

Task 1: Steps of the writing process

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” in the right order.



Task 2: Describing a picture

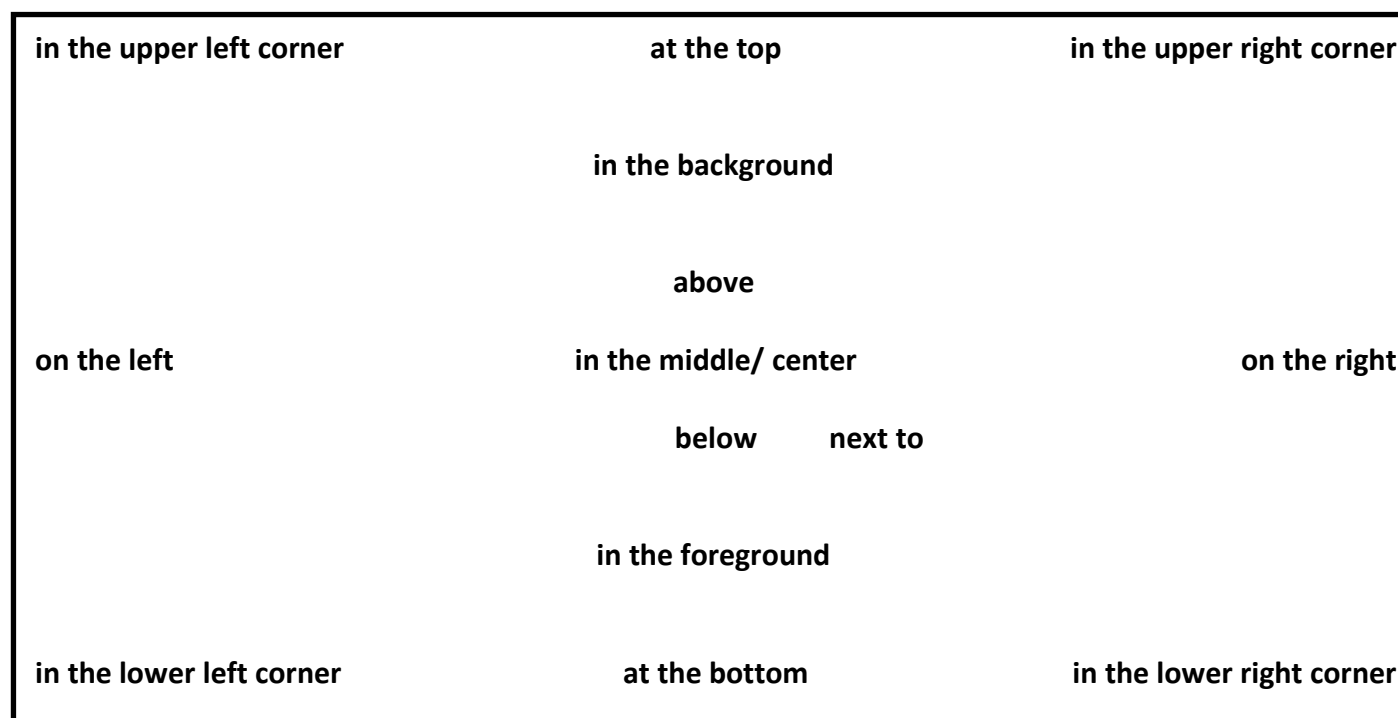
1. Go back to page 3 and stick to the plan!
2. If there are words in task 2 you do not understand, look at the grid. If you still do not understand the task, go and get a dictionary and look up the words.
3. Read and understand the task again. If you are still unsure, ask another pupil for help. Only 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 are used to link large groups of words: sentences. You can also use them to connect paragraphs to give them coherence. For instance: *I want to talk to Prince Harry when I am in England. Also, I want to meet his brother.*

Task 2: Describing a picture

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 ...



1. Do not forget to use the connectors to make your text look nicer and coherent.
2. Write a short description of the scene (e.g. place, event)
3. Details (who / what can you see)
4. Background information on place, important persons or event.
5. You have to use simple present and present progressive. For instance: *I think the picture is about... / there are kids playing football*

Task 3: Writing a formal letter

1. Go back to page 3 and stick to the plan!
2. If there are words in task 3 you do not understand, 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. Take your English book and see the parts of the text and their names.
5. Think:
- 6. Task 3a)**
7. First of all give every part of the letter a name.
8. Then think about what is important to mention or perhaps different from a German letter.

9. 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) or if you want to do an apprenticeship.

After you have written down four reasons, choose at least two of them and write a formal letter according to the structure you found in the model on page eight and help yourself with the Study Skills from page 44 of your English book.

Task 4: Writing a summary**Before the writing summary:**

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.

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 in the right order.



Time to work!

1. Highlight in blue the topic sentence.
2. Highlight key points, key words and key sentences in red.
3. Highlight the concluding sentence in green.
4. Outline each paragraph in the margin with the main idea of each paragraph.

Task 5: Writing a summary (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.

Think:

- Does your introductory sentence have 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 have 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.

- Never put any of your own ideas, opinions, or interpretations into the summary.

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 mistakes. 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 in your grid. Have you already got better? 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.

