

RAFT

Examples of communicative writing tasks

Writing Prompt 1

Hello from our holidays

You are in a holiday destination that you know well. You are writing a letter/an email to a friend who is going to join you there at a later date. Tell him / her

- Where you are staying and what the accommodation / area is like
- What the weather is like
- What your holidays have been like so far
- What you did in the last few days
- What the best thing was that happened
- What you are planning to do once your friend gets there

Before you start writing



Role	Audience	Format	Topic
Who are you as the writer?	To whom are you writing? Why?	What form of text are you writing?	What are you writing about? (check bullet points!)

A collection of writing prompts for year 4



Role

Who are **you** as the writer?



Audience

To whom are you writing?
Why? What is the purpose?



Format

- What type of text are you writing?
- E-Mail, letter, text message, article, blog, story, note



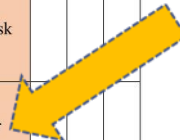
Topic

- What are you writing about?
- Check the bullet points or make your own list of bullet points

Testing grammar (and vocabulary) in meaningful, communicative contexts.

- Can the learners **USE** the grammar
- or do they only have declarative knowledge of the rules (e.g. they recognize some « signal words » and can then fill in the right forms)

Quick Check Grammar Chart		-	✓	+
Learning Stages	Awareness raising			
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
Pedagogical Principles and Communicative Criteria	Depth of processing and Complex encoding : Will the learners be mentally active and process grammar, lexis and their "world knowledge"?			
	Commitment filter : Will the learners' cognitive and affective needs be met? (e.g.: curiosity, problem solving, enjoyment, fun, success)			
	Peer and social learning and interaction : Pair – or groupwork, sharing, oral activities, jigsaw activities...			
	Personalisation : Do the learners have the opportunity to draw on their personal experiences and express their own ideas?			
	Contextualisation : Is the exercise embedded in a clear communicative context?			
	Authenticity of process : Will the learners use language in natural, "language-like" ways (rather than manipulate forms)?			
	Task-based : Do the students fulfil a purposeful task that will have an outcome or end product?			
	Testing versus teaching : Does the exercise support learning or only test it?			
	This exercise supports learning processes...	☆	☆	☆



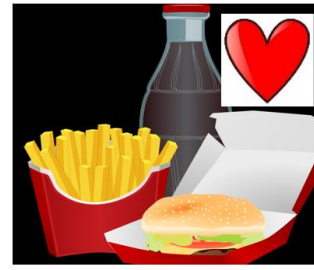
Basic writing: 3rd person s

Graded Writing (M2): Write about Thomas

Where does he live? Where does he come from? What languages does he speak in school and at home? What are his hobbies. What are his likes and dislikes? What can you say about his family?

Use all the information from the pictures. Then invent more details (Erfinde noch weitere Dinge über ...) Write as much as you can.

New York
from: Mexico
E and Sp
































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Testing in a communicative context

Writing: Mike's daily routines

Tell us everything about Mike's daily routines.
Use as many new words as possible and add details!
(First, then, after that, in the morning, but, because,...)

Write the text on a sheet of paper in your spiral block.

6:10 a.m. 		6:15 a.m. 			
6:30 a.m. 		7:05 a.m. 		7:30 a.m. 	
7:40 a.m. 		9:20 a.m. 		11:20 a.m. 	
1:10 p.m. 	School ends	2:00 – 3:00  	What does Mike usually do between 2 and 3 o'clock?	3:25 p.m. 	
5:00 – 6:00  	What does Mike usually do between 5 and 6 o'clock?	6:50 p.m. 		8:45 p.m. 	

What grammar topics and vocabulary are being tested here?

- Vocabulary for daily routines
- Time / hour
- 3rd person **s**
- Basic text organization, additional vocabulary expressions

Past Events

Your Easter holidays

Write a letter to your English pen friend. Tell him/her about your Easter holidays. Give lots of details and make your letter interesting.

- Where did you go? What did you do?
- Describe **what was going on around you** (past progressive: ...when we got there the sun was shining... everybody was chatting...)
- and by using lots of **adverbs** (quickly, dangerously, beautifully...)

If your holidays were really boring you can invent a few plausible details.

Write about 200 – 250 words.

plausible details are details that I will easily believe are true (glaubhaft)

Future plans and vague predictions

M9: Graded Writing

What are your plans? What else might you do?

Choose ONE of the following:

Write about your plans

- for the coming weekend
- for the rest of the week
- for the next holidays
- for getting a good grade in English /Math / German



Adverbs...



Somebody is watching you...

Sarah and the Fly¹

Sarah is in 5th grade. She is eleven years old and she is working on a story for a writing contest in school. A fly on the wall is watching Sarah in her room. She is working on her story. Here is what the fly sees:

Sarah is sitting at her desk quietly. She is writing slowly. She stops and looks up. She is chewing her pencil thoughtfully. Then she starts writing again. She angrily erases something. She is frustrated. She gets up and turns off the radio. Suddenly, she hears a bird. She listens carefully. Then she goes back to her desk and starts writing again. She is writing quickly now. She finishes the story and happily closes her notebook.

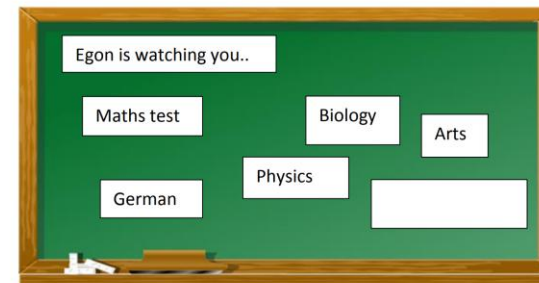


Her story is finally finished!

Now it's your turn: Egon, the spider

An interesting lesson:

Imagine an interesting lesson in your class. Egon, the spider is sitting on the wall near the blackboard. He is watching you. What does he see? What is going on in the classroom? **How do you and your classmates behave?** Write about 100 words.



Book project: grammar: general experiences (present perfect tense, past events – past simple)

Text 2 – write this text on a piece of paper

Your teachers have some money to buy more *WHO WAS* books for the next 3F.
Write a letter to Ms Loitsch or Ms Bergmann and explain why they should buy an extra copy of YOUR book.



- **Start** your letter correctly.
- **Tell us that we should definitely buy a book about your person.**
- Tell us who your person is, and why he/she is famous.
- Give us a **short** description of your person's life.
- Tell us what difficulties and challenges the person encountered in his/her life and how he/she overcame them.
- Explain why you admire the person and why you think other students should read about this person or will enjoy reading about that person.
- **Write an ending** to your letter

Circumstances – and – past events

Writing – Part 3

Write the beginning of a spooky story.
Describe the **atmosphere** and the **setting** of the first two pictures in detail.
What can you **see/hear/smell**? What happened in picture 3 (plot, story: Suddenly...)

Then describe what happened after picture 3 in 4-6 sentences.

Setting and atmosphere
It was a stormy night in late October.....

pic 1

pic 2

pic 3

Suddenly.




(story, plot)

Then

Most adventurous teacher contest

The city of Graz is looking for the most adventurous teacher in town. The class that has the most adventurous teacher will win an adventurous, fun day with that teacher – every activity is paid for.

Students have to enter their teachers in the competition.

Experiences	Details
 <p>Swim across Lake Wörthersee</p>	group of friends weather: warm, sunny water warm 1,5 hours each way great fun
 <p>climb in a cave</p>	Lurgrotte wear special suits / helmet headlamps very dark cold 1 km into cave
 <p>Cook and eat insects</p>	worms and grasshoppers fry in a pan bake in the oven

Write a letter and explain why your English teacher is the most adventurous teacher in town.

Start like this:

*Dear team of the Most Adventurous Teacher Contest,
I would like to enter my teacher Mrs. Bergmann for the prize. I think she is a very adventurous person, and she has done lots of things that show it.*

Then list for the jury what your teacher has done in her life. Use the pictures or what you remember from Ms Bergmann's holiday presentation. Give 2-3 details for each of the cool things that Mrs. Bergmann has done.

.....

Then tell the jury what your class would do on the day with your teacher, if you won the prize. Explain about at least 3 thing.

If we won the prize, we

End your letter like this:

I hope that I have convinced you that our teacher is a very adventurous person and that we should win the Most Adventurous Teacher prize.

Best regards,

... (name, class)

General experiences (pres.perf.tense)
and
Specific details – events (past simple)

I have _____

experience

details

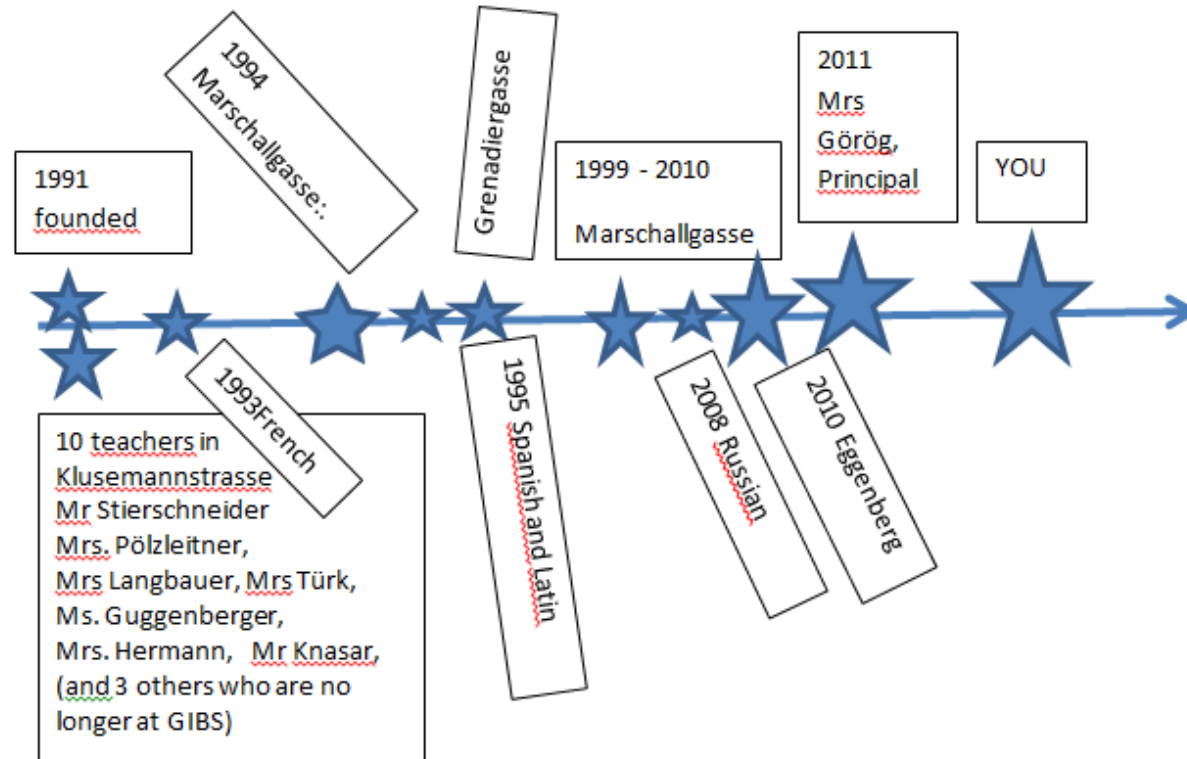
when – where - why –who- how....

Duration: how long – since when?

Duration: The History of GIBS: What happened...? How long.....? Since when....?

Look at the timeline below and write 10 sentences about our school. Write about **5 important EVENTS or STATES** in the history of GIBS and **5 things that have been going on for a long time.**

20p



2nd Conditionals

Choose one...

Graded Writing (M10): If I had a superpower...

- If you could choose a superpower for one day, what would it be?
- Why?
- What would you do on that day?

Write as much as you can.



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Graded Writing (M10): If I could travel anywhere in the world...

- If you could travel anywhere in the world, where would you go?
- Why?
- What would you do there?

Write as much as you can.



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Graded Writing (M10): If I could be another person...

- If you could be another person for one day, who would you be?
- Why?
- What would you do on that day?

Write as much as you can.



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Graded Writing (M10): If I could be an animal...

- If you could be an animal for a day, what animal would you be?
- Why?
- What would you do on that day?

Write as much as you can.



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Offer situations that the learners can relate to.

Give them some choice to follow their interests.

How to use reading projects to check grammar (and much more) in a test

A Diary entry from another point of view

Choose an interesting character (not Amy or Dan) and an interesting scene from your book.

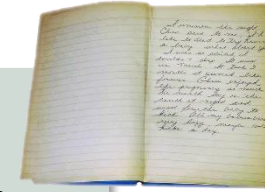
Write a diary entry from this person's point of view.

Remember: In a good diary entry the character describes

- the **events** of the day
- the scenes in some detail so that **the reader can picture what was happening**
- **how they felt** about these events
- their **plans** for the next steps

Remember to use the **correct tense forms** (past / past progressive (-ing) / past perfect)

Make your diary interesting to read. Write a maximum of one page.



Time to explore

Look at the writing tasks in the ME book and find out which of the grammar topics is being practiced in the following tasks:

- My family: p.8-9
- A letter from your holidays: p. 20-21
- My Fantasy Animal: p.24-25
- Time Capsule: p. 26-27
- Great Kids Contest: p. 28-29

