

# 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 one more idea.

### The text messages were about ...

|                                                            |                                                                         |
|------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> homework for tomorrow             | <input type="checkbox"/> something funny that happened in class         |
| <input type="checkbox"/> inviting someone to a party       | <input type="checkbox"/> what you need to study for a test next week    |
| <input type="checkbox"/> who does what for a group project | <input type="checkbox"/> what grade you got on a test                   |
| <input type="checkbox"/> being sick and missing school     | <input checked="" type="checkbox"/> e.g. asking for help with a problem |

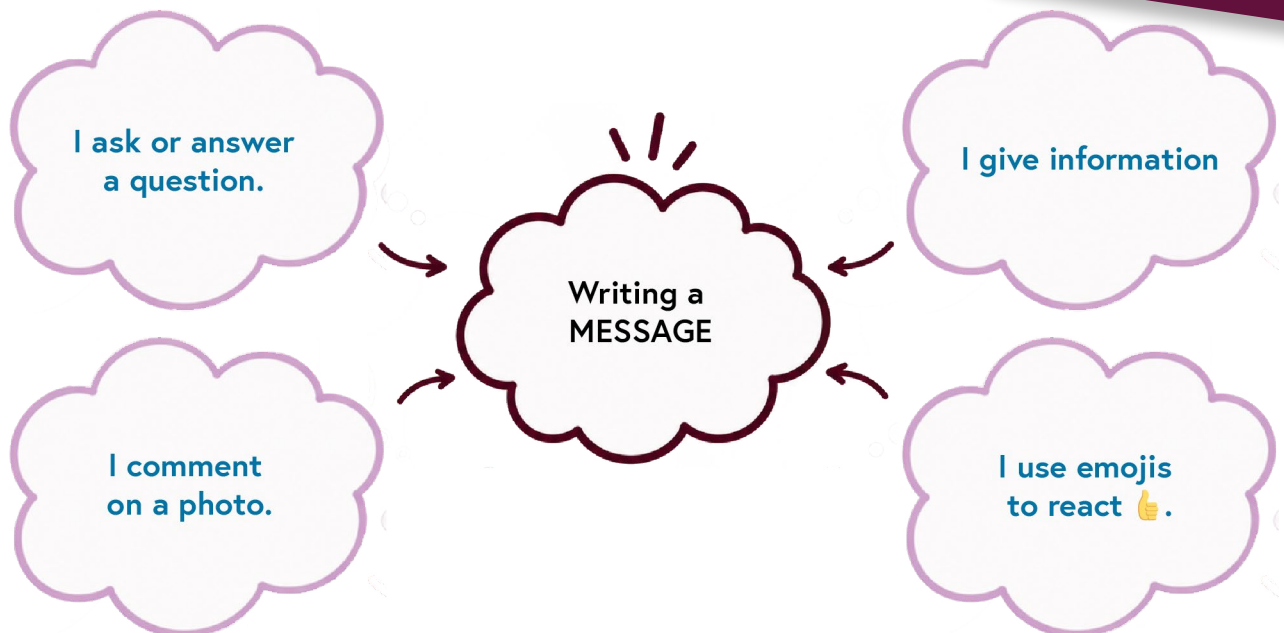
→ There are no right or wrong answers here – you ticked what was true for you and wrote your own idea.

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

These are some ideas:



A message is usually about something important. They often need a quick answer.



## 2

Read this writing task carefully. What should you do?  
Tick (✓)TRUE or FALSE.

| I should write a text that ... |                                           | TRUE                                | FALSE                               |
|--------------------------------|-------------------------------------------|-------------------------------------|-------------------------------------|
| 1                              | ... asks what I should do.                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2                              | ... says why the calculator broke.        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3                              | ... says sorry to a girl in my class.     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4                              | ... asks my parents for a new calculator. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5                              | ... is about 50 words long.               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6                              | ... everyone can read online.             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

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.



- 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 pushed <u>your</u> calculator off the desk. It fell to the floor and now it doesn't work. |
| 3 | I'm really sorry about that! <u>You were so helpful</u> and now I feel terrible.                           |
| 4 | <u>Should I buy you a new calculator? Or should I just give you the money?</u>                             |
| 5 | So sorry! Arben<br>(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.



Talk to your reader directly.



Look für pronouns!

### 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 things and puts them in other places in the apartment just to annoy me. Do you remember you gave me your calculator so I could do my maths homework? 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. I feel really bad 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 fix it. Please let me know! Elena

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

It is too long.

It has too much extra information, so the main idea is not clear.

- b. Cross out all the sentences in Elena's message that are not important.



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 bad 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                                   | Please let me know! Elena                                                                                                                                         |

5

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

|                                                    |                            |
|----------------------------------------------------|----------------------------|
| Should I buy you a new calculator?                 | It has stopped working.    |
| My dog took it and broke it.                       | I'm sorry for breaking it. |
| I feel bad because I wasn't careful.               | Now the screen is broken.  |
| When I picked up my bag, your calculator fell out. | Should I get it repaired?  |



Use your own words.  
Don't use longer  
phrases or sentences  
from the task.

| The writing task says:                                            | You could write...                                     |
|-------------------------------------------------------------------|--------------------------------------------------------|
| Sadly, you broke it.                                              | (1) Now the screen is broken.                          |
|                                                                   | (2) It has stopped working.                            |
| Explain what happened                                             | (3) My dog took it and broke it.                       |
|                                                                   | (4) When I picked up my bag, your calculator fell out. |
| Tell her how you feel about the situation/<br>You are very sorry. | (5) I feel bad because I wasn't careful.               |
|                                                                   | (6) I'm sorry for breaking it.                         |
| Ask her what she wants you to do                                  | (7) Should I buy you a new calculator?                 |
|                                                                   | (8) Should I get it repaired?                          |

## 6 Complete the sentences with the pronouns and short words in the box.

that – it – one – she – its – it



Don't use the same words again. Use pronouns (e.g. *it, they, that*).

- My sister played with the calculator and she wasn't careful.
- 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.
- I dropped the calculator on the floor and it broke. I'm so sorry about that.
- Should I buy you a new one?

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

These are just some ideas:

My top three:

- 1 I'll only write about the most important information.
- 2 I won't copy from the task, I will use my own words.
- 3 I'll use pronouns so that I don't repeat the same words.



WRITE YOUR OWN MESSAGE