherapy in order to treat the condition<sup>8</sup>.



He still has to visit his oncologist once a year for check ups, but has been in remission<sup>9</sup> ever since taking on the identity of the crime-fighting superhero and being awarded the key to the city of 'Gotham', the fictional city from which DC<sup>10</sup> superhero Batman hails<sup>11</sup>.

The granting<sup>12</sup> of Miles' wish in 2013 marked the end of his treatment<sup>13</sup> and provided him and his family with an escape from the years of cancer treatment that he had to endure<sup>14</sup>.

"This wish has meant closure for our family and an end to over three years of putting toxic drugs in our son's body," his mother, Natalie, said at the time.

Thousands of people took to the streets of San Francisco on November 15 2013 to watch Batkid as he carried out a series of missions, leading to the eventual defeat<sup>15</sup> and capture of villains<sup>16</sup> Riddler and Penguin.



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## Stressing your message – intensifying adverbs

M 5

Learn how to underline your thoughts without using *very (much)* with the help of intensifying adverbs.

### Task 1:

Match the words listed below with the corresponding intensifying adverbs from the boxes.

affected	disgusting	recommended
ashamed	effective	ridiculous
to believe	impossible	shocked
concerned	to influence	successful
to condemn	likely	wrong
convinced	to oppose	

**highly / extremely**  
 (used with words with a positive connotation or words that express probability)  
 – likely

**utterly / absolutely**  
 (used with adjectives with a negative connotation)

**deeply**  
 (used with feelings)

**strongly**  
 (used with verbs that express an opinion)

### Task 2:

Choose a combination from task 1 to complete the sentences.

- The parents were \_\_\_\_\_ when the doctor told them the diagnosis.
- The child \_\_\_\_\_ in the healing power of his superhero.
- A perfect wish day is \_\_\_\_\_ to give the ill child hope again.
- Some people try to profit from Make-A-Wish by asking for an expensive holiday just for themselves. This wish is \_\_\_\_\_.
- The volunteers are \_\_\_\_\_ by witnessing the children's joy and consequently feel their charity is worthwhile.