

Task 1: Steps of the writing process (page four)

1. Go back to page 3 and stick to the plan!
2. If there are words in task 1 you do not understand, look at the grid. If you still do not understand the task, go and get a dictionary and look up the words.
3. Read and understand the task again. If you are still unsure, ask another pupil for help. Only if no pupil can help you, go to your teacher.
4. Think:
Imagine you have to write a text. How would you start? How would you go on? And what would be your last step? These questions may help you bringing the “steps of the writing process” into the right order.



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Help

Task 2 a): Describing a picture (page five)

1. Go back to page 3 and stick to the plan!
2. If there are words in task 2 you do not understand, look at the grid. If you still do not understand the task, go and get a dictionary and look up the words.
3. Read and understand the task again. If you are still unsure, ask another pupil for help. Only if no pupil can help you, go to your teacher.
4. Think:
Another word for connectors is “linking words” or “connectives”. These are words that relate two phrases or sentences with each other.
Your task is to look for these expressions in the text on the right, because you need them when you yourself have to write a description of a picture.

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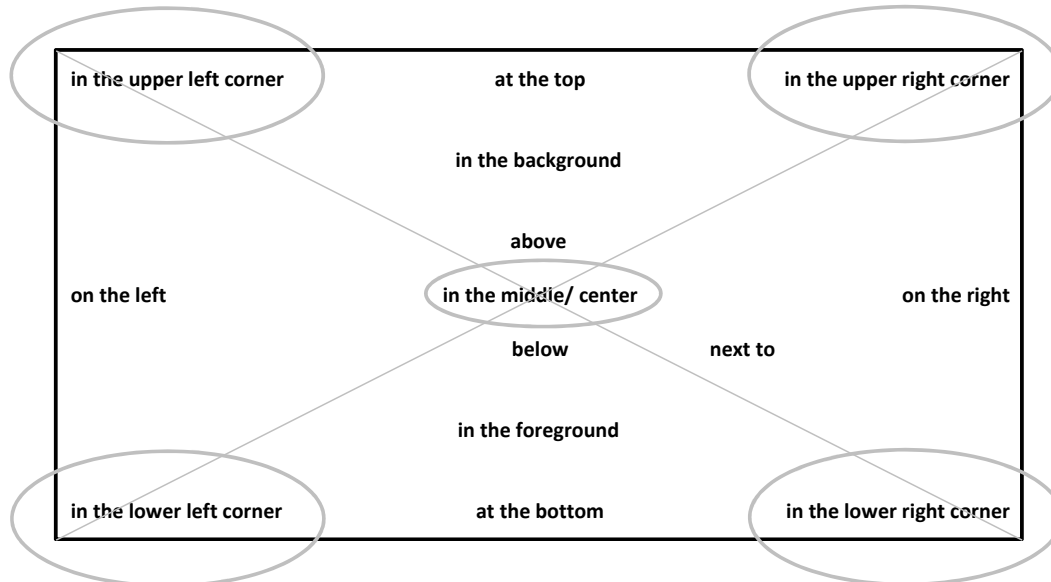
Help

Task 2 b): Describing a picture (page six)

I think the picture is about ..., because (in the picture) I can see

or

In the picture I can see ... and that is why I believe it is about ...



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Task 2 c): After you have written your description (page seven)Introductory sentence:

Look at "Task 2 b) – Help". The two sentences above the rectangle are so-called "introductory sentences. Does your first sentence look like one of them? If it does, well done. If it does not, adopt the structure of one of the sentences.

Main part:

Your main part has to follow a certain order, e.g. you start in the middle and continue with the background and go on clockwise.

Language:

Copy the grid into your folder. Keep THIS grid and fill in the mistakes you will make in future texts. This way you can see if you are getting better!

Proofread your text. Start at the end and read to the beginning. This way you read each word and you can easily find spelling errors. Then, read it from the beginning to the end: Did you use Present Tense only? Have you thought of "he-she-it, the 's' must fit"? etc. Write them down into the grid and count them.

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Task 3: Writing a formal letter (page eight and nine)

1. Go back to page 3 and stick to the plan!
2. If there are words in task 3 you do not understand, look at the grid. If you still do not understand the task, go and get a dictionary and look up the words.
3. Read and understand the task again. If you are still unsure, ask another pupil for help. Only if no pupil can help you, go to your teacher.
4. Think:

Task 3a)

First of all give every part of the letter a name.

Then think about what is important to mention or perhaps different from a German letter.

Task 3b)

Now that you know the structure of a formal letter you should find four reasons to write one yourself. You could think about a working place or a place to do your "responsibility project" (German: PV) etc.

After you have written down four reasons, choose at least two of them and write formal letters according to the structure you found in the model on page eight.

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Task 4: Writing a summary (page ten)

1. Go back to page 3 and stick to the plan!
2. If there are words in task 4 you do not understand, look at the grid. If you still do not understand the task, go and get a dictionary and look up the words.
3. Read and understand the task again. If you are still unsure, ask another pupil for help. Only if no pupil can help you, go to your teacher.
4. Think:
Imagine you have to write a summary. How would you start? How would you go on? And what would be your last step? These questions may help you bringing the steps of how to write a summary into the right order.



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Task 5: Writing a summary of the following texts (page eleven)

1. Go back to page 3 and stick to the plan!
2. If there are words in task 5 you do not understand, look at the grid. If you still do not understand the task, go and get a dictionary and look up the words.
3. Read and understand the task again. If you are still unsure, ask another pupil for help. Only if no pupil can help you, go to your teacher.
4. Think:
 - Does your introductory sentence contain the main information?
type of text (story, article, etc.)
title of the text
author
main idea of the text
 - Have you answered the five w-questions?
Who is the text about?
What happens?
Where does it happen?
When does it happen?
Why does it happen?
 - Does your main body of the text contain the answers to the five w-questions?
 - Have you used **your own words**? If so, well done. If not, rewrite the expressions from the text.

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Task 5: After you have written your summary (page twelve)Introductory sentence:

Look at "Task 5 – Help". Does your introductory sentence contain the main information? If it does, well done. If it does not, fill in the missing information.

Main part:

Does your text have a main body? Does it answer the five w-questions? If so, well done. If not, answer the five questions and fill in the missing information. Mind that you probably have to rewrite the text, because it will look messy.

Language:

Proofread your text. Start at the end and read to the beginning. This way you read each word and you can easily find spelling errors. Then, read it from the beginning to the end: Did you use Present Tense only? Have you thought of "he-she-it, the 's' must fit"? etc. Write them down into the grid and count them.

Fill in the mistakes into your grid. Have you already improved? If so, well done and keep going! If not, ask your teacher for help. S/he can tell you how you can deal with your mistakes so that you will not repeat them.

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