

How to write a MESSAGE – KEY



Check your answers. If you are not sure about an answer, ask your teacher.



1 Think about text messages you wrote to people in your class or got from them.

- a. What were they about? Tick (✓) the options below and add two more ideas.

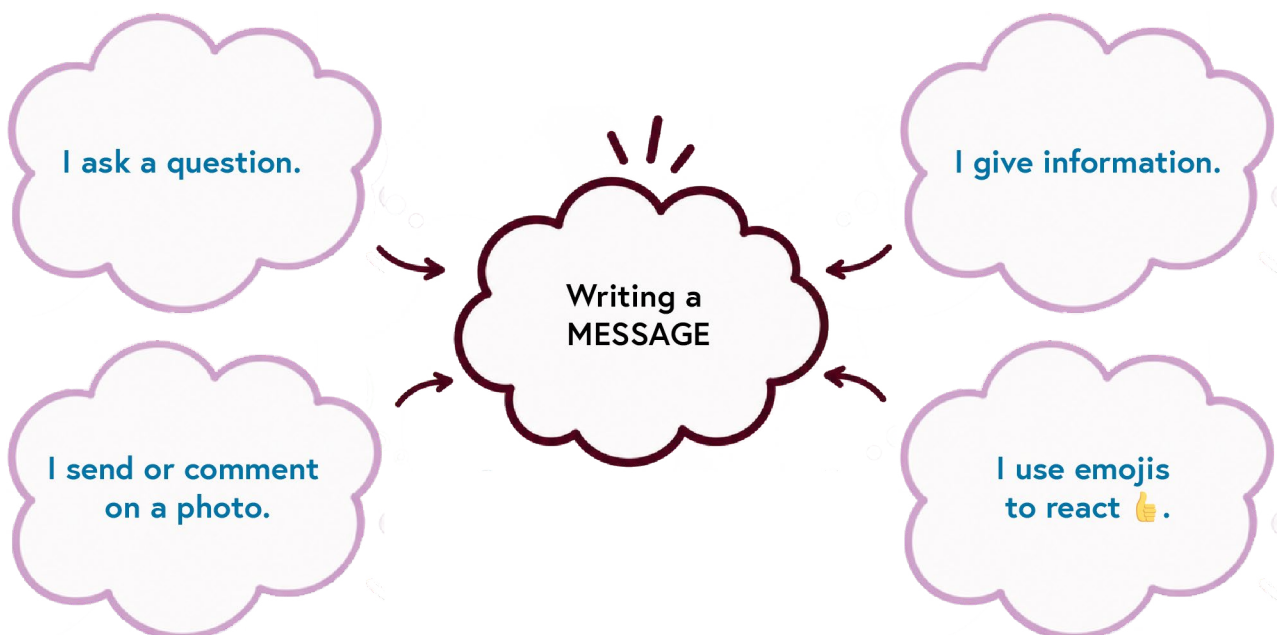
The text messages were about ...

☐ what's the homework for tomorrow	☐ something that happened in class that day
☐ how you liked a text someone wrote	☐ a story about pets who can speak
☐ who does what for a group project	☐ what you need to study for a test next week
☐ asking for help with a problem	☐ inviting someone to a party
☒ e.g. asking for help with a problem	☒ e.g. inviting someone to a party

→ There are no right or wrong answers here – you ticked what was true for you and wrote your own ideas.

- b. What do you often do when you write a message? Write your ideas in the thought bubbles.

These are some ideas:



2

Read this writing task carefully. What does it ask you to write?
Tick (✓)TRUE or FALSE.

I should write a text that ...		TRUE	FALSE
1	... asks what I should do.	☒	☐
2	... says why the calculator broke.	☒	☐
3	... says sorry to a girl in my class.	☒	☐
4	... asks my parents for a new calculator.	☐	☒
5	... is about six to eight sentences long.	☒	☐
6	... everyone can read online.	☐	☒

Emma is a student from London and in your class for this semester. You borrowed her calculator for your maths homework. Sadly, you broke it. You are very sorry and write her a **message**.



In your **message** to Emma, you should:

- explain what happened
- tell her how you feel about the situation
- ask her what she wants you to do

Write around **40–60** words.

3 Arben wrote a message to Emma. Read his message to Emma.

Make sure each part of your message does something important.



- a. Each part (1–5) of the message has a different job. Match each part with the labels on the right. Fill in the numbers 1–5.

1	Hi Emma,
2	Bad news! My cat knocked <u>your calculator</u> off my desk. It fell to the floor and now it doesn't work anymore.
3	I'm really sorry about that! <u>You were so helpful</u> and now I feel terrible.
4	<u>Would you like me to buy you a new calculator or just give you the money?</u>
5	So sorry! Arben (56 words)

3	Tell her how you feel
5	End your message
1	Say hello
2	Explain what happened
4	Ask what she wants you to do

- b. Underline all the words in Arben's message that talk directly to the reader.

A good message talks directly to the reader.

4 Now read Elena's message to Emma.

Hello Emma! My little brother is so annoying. He always comes into my room, hides somewhere and then jumps out to scare me. Sometimes he even takes my stuff and puts it in other places around the flat just to annoy me. Do you remember you gave me your calculator so I could do my maths assignments? My brother came into my room, took your calculator and ran away. I shouted at him to give it back, but he ran back to his room. When I went to get it back from my brother's room, I dropped it and now it doesn't work anymore. I feel really guilty about this and I'm sorry I didn't keep it safe. I know it's really important for school, because you don't have another one. What would you like me to do? Should I buy you a new one or pay for the repair? I could also ask my dad if he can make it work again. Just let me know! Elena

- a. Why doesn't it work as well as Arben's message?

It doesn't work so well because it's too long and has too much information which is not important, so the main point gets lost.

- b. Cross out all the sentences in Elena's message that the message doesn't need.



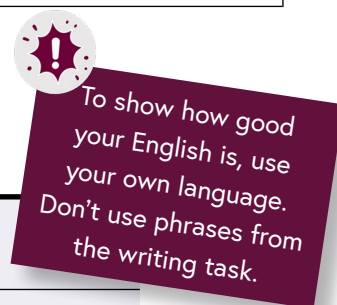
c. Now write the sentences that are left in the correct box below.

Opening	Hello Emma!
Explain what happened	My brother came into my room, took your calculator and ran away. When I went to get it back from my brother's room, I dropped it and now it doesn't work anymore.
Tell her how you feel about the situation	I feel really guilty about this and I'm sorry I didn't keep it safe.
Ask her what she wants you to do	What would you like me to do?
Closing	Just let me know! Elena

5

Use the sentences from the box to complete the table below.

When I picked up my bag, your calculator fell out.	I feel awful for breaking it.
Should I buy you a new calculator?	Now the screen is cracked.
It slipped and dropped on the floor.	Would you like me to get it repaired?
I'm really embarrassed because I wasn't careful.	It has stopped working completely.



The writing task says:	You could write...
Sadly, you broke it.	(1) Now the screen is cracked. (2) It has stopped working completely.
... explain what happened	(3) It slipped and dropped on the floor. (4) When I picked up my bag, your calculator fell out.
... tell her how you feel about the situation/ You are very sorry.	(5) I'm really embarrassed because I wasn't careful. (6) I feel awful for breaking it.
... ask her what she wants you to do	(7) Should I buy you a new calculator? (8) Would you like me to get it repaired?



6 Complete the sentences with pronouns.

- I dropped the calculator on the floor and it broke. I'm so sorry about that.
- I pressed the wrong button on the calculator and now it doesn't turn on again.
- My dog stepped on the calculator and now its screen is cracked.
- My sister played with the calculator and she wasn't careful.

Use pronouns instead of repeating words or phrases. This also makes your text flow better.

7 Think back to what you have learned about writing messages. What are the three most important things you want to do when you write your own message?

These are just some ideas:

My top three:

- 1 I'll make the main point clear.
- 2 I won't copy from the task, I'll use my own language.
- 3 I'll connect ideas with pronouns.



WRITE YOUR OWN MESSAGE

