

2. Exercises for linking and unlinking of sentences

3rd–9th grade

30 minutes



Materials:
Prepared handouts with short sentences (see right).

Exercises of linking and taking sentences apart further the students' linguistic competence in terms of syntax, stylistics and language repertoire. These exercises should be conducted repeatedly to further understanding and consolidation. The terms "conjunction/combining words" or "subordinate clauses" need not be introduced at this time, as only the practical application is important.

Variants:

The instructor distributes a piece of paper with several pairs of shorter sentences. Example: "I am hungry. I would like to eat something."; "I am tired. I have not slept in a long time."; "He promised me. He goes to the movies with me."; "I am intrigued. Did you really understand it?"; "You have to be fast. You win the race."; "It was late. We arrived in our home country." After an initial discussion, the class collects possible conjunctions that can be used to link the sentences together, such as: and, then, also, because, so, that, before, during, since, in case, in spite of, although, etc. The students then join the sentence pairs together with an appropriate conjunction and write them down. Extension: the students write their own sentences with the conjunctions (underlined in red color) from the list they created in class. Alternatively: individual students write pairs of sentences for each other, which then must be linked and joined together.

Taking sentences apart: in this exercise, the students receive longer sentences which they have to separate into two individual sentences. Example: "I was unable to swallow a bite, because I can't stand spinach" → "I was unable to swallow a bite. I can't stand spinach".

3. Integrated stylistic exercises with paper strips

3rd–6th grade

30 minutes



Materials:
3–4 paper strips per student.

The following training exercises combine different aspects of style with action-oriented intensive learning.

Procedure:

- The instructor displays a picture. Each student receives 3–4 paper strips (A3 paper cut horizontally into 4–5 strips) and writes a sentence onto each strip about an aspect of the picture.
- The strips of paper are then collected and thoroughly shuffled. The students separate into groups of three. Each group receives 9–12 strips. With these strips, they have to create a text about the picture. In doing so, they must work intensively on their writing style: cut out or replace repeated sentences and sentence beginnings and vocabulary. Text development will have to be considered very carefully. If needed, the group can obtain more blank strips of paper and add sentences so that their text turns out well.
- After the strips are pasted together in their final order, the groups then present their texts to the class. They discuss all texts produced by the rest of the class.

4. Experimenting with formal styles and text types

5th–9th grade

30 minutes



Materials:
Depending on variant (see right).

Attractive and witty stylistic exercises involving whole texts are possible in various forms. However, these types of experiments require a certain level of feeling for the first language and its stylistic facets. Where this feeling is lacking, the necessary information and guidance is required. The same holds true for knowledge about different text types (poems, factual texts, fairy tales, sms, comics, etc.).

Style and tone, Variants:

- Variation of a suitable short text in various levels of formality and tone. Possible tasks: "You received a book as a new year's present from a friend/your grand parents/the embassy in your country of origin. Write a thank you note to them with the appropriate level of formality." (The