UNTERRICHTS MATERIALIEN

Englisch Sek. II



How to write a good text – focusing on style

Ein Methodentraining zum Thema *writing style*

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RAABE
KLASSE SCHULE

Survey of topics and methods

Main focus	Filling in gaps	Matching	Language	Pre-reading activities	Working with the text	Working with the cards	Discussion	Further activities	Material
■ Using the right register ■ Avoiding repetitions by finding alternative expressions	•	•	•					•	Topic 1 ■ Infobox: How to write a good text ■ Infobox: Using the right register ■ Text on the charity "Make-A-Wish"
■ Formal vs informal English ■ The charity "Make-A-Wish"			•	•	•				Topic 2 ■ Newspaper article: "Batkid saves San Francisco …"
■ Using intensifying adverbs ■ Discussing wishes of children	•	•	•			•	•	•	Topic 3 ■ Infobox: Intensifying adverbs ■ Cards on wishes of children
■ Participle constructions ■ Preposition + gerund constructions ■ Connectives ■ Education equality ■ The work of charity organisations	•		•					•	Topic 4 ■ Infobox: Participle clauses ■ Infobox: Preposition + gerund constructions ■ Text on Malala Yousafzai ■ Infobox: Connectives ■ Text on charity organisations

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How to write a good text – focusing on style

It is a widely held belief that style is subjective and a matter of taste. However, a coherent and concise writing style can be coached. The following material aims at teaching students how to choose appropriate wording and varying sentence structures, to organise paragraphs and avoid repetitions. The unit can be used in connection with work on the topics of "Being young", "Being different", "Making a difference" and "Charity work" (year 10) as well as "globalisation" (years 11 to 13). It is structured into several topics featuring different aspects of the subject.

Notes on the material

Topic 1 introduces some basics on how to write a good text with regard to language, structure and register. Students start by completing a cloze text that contains tips on style improvement. Besides, they practise using the right register – distinguishing between formal and informal English and reflecting on the appropriate context of the different registers. Students are then asked to rewrite an informal email in a more formal style. Furthermore, they are to improve the style of a given text by replacing bland words like "good" with more suitable alternatives.

In **topic 2**, students are asked to describe their personal perfect day. This question introduces them to the topic of the article they are going to read next. The newspaper article tells the story of a sick boy whose greatest wish was fulfilled: he got to be a superhero for one day. Students examine this entertaining text, searching for examples of formal and informal English in the article and investigating when to use which register.

Topic 3 focuses on intensifying adverbs and their role in a well-phrased text. First, students match a number of given words with the corresponding intensifying adverbs. Afterwards, they apply some of these combinations to sample sentences. In addition, cards with different wishes are included in the material. Students discuss whether the children on the cards should be

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child	*Send it soon!*	*I am afraid I disagree.*	
cannot	*on top of it all*	*to drop a line*	*definitely*

Formal English	Informal English
Abbreviations and contractions	
	can't
Verbs	
to send somebody a note	
Nouns and phrases	
	kid
	Rubbish!
Connectives	
Furthermore, moreover …	
Emphasis words	
	very, really
Letter and email expressions	
Please send it at your earliest convenience.	

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