TEXTSORTEN

ESSAY (AHS)

Definition

Ein Essay präsentiert den Standpunkt des Schreibers/der Schreiberin zu einem bestimmten Thema. Er/Sie versucht, die Leserschaft von diesem Standpunkt anhand von Begründungen und Beispielen zu überzeugen. Ein gegenteiliger Standpunkt kann auch erwähnt werden, aber nur, um ihn zu entkräften und als nicht überzeugend darzustellen. Essays können somit eine einseitige Argumentation aufweisen oder mehrere Standpunkte beleuchten. Der Schreiber/die Schreiberin will aber auf jeden Fall die Leserschaft von seiner/ihrer Meinung überzeugen.

p

Aufgabenstellung

Es gibt nur mehr einen Operator, nämlich "*discuss*", der sowohl die Begründung eines Standpunktes als auch das Diskutieren verschiedener Standpunkte ermöglicht. Danach folgen drei *bullet points*, die die Ideenfelder vorgeben, welche diskutiert werden sollen.

Aufbau

- **Titel** *(title)*
- **Einleitung** *(introduction)*
- **Hauptteil mit drei Absätzen** *(main text with paragraphs)*
- **Schluss** *(conclusion)*

Bevor du zu schreiben beginnst:
- Bilde dir eine Meinung zum Thema.
- Mache eine Mindmap oder eine Liste mit Beispielen/Argumenten zu den drei *bullet points* oder ein *freewrite*, um deinen Gedanken zum Thema freien Lauf zu lassen.

Titel (title):
- Stellt den Bezug zur Aufgabenstellung her.
- Tipp: Manches Mal ist es auch gut, den Titel erst zum Schluss zu finden, damit er auch wirklich zum Geschriebenen passt.

Einleitung:
- Beginne entweder mit einer rhetorischen Frage, welche die Leserschaft zum Nachdenken anregt, oder
- mit einem passenden Zitat oder
- mit einem außergewöhnlichen Beispiel, das deine Meinung illustriert.
- Bekunde bereits in der Einleitung deine persönliche Position zum Thema, damit die Leserschaft weiß, welche Argumentation sie zu erwarten hat.
- Auf jeden Fall nennt sie die Kernaussage deines *essays*.

Hauptteil:
- Jeder Absatz soll durch einen *topic sentence* eingeleitet werden (make your point).
- Dieser *topic sentence* wird dann begründet oder mit Beispielen illustriert.

- Hier sollte man auf die vorgegebenen *bullet points* eingehen.
- Tipp: Verwende eine vernünftige Anzahl an *linking words*, um Sätze und Absätze logisch miteinander zu verknüpfen.

Schluss *(conclusion)*

- Bewertet die Kernaussage.
- Fasst deinen Standpunkt nochmals zusammen.

Register/Stil:

- formell/neutral: keine Kontraktionen
- Leser/in wird nicht direkt angesprochen.

Länge: immer 400 Wörter

Für einen guten Aufbau eines Absatzes, merke dir die Formel: **P.E.E.**

P: point clearly stated
E: evidence/explain
E: example

There are those who argue that the internet has had an extremely positive influence on communication. They say this because in the past it was sometimes impossible to call people in other countries on the telephone, but now it is relatively simple to use a program such as Skype to talk to them for free or to send an email. A good example here are the students who go to study abroad and are able to send messages home with no difficulty, when in past they would have had to buy stamps and go to the post office which was much harder and more expensive.

From: http://www.dcielts.com/ielts-writing/paragraph-coherence-1/#ixzz2t9nWW0HD [2014-07-02]

Ideal wäre es, wenn jeder Absatz einen Abschluss hätte: **P.E.E.P.** (point taken up at the end)

There are many people who believe that longer prison sentences are necessary for repeat offenders. The idea is that people are much less likely to re-offend if they know that they will receive a serious sentence of perhaps 20 years for any further crimes. This would reform the system where many criminals do re-offend simply because they know that the consequences will not be very severe if they are caught. For example, a petty thief who might take the risk of a gaol term of 6 months would not risk 20 years for the same crime. This leads to the conclusion that longer gaol terms for repeat offenders are an effective deterrent.

From: http://www.dcielts.com/ielts-writing/examples-paragraph-coherence/#ixzz2t9p4cXCd [2014-07-02]

Kennzeichen eines Opinion essays

DOs	DON'Ts
Write in a formal style.	Use colloquial expressions.
Introduce the topic clearly.	Use short forms.
State clear topic sentences.	Use emotive vocabulary, like "I absolutely detest people who …"
Use generalizations.	Give personal examples.

Use quotations.	Over-generalize: "All politicians are liars."
Use good linking devices. (However, Moreover, Nevertheless, As …)	Use simple linking words (and, but, because)
	Write a series of short sentences

Use the following expressions to give your opinion:

As far as I am concerned, … **I am (not) convinced that …**

In my opinion/view … **My opinion is that …**

I (firmly/strongly) believe … **I (definitely) feel/think that …**

I am inclined to believe that …

From: http://answers.yahoo.com/question/index?qid=20090226182235AAveF0s [2014-07-02]

Model task: opinion essay

For Women's Day, an American magazine asks young people to express their opinion on the following topic:

Is there still a great deal of sexual discrimination today?

The best essays will be published in their magazine. You have decided to send in an essay.

You should answer the question above and give reasons for the position you take.

In your **essay** you should discuss:
- disadvantages of working women
- women's position in society
- discrimination today

Give your essay **a title**. Write around **400 words**.

Sexual discrimination still rampant

Throughout this century, the role of women within society has changed, and the majority of people feel that the change is for the better. More women work than ever before, and it is accepted in Western culture that many women now have careers. Nonetheless, **in my opinion** there is still a great deal of sexual discrimination against women within society, and the belief that sexual equality has been achieved is not altogether accurate.

To begin with, many women find it very difficult to return to work after having children. The main reason for this is that there are rarely any provisions made for childcare in the workplace and, in these cases, women are forced to find someone to look after the children while they are at work. Obviously, this can prove to be a time-consuming and expensive process, yet it must be done if mothers are to be able to resume their careers.

Secondly, the traditional views of the position of women within society are so deeply ingrained that they have not really changed. **For instance**, not only is the view that women should stay at home and look after their family still widely held, but it is reinforced through images seen on television programmes and advertisements. **An example of this** is that few men are ever seen doing housework on television, since this is traditionally thought of as "a woman's job". **Thirdly**, since families often need two incomes in order to enjoy a good standard of living, a woman finds herself doing two jobs: one at home and one at the office. So, it could be said that a woman's position has, in fact, deteriorated rather than improved, with the result that women carry the burdens of equality but get none of the benefits.

In contrast, there are some people who claim that the problem of sexual discrimination no longer exists. They point out that women do, after all, have legal rights intended to protect them from discrimination. **In addition,** a few women are now beginning to reach top positions as judges, business leaders and politicians, while a number of other previously all-male professions are opening their ranks to women. **Nonetheless,** these examples are not the norm and discrimination is still very much with us.

Taking these points into consideration, I would say that the position of women has improved only slightly. **While** rules and laws have changed, it is the deep-rooted opinion of people within society which are taking a longer time to evolve. **Needless to say,** although attitudes have changed, sexual discrimination will remain a problem which we all need to face and fight against.

Title:
controversial

Introduction:
opinion clearly stated, example given

BP* 1:
supports opinion
P
E
E

BP 2:
supports opinion
P
E
E

P

BP 3:
contrasting opinion is proven to be unconvincing

P – E – E – P

Conclusion:
summary of ideas and confirmation of opinion

437 words

From Evans, Virginia: Successful Writing. Proficiency. 2000

ARTICLE (AHS+BHS)

Definition

Ein Artikel ist ein Text zu einem Thema, der zur Veröffentlichung bestimmt ist (z. B. in einer Jugendzeitschrift).

Man schreibt einen Artikel, um die Leserschaft zu unterhalten, zu fesseln, zu überzeugen. Ein Artikel wird auch sehr häufig für Wettbewerbe geschrieben und ist ein selbständiger Teil einer Publikation.

Aufbau

- **Titel** *(title)*
- **Einleitung** *(introduction)*
- **Hauptteil/3 Absätze** *(3 main paragraphs)*
- **Schluss** *(conclusion)*

Titel: Plakativ; muss packend, fesselnd sein!

Einleitung: Soll reißerisch sein, damit man das Interesse der Leserschaft weckt.

Hauptteil/3 Absätze: Die einzelnen Absätze beinhalten immer einen *topic sentence*, der in Folge erklärt und erweitert wird.

Schluss: Zusammenfassung oder offenes Ende; man hinterlässt der Leserschaft etwas zum Nachdenken.

Register/Stil: formell/neutral/persönlich (abhängig von der Leserschaft

Länge: 250 oder 400 Wörter

Kennzeichen eines Artikels

- Man muss sich über die Leserschaft im Klaren sein. (Who am I writing for? Jugendliche, Lehrer/innen oder …?)
- Man muss sich über den Zweck des Artikels Gedanken machen. (Ist es eine Beschreibung, eine Information, ein Ratschlag?)
- Packende <u>Titel</u> können sein:
  - eine rhetorische Frage: "Is Weight-lifting Bad for Our Health?"
  - direkt an Leser/innen gerichtet: "What You Have Always Wanted to Know About …"
  - eine Serie von Hauptwörtern: "Austria's Cultural Heritage"
  - mit schmückenden Adjektiven versehen: "Luscious Lollipops for Cool Kids" (hier mit Alliteration)
- Jeder Absatz beginnt mit einem *topic sentence*.
- Man verwendet rhetorische Fragen.
- Man spricht Leser/innen direkt an ("you").
- Verwendetes Vokabular sollte hohes Niveau haben.
- Man schreibt formell oder informell, je nach Leserschaft.
- Man schreibt jedoch nicht überemotional.
- Man schreibt für eine breitere Öffentlichkeit.

Model task: article

In your local English café, "Shakespeare & Co.", you have seen an English magazine reaching out to its readers.

> *"We are planning a series of articles on the effects of new technology on our lives. We would like you, the readers, to write us an article. The best article will win a brand-new iPad."*

You have decided to send in an article.

In your **article** you should:
- point out how important technology is in your job or school work
- comment on how the internet has affected your life
- argue if recent technological changes are for better or worse

Give your article a **title**. Write around **250 words**.

Article	Notes
Technology – a curse in disguise	Interesting **title:** to attract readers' attention and engage their interest
The technological revolution is full of paradoxes: it has enabled us to communicate more easily, yet it is killing the art of conversation. It has supposedly freed up more time for leisure, yet it has caused us to become slaves to our work.	**Introduction:** strong **opening paragraph** to encourage readers to go on reading
If I didn't have a mobile phone I wouldn't be able to respond to the demands of my job. My clients would abandon me and my boss would sack me. So, regrettably and much to the annoyance of my family, it is switched on 24 hours a day. I can spend whole weekends without saying a word to my husband or the children, either because I am on the phone or because they are too angry to want to speak to me.	**BP 1†:** mobile phone **D‡ 1:** effects on job **D 2:** effects on family life
My attitude to the computer is equally ambivalent. Thanks to my laptop I can reply to clients' emails from the comfort of my hotel room almost as soon as I have received them. But the faster I work, the greater my clients' expectations become of me and consequently the more pressure I create for myself.	**BP 2:** the internet **D 1:** effects on job **D 2:** consequences
Even in the home environment the computer seems to create more problems than it resolves. My husband and I have now got into the dubious habit of doing our supermarket shopping on the Internet. This cuts us off from human contact and turns us into antisocial, overweight couch potatoes.	**BP 3:** **D 1:** shopping **D 2:** lack of human contact **D 3:** lack of exercise
All of this leads me to the firm conclusion that mobile phones and computers should all carry a government health warning: technology can seriously damage your health and your personality.	**Conclusion:** leaving the reader something to think about
	260 words

From: Ready for writing; www.eoimamen.files.wordpress.com [2014-07-02]

TEXTSORTEN

REPORT (AHS/BHS)

Definition

Ein Bericht *(report)* wird für einen bestimmte Zweck und eine bestimmte Leserschaft (meistens eine Autoritätsperson) geschrieben. Es wird eine spezifische Information und die Bewertung einer Situation/eines Problems erwartet. Meistens nimmt man zur Analyse Statistiken zur Hilfe. Diese Statistiken hat man entweder nach Befragung verschiedener Personen und/oder anderer Recherchetätigkeit selbst angefertigt oder in einer Fachlektüre gefunden.

Man schreibt einen Bericht, um die Leserschaft über die Rechercheergebnisse zu informieren und danach Vorschläge oder Empfehlungen abzugeben.

Aufbau

- **Empfänger** *(to)*
- **Autor/in** *(from)*
- **Datum** *(date)*
- **Titel/Betreff** *(title/subject)*
- **Einleitung** *(introduction)*
- **Hauptteil/3 Absätze mit Überschriften** *(3 main paragraphs with headings)*
- **Schluss** *(conclusion)*

Titel/Betreff: Soll kurz und prägnant/aussagekräftig sein!

Einleitung:
- Man erklärt, warum man den Bericht schreibt.
- Man erwähnt, woher/von wem man die Daten erhalten hat.
- Man gibt einen kurzen Hinweis an die Person, die einen um den Report gebeten hat.
- Man weist darauf hin, was man aus der Statistik lesen kann.

Hauptteil/3 Absätze mit Überschriften: Die Absätze beinhalten immer einen *topic sentence*, der in Folge erklärt und erweitert wird.

Schluss: Zusammenfassung mit Empfehlungen/Vorschlägen

Register/Stil:
- formell/neutral
- keine Kontraktionen
- sachlich

Länge: 250 oder 400 Wörter

Kennzeichen eines Berichts

- Man will jemandem die Antwort auf Fragen, die derjenige/diejenige gestellt hat, geben.
- Man präsentiert und analysiert Fakten, nicht Meinungen.
- Man wertet alle gefunden Quellen aus.
- Man präsentiert das gefundene Material logisch und prägnant.
- Man macht kurze Unterüberschriften, die auf den nachfolgenden Absatz verweisen.
- Der Schluss ist fast immer ein Vorschlag oder eine Empfehlung.
- Man schreibt sehr formell, kurz und prägnant.

- Es gibt unterschiedlichste Typen von Berichten, was die untenstehende beispielhafte Liste zeigt. Für die SRDP in lebenden Fremdsprachen werden Berichte außerdem in verkürzter Form verfasst und die Aufgaben sind dem Niveau B1 bzw. B2 angepasst; der Aufbau kann demnach variieren.

  Berichtstypen, beispielhafte Aufzählung:
  - Abschlussbericht (nach Beendigung eines Projekts ⇒ Leserschaft: z. B. beteiligte Personen oder Organisationen; Öffentlichkeit)
  - Praktikumsbericht (nach Abschluss eines Praktikums ⇒ Leserschaft: z. B. Praktikumsvermittler)
  - Ingenieursbericht oder technischer Bericht (z. B. Bauprojekt)
  - Forschungsbericht (Darstellung des Forschungsstands zu einem Thema, kann eine Literaturübersicht enthalten)
  - Geschäftsbericht = Jahresbericht (Geschäftsverlauf des vergangenen Geschäftsjahres, enthält z. B. Lagebericht, Jahresabschluss = Bilanz, Gewinn-und-Verlust-Rechnung und Anhang zum Jahresabschluss etc.)
  - Tatsachenbericht, Ereignisbericht, Unfallbericht (z. B. Polizei, Untersuchungskommission)
  - Tätigkeitsbericht (z. B. Ergebnis/Zusammenfassung einer Betriebsversammlung)
  - Reisebericht (Darstellung der Beobachtungen und Erlebnisse von Reisenden, variiert je nach Zweck der jeweiligen Reise)
  - Projektbericht (Leserschaft: z. B. Stipendienstelle)
  - Finanzbericht/Rechenschaftsbericht (einer Organisation gegenüber ihren Geldgebern, über ihre Tätigkeit und über finanzielle Vorgänge, z. B. Unternehmen oder Partei gegenüber ihren Stakeholderinnen und Stakeholdern oder der Öffentlichkeit, ein Verein gegenüber den Mitgliedern)
  - Journalistischer Bericht (Beantwortung von „W-Fragen", schildert einen Sachverhalt oder eine Handlung, ohne Wertungen der Autorin/des Autors zu enthalten)

(Vgl. https://www.matura.gv.at/downloads/download/bericht-als-textsorte-bei-der-schriftlichen-reife-und-diplompruefung-srdp-in-den-lebenden-fremdsprachen (2023-02-20))

Model task: report

An international report group is carrying out an investigation into the housing situation for young people around the world.
You have been asked by the group to write a report about your country.

In your **report** you should:
- summarise the different housing options available in your country for young people
- highlight the problems faced by young people with each option
- suggest future changes in the housing situation for young people

Give your report **a title** and meaningful **headings**.
Write around **250 words**.

The housing situation for young people in my country

Introduction

The aim of this report is to examine the various housing options open to people in their early twenties in my country and the difficulties encountered with each one. It will also consider likely future developments in the housing situation for young people here.

Buying a property

Property speculation and soaring inflation have put house prices well beyond the reach of the vast majority of first-time buyers. The few who do manage to raise the money for the deposit on a small one-bedroomed flat, are then likely to experience problems obtaining a mortgage. Banks are unwilling to lend money to anyone without a permanent contract, something which most young workers can only dream of.

Renting

An obvious alternative is to rent a property. However, just as house prices have risen dramatically, so too have rents, leaving low-earners with little choice but to share. For many twenty-somethings this can prove an enjoyable experience, but some discover only too quickly that they are not suited to living together with others. Local authorities provide some low-cost rented accommodation specifically for young single people, but this tends to be in very short supply.

Living with parents

It is hardly surprising, then, that a significant proportion of school and college leavers opt to continue living in the parental home until they have saved enough money to buy a place of their own. This may take some time, however, and friction between parents and children can result if departure is delayed too long.

Future developments

As long as house prices continue to increase, the outlook for young people here will remain bleak. Only a substantial fall in property values will improve the situation and this does not seem likely in the near future.

Title: explanatory

Introduction:
outlines the purpose for writing

BP 1:
3 housing options given:
advantages and disadvantages of each option stated in each paragraph
(**BP 1 + 2** mixed)

BP 2:
clear subtitles;
appropriate linking words

Vocab: avoiding repeating "young people"

BP 3/Conclusion:
future outlook

282 words

From: Ready for writing; www.eoimamen.files.wordpress.com [2014-07-02]

Useful language

Introduction:
The aim/the purpose/intention of this report is …
As requested, this is a report concerning/regarding …
This report outlines/contains/examines/assesses …
The report outlines the results of a survey conducted by …
The data included in this survey contains information/obtained gathered by means of a questionnaire/opinion poll …
The information below summarizes statistics compiled by …

Interpreting statistics/opinion polls etc.:
Twenty per cent of the people asked …
One out of five is of the opinion that …

A large proportion/the majority of the people questioned …
One third/half of those interviewed …
Few/Most people approve of/are in favour of …
It is generally felt that …

Conclusions:
On the basis of the facts mentioned above …
In conclusion/to conclude …
I/we conclude/recommend/would suggest …
My/Our recommendations therefore are …
It is therefore apparent/obvious …
On the basis of these findings, it would seem that …

EMAIL ^(AHS/BHS) / LETTER ^(BHS)

Definition

Es gibt formelle und informelle E-Mails/Briefe. Für das Niveau B2 werden aber hauptsächlich formelle Schreiben verwendet.

Folgende Typen von E- Mails/Briefen gibt es:
- Beschwerdeschreiben
- Motivationsschreiben für Job
- Bitte um Auskunft
- Bestellungen
- Leserbriefe
- Entschuldigungsschreiben
- Informationen, Rat und Hilfe geben

An dieser Stelle wird nur der allgemeine Aufbau einer formellen E-Mail/Briefes beschrieben.

Aufbau

- **Eigene E-Mail- oder Post-Adresse** *(own email or postal address)*
- **Adresse Empfänger/in** *(email or postal address of recipient)*
- **Datum** *(date)*
- **Betreff (Re:)** *(subject)*
- **Anrede/Grußformel** *(salutation)*
- **Einleitung** *(introduction)*
- **Hauptteil/3 Absätze** *(3 main paragraphs)*
- **Schluss** *(conclusion)*
- **Schlussformel/Verabschiedung** *(complimentary close)*

Eigene E-Mail- oder Post-Adresse: Diese ist oft nicht notwendig, weil sie von der Lehrperson vorgegeben wird. Falls sie doch nötig sein sollte, ist es ratsam, eine „seriöse" E-Mail-Adresse zu verwenden (z. B. a.kofler@gmail.com) anstatt einer informellen, wie z. B. katzi1@gmx.at.

Adresse Empfänger/in: Diese ist ebenfalls oft schon vorgegeben.

Datum: Nicht vergessen!

Betreffzeile: Muss treffend sein und den Inhalt des E-Mails widerspiegeln.

Grußformel: Dear Sir, …/Dear Madam, …/Dear Mr Brown, …/Dear Ms Brown, …

Einleitung: Soll klarmachen, warum man schreibt.

Hauptteil/3 Absätze: Man führt alle wichtigen Punkte an.

Schluss: Man betont die Absicht des E-Mails/Briefes noch einmal und erklärt, welche Reaktion man sich vom Angeschriebenen erwartet.

Schlussformel: Formell: Yours faithfully … (wenn man mit „Dear Sir" begonnen hat)
                          Yours sincerely … (wenn man mit Mr/Ms mit Namen begonnen hat)
          Informell: Best regards, …/Kind regards, …

Register/Stil: formell/neutral/Empfängerin wird direkt angesprochen.

Länge: immer 250 Wörter

Kennzeichen eines E-Mails/Briefes

- Man schreibt formell oder informell, je nach Adressat.
- Betreffzeile bezieht sich auf den Inhalt des E-Mails/Briefes.
- Man nennt den Grund für das Schreiben in der Einleitung.
- Man stellt sich vor, falls es der erste Kontakt ist.
- Man erwähnt einen etwaigen vorangegangenen Kontakt.
- Man lässt eine Zeile frei, wenn man einen neuen Absatz beginnt.
- Man beginnt einen neuen Absatz für jeden Hauptpunkt, in dem man weitere wichtige Details präsentiert.
- Man spricht den Leser/die Leserin direkt an („you").
- Das verwendete Vokabular sollte der Schreibintention entsprechen (informell vs. formell).
- Keine Abkürzungen oder Wortverschmelzungen (contractions), wie *don't, won't*.

Model task: email

Your class has chosen you to write to an English company that your class wants to visit during next month's language week. You should ask them for permission to visit their offices.

In your **email** you should:
- give reasons why your class would like to visit the company
- discuss what the students would like to do during the visit
- argue how the results of your study trip might benefit the company

Write around **250 words**.

Re: Request of a visit to your premises on 12th May, 20xx	**Subject line**
Dear Mr Collins,	**Salutation**
I am writing on behalf of my economics class at Salzburg Business College, to request that you be so kind as to permit us to visit your company premises for study purposes. Our class has been learning about the development of technology in industry, and would greatly appreciate the chance to tour your buildings.	**Introduction**
It would be most useful to see how the theory we have been taught has been put into practice in a real life situation. Furthermore, we are keen to do our study on a successful company like yours.	**BP 1:** say why the visit would be useful for students
It would likewise be valuable if we could tour the premises to get an overall impression of the production system. We would also like to ask questions about the processes involved and your economic policy, as well as information on management and staffing structures.	**BP 2:** say what students would like to do during the visit
I would like to offer suggestions as to how such a visit would be of benefit to your company. Allow me to suggest that the local press could be invited to cover the visit, which would generate very positive publicity.	**BP 3:** benefits for company
In addition, I feel that your company might wish to use the visit as an opportunity for interviewing the students. It is highly likely that, by establishing first-hand contact with German-speaking students who will be looking for employment when they complete their studies, you would save on your advertising for vacancies in the future.	**BP 4:** further benefits for company
We would be delighted if you considered the visit as outlined above and I would like to thank you for your time and cooperation in this matter.	**Conclusion:** say what you would like the company to do thanking the company for considering the visit
Yours sincerely,	**Formal sign-off**
Cornelia Maier	**Name**
	257 words

From: Evans, Virginia: Successful Writing. Proficiency. 2000

Useful language

Reasons for writing:

I am writing with regard/reference to …
I am writing to express (my concern/disappointment with/disapproval of/apologies for)
I am writing in response to the advertisement concerning …
I am writing in my capacity as chairman of …
I would like to draw your attention to/point out certain inaccuracies.
I am writing to complain about/enquire about/tell you about/suggest.
I would like to request further information about.
In response to your letter of 26th February, I am writing to …

Introducing points:

Firstly, /To begin with, …

Secondly/Moreover/Furthermore/In addition/What is more …

Thirdly/Finally …

I should also like to point out that …

I must also (dis)agree with …

According to your (article) …

Your article states that …

However, …

To make matters worse, we were informed that …

Another query I have is about …

Request for action:

I would appreciate it/be most grateful if you …

It would be very helpful if you …

I wonder whether you could possibly send me …

Please could you …

Please keep me informed regarding any further developments.

Could you possibly tell me …?

I look forward to hearing from you soon.

I look forward to receiving the information requested.

I trust/very much hope you will …

In conclusion, …

BLOG POST AND COMMENT (AHS/BHS)

Definition

Im Wesentlichen ist ein Blog ein persönliches Online-Tagebuch, das von Internet-Usern auf der ganzen Welt gelesen werden kann. In Blogs kann man seine persönliche Meinung zu verschiedenen Themen kundtun, ebenso wie Themen aus Politik, Wirtschaft oder Umwelt aufgreifen.

Blogs sind deshalb so interessant, weil die Leserschaft auf eine Meinung reagieren kann. Man kann auch lesen, was Dritte über ein Thema denken. Weiters eignet sich der Blog auch dazu, mit anderen Leuten zu kommunizieren.

Es gibt zwei Arten von Blogs:
a. **Blogeintrag** *(blog post)*
b. **Blogkommentar** *(blog comment)*

Aufbau

- **Einleitung** *(introduction):*
  je nach Blog ohne Bezug (*blog post*) oder mit Bezug (*blog comment*) zu früheren Einträgen
- **Hauptteil** *(main text):*
  in Absätze gegliedert
- **Schluss** *(conclusion)*

Länge: 250 oder 400 Wörter

a. **Blog post**

In der Regel dient ein *blog post* dazu, eine Diskussion zu einem bestimmten Thema zu eröffnen.

Erfordert:
- Titel *(title)*
- Benutzernamen *(user name)*
- Datum *(date)*
- Uhrzeit *(time)*

Persönlich:
Man schreibt, weil man von etwas Faszinierendem berichten will (neue Idee, Reiseerfahrungen, eine Bastelidee, außergewöhnliches Hobby, ein Thema, das man gerne öffentlich diskutieren möchte etc.)

Beruflich:
Imagepflege von Firmen, Mitteilungen an Mitarbeiter/innen machen und ihnen Gelegenheit geben, den Blog zu kommentieren. Eine Firma kann auf diesem Weg den Kontakt mit den Kunden/innen pflegen.

Register/Stil:
- persönlich/informell (meistens beim Kommentar)
- neutral/formell beim Blogeintrag

Kennzeichen eines Blogeintrags

- Man schreibt, um gelesen zu werden.
- Man ist sich dessen bewusst, dass der Blog im Internet veröffentlicht wird (Stil, Ideen, Originalität).
- Titel:
  - Soll Aufmerksamkeit der Leserschaft auf sich ziehen.
  - Soll für Suchmaschinen geeignet sein (z. B. viele Nomen). Man will ja von der Leserschaft/ von Suchmaschinen leicht gefunden zu werden.
  - Soll lustig, interessant, informativ oder kontroversiell sein.
- Man gibt Informationen/überraschende Tatsachen/Außergewöhnliches bekannt.
- Vor allem der erste Absatz soll die Aufmerksamkeit der Leserschaft erwecken.
- Man bezieht die Leserschaft mit ein, spricht sie direkt an.
- Man ermutigt die Leserschaft, einen Kommentar zu schreiben.

b.   Blog comment

Erfordert:
- Benutzernamen *(user name)*
- Datum *(date)*
- Uhrzeit *(time)*

Kennzeichen eines Blogkommentars

- Man schreibt, weil man die Meinung eines anderen kommentieren will.
- Man bezieht sich im ersten Absatz auf den Blog, den man kommentiert.
- Man ist sich dessen bewusst, dass viele andere diesen Eintrag lesen werden.
- Man kann Originalität, Intelligenz, eigene Meinung oder Erfahrungen zum Ausdruck bringen.
- Man kommuniziert mit dem Autor/der Autorin des Blogs und anderen Kommentator/innen.

Model task: blog post

A lot of teenagers try to be cool and liked by their peers. You and your friends also find this topic interesting and you decide to start a blog.

In your first **blog post** you should:
- comment on why people try to be popular
- point out what famous people do differently
- suggest what people can do to be more popular

Give your blog a **title**. Write around **400 words.**

The Secret Path to Cool: What It Takes to Become the Most Popular Kid in School	**Title + introduction:**
by Jeff Goins	16th May, 20XX/38 Comments	Twitter, Facebook, Google+.	
It took me 20 years to learn this.	**attention grabbing**
It's the secret to "cool"– something I never quite grasped – to getting girls to like you and becoming the most popular kid in school. It's also the key to a breakout career that turns fledgling writers into best-selling authors and mediocre musicians into world-famous artists.	
What is it?	**making readers want to read on**
Stop trying so hard.	
• To be liked.	
• To be accepted.	
• To be *known*.	
What Bono knows (that you don't)	**BP 1:**
There's something important that rock stars understand that the rest of us don't. In order to get people to like you, you have to stop caring.	rock stars are different
At least, a little.	**D 1:** they do not care about being popular
Granted, not everyone who's popular does this. Some obsess over status: how many Facebook friends they have, how many books they've sold, how many numbers they've got stored in their smartphone.	**D 2:** being cool endears us to them
But the true leaders and world's greatest artists set a new standard. They do their work effortlessly. They don't even have to try – or so we think.	
They're just so, well, *cool*.	**Reader + author are "we" + "us" :** so reader is addressed
And this endears us to them even more. We love them for not caring, for not competing for our attention or trying to keep up with the status quo.	
Of course, we all know that it probably takes lots of effort to make it look so easy, but it's their attitude that makes us love them. Such ambivalence inspires the rest of us to be more daring.	
It's not really about not caring	**BP 2:**
Why do we find this attitude of indifference so inspiring? Because it's uncommon to be fearless. It's rare to risk rejection and be true to who you really are.	**Topic sentence:** question + answer
The secret to becoming cool, then, isn't to care too little. It's to care too much … about the right things.	**D 1:** do and say important things/show that you care for others
Instead of worrying what people will think, focus on making stuff the world needs. Write what needs to be written. Say what needs to be said. And make what needs to be made.	
If you're trying to be accepted, to be *known*, to do the kind of work that makes a difference, and nothing seems to work, try this: Stop caring so much.	**BP 3:**
Here's what happens when you do this:	reader addressed as "you",
• You become more comfortable in your own skin.	tips in imperative
• You do better work.	
• You get people, some people, to like you.	
And most importantly, you realize this isn't about people liking you at all. It's about leaving a legacy, about taking risks and being brave and no longer questioning who you are and the work you were born to do.	**Conclusion**
So what do you say? What's one thing you can stop caring so much about? Share in the comments.	reader is asked to comment

From: *http://goinswriter.com/cool/#disqus_thread* [2014-07-02]

Model task: blog comment (to the above blog)

You have found a blog you are interested in and would like to share your thoughts with the world.

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by Jeff Goins | 21st May, 20xx/38 Comments | Twitter, Facebook, Google+

It took me 20 years to learn this.

It's the secret to "cool" - to getting girls to like you and becoming the most popular kid in school. It's also the key to a breakout career.

What *is* it?

Stop trying so hard.

- To be liked.
- To be accepted.
- To be *known*.

So what do you say? What's one thing you can stop caring so much about? Share in the comments.

In your **blog comment** you should:
- discuss the blog post
- describe your personal situation
- state how Jeff's blog post has changed your attitude

Write around **150 words.**

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by Mary Stone	18th May, 20XX	
Jeff, I stumbled across your blog only recently and it has given me the courage to say what I've always known to be true. I realized a while ago that I needed to stop putting so much effort into making sure I was liked and into ensuring lots of people knew who I was.	**No title necessary!** Introduction refers to the stimulus and leads into BP 1
Now I focus on myself, not in an arrogant way, but rather on self-improvement. For example, I spend my Saturdays volunteering at a women's shelter whereas in the past I devoted my whole weekends to hair appointments, manicures and buying the latest high-street fashion.	**BP 1:** personal situation **D1:** changes in her life
I'm aware that there is still room for me to become less concerned about my popularity. For instance, I keep an eye on the number of my Facebook friends, even though I know this is not important.	**BP 2:** idea about what could still be changed
And guess what? Since I started caring more for other people and less about myself I've become more popular than ever.	**Conclusion**
	156 words

LEAFLET (BHS)

Definition

Ein Broschüre *(leaflet)* ist eine Art offener Brief, der an Leute verteilt wird (per Post, per Hand, in Touristik-büros etc.) und der gezielte Informationen zu einem Thema enthält.

Man erstellt eine Broschüre, um:
- Werbung für ein Produkt/ein Service/eine Region etc. zu machen
- Informationen zu geben
- Aufmerksamkeit auf ein Produkt/ein Service/eine Sehenswürdigkeit etc. zu lenken

Aufbau

- **Titel** *(title)*
- **Einleitung** *(introduction)*
- **Hauptteil/3 Absätze mit Untertitel** *(3 main paragraphs with subtitles)*

  Die einzelnen Absätze beinhalten immer einen *topic sentence*, der in Folge erklärt und erweitert wird. Es sollten auch Fotos und künstlerisches Layout integriert sein, was im Rahmen einer schrift-lichen Überprüfung aber wahrscheinlich kaum möglich sein wird.
- **Weiterführende Informationen** *(further information)*

  Nummerierungen und Schlagwörter sind möglich!
- **Länge:** 250 oder 400 Wörter

Kennzeichen einer Broschüre

- Plakativer Titel
- Die Einleitung enthält die Geschichte des Produktes, der Sercies, die Vision, die Mission – je nach Themenstellung und Zielgruppe der Broschüre.
- Man schreibt informative Unterüberschriften.
- Man nennt Fakten zum Thema.
- Man verwendet überzeugende Sprache.
- Man beschreibt klar und präzise, worüber man spricht.
- Man verwendet einfache, direkte Sprache.
- Man verwendet meistens die *Present Tense Simple*.
- Man verwendet positive Wörter.
- Man kann Metaphern und Vergleiche verwenden.
- Man kann Aufzählungen mit Aufzählungszeichen *(bullet points)* verwenden.
- Man kann die Leser/innen direkt ansprechen
- Am Schluss gibt man weiterführende Informationen, z. B. Wie? Wann? Wo? Kosten, Kontaktad-resse, Telefonnummern, Anfahrtsplan etc.

Model task: leaflet

In biology you have just learned about heart disease. For the cross-curricular project
"How to stay fit and healthy" your English teacher has asked you to write a leaflet on this topic.

In your **leaflet** you should:
- inform the readers why good functioning of your heart is important
- give reasons for heart disease
- outline what you can do to avoid heart disease

Give your leaflet **a title** and meaningful **subtitles**. Write around **250 words**.

Look After Your Heart A Simple Guide To Feeling Fitter Looking Better And Living Longer	**Appropriate title**
Why do I need to look after my heart? By looking after your heart you can feel fitter and look better – and you'll be protecting yourself against heart disease too. Austria is one of the worst countries in the world for heart disease. It causes one in three of all deaths among 55- to 64-year-olds.	**Introduction** **BP 1:** **D 1**: feel fitter **D 2:** look better **D 3:** protect yourself from disease
What causes heart disease? Your heart needs a supply of oxygen that comes from the blood in its arteries. Over a number of years these arteries can get clogged up and the supply of blood to the heart can stop. This causes a heart attack. **I'm fit and healthy. Why should I worry?** Heart attacks usually happen to people in middle age, but the damage to your arteries can start long before that, without you realising it. It can even start to develop in childhood. So it's important to look after your heart now, whatever your age. **Isn't a heart attack a quick way to go?** Not always. Heart disease can cause years of pain, discomfort and worry.	**BP 2:** **D 1:** clogged arteries **D 2 :** blood supply stops **D 3**: damage occurs without realizing **D 4:** damage can start in childhood
How can I avoid getting heart disease? There are no guarantees, but the best way to avoid heart disease is: - **Don't smoke.** - **Eat healthily.** - **Take regular exercise.** - **Go easy on alcohol.** - **Avoid stress if you can.** If you have heart disease in your family, you may have a greater risk of getting it yourself so it's especially important to follow this advice.	**BP 3:** **details**
For further information go to: www.heartspecialists.com.	**Further information**
	265 words

From: *http://fce-writing-nadeen.blogspot.co.at/2011/11/leaflet.html* [2014-07-02]

† BP = bullet point = Aufzählungszeichen
‡ D = detail