

A.III.18

Business communication: writing

How to improve your writing style – Practising writing skills

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Die Meinung, der Schreibstil sei reine Geschmackssache, ist immer noch zum Teil verbreitet. Aber ein prägnanter und kohärenter Stil kann trainiert werden und trägt auch dazu bei, im beruflichen Kontakt mit Geschäftspartnern professionell und kompetent zu wirken. Mit den vorliegenden Materialien bekommen Ihre Schülerinnen und Schüler wichtige Tipps und Strategien an die Hand, um ihre Schreibkompetenz zu verbessern. Sie lernen objektive Kriterien für einen gelungenen Text kennen. In verschiedenen Übungen trainieren sie, umständliche oder unangemessene Formulierungen sowie Inkohärenz und Wiederholungen in Texten zu erkennen und diese zu optimieren. In einer komplexen Aufgabe stellen die Lernenden abschließend ihre erworbenen Kenntnisse und Fähigkeiten unter Beweis.

KOMPETENZPROFIL

Niveau:	B1
Dauer:	5 Schulstunden
Kompetenzen:	1. Schreibkompetenz: Notizen und E-Mails verfassen, dabei sprachliche Mittel zur Schaffung von Textkohärenz und zur Vermeidung von Wiederholungen einsetzen, komplexe syntaktische Strukturen anwenden; 2. Leseverstehen: einen authentischen englischsprachigen Text verstehen und bearbeiten; 3. Sprechkompetenz: eine Diskussion führen
Thematische Bereiche:	Schreibtipps und -strategien, formelles vs. informelles Englisch, sich bewerben, Wohltätigkeitsorganisationen
Medien:	Texte (Sachtexte, E-Mails, Zeitungsartikel), Sprechkarten (Farbseite)
Zusatzmaterialien:	Differenzierende Schreibaufgaben und Interviewbogen

Auf einen Blick

1. Stunde

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

2. Stunde

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

3. Stunde

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

4. Stunde

Thema	How to vary sentences and organise paragraphs
M 7	Varying your sentence structure – participle clauses / Satzstrukturen mit Partizipialkonstruktionen variieren
M 8	Varying your sentence structure – preposition + gerund / Satzstrukturen mit Gerundiumskonstruktionen variieren
M 9	Applying connectives – from sentences to paragraphs / 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 smaller paragraphs.
Use some connectives¹ 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 in? Read the text and fill in the correct letters in the gaps.

- a) Every few lines, a full stop gives the reader time to breathe before reading your next idea.
- b) This way the reader can follow your train of thought and concentrate on your arguments easily.
- c) This is a means to vary the sentence structure and shorten your text.
- d) Why make it difficult for the reader?
- e) 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 checked="" type="checkbox"/>
c) You would like to apply for a job.	<input type="checkbox"/>	<input type="checkbox"/>
d) You would like to complain about the headphones you have bought.	<input checked="" 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 ear open. He's told me you're looking for somebody to help out at your shop.

Well, I could be in the right place at the right time! How come? I'm pretty good at being 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 for a day.

Batkid: Boy who became global sensation by saving city five years ago is cancer¹-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 Foundation², who liaised³ with the late San Francisco mayor⁴ 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 revealed⁵ that the 10-year-old is cancer-free.

"Many people ask us, 'How is Miles doing?' The answer is, he's doing great," the charity⁶ writes. "Since his crime fighting day five years ago, Miles has returned to being a typical kid – playing little league⁷, 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 condition⁸.



He still has to visit his oncologist once a year for check ups, but has been in remission⁹ 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 DC¹⁰ superhero Batman hails¹¹.

The granting¹² of Miles' wish in 2013 marked the end of his treatment¹³ and provided him and his family with an escape from the years of cancer treatment that he had to endure¹⁴.

"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 defeat¹⁵ and capture of villains¹⁶ Riddler and Penguin.



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Stressing your message – intensifying adverbs

M 5

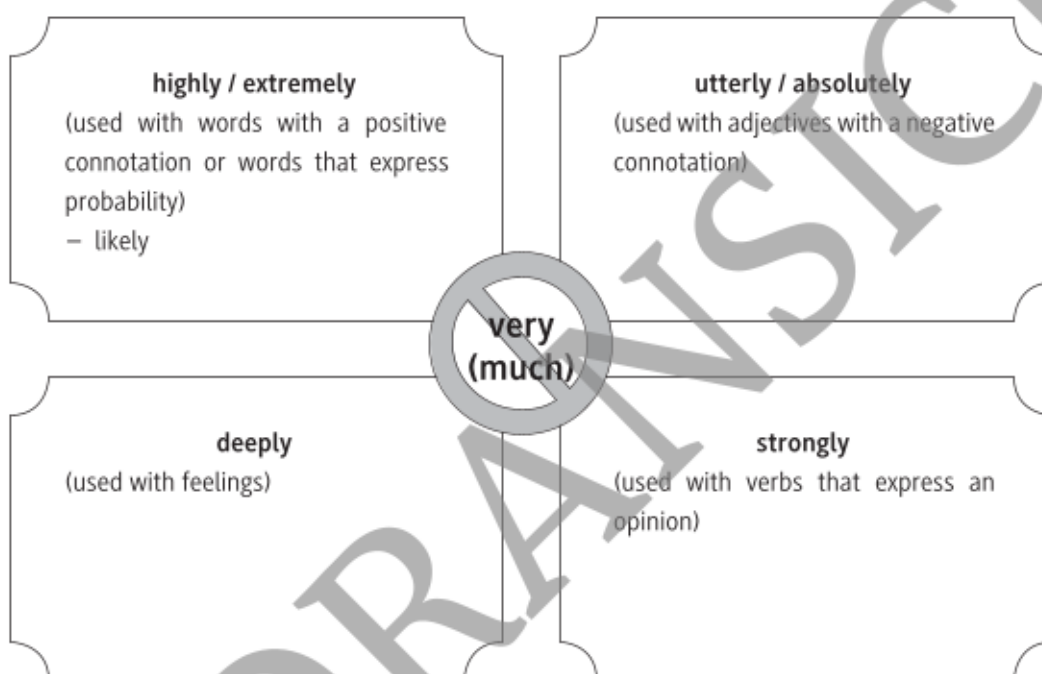
Learn how to underline your thoughts without using *very (much)* with the help of intensifying adverbs.



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	



Task 2:

Choose a combination from task 1 to complete the sentences.

- The parents were _____ when the doctor told them the diagnosis.
- The ill child _____ in the healing power of his superhero.
- A perfect wish day is _____ to give the ill child hope again.
- Some parents 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.