

## PRE-WRITING TASKS

### **Writing an e-mail to a friend about music**

Die folgenden Aufgaben und Materialien wurden von Lehrerinnen und Lehrern für Lehrkräfte der SEK I entwickelt und können als gesamtes Aufgabenpaket oder als Einzelaufgaben in den Unterricht integriert werden. Sie sollen Schülerinnen und Schüler beim Aufbau der individuellen Schreibfertigkeit in der Fremdsprache Englisch unterstützen. Das gesamte Aufgabenpaket umfasst *Exercises* und *Activities* zu den Aspekten *Task Achievement*, *Cohesion and Coherence*, *Grammar* und *Vocabulary*. Die *Exercises* und *Activities* entsprechen den zur Bewertung von Schülertexten herangezogenen Dimensionen der vom BIFIE entwickelten *Assessment Scale* (<https://www.bifie.at/node/3231>).

PRE-WRITING LONG TASK  
E-MAIL

You have an e-mail friend in England. He/She has asked you what kind of music you like.

Write an e-mail to this friend (100–130 words).

In your e-mail you

thank him/her

- for his/her e-mail

tell him/her

- about the kind of music you like
- about your favourite singer/band/star
- how you get your music
- why music is important for you

ask him/her

- to tell you about his/her music

## TASK ACHIEVEMENT

A good letter/e-mail has three parts:

- INTRODUCTION (how you start your e-mail) → then
- BODY (what you want to say) → then
- CONCLUSION (how you end your e-mail)

INTRODUCTION TO AN e-mail:

*Look at the four beginnings – which are good ones (and why?):*

1

Dear Jamie,

I really like Rihanna. Her songs are great and I love nearly all of them. I have about fifty of her songs on my I-pod. My favourite song is “Don’t Stop The Music”.

2

Hi Hannah,

How are you doing? It was great to hear from you after the summer. You asked me about the music I like listening to. Well, this is what I can tell you.

3

Hi Mike,

I write an e-mail for you now. I want to tell you about the music I like and how I get it, and why music is important for me.

4

Dear Sue,

Thanks so much for your last e-mail. The link to the Robbie Williams clip on YouTube was great! You wanted to know about my favourite music, and there is a lot I can tell you about this.

## COHERENCE AND COHESION

*There are six content points. You are planning to write 4 paragraphs. Which content points would you put into which paragraph?*

PARAGRAPH 1

PARAGRAPH 2

PARAGRAPH 3

PARAGRAPH 4

## GRAMMAR

Read parts of e-mails that students have written. All the verbs are missing. Decide if you need PRESENT TENSE PAST TENSE or FUTURE TENSE for the gap.

Text 1

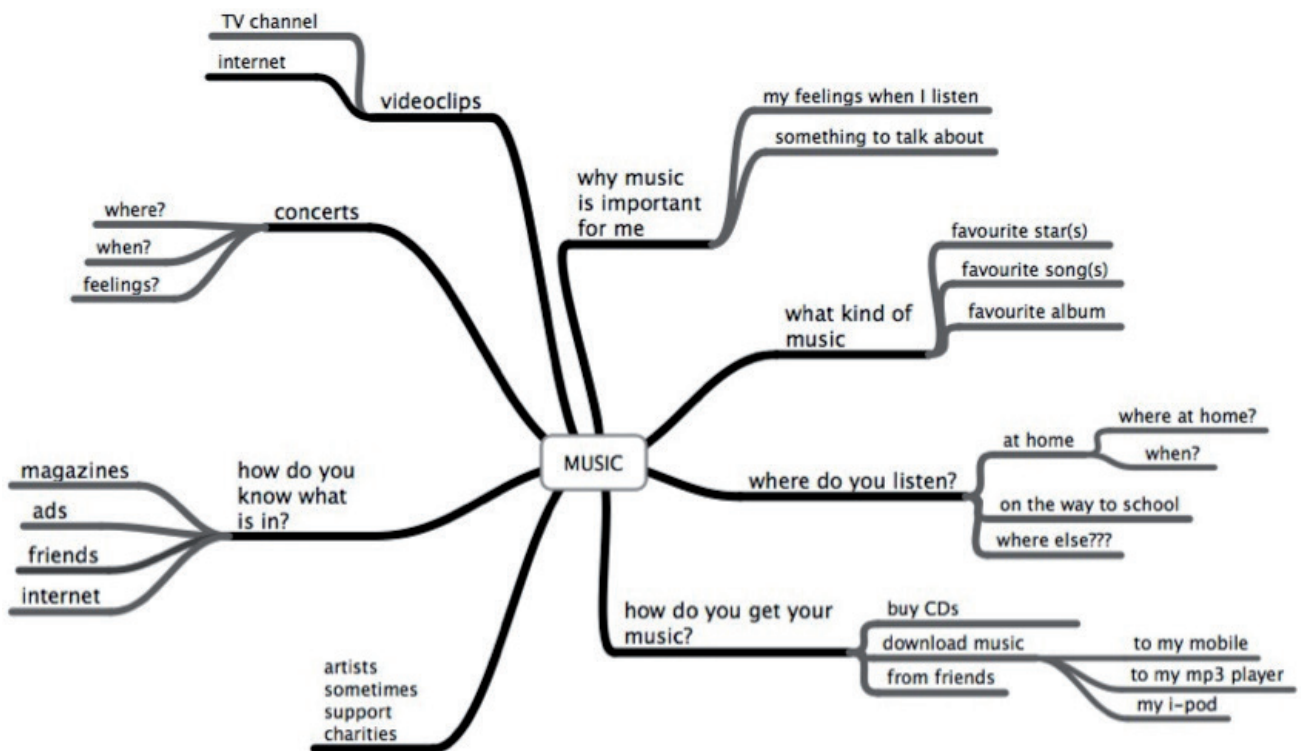
To begin with, I \_\_\_\_\_ all kinds of hiphop music. I \_\_\_\_\_ why, maybe because it \_\_\_\_\_ so easy to dance to it. Last summer my friends and I \_\_\_\_\_ to a great hiphop concert near Vienna. There \_\_\_\_\_ three different bands playing, and the atmosphere \_\_\_\_\_ just great.

Text 2

I guess my favourite singer \_\_\_\_\_ Robbie Williams. Even my mum \_\_\_\_\_ him! She has promised that we \_\_\_\_\_ to the concert that he \_\_\_\_\_ in Salzburg next year. I hope I \_\_\_\_\_ his autograph! When I was younger I \_\_\_\_\_ to boy groups a lot, but now I \_\_\_\_\_ such songs any longer.

## VOCABULARY

The following mind map shows a concrete example how vocabulary related to music can be developed in a brainstorming session in class. It was produced in a third form to prepare oral work on the topic. It could be used as a handout to students with the main stems provided, leaving it up to students to fill in further ideas, possibly in group work, or as a complete set of ideas in weaker learner groups, or simply as a model for open classroom work.



## KEY – TASK ACHIEVEMENT

2, 4

KEY – COHERENCE AND COHESION (as a suggestion – other solutions possible and to be discussed with students):

Paragraph 1: thank him/her for his /her e-mail

Paragraph 2: tell him/her about what kind of music you like  
tell him/her about your favourite singer/band/star

Paragraph 3: tell him/her how you get your music  
tell him/her why music is important for you

Paragraph 4: ask him/her to tell you about his/her music

## KEY – GRAMMAR

(students may either define the correct tense for the gap or try to fill in a suitable verb)

Text 1

To begin with, I **PRESENT TENSE** all kinds of hiphop music. I **PRESENT TENSE** why, maybe because it **PRESENT TENSE** so easy to dance to it. Last summer my friends and I **PAST TENSE** to a great hiphop concert near Vienna. There **PAST TENSE** three different bands playing, and the atmosphere **PAST TENSE** just great.

Text 1

To begin with, I **like** all kinds of hiphop music. I **don't know** why, maybe because it is so easy to dance to it. Last summer my friends and I **went** to a great hiphop concert near Vienna. There **were** three different bands playing, and the atmosphere **was** just great.

Text 2

I guess my favourite singer **PRESENT TENSE** Robbie Williams. Even my mum **PRESENT TENSE** him! She has promised that we **FUTURE TENSE** to the concert that he **FUTURE TENSE** in Salzburg next year. I hope I **FUTURE TENSE** his autograph! When I was younger I **PAST TENSE** to boy groups a lot, but now I **PRESENT TENSE** such songs any longer.

Text 2

I guess my favourite singer **is** Robbie Williams. Even my mum **likes** him! She has promised that we **will go** to the concert that he **will give** in Salzburg next year. I hope I **will get/can get** his autograph! When I was younger I **listened** to boy groups a lot, but now I **don't like** such songs any longer.