



Writing letters

Didaktische Anmerkungen

Wenn (noch) Briefe geschrieben werden anstelle des schnellen, flüchtigen Informationsaustausches per E-Mail, dann dienen sie häufig als Ausdruck der Wertschätzung des Adressaten. Ihre Intention ist meist das reflektierende und strukturierte Berichten über Erfahrungen. Sie orientieren sich auch an gewissen formellen Konventionen, deren Nichtberücksichtigung oft als Unhöflichkeit empfunden wird. Der Brief ist also noch eine genuine Form der schriftlichen Kommunikation, während sich bei E-Mails die Merkmale schriftlicher und mündlicher Kommunikation vermischen und die Grenzen zwischen beiden von Nutzer zu Nutzer ganz unterschiedlich gesetzt werden.

Schüler müssen daher als textsortenspezifische Merkmale zwei Aspekte zunächst bewusst wahrnehmen und dann in eigenen Texten auch zielgerichtet anwenden:

- a) die sprachlichen Konventionen von Begrüßung und Einleitung des Briefes ebenso wie die gleichermaßen formelhaften Konventionen von Briefabschluss und Verabschiedung
- b) die Notwendigkeit der leserfreundlichen Strukturierung der Informationen und der Verwendung von Wörtern (Kohärenzsignalen) wie *then, after that, at first* etc., die dem Leser diese Strukturiertheit verdeutlichen

Da Briefe schriftliche Kommunikation darstellen, ist es auch wesentlich, dass Schüler erkennen, auf welche Teile eines erhaltenen Briefes sie angemessen eingehen müssen und welche Informationen von ihnen in einem Antwortbrief erwartet werden. Vor dem Verfassen eines Briefes muss daher das „richtige“ Lesen des Ausgangsbriefes geübt werden.



Kommunikative follow-up activity

Erklären Sie den Schülern nach dem Verfassen des Briefes (siehe S. 11), dass sie anschließend den Briefinhalt mehreren Zuhörern so erzählen sollen, dass diese Mühe haben, Ort und Zeit des Geschehens zu erraten.



Writing letters – How to do it (Analysis)

1. Read the two letters and

- underline the phrases and sentences at the beginning and at the end of the letters which you can use in many other letters, too;
- **circle** the words which structure the content (*Inhalt*) of the main parts; and
- put a wiggly line under the sentences you should respond to in your answer letters.

Dear Julia,

Inverness, 25th June

Thank you so much for your letter and the lovely photos of your hometown.

Have you always lived there? It's a wonderful place with all these old buildings and the medieval town wall.

By the way, my parents took me to York for a weekend trip. Have you ever been there? It's a very impressive old town. At first we joined a guided tour through the town centre with its narrow lanes and romantic buildings. Then we visited the cathedral – it's huge, I was really impressed. After that we wanted to walk around and do some shopping, but it started to rain, so we went to our hotel and had dinner there – yummy! I had the best chocolate mousse I've ever tasted! What's your favourite dessert?

Well, that's all for today – I've got to do my homework for tomorrow's French lesson.

Write soon.

Lots of love

Elaine

Hi Fabian,

Chester, 18th October

How are things? We just returned home from hospital – with a broken ankle (*Fußknöchel*).

Do German pupils go on class trips? Well, we do.

What was the 'Wohn turm' (Wohnturm) yesterday, you know, one of those big stone



Writing letters – How to do it (Analysis)

2. Now write the words and phrases you underlined into the suitable columns.

Beginning/salutation (<i>Begrüßung</i>)	Ending/signing off (<i>Schlussformel</i>)

Introductory phrases (<i>Einleitungssätze</i>)	Closing phrases (<i>Schlussätze</i>)

3. Which words or phrases did you circle? Why are they important for the reader?
 You may write down the reason(s) in German.

Words/phrases	Why are they helpful for the reader?

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Writing letters – How to do it (Exercises)

1. Try to put the parts of this letter into the correct order.
First number the parts, then write the letter.

Lots of love

Thank you for your lovely postcard.

Dear Sandra

At first we had problems finding the hotel.

See you soon.

We are in Whitby for a two-week holiday.

The mountains look great –
did you climb all of them?

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Yesterday we walked along the beach – my dog Skippy had lots of fun chasing the seagulls (*Möwen*).

But then we asked a policeman
and he helped us.

I'm happy to hear from you.



Writing letters – How to do it (Exercises)

2. This letter was written in a great hurry – many important parts are missing.
Try to re-write it and add the missing parts.

Tobias,

We went on a biology field trip (*Exkursion*) last Wednesday. We walked through the wet grass for more than an hour. We watched frogs and dragonflies (*Libellen*) at a lake. We collected flowers and different kinds of reeds (*Schilfrohr*) and had to name them. Phil slipped and fell into the lake. We laughed. Mr Douglas, our biology teacher, was very angry. We walked back to school.

Sandy

3. Claire is your pen pal (*Brieffreundin*). You want to tell her about your holiday in Italy.
Use as many of the words and phrases given as possible.

- I'm having a great time.
- ... is wonderful!
- How's life?
- How are you?

- At first ...
- By the way ...
- Then ...
- After that ...
- Finally ...



Writing letters – Now it's your turn!

You found a time machine, pressed a button and spent a day in ...

- the Wild West;
- Africa in the 1850s;
- a medieval town in the 13th century.

Choose one of these places and write a letter to a friend about what happened to you.

First collect ideas and words, e. g.

- What did the place (landscape, town) look like?
- Describe the people you saw or met.
- Describe what happened (adventures, dangers, what you or others did, ...).

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Where?
When?
...



Writing letters

How to do it (Analysis)

1. + 2. Words and phrases to be underlined:

Beginning/salutation	Ending/signing off
Dear	Lots of love
Hi	Love
Introductory phrases	Closing phrases
Thank you so much for your letter ...	Write soon.
How are things?	Bye for now.

1. + 3. Words and phrases to be circled:

Words/phrases	Why are they helpful for the reader?
at first	These words structure the story and make it easier to read it quickly.
then	
after that	
finally	
but	
so	

1. + 4. Sentences to respond to:

Elaine's/Liz' sentences	Your responses
Have you always lived there?	Individuelle Lösungen
Have you ever been there (York)?	
What's your favourite dessert?	
Do German pupils go on class trips?	
Have you ever seen a picture ... (of a Norman keep)?	
I broke my ankle.	

How to do it (Exercises)

1. Dear Sandra,
 Thank you for your lovely postcard. The mountains look – a – all of them?
 What about the two, the

Whitby, 25th July

2. Lösungsvorschlag:

Dear Tobias,
 Inverness, April 29th
 How are things? Do German pupils go on field trips? We want to visit the

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