



KOMPETENZEN UNTERRICHTEN



Klasse 5 / 6

Dominik Banhold

Schreiben • Englisch

Prepare | Practise | Progress



Klett

Example email

New message ⌵ ⌵ ⌵

To ← Cc Bcc []

From ← []

Subject ← []

📎 📧 📧
A T T 🔗
🗑 ⚙

Hi Anna, ←

I hope you're well. In your last email you asked me what I do on Saturdays, here's what I do on a typical Saturday.

In the morning I usually get up at 9am and I go to the bathroom and brush my teeth. Then I have breakfast in the kitchen with my mother, my father and my sister. I like cereal with warm milk. I sometimes have toast with jam. My parents always have fried eggs, but I don't like eggs.

After breakfast I like playing video games. I often play online with my friends. My favourite game is soccer – FIFA. I'm very good at it, and it is a lot of fun. I win most of the matches.

In the afternoon I usually meet my best friend, Tom. We like going to the city centre in Frankfurt because there are lots of shops. I sometimes buy a video game or a book, and we always have ice cream. I love strawberry and cookies. Tom usually has vanilla and chocolate.

In the evening I often play games with my family. My mother loves playing cards, but my sister and I usually want to play Monopoly. It is a very interesting game but it can take a long time. My father is very good at it and he often wins. After that, I'm always very tired and go to bed.

Now you know what I usually do on Saturdays. Maybe you can write me an email about your activities on a typical Saturday. I'm looking forward to your reply. ←

Lots of love,

Max ←

Send

Structure focus

A A good email has several parts. Match the parts with the correct definition.

- | | | |
|--|-----------------------|---|
| 1 pleasantries (a few friendly words in order to be polite) and reason for writing | <input type="radio"/> | <input type="radio"/> a) creates a formal or informal tone |
| 2 subject line | <input type="radio"/> | <input type="radio"/> b) creates a personal connection with the recipient and lets her/him know why you are sending the email |
| 3 writer and recipient | <input type="radio"/> | <input type="radio"/> c) gives information about the topic of the email in detail in different paragraphs (one topic per paragraph) |
| 4 main body | <input type="radio"/> | <input type="radio"/> d) gives the email address of yourself and of the person you are writing to |
| 5 greeting | <input type="radio"/> | <input type="radio"/> e) creates a formal or informal ending |
| 6 closing line | <input type="radio"/> | <input type="radio"/> f) gives information about the topic of your email |
| 7 sign-off | <input type="radio"/> | <input type="radio"/> g) sums up the main body and gives information about future actions |

B Write the names of the parts next to where they are in the example email.

C The main body of an email has several different paragraphs. You should start a new paragraph for each new aspect which you want to write about. Read the main body of the example email again and decide which headings fit which paragraph best.

- | | | | |
|---------------|---|--|---|
| 1 Paragraph 1 | <input type="checkbox"/> a) Cereal, jam and eggs | <input type="checkbox"/> b) Breakfast | <input type="checkbox"/> c) Morning alarm |
| 2 Paragraph 2 | <input type="checkbox"/> a) Video games | <input type="checkbox"/> b) I'm the best | <input type="checkbox"/> c) My favourite game |
| 3 Paragraph 3 | <input type="checkbox"/> a) Out with Tom | <input type="checkbox"/> b) At the shopping centre | <input type="checkbox"/> c) Ice cream |
| 4 Paragraph 4 | <input type="checkbox"/> a) My father is the winner | <input type="checkbox"/> b) No cards | <input type="checkbox"/> c) Monopoly with my family |

Language focus

- A** Underline all the verbs in the first paragraph of the main body in the example email. Then complete the following rule.

When writing about what you usually do, the correct tense to use is the:

- B** Here is what somebody wrote about what he or she usually does on a typical school day. Use the verbs in brackets in the correct tense to complete the text.

After school I usually (go) home and (have) dinner with my mother and my little brother. My mother (be) a great cook. She often (make) my favourite dish, pasta with cheese. My brother (not, like) pasta. He (love) chips. But on most days we (eat) vegetables or salad.

- C** Read the example email again and highlight all the words and phrases that express time and chronology (all the phrases that tell the reader when or in what order something happens). Write them down in the table.

Words and phrases that express time	Words and phrases that express chronology

Words and phrases that express time and chronology appear ...

- ☐ at the beginning of a sentence. ☐ in the middle of a sentence. ☐ at the end of a sentence.

- D** In the example email there are adverbs of frequency. Adverbs of frequency are words that say how often somebody does something. Circle these words in the text and write them in the correct position on the line.

never always

Adverbs of frequency appear ...

- ☐ a) at the beginning of a sentence. ☐ b) before the verb. ☐ c) after the verb.

- E** Likes and dislikes: When you write about activities that you do, the reader wants to know if you like them or not. To express this you need a verb of emotion and the -ing form of the "activity verb", e.g. *My mother loves playing cards.* Use the words in the boxes and talk to your partner about what you like and what you don't like doing.

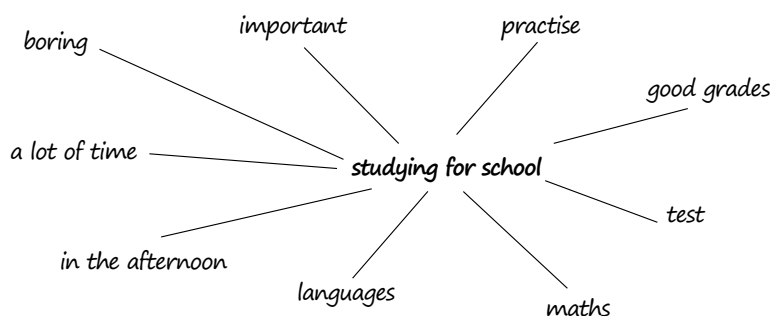
love | like | prefer |
hate

play | dance | eat |
listen to | write | sing |
talk to | drink | learn |
travel | read

crime stories | video games |
family games | the piano | tea |
coffee | salad | chips | at parties |
basketball | letters | messages |
rock music

Content focus

Before you start writing an email about what you usually do, you should think about what you want to write about. Work in groups and collect words that you need to talk about the different topics. Have a look at the example.



Now make a map on one of the following topics in your exercise book: party, food & drinks, shopping, relatives, games, sport, friends, TV.

Effektives Training zur Verbesserung der Schreibkompetenz

Für alle wichtigen Textsorten der aktuellen Curricula

- ✓ Enthält authentische, altersgerechte Schreibansätze zur Förderung der Schreibmotivation
- ✓ Attraktives Aufwand-/Nutzenverhältnis
 - alle Materialien direkt einsetzbar – kaum Vorbereitungszeit für Sie
 - durchführbar in ca. 2-3 Unterrichtsstunden pro Textsorte
- ✓ Pro Textsorte eine Vorlage für eine Klassenarbeit

Für jede Textsorte eine Einheit – alle Einheiten folgen einer einfachen und effektiven Logik!

1. Prepare

- Einstieg ins Thema über Bildimpulse (auch online verfügbar)
- Aktivierung von Vorwissen über Impulsfragen

2. Practise

- Strukturen der Textsorte an Beispielen erarbeiten
- Sprachliche Strukturen erkennen und festigen
- Inhaltliche Kenntnisse aktivieren und vertiefen
- Das Gelernte bei der Überarbeitung von Mangeltexten anwenden

3. Progress

- Verfassen eines eigenen Textes
- Selbstkontrolle anhand von vorgegebenen Checklisten
- Erweiterung auf andere Kompetenzen

www.klett-sprachen.de/kompetenzen-unterrichten

ISBN 978-3-12-506644-1



9 783125 066441