Bildung für Berlin

Materialien

zum selbstständigen standardorientierten
Lernen in der gymnasialen Oberstufe

Englisch - Text production

Erweiterte Neuauflage

Die vergangenen Jahre waren auch für den Fremdsprachenunterricht geprägt von vielen Veränderungen, die sich in neuen Rahmenlehrplänen, Bewertungssystemen, Lernstandserhebungen und zentralen Prüfungen widerspiegeln. Mittlerweile hat vieles, was zu Beginn noch Unsicherheit und Misstrauen erzeugte, den Praxistest bestanden und wird von Lehrenden und Lernenden erfolgreich angewendet.

Trotzdem müssen wir uns weiter bemühen, die Schülerinnen und Schüler immer besser zu befähigen, die an sie gestellten Anforderungen zu erfüllen. Dabei geht es nicht nur um ihr gutes Abschneiden in Prüfungen. Ziel des kompetenzorientierten Lernens, der standardorientierten Prüfungen und Vergleichsarbeiten ist es, den Schülerinnen und Schülern eine optimale Vorbereitung auf Ausbildung und Beruf zu ermöglichen. Darüber hinaus soll die Beschäftigung mit aktuellen Themen und die Nutzung moderner Medien im Unterricht dazu beitragen, dass das Lernen in der Schule in erfolgreiche, selbstbestimmte und individuell befriedigende Lebenswege mündet. Um dies zu erreichen, müssen Schülerinnen und Schüler auch Techniken lebenslangen Lernens trainieren, denn nur so können sie die Herausforderungen des globalisierten Zeitalters bestehen.

Der so oft geforderte erstklassige Unterricht, der diesen Erwartungen gerecht wird, ist nicht allein Ergebnis intensiver Vorbereitung der Unterrichtenden und Nutzung motivierender Materialien und Medien. Entscheidend für den Erfolg von Unterricht ist es auch, dass Schülerinnen und Schüler ihren eigenen Lernprozess zunehmend selbst in die Hand nehmen. Dies bedeutet, dass sie sich zunächst bewusst werden, wo ihre Stärken und Schwächen liegen. Aus diesem Wissen können sie selbst ableiten, wo sie Übungsbedarf haben und möglichst auch, welche Art des Übens für sie geeignet ist.

Individualisiertes Lernen verlangt aber darüber hinaus, dass Schülerinnen und Schüler wissen, was von ihnen verlangt wird. Das vorliegende Material zum selbstständigen Lernen im Englischunterricht soll einen Beitrag in diesem Sinne liefern: Hier erhalten die Lernenden eine Grundlage, um eigenständig festzustellen, wo für sie Übungsbedarf besteht. Zusätzlich werden praktische Tipps und Hinweise für den individuellen Übungsprozess im Bereich Schreiben in der Sekundarstufe II geliefert.

Ähnlich wie das Portfolio der Grund- und Aufbaustufe bietet das Material zum selbstständigen Lernen Schülerinnen und Schülern die Möglichkeit, Selbsteinschätzung zu trainieren, Kriterien für die Ergebnisse eigener Arbeit zu entwickeln und somit im Sinne der zu erreichenden Standards ihre Kompetenzen zu erweitern.

Content   page

1   Note to the teacher

Learner autonomy is essential for successful work in the English classroom. Therefore self-evaluation and self-correction are necessary prerequisites for individual work. Thus, students must be enabled to critically examine their own work and to evaluate it with the aim of taking the necessary steps to improve their language competencies.

This material is meant to help pupils develop their skills in working with texts and to improve their ability for self-evaluation and self-correction. In contrast to most of the current materials used in the classroom it does not only consist of **criteria for various text types** required in the curriculum, such as analysis, comment or letter to the editor, it also offers **supplementary pages** that provide general advice on writing and phraseology. In addition, **self-assessment sheets** will help students to revise their own texts. If students wish to add illustrations, e.g. concerning the analysis of films, cartoons, pictures, they may include additional materials like photos, drawings or cartoons, wherever it is appropriate.

In order to suit diverse learning situations, this material consists of learning modules, each containing:
   a) criteria (e.g. for writing a summary)
   b) self-assessment grids
   c) supplementary pages providing helpful information (e.g. general advice on writing, linking words, or quoting & referencing)
   d) a documentation section in which students collect samples of their own work (usually at least two per text type) to document learning progress

Of course teachers are invited to deal with additional text types in class and to hand out corresponding worksheets to their students.

2   Note to the student

"Learning by doing" is an important way to develop and improve individual skills. Therefore, this material is based on self-evaluation and self-correction. Thus, you are required to examine your own work critically.

As a help for checking your work samples, this material consists of
- **criteria for writing different text types** such as summaries, comments and letters,
- **self-assessment sheets,**
- **supplementary pages for further information,** such as general advice on writing, linking words, or quoting and referencing.

To document your progress, you should collect successful samples of your work in **the documentation section** of this material and add supplementary materials like photos, drawings or cartoons to render the collection more appealing and vivid.

3   Criteria for summary writing and outlining information

Summary writing or outlining information means that you briefly pass on the main information of a text to someone who has not read it.

The language used must be neutral and objective, paraphrasing the author's main points/ views, and only the most important details.

You may have to
   a) sum up a complete literary or non-literary text, an excerpt from a text or
   b) outline just certain aspects of a text.

a) Summary Writing

If you have to sum up an article, a short story, a novel or an excerpt from any of these text types, present the main information from the original text in a condensed form.

PREPARATION
   1) Look at the title, subtitle, source, any illustrations and captions in order to determine the text type you are going to work on, then anticipate what kind of information you expect from that particular text.
   2) Read the text carefully.
   3) Highlight key words and/or key sentences.
   4) Divide the text up into sections, pay attention to subheadings and take notes.
   5) In your own words, list the main points / key phrases of each section/paragraph. (Do not include any minor details.)
   6) Make sure the order of your items is logical

WRITING A SUMMARY
INCLUDE:
   ▪ in the introductory sentence(s):
       o   the central idea/aspect of the text,
       o   the text type, the title of the text, the author's name, the year of publication (if given),
           e.g. *In the short story ... published in ... the (author's name) deals with...;*
           The article ... by ... published in ... is about.../deals with ...
           This kind of introduction is always required if the task is:
           Sum up the excerpt ...
   ▪ in the main part:
           the essential aspects of the text in a logical order,
           e.g. *The text shows ....*

DO NOT INCLUDE:
- "I" and/or any personal opinion or comments
- Quotations /direct speech
- minor points, examples, statistics or explanations
- unnecessary explanations

POINTS TO REMEMBER

- Use your own words.
- Avoid enumerations, paraphrase instead.
  Instead of *dishwasher, fridge and microwave oven* write *household gadgets*.
- Do not interpret; focus on information from the text.
- Do not offer any personal opinion on the text.
- Use simple present tense. However, there might be exceptions, e.g. flashbacks or references to future events (in this case use past tense, present perfect or future)
- Change direct speech into indirect speech: *Greene (author's name) says, claims, believes, suggests …*
- Shorten your sentences e.g. by using participle constructions. Instead of: *After they have purchased the house, they realize …* write: *Having purchased the house, they realize …*
- Count your words to make sure their number is not more than one third of the whole text.

3.1 Self-assessment grid: Summary writing

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Preparation									
I have read the text carefully.									
I have highlighted key words and/or key sentences.									
I have divided the text up and taken notes									
I have listed all the main points in a logical order									
WRITING									
In the introduction I have stated the central idea(s)/ aspect(s) of the text.									
I have mentioned the text type.									
I have mentioned the title.									
I have stated the author's name.									
I have included the date of publication.									
In the main part I have included all the essential points underlining the central idea/aspect of the text.									
I have not used any quotations. I have changed direct into indirect speech using verbs like say, claim, believe, suggest.									
I have outlined the content of the text in my own words and in neutral language.									
I have neither used "I" nor expressed my personal opinion or comments.									
I have structured my text by writing paragraphs.									
I have connected my ideas and sentences logically.									
Final check									
I have checked my vocabulary/grammar/spelling with the help of a dictionary.									
I have made sure that I have included the relevant aspects from my notes.									

b) Writing an Outline

Only focus on information relevant to the task. Do not sum up the complete text.

PREPARATION

1) Look at the title, subtitle, source, any illustrations and captions in order to determine the text type you are going to work on, then anticipate what kind of information you expect from that particular text.
2) Study/Read the task carefully. Focus on the required aspect(s).
3) Read the text carefully.
4) Highlight key words and/or key sentences relevant to the task.
5) Collect information on the required aspect and take notes.
6) In your own words, outline the information required by the task (if necessary include details).

OUTLINING CERTAIN ASPECTS OF A TEXT

INCLUDE:

- an introductory sentence relating to the issue(s) the task requires you to focus on (e. g. *The excerpt deals with the situation of migrant workers in California. It contains information concerning …*)
- text type, title etc. may be mentioned if given
- all the essential information referring to the task

DO NOT INCLUDE:

- a mere restatement of the task
- "I" and/or any personal opinion or comments
- unnecessary explanations
- quotations and direct speech
- information not relevant to the task

POINTS TO REMEMBER

- Use your own words.
- Do not interpret or offer your personal opinion; focus on information from the text.
- Use simple present tense.
- Change direct into indirect speech: *Greene (author's name) says, claims, believes, suggests …*
- Connect the main ideas and supporting points in order to show how they are related to each other (see Supplementary page: "Linking ideas and sentences").
- Shorten your sentences e.g. by using participle constructions. Instead of *After they have purchased the house, they realize …* write *Having purchased the house, they realize …*
- If the task does not involve details: Avoid enumerations, paraphrase instead. Instead of *dishwasher, fridge and microwave oven* write *household gadgets*.
- Count your words to make sure their number is not more than about one third of the whole text.

3.2 Self-assessment grid: Outlining information

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Preparation									
I have read the text carefully.									
I have highlighted key words and/or key sentences.									
I have divided the text up and taken notes									
I have listed all the main points in a logical order									
WRITING									
In the introduction I have included a general statement referring to the task.									
In the main part I have included all the essential aspects of the task.									
I have not used any quotations. I have transferred direct speech into indirect speech if necessary, using verbs like say, claim, believe, suggest.									
I have neither used "I" nor expressed my personal opinion or comments.									
I have outlined the content of the text in my own words and in neutral language.									
I have structured my text by writing paragraphs.									
I have connected my ideas and sentences logically.									
Final check									
I have checked my vocabulary/grammar/spelling with the help of a dictionary									
I have made sure that I have included the relevant aspects from my notes.									

4   Criteria for writing a mediation

The main goal of mediation (Sprachmittlung) is 'getting the message across' in another language. **Do not translate literally**! Merely render the information asked for in factual language and pay attention to the purpose and addressee as stated in the task.

The person you are producing the mediation for might have asked you to outline certain aspects of a text (cf. above: "outlining information"). Thus: Include only-what is necessary for giving information about these aspects!

PREPARATION
1) Read the task well. Find out which ideas contained in the original you have to mention.
   e.g. *For a project on native peoples sum up what the German text says about the living conditions of the Lakota.*
2) Identify and highlight key words and/or key sentences you need to complete the mediation task. Then take notes on all the information you need to complete your task in English.
3) Think of ways to paraphrase words which you do not know.
4) Consider ideas/names/technical terms which you need to explain to a reader who might not be familiar with them due to e.g. a different cultural background.

MEDIATING INFORMATION
- See: "Outlining information"

POINTS TO REMEMBER
- Do not translate. Paraphrase the idea/issue/message you would like to explain
- Do not interpret or comment; focus on the contents of the text.
- Consider what exactly the information is that is needed from you / what the person you are writing for exactly wants you to do

4.1 Self-assessment grid: Writing a mediation

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:
☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement.

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
I have highlighted all the information in the text that is relevant to the task.									
I have mediated the information that is relevant for the addressee and to the task..									
In the introduction I have related the task to the text.									
In the main part I have included all the essential aspects underlining the main topic..									
I have explained facts and terms the addressee might not be familiar with									
I have not translated word for word.									
I have changed direct speech into indirect speech if necessary, using verbs like say, claim, believe, suggest.									
I have neither used "I" nor expressed my personal opinion or comments									
I have structured my text by writing paragraphs.									
I have connected my ideas and sentences logically.									
I have checked my vocabulary/grammar/spelling with the help of a dictionary/ made sure that I have included the relevant aspects from my notes.									

5   Criteria for an analysis of written texts

In an analysis, you are expected to show your understanding of the underlying **meaning** of a text. In a written test or examination you may be asked to look at a particular aspect of a text in detail and to reveal the means employed by the author to achieve a certain **effect on the reader**.

Your task might be to show how the central idea of a text / the author's attitude towards a certain issue or character / the prevailing atmosphere / etc. is conveyed. In order to perform successfully, examine the following aspects:
- **central idea/message (if not given in the task)**
- **style/register** (e.g. neutral, formal, colloquial, slang)
- **tone** (e.g. emotional, objective)
- **rhetorical/stylistic devices** (e.g. comparison, contrast, repetition, imagery, etc.)

With regard to literary texts also consider
- **narrative technique(s)** (e.g. point of view, mode of presentation).

With regard to non-literary texts also consider the
- **structure** of the text (e.g. frequency, order and nature of paragraphs, subheadings, topic sentences, complexity of sentences, graphics).

For your analysis it is important to distinguish between fictional and non-fictional texts and to decide which aspects are **relevant** to the text you have to cope with (see Supplementary page: "Analysis of written texts").

Remember, your main goal is to explain how and why the author uses all kinds of means to make his/her point and to explain the effect this has on the reader.

PREPARATION
1) Study the task well.
2) Skim the text to get a general impression of the aspect(s) required in the task, e.g. the general approach to the topic, the general tone, style, atmosphere and/or organisational structure of the text and consider your findings.
3) Scan the text, identifying the stylistic/ linguistic means and highlighting the examples relevant to the task (e.g. extraordinary use of language, organisational structure) evaluating possible effects on the reader.

4) Choose a useful way of visualizing relationships in the text, e.g. between characters or literary devices and their effects (see supplementary page: "Graphic organizers").

WRITING AN ANALYSIS

While writing your analysis, keep some important points in mind:

- Begin with a central assertion/statement:
  The author/text takes a critical viewpoint towards …; He/she employs …;
  In this excerpt character X seems completely distraught …; The reader gets
  this impression because ….
- Explain the use of relevant linguistic devices, give examples and analyse their effect on the reader.
- Combine similar devices and examples meaningfully. Several stylistic devices might be used, for example, to show that a fictional character is not trustworthy, that a speaker does not agree with a certain opinion, or to create a certain effect on the reader, e.g. to amuse the reader.
- **Always focus on how formal/stylistic means help to convey the meaning of a text and what effect(s) they might have on the reader.**

POINTS TO REMEMBER

- Make use of a dictionary to discover the various meanings of words.
- Use appropriate structures and words to show how your arguments and supporting points are related. (see Supplementary page: "Linking ideas and sentences")
- Use quotation marks when quoting from a text.
  It is often preferable to quote only words or short expressions from the text rather than copying complete sentences.
  Example: *At the beginning of the story, the dominating atmosphere is rather tense and unpleasant. This impression is, for once, created by the use of words with a negative connotation like "griping pains" (l. 14), "tormented" (l. 25), "sadness" (l. 37) and a number of words denoting anger/angry feelings like "irritation" (l. 22), "furious" (l. 24), "rage" (l. 25),"fury" (l. 28).*

5.1   Self-assessment grid: Analysis of written texts

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:
☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
My analysis is clearly structured.									
At the beginning I have made a central statement.									
I have arranged the devices and examples in a logical order.									
I have always named the linguistic and/or stylistic and/or structural device(s) and explained how they help to convey the message / main ideas / meaning / etc. of the text.									
I have provided examples from the text by stating the lines they are taken from.									
I have explained the author's use of the device(s) and its/their effect on the reader.									
My conclusion is a logical result of my analysis.									
I have paid attention to correct punctuation when quoting from the text.									
I have used present tense.									
I have structured my text by writing paragraphs.									
I have connected my ideas and sentences logically.									
I have checked my vocabulary/grammar/spelling with the help of a dictionary /made sure that I have included the relevant aspects from my notes.									

6 Criteria for an analysis of visual materials

a) Analyzing Cartoons

Like written texts visual materials, i.e. pictures (photographs, paintings, drawings, cartoons), tables, graphs and charts use certain elements to convey information. In your analysis of visual texts you are expected to identify those visual elements, describe them systematically and explain their use and function. Furthermore, with regard to pictures, you need to evaluate their effect on the reader; with regard to tables, graphs and charts, you need to evaluate the quality of the information provided.

PREPARATION
1) Study the task carefully.
2) Examine the cartoon in detail, keeping the task in mind. Find out where and when the cartoon was published; study the visual elements of the cartoon (people, objects, setting, speech bubbles etc.) and, if provided, the caption; consider symbolism and (metaphorical) meaning with regard to your task and/or a specific (topical) context.
3) Take notes.
4) Structure your notes/key words.

WRITING ABOUT A CARTOON

INCLUDE:
- the following elements in the introductory sentence(s):
  - the central idea/aspect of the cartoon, i.e. say what the cartoon is about
  - the cartoonist 's name, where and when the cartoon was published
- a detailed description of the cartoon:
  - Name the different parts the cartoon consists of (visual elements, captions, speech or thought bubbles).
  - Describe the depicted objects or people (striking/physical features, clothing, positioning and size of objects/figures, facial expressions, body language, colour, what people say or think), the action and the setting (i.e. where and when the action takes place).
- an explanation of what the cartoonist wants to say or show and what techniques he/she uses:
  - Analyse the different elements (the visual elements, captions, speech or thought bubbles) of the cartoon.
  - Analyse the techniques used to convey the message (symbols, exaggeration, caricature, irony, all of them often with a critical intention).
  - Say which elements are striking and why (exaggerated, distorted, etc.).

- o Say which of the objects and characters carry a meaning that goes beyond the obvious. Explain what they represent.
- o Say how the different elements interact.
- o Say what effect the elements have on the reader.
- o Explain what message the cartoonist wants to convey.

POINTS TO REMEMBER

- ▪ On the basis of your notes/key words structure your text.
- ▪ Use appropriate linking words.
- ▪ Use present tense/present continuous for actions.

6.1 Self-assessment grid: Analysis of visual materials

a) Analyzing Cartoons

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - Ok, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
I have structured my text carefully.									
I have written what the cartoon is about and I have mentioned the source.									
I have written what the cartoon consists of.									
I have described the visual elements (objects/ characters) the action and the setting.									
I have paraphrased captions, speech or thought bubbles.									
I have explained the cartoonist's message.									
I have explained the cartoonist's use of visual elements, how they relate to each other and their effect(s).									
I have used the present simple/continuous tense for actions shown in the picture.									
I have used paragraphs in my text.									
I have connected my ideas and sentences logically.									
I have checked my vocabulary/grammar/spelling with the help of a dictionary / made sure that I have included the relevant aspects from my notes.									

b) Analyzing Charts and Tables

Usually, data and statistics are presented in the form of charts (graphs, diagrams) or tables. Writing about charts and tables requires not only a thorough understanding of the given material but also involves specific vocabulary.

Moreover, writing about charts and tables is often necessary so that you can underline an argument, for example, in a comment or in a letter to the editor. Sometimes this includes critical assessment of the material provided. In an analytical task having to do with statistics you might have to compare the contents of a text and a graph.

PREPARATION
1) Study the material carefully. Find out what it is about by looking at the title or legend/key. Consider how figures are presented (chart, table; absolute numbers, percentages) and whether the information appears to be reliable.
2) Take notes and structure these notes before you start writing your text!
3) If you intend to do a comprehensive analysis and interpretation, first describe and then explain what the graph/chart/table show(s).

<div align="center">OR</div>

4) If you intend to concentrate on particular aspects of the material, introduce them briefly, sum up the main information, then concentrate on the task.

WRITING ABOUT CHARTS AND TABLES
- In the introduction briefly say what the table or chart shows, state the topic and the source. (See supplementary page: "Collecting Information from Charts & Tables").
- In the main part, first describe, then compare, explain and finally interpret the information provided.
- In the conclusion summarize and evaluate your findings.

POINTS TO REMEMBER
- Refer merely to the aspects of the material relevant to the task.
- Use linking words to connect your sentences (see supplementary page: "Linking words").

6.2 Self-assessment grid: Analysis of visual materials

b) Analyzing charts and tables

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
I have structured my text carefully.									
In the introduction, I have mentioned what the graph/chart/table is about and referred to the source.									
In the main part, I have described/explained/compared and interpreted the information contained in the graph(s)/chart(s)/table(s).									
In the conclusion I have summarized and if necessary evaluated the information.									
I have used paragraphs in my text.									
I have connected my ideas and sentences logically.									
I have checked my vocabulary/grammar/spelling with the help of a dictionary / made sure that I have included the relevant aspects from my notes.									

7   Criteria for relating factual or fictional texts to visual materials

Texts are often published with visual materials such as statistics, cartoons, photos, etc. Possible tasks are:

- Compare the message and the means of the text and the picture.
  In this case you have to analyze both, the text and the picture, in detail. Do not simply describe, but point out similarities and differences between relevant aspects of the text and the visual material.
- Assess whether the visual material is suitable for highlighting certain aspects of or providing additional information for an article / short story etc.
  Here you have to analyze and compare the text and the visual material in order to find out where they complement each other.

PREPARATION

1) Study the task carefully.
   - Which texts/materials are you expected to relate to each other (e.g. articles/blogs/short stories to statistics/cartoons/photos)?
   - Which aspects are you supposed to focus on in your analysis (e.g. overall message / message concerning a certain aspect)?
   - Are you expected to assess the suitability of the visual material for illustrating the written text (e.g.: Should the photo be published together with the text? Should the graph/cartoon be published together with the article?) ?
2) Consider the intention/purpose of the material (e.g. to inform, entertain, criticize) and the means used to convey its message, certain attitudes etc.
3) In the written text find and underline the information that is relevant to the task.
4) In your analysis of the visual material focus on the most important means used to convey the message, certain attitudes etc.
5) Collect ideas and make notes on the text, the visual material and their relationship:
   - Note down relevant aspects from the given text/material.
   - Make a list of similarities and differences according to the task given.-You can draw two overlapping circles and write the similarities in the overlapping middle and the differences in the areas which do not overlap. Or you can draw a table.
   - Note down facts, examples, stylistic or visual means etc. illustrating similarities/differences.
6) Decide on how to structure your main part (see below), then put your notes in a convincing/logical order.
7) Make sure the content of your notes is relevant to the task.

WRITING THE COMPARISON

INTRODUCTION

Begin by explaining what is relevant in the text and the visual material. Show how the text and the visual material relate to each other.

MAIN PART

Consider

- similarities and differences according to the task given
- the focus / main aspects of the text and the visual material
- aspects only the text or only the visual material focuses on
- means used to convey the message, certain attitudes etc.
- intended effects on the readers
- whether both text and visual material should be published together

Throughout your text:

- Stick to a clear structure (use paragraphs!).
  - ➢ E.g.: When asked to deal with the message of the text and the visual material, start by explaining what the message is. Then continue with the similarities and differences between the text and the visual material.
  - ➢ E.g.: When asked to assess whether the visual material is suitable for illustrating the written text, you can state the material's suitability at the beginning or at the end of your text.
- Focus on the comparison throughout your text.
- Make clear whether the similarities or the differences are more important.
- Give reasons for your opinion by referring to relevant aspects in the text as well as the visual material.

CONCLUSION

Do not end by simply saying that there are many similarities and differences, but sum up your main points and draw relevant/convincing conclusions.

7.1 Self-assessment grid: Relating factual or fictional texts to visual materials

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Structure and language: clear and appropriate									
I have clearly stated and organized my ideas.									
I have structured my text by using paragraphs									
My language is appropriate for the purpose.									
Introduction: points of comparison									
I have explained which text (author/type of text/ title) and visual material (photo/cartoon/graph/ chart/title/topic/source) I want to focus on.									
I have introduced the most important similarities and differences.									
I have tried to arouse the reader's interest.									
Main part: similarities and differences									
I have stated the intention / overall message / the most important points concerning the task.									
I have focused on similarities and differences relevant to the task.									
I have described relevant elements of the text (e.g. content/language/ structure).									
I have described relevant elements of the visual material.									
I have focused on the most important means used to convey the overall message/attitude.									

In all my statements I have given evidence from the text/material.									
I have analyzed the intended effect on the readers.									
Conclusion: final statement									
I have stated my most important point(s) / made a final statement / drawn convincing conclusions etc.									
Final check									
I have fulfilled my task by comparing /contrasting and, if necessary, assessing the material's suitability for the text.									
In all parts I have focused on my task.									
In each part I have structured my ideas/text logically and clearly by using paragraphs.									
I have checked my vocabulary/grammar/spelling with the help of a dictionary/made sure that I have included the relevant aspects from my notes.									

8 Criteria for comparing and contrasting literary texts/films/real life experiences

If you compare literary texts/films/real life experiences, you show the connection between the most important content points according to the task given. In your writing you go beyond mere descriptions by pointing out similarities and differences between the text you have to deal with and the literary text/film/real life experience you have chosen.

Additionally, you may be asked to discuss or comment on certain aspects relating to the works and/or experiences.

PREPARATION

1) Study the task carefully.
- What are you expected to compare and contrast? (→ characters from literature or film / real people/organizations/events)
- Which aspects are you supposed to focus on? (→ problems/conflicts/ achievements/lifestyles/relationships)
- Are you expected to give an evaluation? (→ of the problems / how a character/person copes)

2) Study the given text/s carefully. Find and underline the information that is relevant to the task.

3) Highlight key ideas/arguments referring to the point of comparison. Consider which aspects you want to use in your comparison.

4) If you are asked to choose a literary text, film or real person/organization/event for your comparison, make sure that it lends itself to a convincing comparison.

5) Collect ideas and make notes for your comparison:
- Note down relevant aspects from the given text/material and about the work / real person/organization/event which you have chosen for your comparison.
- Make a list of similarities and differences.
- You can draw two overlapping circles and write the similarities in the overlapping middle and the differences in the areas which do not overlap. Or you can draw a table.
- Note down facts, examples, experiences etc. illustrating the similarities/differences.

6) Decide on how to structure your main part (see below) and then put your notes in a convincing/logical order.

7) Make sure the content of your notes is relevant to the task.

WRITING THE COMPARISON

INTRODUCTION
Begin by explaining the point of comparison. If you have been asked to choose a work from literature /film or a real person/event/organization for your comparison, give good reasons for your choice.

MAIN PART
Present your main points of comparison and give relevant information on, e.g.

- source of comparison and general information (e.g. title/author/director// name/age/location of character or real person/organization)
- ethnic/cultural/socio-economic/personal background / experiences / social surroundings / situation /conflicts / support / lack of support from other characters/people/organizations
- attitudes/beliefs/behaviour
- way of coping / making the best of a situation / development/outcome

The structure of this part of your text should be very clear. In your comparison refer to information/facts/examples from the given text and to aspects from literature/film / real life which are relevant to the task.
If you are asked to do so, assess how the characters / the chosen person/organization cope(s)/develop(s).

CONCLUSION
Do not end by simply saying that there are many similarities and differences, but sum up why you think so.

Throughout your text:
- Focus on the comparison.
- Make clear whether the similarities or the differences are more important.
- Give well-founded arguments/convincing reasons/examples/important facts for your points.
- Structure your text visibly by using paragraphs.

POINTS TO REMEMBER
- Make use of your notes (based on ideas from the material available / given text(s), other material you are familiar with and your knowledge about the issue).
- Link your ideas convincingly and do not repeat yourself.
- Only refer to passages/scenes from the material chosen that are relevant for the comparison

Connectives for **comparison**:
in the same way, similarly , likewise, like, also, equally, as with

Connectives for **contrast**:
however, but, yet, otherwise, (on the one hand)… on the other hand, even though, unlike, but, instead of, alternatively, in contrast, whereas, unlike, otherwise

8.1 Self-assessment grid: Comparing and contrasting literary texts/films/real life experiences

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Structure and language: clear and appropriate									
I have clearly stated and organized my ideas.									
I have structured my text by using paragraphs which I have linked in a convincing way.									
My language is appropriate for the purpose (e.g. adequate/extensive vocabulary, linking words, pronouns, participle constructions, no contractions)									
Introduction: points of comparison									
I have explained my points of comparison and given good reasons for choosing these aspects.									
I have introduced the work from literature/film / the real person/organization I want to focus on.									
I have tried to arouse the reader's interest.									
Main part: similarities and differences									
I have given relevant information on my source of comparison (e.g. the title/name/director/author/actors / my source of information about the real person.)									
I have given general information about the character / real person/organization (e.g. name/age/location / ethnic/cultural/socio-economic backgrounds).									

I have considered social surroundings/situations/experiences/attitudes/beliefs / ways of coping.							
I have put a clear focus on the most important similarities/differences concerning my point of comparison.							
I have given examples/referred to experiences/facts to support my argument							
Conclusion: final statement I have stated my most important point(s) / made a final statement / drawn convincing conclusions etc.							
Final check							
I have fulfilled my task by comparing/contrasting and, if necessary, assessing the problem.							
In all parts I have focused on my task / point(s) of comparison.							
In each part I have structured my ideas/text logically and clearly.							
I have checked my vocabulary/grammar/spelling with the help of a dictionary / made sure that I have included the relevant aspects from my notes.							

9   Criteria for discussing an issue and writing a comment

The most common form for discussing an issue is to look at it from different perspectives (tasks: *Discuss the benefits and drawbacks of...; Look at the pros and cons...*). If you comment on an issue, you do not necessarily need to consider the pros and cons, but you express your personal opinion.

In both cases – discussion and comment - you need to have a clear structure consisting of an introduction, a main part and a conclusion.

PREPARATION

If you have to base your discussion or comment on a text,
1) skim the text to understand the author's general message/attitude.
2) highlight the aspects relevant to the task and list them in a logical order, adding your own ideas.
3) note down arguments you want to use in your discussion/comment, explain them giving evidence/examples from the text and/or other material

If you are asked to discuss/comment on a quote/statement, be sure to explain its meaning/message first, before you discuss/comment on the issue at hand.

DISCUSSING AN ISSUE / WRITING A COMMENT

INTRODUCTION
- Refer to the topic, stating the issue: e. g. *I would like to discuss/comment on …*

MAIN PART
- Refer to (the author's) arguments in a more detailed way: e. g. *The author claims that …/states …/maintains …/predicts …*
- In a discussion you present and weigh the pros and cons of the issue: e. g. *On the one hand …, on the other hand … / while …, whereas … / In contrast …*
- In a comment you focus on the arguments you want to support and/or refute. Present your own opinion: e. g. *It is my belief/opinion that …/In my opinion …/As far as I can see … / (Personally,) I do not find such a claim/argument/statement convincing. There is no doubt/question that …*
- Include supporting material from other sources, e.g. books, articles or statistics.
- Arrange your arguments in a logical order.

CONCLUSION
- Say what conclusion you have come to: e. g. *All in all, I think …/I would like to conclude by saying that …/ To sum up…*

POINTS TO REMEMBER

- When referring to material, concentrate on aspects which support your arguments. Do not sum up passages/scenes that are not relevant for your point.
- Develop-your own ideas/knowledge and use the given text to prove them.
- Connect your ideas and sentences in a convincing way. (See supplementary page: Linking ideas and sentences)

9.1 Self-assessment grid: Discussing an issue and writing a comment

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
I have structured my discussion/comment using an introduction, a main part and a conclusion.									
In the introduction I have referred to the given topic.									
I have stated the problem.									
In the main part I have referred to the author's opinion and arguments, explanations and examples.									
I have referred to the text as far as necessary to deal with the task.									
I have presented my own arguments, explanations and examples.									
I have included supporting arguments, explanations and examples from other sources.									
I have arranged the arguments in a logical order.									
I have presented my conclusion.									
I have connected my ideas and sentences logically.									
I have used paragraphs.									
I have checked my spelling / proofread my text with the help of a dictionary / made sure that I have included the relevant aspects from my notes									

10　Criteria for writing an article

When writing an article, you want to inform your readers about a certain issue, and express your opinion about it. You might also want to give advice or suggest actions to your readers.

Your language and its degree of formality should be appropriate for your readers. If you use ideas from other materials, restate in your own words the author's views, arguments, or examples or what might be relevant to your point.

PREPARATION

1) Study the task carefully. Does the task tell you

- the target group your article should address?
- the kind of magazine/brochure you are writing for (e.g. political/educational/business/entertainment)?
- which aspects you should be dealing with?
- the purpose your article should fulfil: e.g. to discuss/comment on an opinion / evaluate/offer solutions to a problem?

2) If you are asked to base your article on information from a given text/s, study it/these carefully. Find and underline the information that is relevant to the task.

3) Highlight key ideas/arguments referring to the topic of your article. Consider which aspects you want to use to support your argument and message.

4) Add your own ideas based on your knowledge about the issue, making notes for your introduction, main part and conclusion:

- Select a beginning suitable for arousing the audience's interest at the beginning of the article.
- Note down arguments the main part should contain or refute.
- Note down facts, examples etc. illustrating your arguments and counterarguments.
- Find facts, experiences, values, issues/problems etc. which show that the message of your article is relevant to the readers' interest.

5) Put your notes in a convincing/logical order.

6) Make sure the content of your notes is relevant to the task, your target group and the message you want to convey.

7) Find an adequate eye-catching heading (and subheadings). Make it as catchy as possible, but bear in mind the type of magazine/brochure and target group you are writing for.

WRITING THE ARTICLE
INTRODUCTION

- Try to arouse the readers' interest with an intriguing opening sentence.
- You can include anecdotes, amusing stories, interesting events, etc. to capture the readers' attention.

- Clearly define your topic focusing on the central idea/aspect of the main message you want to convey.
- Outline the facts explaining *What? Who? When? Where?*
- Make clear why your issue is important.
- Briefly introduce your main arguments.

MAIN PART
- Focus on the most important points/arguments
- If you base your article on available texts, refer to the general ideas of the material. (When using quotations and direct speech name the source.)
- Underline your main arguments by giving convincing explanations.
- Include examples, evidence, statistical information, personal experiences, etc. to illustrate and strengthen your arguments.

CONCLUSION
- Indicate that you are coming to your conclusion through phrases such as *in conclusion, finally, as a result, to sum up,* etc.
- Make sure your readers get your message through a convincing final statement / repetition of your main point(s) / an outlook for the future / a call to action etc.

THROUGHOUT YOUR TEXT
- Write clear sentences.
- Be careful with lengthy sentences: Unlike German English tends to use short sentences.
- Write in an appealing way.
- Give examples, avoid clichés.
- Give well-founded arguments/convincing reasons/examples/important facts to back up your points.
- Follow a clear and logical structure by using paragraphs.
- Use active verbs wherever possible.
- Use vocabulary that is appropriate for your target group and purpose.

POINTS TO REMEMBER
- Use your own words when referring to ideas from the given material. (see above)
- Make sure what you write helps to convey your message.
- Prove what you say with facts/text references.

10.1 Self-assessment grid: Writing an article

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Language and structure									
I have written in a style which is adequate for the target group.									
I have used active verbs wherever possible.									
I have structured my article using paragraphs/subheadings.									
My longer sentences are also clear and correct.									
Heading and introduction									
I have found an adequate and eye-catching heading.									
The opening sentence and anecdotes etc. arouse the readers' interest.									
I have clearly defined my topic and the points I want to cover.									
I have outlined the facts (What? Who? When? Where?).									
Main part: convincing arguments									
I have put a clear focus on the most important ideas/arguments for my purpose.									
I have used topic sentences to open my paragraphs.									
I have put forward well-founded, convincing arguments and refuted counterarguments where possible.									
I have referred to supporting evidence/examples/ facts/personal experiences.									

I have used ideas from the given text(s) / from other material and my knowledge about the issue.								
Conclusion: final statement								
I have made clear that I am coming to my conclusion, e.g. in conclusion, as a result, to sum up.								
I have stated my most important point(s) / made a convincing final statement / a call to action etc.								
Final check								
I have fulfilled the general purpose of my article: commented on / offered solutions to the problem etc.								
In all parts I have focused on my aim.								
I have based all my statements on facts/examples.								
I have linked my ideas in a convincing way.								
I have checked my vocabulary/grammar/spelling with the help of a dictionary / made sure that I have included the relevant aspects from my notes.								

11 Criteria for writing a letter to the editor

In general, people write letters to an editor because they
- have been offended by something published in the paper,
- disagree with something that was published,
- are able to offer an interesting and/or expert opinion and/or additional information on something published or a current news event.

In an examination you may be asked to write a letter to an editor to prove that you have understood the article in question and to offer a comment on it. In any case, the reason(s) for writing a letter to the editor should be pointed out clearly in your text. You might also have to include additional information in your letter to the editor, e.g. from texts you have read or films you have seen dealing with the particular topic.

PREPARATION:

1) Skim the text to understand the author's general attitude.
2) Highlight the author's arguments.
3) Make a list of the author's arguments and write your opinion next to the ones you want to focus on.
4) Decide on the purpose of your letter, e.g. criticism/support of the author's opinion.
5) Focus on ideas/arguments relevant to the task.
6) Refer to additional information.
7) Structure your letter carefully following the instructions in the next part.

WRITING A LETTER TO THE EDITOR

- Follow the rules of a formal letter including addressee and return address, date, salutation (use "Sir" or "Madam" without "Dear"), use neutral language (see supplementary page: "Sample formal letter").
  Do not address the editor, however, and omit the closing remark. The letter ends with your name and place of residence.
- In your opening paragraph/introduction state which article, editorial, column, public statement or recent news event you are referring to.
- The body of the letter should have a clear structure with an introductory sentence, main part and concluding sentence.
- Begin the body of the letter by clearly stating the purpose of your letter.
- Make one point (or two at the most) in your letter, for example by pointing out omissions or incorrect aspects of the story you are referring to. Be factual and do not attack the journalist(s) personally. State your point clearly, e.g.
  The author fails to mention …

> *May I draw your attention to …*
> *I am concerned about …*

- Put forward a different argument or supply additional information.
- Base your arguments on material about the issue that you are familiar with.
- If appropriate, you may include a personal perspective or experience.
- End your letter with a convincing concluding sentence.

POINTS TO REMEMBER

- Keep in mind that you would like to convey a message to the editor.
- Be careful to focus your arguments and references on the message you wish to convey.
- Keep to a neutral (or sometimes even formal) style, avoiding colloquial language, slang and/or taboo words.
- Use linking words to connect your sentences and your ideas (see supplementary page: "Linking words").

11.1 Self-assessment grid: Writing a letter to the editor

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☻ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☻	☺	☹	☻	☺	☹	☻	☺
I have followed the rules for a formal letter, giving - addressee and return address, - date, - salutation, omitting "Dear", - using "Sir or Madam".									
In the introduction, I have referred to the article or topic in question.									
I have given my letter a body with a clear structure (i.e. introduction, main part and conclusion).									
I have clearly stated the purpose of my letter and conveyed my opinion.									
I have presented arguments, explanations, examples to support my opinion.									
I have referred to suitable material to make my point.									
I have used a neutral/formal style.									
I have structured my letter logically by using paragraphs.									
I have connected my ideas and sentences logically.									
I have checked my vocabulary/grammar/spelling with the help of a dictionary/ made sure that I have included the relevant aspects from my notes.									

12   Criteria for writing a proposal and/or text for a flyer

A flyer aims to inform a certain group of people about an issue and to convince the addressees to become active in some way. Therefore, a good flyer appeals to the readers it wants to convince and calls for action. Writing the text and the proposal for a successful flyer means you have to consider
- who you want to address (target group),
- what you want the readers to do (intention),
- what information serves your intention (content),
- what design helps to convey your message (layout).

You are expected to write the text for the flyer. However, you are not expected to actually design the flyer but to <u>describe the design</u> you want to use.

PREPARATION
Study the task and available material / given text carefully. Find and highlight information about the flyer's target group, intended purpose and content.
Highlight key ideas/arguments which might help you convince your target group.
3) Make notes/a mind map for the flyer's text and its design/layout.
4) Structure your notes based on the different steps of your task:
- the text for the flyer (intention, arguments, examples),
- the design of the flyer (colour and size of paper, size and type of print, illustration(s), position of text, fold),
- reasons for your suggestions with reference to the flyer's purpose.
5) Put your notes in a convincing/logical order.
6) Make sure the content of your notes is relevant to the task and your target group.

WRITING THE TEXT FOR A FLYER, DESCRIBING ITS DESIGN AND GIVING GOOD REASONS FOR YOUR SUGGESTIONS
Write a short introduction naming the addressees and briefly stating the intention of your flyer.

TEXT FOR THE FLYER:
- Address your target group in an appropriate/appealing way.
- Use the kind of language that is appropriate for them.
- Start your text with experiences/wishes/worries shared by your target group.
- Structure your text visibly (paragraphs, subheadings, bullet points, underlines etc.) to make it appealing and clear.
- Put a clear focus on the most important ideas/arguments for your purpose, using headings and topic sentences.
- Give good convincing reasons, examples/important facts for your points.
- Write an appealing heading.

PROPOSAL FOR THE DESIGN:

A flyer contains more than text. People first look at it before they decide whether or not to read its text. Your choices about the visual effects are crucial; therefore, you have to describe and explain them well.

While doing this task, it may help you to imagine that you are part of a team which expects you to explain your proposal (in words only) and to convince them that your flyer will be effective. While dealing with the following aspects do not forget to provide arguments for why each suggestion is suited to your target group and purpose:

- size of paper (e.g. A4/letter paper size/full-sized sheet of paper/A5/half-sized sheet of paper) / colour of paper /folding (no/half/tri/letter folding),
- design/layout:
  - positions of the text and illustrations (e.g. on the front/on the back/in the centre/at the bottom/on the edge of the page/in the top right-hand corner/…),
  - print (e.g. italics/boldface/underlines/print/typeface/capital letters/ colour of letters),
- illustration (e.g. photo/cartoon/painting/…).

POINTS TO REMEMBER FOR YOUR FINAL TEXT

- You are expected to use words only (complete sentences – except for headings/slogans/…) – **no drawings!**
- For your arguments make use of your notes (based on ideas from available material / the given text(s), other material you are familiar with and your knowledge about the issue).
- For the text of your flyer use language which appeals to your target group, e.g. short and very clear sentences, imagery, illustrative verbs and adjectives, direct address to the reader, clear statements.

12.1 Self-assessment grid: Writing a proposal/text for a flyer

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Introduction: intention and target group									
I have stated the intention of my flyer in my introduction.									
I have named the target group of my flyer in my introduction.									
I have given convincing reasons for my intention.									
I have given convincing reasons for choosing this target group									
Text: structure and content									
The text of my flyer aims at my addressees.									
I have addressed my addressees appropriately.									
I have used appropriate language.									
I have made up an appealing heading for my flyer.									
I have structured its text clearly (paragraphs, subheadings, topic sentences).									
I have written in a way which arouses my readers' interest.									
My arguments and my counter arguments are convincing.									

The flyer suggests ways of becoming active in regard to the issue.						
I have made use of ideas from the material available for the task.						
The flyer contains points based on my knowledge about the issue and its background.						
I have used examples/facts to convince my readers.						
The flyer appeals to the readers' emotions.						
Layout: descriptions with reasons for choices						
My suggestions for the layout are aimed at my addressees.						
The size/colour of paper and text are suitable for the layout .						
I have given good reasons for my choices of size and colour.						
I have selected a suitable print.						
I have given good reasons for my choice of print.						
My suggestions for illustration/s (photo/s, diagram/s, cartoon/s etc.) appeal to the readers and support the message of the flyer.						
I have given good reasons for my choice of illustration(s).						
Final check						
In all parts I have focused on the intention, target group of my flyer.						
I have clearly shown which part of my text is the introduction, the text for my flyer and the description of its layout.						
In each part I have structured my ideas/text logically and clearly.						
I have checked my vocabulary/grammar/spelling with the help of a dictionary./ made sure that I have included the relevant aspects from my notes.						

13 Criteria for writing a proposal for a talk show or a panel discussion

Talk shows and panel discussions both aim at informing their audiences and raising people's awareness about an issue. Their success largely depends on their participants' ability to put forward good arguments, to stand up to them in lively and emotional controversy and to attract their listeners' attention by their personal appeal.
When doing this task, it may help you to imagine that you are part of a team which expects you to explain your concept of the talk show/panel discussion and to convince them that it will work. While dealing with the following aspects do not forget to provide arguments for each suggestion showing why your proposal is suited to your target group and the effect you want to achieve.

PREPARATION
1) Study the task and available material / given text carefully. Find and highlight information about the topic of the show/discussion, its target group and the message you want the audience to get.
2) Highlight key ideas/arguments referring to
   - issues which could be discussed,
   - the participant/s given in the task or to be selected and reasons for choosing them (e.g. background information, personal experiences, expert knowledge, contradicting/complementing viewpoints),
   - their possible contributions to a meaningful discussion (e.g. viewpoints, arguments, examples, experiences).
4) Consider aspects which a discussion of the topic/issue should cover.
5) Select (further) participants who could contribute to a meaningful discussion.
6) Make notes/a mind map for your draft.
7) Structure your notes based on the above aspects and put them in a convincing/logical order
8) Make sure that
   the content of your notes is relevant to the task,
   the proposal for your talk show/discussion is appropriate for your target group and the message you want to convey.

WRITING THE PROPOSAL

INTRODUCTION

Write a short introduction explaining (your) decisions about the topic, the target group, the participants and the message the talk show/discussion should convey.

MAIN PART

- Using the information from the text, other relevant material and your knowledge about them
  - ➢ characterize the participants.
  - ➢ outline the contributions and arguments you expect from the participants.
- Make sure the reader understands why the participants are useful for the talk show/discussion.
- For each of the participants put a clear focus on the most important contributions, arguments, experiences, etc. you expect from them.
- Give good reasons why the expected contributions and the combination of personalities you suggest will convey your message to the audience.

CONCLUSION

Make sure you convince your readers that your proposal guarantees a successful talk show/discussion through a final statement / repetition (possibly of an introductory statement) etc.

POINTS TO REMEMBER

- A talk show/panel discussion cannot be planned in detail. Therefore, you cannot write the statements you expect. You just outline possible contributions you expect from the participants, but not in direct speech!
- Make the reader understand why you expect your participants to make these contributions .
- For your selection of participants and the contributions you expect from them make use of your notes (based on ideas from the material available / given text(s), other material you are familiar with and your knowledge about the issue).
- Make sure what you say helps to show that your talk show/discussion will be a success.

13.1 Self-assessment grid: Writing a proposal for a talk show or panel discussion

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Introduction									
I have stated the aim of the panel discussion/talk show in my introduction.									
I have given convincing reasons for this aim.									
I have named and described the target group of the panel discussion/talk show.									
I have given convincing reasons for choosing this target group.									
Proposal									
My proposal considers the target group and how to arouse their interest.									
I have made sure the panel discussion/talk show will convey my message.									
I have chosen participants that can contribute to a captivating discussion.									
I have given reasons for choosing these participants (e.g. background, experiences, expert knowledge, contradicting/complementing viewpoints).									
Content points									
I have stated the aspects a discussion of the topic/issue should cover.									
I have explained the participants' possible contributions to a meaningful discussion.									

I have stated convincing arguments and counter arguments they could use.								
I have shown how they could support their arguments with examples/facts to convince the target group.								
I have illustrated how they might appeal to the target group's emotions.								
I have shown how the contributions of the participants help to convey the intended message.								
I have only referred to aspects that are relevant to the topic/issue and help to convey the message.								
In my conclusion I have pointed out why my proposal guarantees a successful panel discussion/talk show								
Final Check								
In all parts I have focused on the aim of the panel discussion/talk show and its target group.								
In each part I have structured my ideas/text logically and clearly.								
I have checked my vocabulary/grammar/spelling with the help of a dictionary / made sure that I have included the relevant aspects from my notes.								

14 Criteria for writing a speech

A speech aims at informing, influencing and also entertaining an audience. The writer of the speech has to decide which of these aspects to emphasize, considering the purpose and the personality of the speaker, the occasion, the topic and the audience.
A speech aims to raise people's awareness about an issue . Its success not only depends on convincing arguments, but also on how it tries to attract the listeners' attention and to win them over by appealing to their values and feelings. A good speech always has a clear structure consisting of an introduction, a main part/a body and a conclusion.

PREPARATION

1) Study the task and given text(s)/material carefully. Does the task tell you
   a. to speak as yourself or to take over someone's role?
   b. which audience to address?
   c. on what occasion to speak?
   d. the topic you should be dealing with?
   e. the purpose the speech should fulfil: to comment on an opinion / evaluate/offer solutions to a problem / ask for help etc.?
2) In your material underline the information that is relevant to these questions.
3) Highlight key ideas/arguments referring to the topic of your speech. Consider which aspects you want to use for your purpose.
4) Consider how to make your audience understand and remember the message.
5) Collect ideas and make notes for your introduction, main part and conclusion:
   - Select one or more experience/s, saying/s, anecdote/s suitable for arousing the audience's interest at the beginning of the speech.
   - Note down arguments the main part should present or refute.
   - Note down facts, examples, etc. illustrating your arguments and counter arguments.
   - Find experiences, values, problems etc. typical of the listeners' background, which show that the message of the speech is relevant to them.
6) Put your notes in a convincing/logical order.
7) Make sure the content of your notes is relevant to the task, your target group and the message you want to convey.

WRITING THE SPEECH
INTRODUCTION
Begin with a thank you to the organizers/hosts for having invited you. Then thank your audience for being there. Address your listeners in a way that is appealing to them. Depending on the situation you could tell a joke / an anecdote / use a proverb / raise a question etc. to arouse their interest. Then introduce the topic and the points you want to cover.

MAIN PART

Present your main arguments/points. Focus clearly on ideas that are relevant to your target group and message. Support your arguments/points/ideas with information/facts/examples from the given text(s) and other sources you are familiar with.

CONCLUSION

Indicate that you are coming to your conclusion. Make sure your audience gets your message through a final memorable statement / repetition of your main point(s) / an outlook for the future / a call to action etc. Thank your audience for listening.

Throughout your text:
- Address your target group in an appealing way.
- Use clear structures. Avoid long, intricate sentences.
- Make sure that your vocabulary is appropriate for your target group and purpose.
- Give well-founded arguments/convincing reasons/examples/important facts for your points.
- Refer to experiences/wishes/worries shared by / relevant to your target group.
- If they help to convey the message of your speech, use rhetorical devices (e.g. contrast, repetition, enumeration, rhetorical question, figurative language).
- Structure your text visibly (paragraphs).

POINTS TO REMEMBER
- **Speeches are spoken!** Although most speeches are not given spontaneously but read from a script, their language must be immediately comprehensible to listeners because they hear it only once.
- For your arguments make use of your notes (based on ideas from the material available / given text(s), other material you are familiar with and your knowledge about the issue).
- Make sure you link your ideas in a convincing way.
- Make sure what you say helps to convey your message.

14.1 Self-assessment grid: writing a speech

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
Introduction: address and appetizer									
I have greeted and addressed my audience in an appealing/appropriate way.									
I have thanked my hosts for inviting me and my audience for being there.									
I have told a joke/an anecdote/used a proverb/raised a question etc. to arouse my audience's interest.									
I have introduced the topic and the points I want to cover.									
Main part: convincing arguments									
I have put a clear focus on the most important ideas/arguments for my purpose.									
I have put forward well-founded, convincing arguments and refuted counter arguments where possible.									
I have referred to supporting examples/facts.									
I have referred to experiences/values/problems etc. typical of the listeners' background.									
I have used ideas from the given material(s)/text(s).									

I have used ideas from other material and my knowledge about the issue.						
Conclusion: final statement						
I have indicated that I am concluding.						
I have repeated my most important point(s) / made a final memorable statement / a call to action etc.						
I have thanked my audience for listening.						
Final Check						
I have fulfilled the general purpose of my speech: commented on / offered solutions to the problem etc.						
In all parts I have focused on my audience and my intention.						
I have logically structured my speech using paragraphs/subheadings to make the structure visible.						
I have clearly stated my ideas using straightforward sentences.						
I have linked my ideas in a convincing way.						
I have checked my vocabulary/grammar/spelling with the help of a dictionary / made sure that I have included the relevant aspects from my notes.						
My vocabulary is appropriate for my target group.						
I have used rhetorical devices to convey my message.						

15 General advice on writing

In order to produce a text of good quality you have to go through various stages of writing. Here are the most important points you should keep in mind:

<u>Preparation</u>
Plan your written work thoroughly by

1) brainstorming: collecting ideas and materials and/or noting down keywords,

8) narrowing the scope: selecting the points you would like to use in your writing and abandoning those which are inappropriate or not sufficiently significant,

9) structuring: arranging your main points/ideas/arguments in a clear and logical order. Use e.g. a mind map (with numbers) or an outline. Make sure all your aspects are laid out very clearly (i.e. in a few words, using a clear structure).

<u>Writing stage</u>
- Write a **first draft** following your plan.
  - o Do not spend too much time on finding the right wording/choice of words yet.
  - o Leave plenty of space for your own additions and corrections.
  - o Read your finished first draft and make first improvements.
  - o Use a dictionary to help you with wording/choice of words you were not sure of or happy about earlier.
- Thoroughly **revise** your text with regard to
  - o content
  - o structure/logical order
  - o style
  - o grammar/sentence structure
  - o vocabulary/idiomatic expressions
  - o spelling and punctuation
    (see details in Self-assessment grid: "Revising written texts")
- **Rewrite** your text: Make a fair copy of your work.

- Always allow enough time to **re-read and proofread** your text.

15.1 Self-assessment grid: Revising written texts

Use this self-assessment grid to evaluate your own work. While checking your work, answer the questions below and tick:

☺ - Yes, well done   ☺ - OK, needs some improvement   ☹ - No, needs improvement

Criteria	Date:			Date:			Date:		
	☹	☺	☺	☹	☺	☺	☹	☺	☺
I have thoroughly revised the content of my text.									
I have stuck to the task/dealt with all the aspects of the task.									
I have said what I intended to say.									
I have avoided repetition.									
I have avoided unnecessary aspects.									
structure, logical order, style									
My text has an introduction, a main part and a conclusion.									
My ideas, arguments, examples are in the right order.									
My text has a visible structure, i.e. clear paragraphs.									
Every paragraph contains a topic sentence which states what aspect I am dealing with.									
My ideas develop from paragraph to paragraph.									
I have used linking words which connect my ideas and sentences and make my text coherent.									
I have put facts in a logical and/or chronological order using appropriate linking words.									
I have connected my ideas and sentences logically.									
I have avoided contractions (i̶s̶n̶'̶t̶ → is not, d̶o̶e̶s̶n̶'̶t̶ → does not, w̶o̶n̶'̶t̶ → will not, t̶h̶e̶r̶e̶'̶s̶ → there is) as they are not appropriate in formal writing.									

I have eliminated any wordiness, i.e. excluded all unnecessary words.							
grammar, sentence structure							
I have written complete, grammatically correct sentences by using - the right relative pronouns, - the correct prepositions after verbs and nouns, - the correct grammatical constructions which go with certain verbs, - the correct tense(s), - clear references, e.g. made sure it is clear who or what the pronouns in my text refer to. (See supplementary page: "How to improve my writing")							
I have used correctly and clearly structured sentences, which are - complete, - not long and complicated, - of varied length and structure.							
vocabulary, idiomatic expressions							
I have - varied my vocabulary by using synonyms (with the help of a monolingual dictionary), - taken into consideration that English speakers often prefer verbs rather than nouns to express an idea, e.g. *The point of view allows the reader to identify with the protagonist* rather than: *The point of view allows the reader an identification with the protagonist.*							
spelling							
I have checked my spelling/proofread my text with the help of a dictionary.							

I   Supplementary page: Quoting and referencing

Quoting and referencing are necessary to show that you have done some decent research on your topic and that you know what you are writing about. When using someone else's words and/or ideas, you are expected to state that clearly. If you do not do that, it is plagiarism.

The following rules are **basic rules**:

1. For quotations use quotation marks. In English: "...." (**not**: „ ...").

2. You always need to state where the information/quotation comes from. Even if you only refer to someone else's ideas without quoting them directly, you still need to indicate the source.
   If you quote from or refer to words, phrases and/or sentences from a given text in a "Klausur" indicate the lines they are taken from. Use (l. 1) if you refer to one line, (ll. 1 - 4) if you refer to several lines.
   In term papers you are expected to indicate the source (see below 3.) and the page
   number(s) of the source you are quoting from or referring to (p. 1, pp. 1 – 4).

3. There are various systems you can follow to indicate the source. The most important three are presented in the *Chicago manual of Style,* the *MLA* (*Modern Languages Association*) *Style Manual* and the *APA* (*American Psychological Association*) *Style Manual (see References).* You are free to choose the system you would like to follow, but you should avoid mixing the different systems.
   One of the systems the *Chicago Manual of Style* presents is the humanities style.
   It is used in the following way:
   In order to indicate the source/page number(s) you can either use footnotes at the bottom of each page[1] or endnotes at the end of your work and refer to them by numerals that recommence with every page or run through your whole term paper and refer to endnotes at the end of your work.
   In your footnotes or endnotes state the source of the information/quotation. When first mentioned cite the entire source (e.g.: `Patricia Henley`. *`The Hummingbird House`*`. Denver: MacMurray, 1999, 5`). If you quote the same source again, it suffices to give the author's name, possibly the year and the page number (e.g.: `Henley 1999,70`).

---

[1] Pam Peters. *The Cambridge Guide to English Usage.* Cambridge: Cambridge University Press, 2004, 70-71, 464-465

4. In your "List of references"[2] specify books, articles or internet sites you have used. In English academic writing you may use the following conventions (*Chicago Manual of Style,* humanities style):
- books
Author(s) (last name, first name). *Title of book*. Place of publication: Publisher, year of publication.
Example:

```
Henley, Patricia. The Hummingbird House. Denver: MacMurray,
1999.
```

- newspapers or magazines
Author(s). "Title of Article." *Title of Periodical.* Day- Month- Year, pages.
Example:

```
Poniewozik, James. "TV Makes a Too-Close Call." The Times. 20
Nov. 2000, 70-71
```

– electronic sources
Name of Site. Date of posting/revision. Name of institution/organization affiliated
with the site (sometimes found in copyright statements). <electronic address>.
[Date you accessed the site]
Example*:*

```
The Purdue OWL Family of Sites. 26 Aug. 2005. The Writing Lab
and
OWL at Purdue and Purdue University.
<http://owl.english.purdue.edu/>.[23 April 2006]
```

5. You should format quotations differently depending on their length. You should enclose short quotations (less than four typed lines of prose or three lines of verse) in your text within quotation marks ("… ").
Quotations longer than four typed lines should be placed in a free-standing block of text without quotation marks. The entire quote should be indented.

---

[2] Peters, 70

II   Supplementary page: Using graphic organizers to get started

You can prepare a task by means of graphic organizers. Graphic organizers help you to visually organize information and to show relationships between the different aspects of a text.
Your choice of graphic organizer depends on the kind of task you have to do.

Examples:

Mind Map
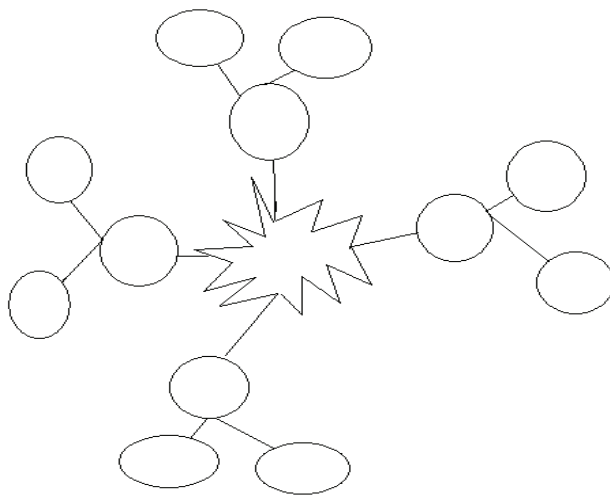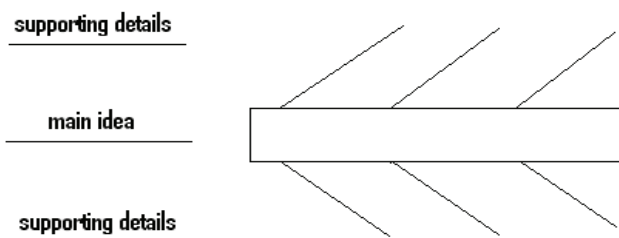
Brainstorming, getting a general or detailed view of a topic

A mind map is a good way to get started as it helps you to structure your very first ideas and to explore the relationships between aspects that are important for your task.
Write a keyword or phrase in the middle of your sheet of paper. Connect ideas with this central word or phrase by means of lines. Make sure that your ideas are logically connected to each other. You can write words and phrases along the lines, use colours to highlight certain aspects and add symbols, pictures and icons to stress the important points.

Herringbone/Fishbone

supporting details

main idea

supporting details

Identifying the main idea and supporting details

The herringbone or fishbone can guide your understanding of a text Establish the main idea of the text and write it on the backbone of the fish. On each of the six lines you deal with a question that can be related to the main idea of the text. Focus on: who?, where?, how?, what?, why?, when?. Write the answers on the lines.

Venn Diagram
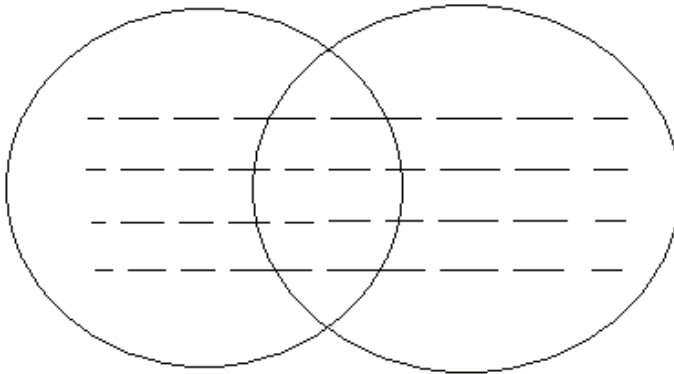
Comparing and contrasting

When you compare literary texts/films/real life experiences the Venn Diagram can be very helpful.
Draw two overlapping circles and write the similarities in the overlapping middle and the differences in the areas which do not overlap.

Flowchart
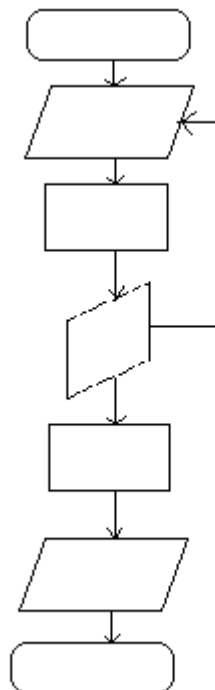
Visualizing a process, establishing the sequence of events, actions etc.

Flowcharts are used to depict the various steps of a process, sequence of events, actions etc. in a logical order. Arrows indicate the direction of the process.
Flowcharts can also be useful means in decision-making as they can help explore alternative paths and show the ensuing events and results.

Tree Diagram
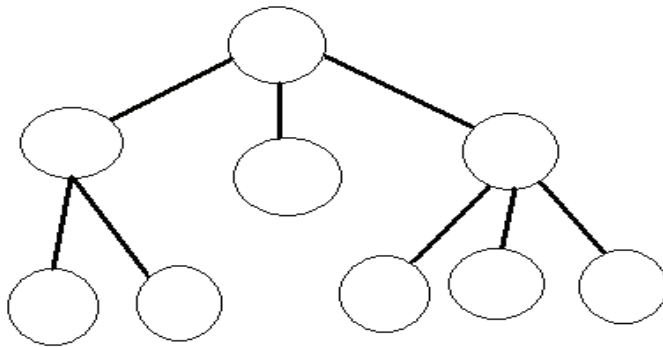
Finding the root-cause of a problem, analysing possible outcomes of an event

The tree diagram provides an even better way to explore ensuing events and results than the flowchart. Furthermore its hierarchical structure makes a step-by-step understanding of complex issues possible. By breaking down broader categories into smaller ones you move from the general to the specific. Write the main topic on top of the diagram. Below the main topic you write the subtopics. Break the latter ones again into smaller categories until you have gained a detailed view of the whole issue.

Concept Map
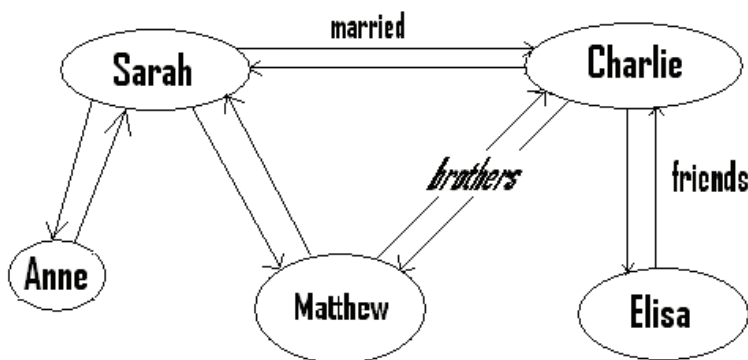
Establishing relationships among concepts and/or ideas

By means of concept maps you can depict complex relationships, e.g. between characters as well as their developments. -Write the concepts that you want to relate to each other in bubbles or boxes. Connect these bubbles or boxes with arrows. Define the relationship between the concepts by writing words or brief phrases along the arrows.

III Supplementary page: Linking ideas and sentences

There are various ways to connect thoughts and arguments. Structures help you to avoid unnecessary words and make a text more coherent and readable.

Examples:

main clauses	subordinate clause
He left the house. Soon afterwards he got into his car.	Soon after he had left the house he got into his car.
	present participle
He left the house. He was waving good-bye to his wife.	He left the house waving good-bye to his wife.
	past participle used as an adjective
She got lost in the crowd. She asked for help.	Lost in the crowd, she asked for help.
	past participle clause
He left the house. Soon afterwards he drove away.	Having left the house he soon drove away.
	infinitive
He went to the supermarket. He did so as he wanted to buy some milk.	He went to the supermarket in order to buy some milk.

Another way of joining clauses, sentences and paragraphs is through linking words and phrases. They will help you link your ideas, point out similarities, highlight differences, justify statements or provide examples and conclusions.

Frequently used linking words are: *for example, and, because, moreover, as a result, however.* Note that they are used in very different contexts.

Most linking words can either connect clauses or start a sentence to form a link between sentences. Generally you should avoid starting a sentence with *or, and* or *but.* If linking words start a sentence, they are followed by a comma.

nevertheless, …   *… and the hotels had very high standards. Nevertheless, some tourists complained about …*

in conclusion, …   *… In conclusion, if there is a moral obligation to protect life, gene technology should be a questionable choice for scientific researchers.*

If you are not sure about the usage, consult a good monolingual learner's dictionary.

NOTE: This is not a comprehensive list. You might want to add your own linking words and phrases.

If you want to add to your argument:

additionally, …	zusätzlich …	*…, too.*	auch
in addition, …	noch dazu, außerdem	*moreover, …*	außerdem, weiter
apart from …	abgesehen davon	*… and …*	und
besides …	ferner, überdies	*also, …*	außerdem
furthermore, …	außerdem, ferner	*… as well as …*	so wie auch

If you want to emphasise a statement:

apparently	offenbar, scheinbar	*evidently*	offensichtlich, zweifellos
naturally	natürlich, selbstverständlich	*obviously*	offensichtlich, klar
hardly likely	kaum wahrscheinlich	*undoubtedly, …*	zweifellos
actually	tatsächlich	*in fact*	genaugenommen

If you want to make comparisons:

similarly, …	ähnlich	*in the same way …*	ähnlich
similarly annoying	ebenso ärgerlich		
… likewise …	ebenso, gleichfalls	*equally, …*	gleichermaßen
compared to/with …	Im Vergleich zu	*equally slow(ly)*	gleich langsam
not only … but also …	nicht nur, sondern auch …	*… just like …*	wie auch

If you want to highlight contrast/show differences:

although …	obwohl	*in contrast (to) …*	im Gegensatz zu
yet, …	aber dennoch, doch	*neither … nor …*	weder … noch
despite …	ungeachtet dessen	*nevertheless, …*	nichtsdestotrotz
in spite of	trotz	*whereas, …*	während, wohingegen
however, …	jedoch, dennoch	*on the one hand … on the other (hand)*	einerseits … andererseits

When providing reasons:

because (of) …	infolge dessen /von	*for this reason*	aus diesem Grund
due to	wegen	*on the basis of*	auf Grund von
in this way …	auf diese Art und Weise, deswegen	*so that*	sodass
for this purpose …		*so*	deshalb, daher

When explaining results:

accordingly, …	demgemäß,	*in consequence*	folglich
as a consequence	entsprechend folglich	*owing to this, …*	infolge, wegen
as a result, …	folglich	*therefore, …*	deshalb
consequently	folglich		
hence, …	folglich, daher	*thus, …*	somit, folglich

When providing examples:

…, for example …	zum Beispiel …	*…, such as …*	wie (z.B.) …
…, for instance …	z.B. …	*…, including …*	einschließlich
…, e.g. …	z.B. …	*…, namely …*	nämlich …
…, i.e. …	d.h. …		

When showing a sequence (of events):

first …/firstly …	erstens	*another (point)* *last but not least, …*	ein weiterer (Punkt) nicht zuletzt
second …/secondly	zweitens	*finally /last…*	schließlich, zuletzt
next …	als nächstes		

When drawing conclusions and summing up:

all in all, …	alles in allem	*in brief, …*	kurz gesagt
as a result, …	Als Ergebnis	*in conclusion, …*	abschließend
on balance, …	alles in allem	*therefore, …*	daher
finally, …	abschließend	*to conclude, …*	abschließend
in other words, …	mit anderen Worten	*to sum up, …*	zusammenfassend

IV   Supplementary page: Analysis of written texts

Remember, your main goal is to explain how and why the author uses all kinds of means to make his/her point and the effect this has on the reader.
The following lists are meant to give you some survey and help. So do not just enumerate devices or list which are missing without drawing any conclusions.

When analysing <u>**literary (fictional) texts,**</u> you can check the following aspects:
- text type (sonnet, one-act play, short story)
- theme(s) (love, loneliness, conflict between partners/different groups)
- characterisation (direct, indirect/ex-, implicit; flat, round; (telling) names, appearance, way of thinking and speaking)
- setting (time, place, atmosphere, social background – in a drama that is often given in the stage directions)
- action/plot (internal, external action; exposition, rising/falling action, climax, turning point; surprise/open ending; suspense; flashback, foreshadowing/ anticipation)
- point of view (first-/third-person, omniscient, limited, selective omniscient, observer narrator)
- mode of presentation (telling, showing; panoramic, scenic; interior monologue, stream of consciousness, reported thought)
- rhetorical/stylistic devices (metaphor, symbol, alliteration, contrast, enumeration,
  personification, repetition, rhetorical question, wordplay)
- formal aspects (stanza, refrain, rhyme (scheme), metre/rhythm; act, scene; chapter, part)

With regard to <u>**non-literary (non-fictional) texts**</u> you can check the
- text type (newspaper article, editorial, letter to the editor, advertisement, (political) speech)
- purpose/intention (information, argumentation, persuasion, exaggeration, praise, criticism, entertainment)
- structure/layout (headline, subheading, topic sentences; introduction, main part, conclusion; sequence of facts, paragraphs, columns; print, visual additions)

In most texts it is also useful to have a look at the <u>**use of language**</u>.
You can take into consideration:
- register (neutral, formal, informal, colloquial language, slang, taboo words)
- wording (choice of words, connotations, ambiguity, wordplay)
- syntax (simple, complex, incomplete sentences; active, passive constructions)
- tone (serious, objective, ironic, humorous, witty, emotional, sentimental)
- rhetorical devices (direct address of the reader, rhetorical questions, repetition,
   emphasis, enumeration, examples, quotations)

V   Supplementary page: Writing about a cartoon

Here are some useful expressions that will help you write about a cartoon.

What kind of picture is it? Where is it from? What is it about?		
The cartoon by...published in...	is about shows/presents depicts deals with	
		the attitude towards the problem of
In his/her cartoon, published in..., X/Y	addresses alludes to refers to criticises is directed at/targets comments on exposes the fact that	the current discussion on the policy the trend the use of people who
The scene depicted in the cartoon by ... published in...		

What is depicted?		
The cartoon	consists of is made up of has	several visual elements speech or thought bubbles different frames a caption
	is divided into	x parts
In the foreground/background In the middle/centre At the top/bottom On the left/right In the top right-hand corner In the bottom left-hand corner	there is/you can see ...(a ... /several ..) (a/a number of)... can be seen a ... is shown/depicted several ... are depicted	
- The man/woman is characterised/depicted as someone who ... - She/he looks as if ... - She/he appears to be/doing... - It seems as if ... - She/he seems to be/be doing … - Mr Y looks bigger than... as he is positioned in the foreground.		
The caption	states that... explains … is a comment/statement by ... plainly shows that ... reinforces the impression ... forms a contrast to the picture is unexpected/short/ very funny	

What is the message and which techniques are used to convey it?

- The cartoon expresses/points out/aims to show ...
- The cartoon conveys the message that ...
- The key point the cartoon is trying to make is to expose the fact that...
- The message of the cartoon is obvious/plain
- The scene epitomises ... (= verkörpert/ist der Inbegriff von ...)
- The cartoonist's message is clear/unclear
- The cartoonist emphasises/criticises/wants to express the idea that…
- The cartoonist seems to criticise/ridicule/call into question ...
- It is obvious/plain to see that ...
- What we learn from the cartoon is ...
- X (an element in the drawing/he/she/it) stands for/represents/symbolises /shows …
- X is exaggerated/stressed …
- X is a caricature of .../X is the stereotypical ...
- X is caricatured/ridiculed as ...
- This indicates that ...
- It is obvious from the way X is depicted that ...
- This assumption is supported by the fact that ...
- The humour lies in the difference/misunderstanding/discrepancy/contrast/parallels between ... and ...

What is your personal opinion?

- The cartoon appeals/does not appeal to me.   In my opinion ...
- The cartoon is complex/well done/very clever/effective/of high quality/convincing/entertaining.
- The cartoon is simplistic/confusing/unfair/hurtful to/exaggerated.
- The cartoon achieves its aim of ...-ing. It skilfully/effectively ...
- The point the cartoon is trying to make appeals to me/does not appeal to me because ...
- The message of the cartoon is lost on me/fails to work for me because ...
- I entirely/partly agree with ...
- I have my doubts as to ...
- The message needs further explanation.

How do caption/text and cartoon fit together?

- The text supports the message of the cartoon because …
- Nevertheless, some detail provided in … does not appear in …
- Whereas the text says … the cartoon seems to imply …
- In contrast to the cartoon, the text …

VI Supplementary page: Collecting information from charts and tables

Language note:

Tenses

Use <u>past tense</u> when focusing on one point in time in the past.

Use <u>present perfect tense</u> when referring to a period from the past to now.

Use <u>simple present tense</u> for accepted facts. You may also use it when discussing your results and conclusions.

Plural

The statistics show … (usually used in the plural).

The media have to be considered …. (plural word).

Only a small percentage of people are … (use plural verb if the noun that follows *a percentage of* is plural).

In British English in particular many collective nouns such as "majority", "minority", "rest" are used preferably with plural verbs ("the majority are...."). Also note: *The number of inhabitants has decreased since 1999. A number of inhabitants have left the city.*

The form "data" can be used with a singular or plural verb (*The data is* … */are* …).

"Police" is always used in the plural: The police have been looking for likely suspects.

Amount and number

Use "amount" with uncountable nouns and "number" with countable nouns.

A massive amount of paper, a large amount of money …, but: *the number of children /of miles…*

Introduction	
What is the graph/chart about? What is the source of the material? What does the graph/chart/table refer to? What is the content? (weights, measures, currency...) What is the time span covered?	*The graph/chart is about … /deals with …* *It is taken from …* *The graph/chart/table shows the relationship between … and …* *The table compares the population in terms of/with respect to/with regard to marital status and annual income (in dollars).* *It covers a period of … .months/years …* *It depicts a development of three months/years from 2002 to 2005.*
In what way is the information presented?	*This is a bar chart/pie chart/line graph/table.* *The vertical/horizontal line shows/represents …* *The figures are expressed as a percentage of the total population/total number of …* *The data are presented in absolute numbers.*
Description (Describe Figure 1 /Table 2 /Document 3)	
Is there a general development?	*The line/size/weight … rises/increases/decreases … slowly/gradually /more steeply/almost vertically/there is no change...* *There has been a noticeable/distinct increase in the number of/drastic reduction in volume/dramatic fall in the proportion of...* *The upward development/downward trend continues.* *The number/proportion/frequency/amount of … has changed slightly/steadily/sharply/markedly/dramatically /significantly.* *The unemployment figures stagnate/remain stable.* *The rates fluctuate widely/considerably/from year to year.*
What is the highest/lowest point? Is there anything striking? Are there any irregularities?	*From 1985 to 1990 the population declined from 40,000 to 30,000 inhabitants.* *The average of … is …* *African-Americans account for 12% of the US population.* *This amounts to a total of …* *… production reached a low/peak/peaked in 2005* *The minimum/maximum weight/size/depth is …* *Only a small percentage of people are …* *This amounts to a total of …*

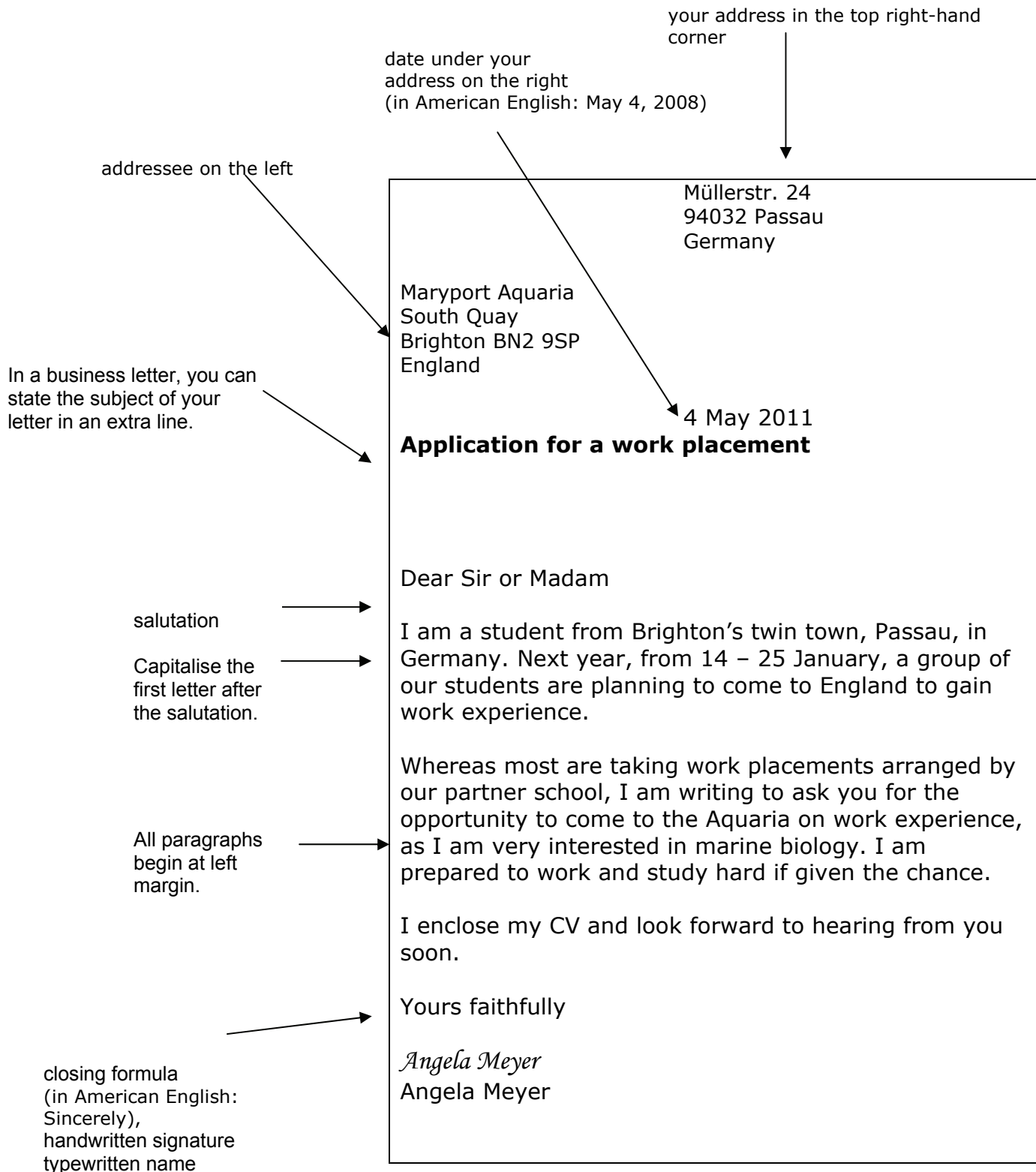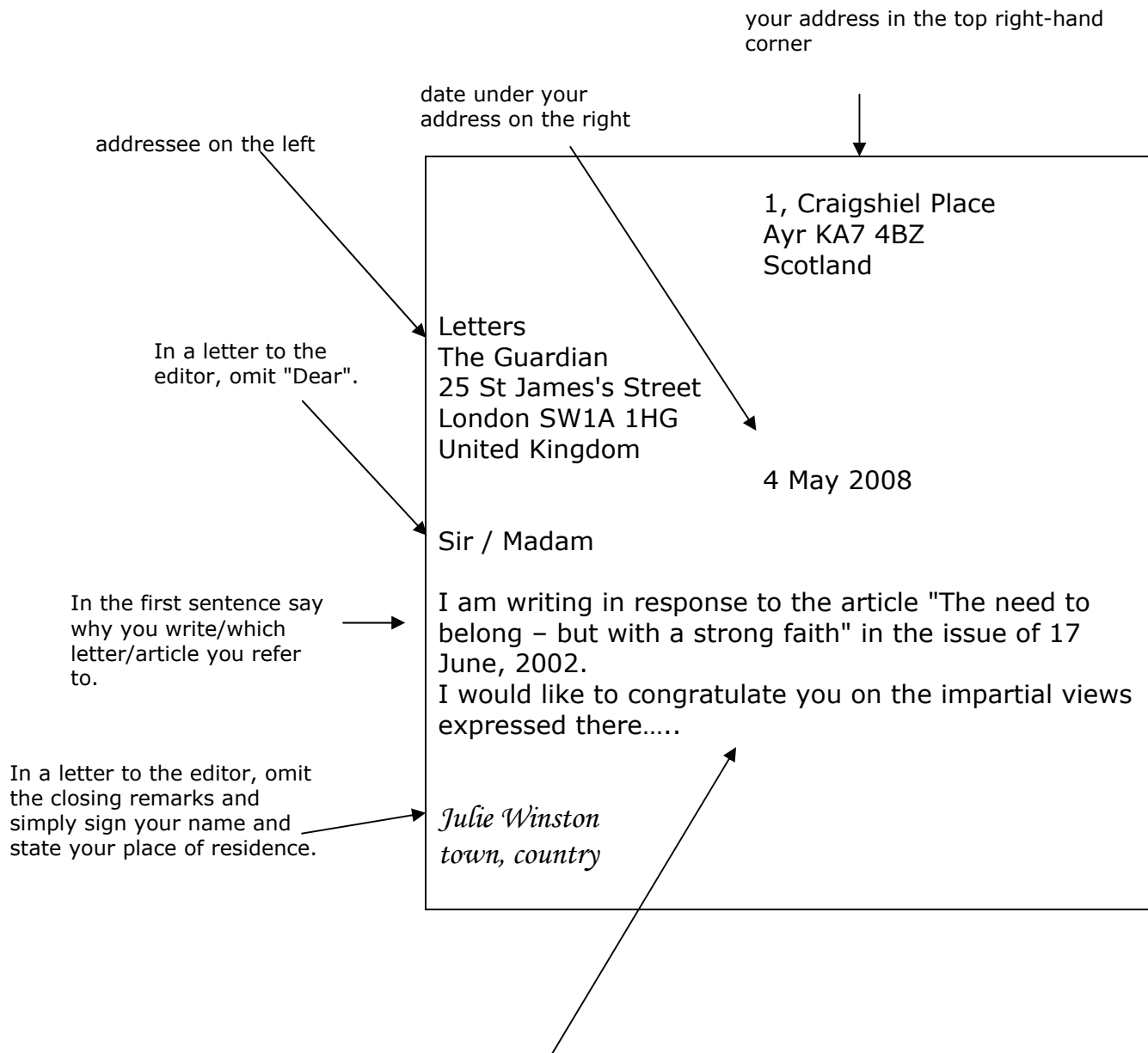| **Comparison** *(Compare the developments depicted in Figure 1 with each other. Do the data presented in the table back up the information provided in the text? Say why/why not.)*	
Are there any similarities and/or differences with respect to the different data/pieces of information/developments … given?	***Comparing the different data with each other we can say that …*** *The country with the highest/lowest population density/biggest/smallest area is …* *The amount in … is higher/lower in … than …* *The number is about three times higher than …* *They employ twice as many as … It is twice the size of …* *While figure 1 reflects … figure 2 shows …*
Generalisation *(Sum up the main information supplied in Document 1.)*	
What are the most important data/observations/ developments?	*Generally speaking, /By and large, /All in all, /Summing up, …*
Explanation/interpretation/prediction/evaluation *(Explain/assess the development depicted in …. Analyse the data presented in …. Comment on the development shown in ….*	
What are the reasons for the developments shown? Can the different data/various developments be related to each other? What predictions can be made?	*We can account for this development by looking at…* *The statistics for London/for 2005 … show/reveal that…* *Due to/… because of …* *The number/rate of … is expected/predicted/likely to drop/fall after 2010.* *In my opinion this trend will continue.* *Judging by/from …*
Do the data and/or developments depicted in the chart, graphs and/or table confirm what you know about the topic?	*The data confirm/support the thesis/information …* *The data are not consistent with other figures.* *The information does not seem to be trustworthy.* *The chart conveys a false impression.*

VII Supplementary page: Sample formal letter

your address in the top right-hand corner

date under your address on the right
(in American English: May 4, 2008)

addressee on the left

In a business letter, you can state the subject of your letter in an extra line.

salutation

Capitalise the first letter after the salutation.

All paragraphs begin at left margin.

closing formula
(in American English: Sincerely),
handwritten signature
typewritten name

Müllerstr. 24
94032 Passau
Germany

Maryport Aquaria
South Quay
Brighton BN2 9SP
England

4 May 2011
Application for a work placement

Dear Sir or Madam

I am a student from Brighton's twin town, Passau, in Germany. Next year, from 14 – 25 January, a group of our students are planning to come to England to gain work experience.

Whereas most are taking work placements arranged by our partner school, I am writing to ask you for the opportunity to come to the Aquaria on work experience, as I am very interested in marine biology. I am prepared to work and study hard if given the chance.

I enclose my CV and look forward to hearing from you soon.

Yours faithfully

Angela Meyer
Angela Meyer

VIII   Supplementary page: Sample letter to the editor

A letter to the editor follows most of the conventions of a formal letter (p. 69).
Note, however, that nowadays letters to editors are often sent via email. Most
newspapers and magazines offer contact information on their internet sites.

your address in the top right-hand corner

date under your address on the right

addressee on the left

In a letter to the editor, omit "Dear".

In the first sentence say why you write/which letter/article you refer to.

In a letter to the editor, omit the closing remarks and simply sign your name and state your place of residence.

1, Craigshiel Place
Ayr KA7 4BZ
Scotland

Letters
The Guardian
25 St James's Street
London SW1A 1HG
United Kingdom

4 May 2008

Sir / Madam

I am writing in response to the article "The need to belong – but with a strong faith" in the issue of 17 June, 2002.
I would like to congratulate you on the impartial views expressed there…..

Julie Winston
town, country

As to the content of your letter: clearly state your purpose: Make clear right away if you want to criticise, support or add information.

Confine yourself to the most important argument. You might have to repeat a certain argument presented in the newspaper article in question to show what you are referring to, but do not tell the journalists what they have written themselves.

IX   Supplementary page: How to improve my writing

Recognizing your strengths and weaknesses helps you to overcome your problems and guarantees a lasting improvement on your work. Here are some suggestions:
<u>Do not forget: Making mistakes is part of learning</u>. You should not try to write without making any mistakes. Instead, try to <u>find out</u> what you -personally- must focus on to im-prove your writing. By **finding your personal focus points** you will realize what to work on.

To **find your focus points** you could
- find out which of your wordings make it difficult to understand you
- ask fellow students if they can understand what you want to say
- compare the results of your self-assessment grids and determine points you should focus on
- modify the provided self-assessment grids according to your needs
- devise your own self-assessment grids

To **work on your focus points** you could
- look at texts you have written and find out which of your wordings are really suitable to express your thoughts – maybe you should use them more often
- look at your fellow students' work and copy good ideas/wordings
- correct wordings that make it hard to understand you with the help of
  - a dictionary
  - a grammar book
  - the internet
  - classmates
  - the teacher
- maintain a card index of your corrections
- devise a poster with useful phrases/corrections and put it up at home/in class
- devise a self-assessment grid to check grammar/sentence structure/style that meets your needs
- for particular focus points
  - rewrite/correct all your wordings containing a particular focus point
  - revise relevant chapters in a grammar book
  - modify completed exercises for your personal needs
  - analyse completed exercises (Have they been useful to you? Why? Why not?)
  - do new exercises
  - design new exercises (e.g. by modifying exercises you have already done)
  - revise vocabulary on certain subjects, e.g. using lists or mind-maps
  - extend your vocabulary by e.g.
    - finding synonyms and antonyms of words that caused difficulties
    - looking up and learning expressions that contain the word that caused problems
    - devise new vocabulary lists or mind-maps

X Operatoren

Die folgende Übersicht

- systematisiert Operatoren, mit denen die Arbeitsaufträge formuliert werden,
- erläutert die jeweiligen Anforderungen und
- illustriert Möglichkeiten ihrer Verwendung anhand von Beispielen.

Die Formulierung von Aufgaben erfolgt mit Hilfe von Operatoren, die durch Arbeitshinweise ergänzt werden können. Sie dienen der Eindeutigkeit der Anforderungen an die vom Prüfling zu erbringende Leistung und deren Darstellungsform.

Die Operatoren werden im Folgenden dem Anforderungsbereich zugeordnet, dessen Anforderungen sie überwiegend repräsentieren. Die Anforderungsbereiche lassen sich nicht immer scharf voneinander trennen. Ihre Zuordnung kann auch vom Kontext der Aufgabe abhängen.

Der Begriff „Text" bezieht sich auf den erweiterten Textbegriff, also auch auf diskontinuierliche Texte, wie z.B. Statistiken und Bilder.

Der Übersicht sind mögliche Textsorten im Bereich Gestalten mit Erläuterungen und Beispielformulierungen für Aufgaben beigefügt.

Reproduktion und Textverstehen

Operatoren	Erläuterungen	Beispiele
Gelenkte Zusammenfassung		
outline	Outline the information required. Give the main features, structure or general ideas of a text in your own words omitting details. Do not include your own opinion or interpretation.	• Outline the arguments presented in Text A against and in favour of …. • Outline the information given by the narrator/author on …. • Outline the situation of …. • Outline what … says about ….
give an account of		• Give an account of … (as described in …).
summarize/ summarise/ sum up		• Summarize the main ideas on … as presented in the excerpt from ….
describe	Give an accurate account of sth in your own words.	• Describe … as depicted in ….
state	Present sth clearly using your own words.	• State the information the author gives on ….
Traditionelle Zusammenfassung		
summarize/ summarise/ sum up	Give a concise account of the main aspects/points in your own words. Write an introductory sentence.	• Summarise the article. • Sum up the excerpt.

Reorganisation und Analyse

Operatoren	Erläuterungen	Beispiele
Textanalyse		
analyze/ analyse	Explain the meaning of specific aspects and/or features of the text and their effect on the reader/audience.	• State the message of the article (Text A) and analyze how the author tries to make it credible to the reader. • Analyze/Show how the author tries to convince the reader of his/her point of view on the issue. • State the message of the text and analyze how the use of imagery serves to convey this message to the reader. • Analyze how the relationship between the characters is reflected in their language…. • Analyze how the author's use of humor helps to convey his message. • Briefly describe the aim the writer pursues in this excerpt, and analyze how the point of view he/she employs helps to achieve it. • Analyze how the reader's interest in the text is aroused by its content and structure. • Describe the picture/cover… and analyze to what extent it may help to understand …. • Briefly state the message of … and analyze how the picture, the layout and the use of … convey this message to the reader.
examine		• Examine the problems the protagonist faces ….
show (how)	Point out and illustrate.	• State …'s opinion about … and show how the reader is made to share it by analysing relevant literary means. • Show how the boy is characterized in this excerpt.
explain	Describe in detail and give reasons for / refer to causes/effects.	• Explain the protagonist's behaviour in the given conflict …. • Explain what is meant by the following statement from the text: "…" (l. …).
describe (the way)	Give an accurate account of sth in your own words.	• Describe the way the playwright creates an atmosphere of suspense and explain its effect on the reader.
compare/ contrast	Point out similarities and differences / Emphasize the differences between two or more things.	• Describe Text B (the picture/two graphics) and compare its information with the information given in the article (Text A). • Describe Text B (the picture/two graphics) and contrast its information with the information given in the article (Text A).
relate	Establish a connection between two things.	• Relate the writer's message as conveyed in Text A to the information given in Text B.

Mediation

Operator	Erläuterungen	Beispiel
outline/give an account of/sum up	Give the relevant information on the topic. Do not write a letter / an e-mail. Use paraphrases.	• Outline the information from Text B that refers to…. Do this to help someone write a paper/speech on this issue….

Diskussion/Kommentar

Operatoren	Erläuterungen	Beispiele
Diskussion/Kommentar		
discuss	Examine/analyze, give reasons/arguments based on supporting evidence for and against an opinion/position and come to a justified conclusion.	• Discuss whether the difficulties and chances illustrated in Text A are typical phenomena of globalization. • Discuss whether the protagonist has coped with the problem in an adequate way.
comment on	Based on arguments express your personal view on a problem / certain behaviour / attitudes/opinions.	• Comment on the impact of globalisation on families.
reflect on	Consider/contemplate/think carefully and deeply about a problem/certain behaviour, attitudes or viewpoints.	• Referring to a character from literature or film, reflect on the influence of … on this person's life.
convince	Present arguments so that the addressee will support your view.	• As an exchange student you are attending an American high school for one year. In a formal letter convince the head of your school that the introduction of bilingual classes would be profitable.
justify	Show adequate grounds for decisions or conclusions.	• Justify the protagonist's behaviour in the light of ….
verify	Analyze and show that something is true.	• Verify the author's thesis …
assess/ evaluate	Decide on the value or the state of something and give reasons for your decision.	• With reference to the quotation, assess the impact of ….
interpret	Make the meaning of something clear and give your own view.	• Interpret the quotation …

Gestalten[3]

Textsorte	Erläuterung	Beispiele (Operatoren sind fett gedruckt)
article	Write an article with a heading, an introduction, clearly structured main part and conclusion which is adequate for the target group.	• Imagine that you are an exchange student. Write an article for your school magazine on …. **Discuss** …. • Write an article for your school magazine **assessing** the state of … in your host country and in Germany.
letter/ **letter to the editor**	Write a letter which is adequate for the purpose / target group. Use the form of a formal letter with addresses and a date as well as adequate opening (and closing) remarks.	• The man/woman referred to in the text writes a letter to the editor in order to **comment on** the situation and problems of …. Taking into consideration what you know about …'s experiences, write this letter. • Write a letter to the editor, **discussing** the problem of…. Address the letter to…
speech	In a speech you express your personal opinion in front of an audience. Write an introduction, a clearly structured main part and a conclusion which is adequate for the target group.	• As a delegate of the UN youth conference you are invited to contribute a speech **discussing** the problems of… • As an exchange student in the U.S. you have been asked by the debating club at your high school to give a speech **reflecting on** the importance of young people's participation in general elections.
diary entry	A diary entry is a personal text in which a character reflects about something she/he has experienced. Slip into the shoes of this character and write the diary entry considering the character's feelings, emotions, thoughts, language.	• On the last page of her five-year diary, the woman **reflects on** the talk she gave on her 18th birthday, the dreams she had then and what has become of her since. • In her hideaway, the protagonist secretly keeps a diary in which she **reflects on** the incident, the life she has left behind and her future prospects. Write this diary entry. • After being turned down for the Master's programme, Stephen writes a diary entry **reflecting on** his shattered dreams, his ambitions, plans and feelings.
talk show/ **discussion (concept)**	Describe the concept of the talk show/discussion. Name the points the discussion should focus on. Say who participates. Explain your choices.	• For a project day at your high school/the bilingual part of your school you plan a panel discussion on …. You have already invited …. Choose three further guest speakers. **Justify** your choices and suggest what contributions they could make to a meaningful discussion.
film(script) (concept)	Discuss the material/ outline the content and describe the concept of a film/documentary. Refer to filmic devices. Give reasons for your choices.	• In your film club you want to make a film/documentary on the problems of second- generation immigrants. **Discuss** whether the given short story/article is suitable material for this purpose. Also consider filmic devices.
poster/ flyer (concept)	Describe a poster/flyer that would be adequate for the given purpose. Write its text and describe its layout (size/colour/ headings/illustrations). Give reasons for your decisions. Do not draw the flyer!	• Imagine that you are attending the high school mentioned in the text and ~~you~~ have been asked to design a flyer for a project day on … Describe the design of this flyer (i.e. layout, text, illustrations) and **justify** your choices. • Imagine the protagonist decides to design a flyer aimed at …. Describe and **reflect on** the flyer's design (layout, text, illustrations).

---

[3] In der Übersicht werden Beispiele aufgeführt. Es wird dabei kein Anspruch auf Vollständigkeit erhoben

XI References

Aczel, Richard: *How to Write an Essay*. Stuttgart: Klett, 2003

Bruck, P. et al. (Hrsg.): *Skyline. Advanced Level. Ausgabe C.* Stuttgart: Klett, 2003

Bülow, F.M. et al. (Hrsg.). *Learning English - Top Line. Lese- und Arbeitsbuch für die 12. und 13. Klasse*. Stuttgart: Klett, 1992

CPA (Hrsg.): *How to write a letter to the editor*. http://www.acp-cpa.ca/lettertoeditortips.htm [07.11.06]

FAIR (Hrsg.): *How to communicate with journalists.*http://www.fair.org/ [06.11.06]

Firnkes, F.; Kammerer, H.: Üben fürs Abi – Textproduktion Englisch*. Stuttgart: Klett, 2001*

Freese, P. (Hrsg.): *Viewfinder Special. Lese- und Arbeitsbuch für die gymnasiale Oberstufe*. 2. Aufl. München: Langenscheidt-Longman, 1999

GMU Writing center (Hrsg): Sample Business Letter. *http://www.gmu.edu/departments/writingcenter/letter.html [06.11.06]*

Hamburger Bildungsserver (Hrsg.): Intensivkurs im Fach Englisch. Texte und Aufgaben für die Vorstufe der gymnasialen Oberstufe*. http://hamburger-bildungsserver.de/oberstufe/intensivkurs_englisch.pdf [04.10.06]*

Jewell, Richard: *Writing an Analysis*. CollegeWriting.Info. http://www.tc.umn.edu/~jewel001/CollegeWriting/WRITEREAD/Analysis/default.htm [03.11.07]

Kemnitz, R. et al.: How to deal with texts. A systematic approach to the analysis of texts. *Frankfurt a.M.: Diesterweg, 1994*

Kirschning, K.: Business letters for beginners. *Darmstadt: Winklers Verlag, 2000*

Landesbildungsserver Baden-Württemberg (Hrsg.): *Cartoon Analysis Guide*. http://www.schule-bw.de/unterricht/faecher/englisch/eunterricht4/wortschatz/cartoon2 [04.01.07]

LISUM (Hrsg.): Fachbrief Nr. 6 Englisch*. http://www.lisum.de/Inhalte/Data/unterrichtsentwicklung/sprachen/englisch/sek2/fachbriefe/[19.01.07]*

McClintock, J. et al. (Hrsg.): *Step Up. Texts, Topics and Language Activities for Advanced Learners*. Frankfurt a.M.: Diesterweg, 1991

Peters, Pam: *The Cambridge Guide to English Usage*: Cambridge University Press, 2004, 70-71, 464-465

Sächsisches Staatsministerium für Kultus. *Hinweise und Empfehlungen für die Gestaltung des Fremdsprachenunterrichts in der beruflichen Bildung.* Lampertswalde: Stoba-Druck, 2001

Schwarz, H. (Hrsg.): *New Context.* Berlin: Cornelsen, 2003

SenBJS et al. (Hrsg.): *Rahmenlehrplan für die gymnasiale Oberstufe. Englisch.* Gültig ab Schuljahr 2006/07. http://www.berlin.de/imperia/md/content/sen-bildung/schulorganisation/lehrplaene/sek2_englisch.pdf [18.10.2006]

Sicher ins Zentralabitur. Berlin, Brandenburg, Mecklenburg-Vorpommern. Arbeitsheft mit CD-ROM. 1. Aufl., Stuttgart: Klett 2006

Steinbrecher, Armin; Vater, Dieter; Weiß, Gerhard: *Eleven Plus. Topics for text skills*. Berlin: Cornelsen, 1986/1997

Student Learning Center (Hrsg.): Linking words and phrases. http://www.flinders.edu.au/SLC/Linking_words.pdf *[19.01.07]*

Swales, J. M.;Feat, C. B.: *Academic Writing for Graduate Students. Essential tasks and Skills.* Ann Arbour: U Michigan P, 1994. S. 105-130

Swan, Michael: *Practical English Usage.* Stuttgart: Klett, 1995

Tepe, T.: *Twenty-One New Short Shorts. Creative Exercises*. Stuttgart: Klett, 1995

The Chicago Manual of Style Online (15th edition). "Chicago-Style Citation Quick Guide". University of Chicago Press. http://www.chicagomanualofstyle.org/tools_citationguide.html. [28.07.08]

The Writing Lab and OWL at Purdue and Purdue University (Hrsg.): *APA and MLA Formatting and Style Guide.* http://owl.english.purdue.edu/owl/resource/557/01/ [11.11.06]

Recommendations

Boone, C.: *Abi-Countdown. English Texts. Faktenwissen.* 2. Aufl., Stuttgart: Manz, 2004.

Bendl, H.: *Abi-Countdown. Englisch Leistungskurs. Prüfungsaufgaben*. 2. Aufl. Stuttgart: Manz, 2000.

Firnkes, F.; Kammerer, H.: *Üben fürs Abi – Textproduktion Englisch*. 2. Aufl. Stuttgart: Manz, 2003

Clarke, D.: *Besser in Englisch. Abiturtrainer: Textarbeit. Oberstufe*. Frankfurt a.M.: Cornelsen Scriptor, 1995

Clarke, D.: *Besser in Englisch. Einführung in die Textarbeit*. Oberstufe. Berlin: Cornelsen Scriptor, 1989.

Sicher ins Zentralabitur. Berlin, Brandenburg, Mecklenburg-Vorpommern. Arbeitsheft mit CD-ROM. 1. Aufl., Stuttgart: Klett 2006

X   Documentation section

Project / Text type / Title	Date	Page
Writing a summary		
Sample summary 1: …		
Sample summary 2: …		
Self-assessment grid: Writing a summary		
Writing a comment		
Sample comment 1: …		
Sample comment 2: …		
Self-assessment grid : Writing a comment		
…		
Supplementary page: General advice on writing		
Supplementary page: Linking words		