# Training for exams – How to deal with written assignments

by Rita Reinheimer-Wolf



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Die Einheit ist eine Mate aus ung für Lehrkräfte, die ihre Lernenden explizit auf Klausuren in der Ober fe vorbereiten wollen. Die Anforderungsbereiche I, II und III werden nach der mit Grerichteten Anleitungen, Hilfen und Aufgaben gründlich erarbeit it. Der Abstalts dieser Einheit ist eine Übungsklausur, in der die Schülerinnen und Scholer ihren Kom, etenzerwerb demonstrieren können.



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#### Competences 2 kills:

The unit contains sets are used at can be classified as **level B2/C1** (*Europäischer Referenzrahmen*). By caking with the materials, students enhance their general reading skills at thermore, by practice their competences in explaining and analysing texts when working closely with the extracts and materials. Students' **speaking and present tion skills** at improved by realising short talks and presentations in small groups of the class. The great majority of tasks focuses on the **writing competence**, who students including all its dimensions.

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#### Overview:

List of abbreviations:

A Analysis C Comment CT Creative Task

D Discussion/debate G Group work RC Reading comprehes.

S Summary T Working with a text W Writing

Topic	Material	Methods/Skills
1: Language awareness	M1-M2	D, G, W
2: Comprehension in written assignments	M7 M5	C RC. S T
3: Analysis in written assignments	M6-Ni-	A, CT, D, G, RC, T, W
4: Comment/Discussion in written assignments	IVI13-M15	R£, W
5: Creative tasks in written assignments	M1/ °	Cı, RC, W
6: The final test – A standard written assignment	ıvı19-M20	A, C, CT, RC, W

#### **Topic 1: Language awareness**

#### Worksheet - Written assignments: A questionnaire

- 1. Read the guestionnaire. Respond to the tasks and tick the correct responses.
- 2. **Think-Pair-Share:** Get together with a classmate and discuss you. The consets to the questionnaire. Then, collect your challenges of written assignments with the entire class. Visualise your main challenges and discuss measures to be taken to the contract the different skills.









- 1. What is a written assignment? Give a definition.
- 2. What do you consider the greatest challenge in a write assignment? Tick one or more aspects.
  - a) time management b) the tasks c, the texts/materials
  - d) the English language presented
- e) your new pusness (1) structuring your texts
- g) other problem
- 3. Explain your main problem(s) in where an assignments in a few sentences.
- 4. Name the strategies that a apply when writing an assignment (e.g., jotting down your all leas before starting to write).
- 5. How do you usual prepare a written assignment? What applies to you?
  - a) I just a d my note in.
  - b) I learn the pic-related vocabulary.
  - c) some to with the help of self-study materials.
  - d) I read former written assignments once again.
  - ) I look up me difficult grammar rules.
  - I don't pre are anything.

#### M2 Worksheet – Working with operative verbs for written tasks

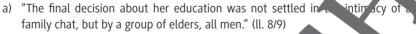
- 1. Match the terms with the definitions/explanations in the grid.
- 2. Choose the three most demanding tasks from the grid and explain why are so difficult for you.
- 3. Choose six terms from the grid and formulate complete tasks using the terms. Rectasks from former written assignments.

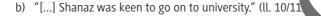
	terms	definitions/expl (nations
1.	illustrate	a) give a concise account of the ain points
2.	assess, evaluate	b) state clearly your or nions/vie. on a topic and support your views with a lance/arguments/reference to the text(s)
3.	outline	c) form an opini n after carefully considering a topic question and processing a days, tages and disadvantages
4.	justify	d) use examples to explain or make clear
5.	point out	e) describe and collain in catall certain aspects and/or feet context.
6.	analyse/examine	f) product a text with specific features
7.	summarise	g) (re-)structure and write down
8.	evaluate	explain an anterpret the way in which the character(s).  It is presented
9.	comment/dig suss	i) give present an accurate/a detailed account of sth./so.
10.	present	i) in a Jalanced way, consider points for and against sthemand come to a well-founded conclusion
11.	charactorise	k) present reasons for positions, decisions, or conclusions
12.	v rite (+text_re)	give the main features, structure, or general principles of sth. (no line references, no quotations)
1	de ribe	m) find and explain certain aspects

#### Worksheet - Writing a summary

### Working with the text

- 1. Read the text and mark the essential facts about Shanaz' life.
- 2. Paraphrase the following sentences from the extract:

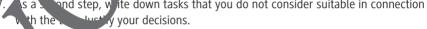




- c) "Ali Shezad [...] was [...] light years behind her in cation, aspiration and outlook." (II. 26-28)
- contradictions that swirl around the lives d) "She is a living embodiment of all." of so many immigrants." (ll. 29-31)
- e) "Within days of getting to Pakistan, be fell ill, losing all her hair and dropping down to five stone in reight." " (ll. 35/3)
- 3. Sum up the text. Apply the govelines for summary writing and use the language support.



- 5. With the entire class of down the weak points in the summaries. Then, reflect on possible gies to a mething about these weak points.
- 6. Group work: geongether in groups of four and find possible suitable tasks for a written assignment lealing with the text. Give reasons for your decisions.
- s a sond step, write down tasks that you do not consider suitable in connection



#### Coing be cond the text

r-Share: describe the function of summary writing in the context of dealing with (complex) texts.



M5











#### M7 Language support for analysing prose



	·
Analysing stylistic devices/choice of words/atmosphere	The author makes use of/uses to create /an atmosphere The use of short forms and colloquial/ stuage in direspeech suggests that The simple, short sentences in this passage quicken is pace of the action in order to The author uses metaphorical impuage to semploys stylistic devices to The author's use of stylistics vices entrance message of the text. The stylistic device/my capnor/ supports the message
Analysing characters	X is a flat/round character; a stagonist; an antagonist; a minor character; an antagonist; an antagonist; a minor character; an antagonist; an antagonist; an antagonist; a stagonist; an antagonist; an ant
Analysing narrative perspectives	The passas, coresented from an omniscient/a limited point of vie.  The story is told as witnessed by the main character/a minor participals in the action.  The events are portrayed from the point of view of a single character.  The narrator tells the story from a remote standpoint/ knows a meaning of the events/gives a distorted view of the events.



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