

## Writing prompt

### Essay

**Constraints:** Use the 5-8 words given from the teacher. Write an essay and include the words. It is an opportunity to use the words in the student's receptive vocabulary in their active vocabulary. The teacher will give the students 5- 8 words from a novel they read together. So they have to include the words in a context. The student has to build an essay with this 5 or more words. It should be a help to form the structure of their essay and also to learn the vocabulary from their reading.

**Grade:** 6-7

Build a story with five words given:

Squirrel	Bribery
Happy	Gingerly
Homely	Reverie
Laugh	self-esteem

One day I was sitting in a café close to my apartment at a window seat. Outside it was stormy, grey and I could see the leaves swirling on the ground. It was autumn, and all the leaves on the trees changed into reddish, orange colors. I order a **gingerly** tea, which should warm me inside out. I can still feel the cold in my limbs. **Happy** to be inside in the warmth and the **homely** atmosphere of this café I start to study. In the background, I can hear a pop song and the noise of making café. The whole room smells like the fresh baked banana-chocolate leaf they just made. Looking around, I discover a mother with her little daughter looking out the window. Suddenly the little girl starts to giggle. She discovered a **squirrel**. The squirrel was hopping outside in the courtyard in his mouth it has a big nut. It is running from one spot to another to find the perfect place to bury his treasure. A few minutes later, I saw enough of the squirrel daily life. I try to focus on my homework. One hour later I can't concentrate on my homework. I'm always falling back into a **reverie** about my holidays in Hawaii. My thoughts go to the beautiful island with the palm trees. The sun would shine brightly at the horizon. I would be able to hear the sough of the sea. I could see the waves breaking on the shore. I heard the coast must be stunning and it will be an adventure to hike there. The atmosphere would be so relaxed. I would live a carefree life there.

The sound of breaking glass brings me back to the café. I was staring outside of the window during my daydreams. A little perplex and shocked of the fast come back I close my eyes again and hope to disappear in my **reverie** of Hawaii. It is too loud in here. Somebody next to me has a loud **laugh**. I try to focus again on my homework. It is a chapter about **bribery** in South America. Ah, it is sooo hard to concentrate! The topic is not catchy and all these tons of pages I have to read. My marks in this course are quite low, because I can't focus on the topic. My thoughts always digress to another place. I have a low **self-esteem** right now. Every day feels the same. The teacher asks my question, and I have no clue what he is talking about. The class

makes always fun of me. I feel lost in this whole new world. I want to disappear and live in Hawaii or even in the Philippines. An escape from reality and the University. Just flew to a country where they have warm weather through the whole year. Soon I have holidays, and I will disappear to an exotic country.

### A Cinquain poem

**Constraints:** One noun

Two adjectives

Three gerunds (words + ing)

A short sentence.

A one-word summary

Recognize how literary elements, techniques, and devices enhance and shape meaning. The student should be able to express their selves with a few words. It also helps that the children have to distinguish between adjectives, nouns and gerund. The task is connected with grammar.

**Grade:** 5-8

Home

Warm, homely

Loving, Helping, respecting

People I love

Family

Pets

Fluffy, obstinate

Loving, cuddling, respecting

If you get their respect they are true friends.

Cats

Peers

Crazy, adventurous

Caring, exploring, observing

We are in groups.

Scout

### Writing an email, msn or sms conversation with a stranger

**Constraints:** write and SMS, email or MSN chat conversation between two strangers like from the book: "Jemand wie du." Or "Sms für dich". It has to include two main characters. It should be at minimum  $\frac{3}{4}$  of one page long.

It should help the students to see the different use of language in school and at the chat, email, etc. conversation. It shows different language use. The students can demonstrate their slang. Language and text can be a source of creativity and joy. Recognise and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages are included in this task.

**Grade:** 6-8

Emily: Hey! It was soo fun yesterday night. Thank you so much for the drinks. Did your night end in pizza?

Toby: Hey there! I think you got the wrong number. I wasn't out yesterday night, but I'm glad you had a fun night out ;)

E: Dear Stranger thank you for your respond even though it is nice to meet you (hear from you) hihih!

T: My name is Toby nice to meet you too.

E: Huhu, I'm Emily. Are you interested to go out for a drink?

T. Wow you got over this guy fast who gave you the wrong number. I have another insane idea. Let's change houses for one week. I saw it once in Television. I think it will broaden our horizon. And after this week let's meet for a drink. What are you thinking about this?

E: Oh well that's an insane idea but sounds like fun. Why not it is worth a try! Where do you live?

T: I live in the city of San Francisco. How about you. Where do you live?

E: Oh well I live on the coast near to Los Angeles. But let's do this!

Some weeks after this conversation and a few appointments they finally change houses.

E: Wuhu arrived at your tiny tiny apartment. Wow your view is awful you see the trams and the sky trains. Mine is better! Your neighbours are really noisy how could you live in there? I can tell that no woman ever lived with you :P

T: Phaha I have the jackpot. Little house at the beach are you f\*\*cking rich? And about the woman in my live screw you. Your house is not better. Not as clean as I thought it would be. But I have to admit your view on the sea is stunning!!!

E: Your bathroom is fugly!!! What have you done!!! Didn't you clean it for years??? Ah, soo gross. You never have a one night stand over?

T: Nah I'm not that type of guy who invites girls over I rather prefer to go to them. Haha, this insane idea was awesome!!!

E: Happy you like my little house. Was a ton of work to get it :P what is a nice place to enjoy the nature so a kind of park?

T: Oh you miss the nature don't you? You little nature freak. Hmm we have some lovely parks close to my apartment but nothing comparable with your surrounding here at LA. It's just a week enjoy the city life it can be fun too! ;)

Some days later.

E: Look forward to meeting you finally in person ☐ I'm already inside of the restaurant.

T: See u in some minutes. Stuck in traffic but will be there around 5 minutes. Yes, I'm looking forward too!!! Transform a formal letter into an informal letter

### **Shift a formal letter to an informal letter**

**Constraints:** Take a formal letter and transform it into an informal letter.

The students have to select and use appropriate features, forms, and genres according to audience, purpose, and message. Children will see the differences between formal and informal writing. They will see the different language features and use of language between formal and informal.

**Material:** a formal letter

**Grade:** 6-7

Hi Nina

I want you to welcome you to our Uni at UBC. You finally made it into our program! Congrats! You are an exchange student at PH Zürich so you will pay the student fee for 2016-2017 there as usual. You made it in the faculty of education, and you are welcome to study at UBC for Term 1. You need a student number, so your student number is 70943162. Your email address for UBC will be the same as you used at PH: nina\_kaufmann@stud.phzh.ch. If the email address is not correct please contact us at [www.students.ubc.ca/ssc](http://www.students.ubc.ca/ssc).

As an exchange student, you are allowed to study at UBC in the Senate-approved exchange program. You can transfer your degree with ease to your home university. Exchange students are allowed to study for one year as non-degree students. But the acceptance of UBC doesn't mean you have admission or permission in Canada. Students who are studying more than six months need a study permit. It is best if all students have a study permit. It makes life easier. For more information about the topic visit Citizenship or Immigrant Canada at [www.cic.gc.ca](http://www.cic.gc.ca).

If you have to apply for a student permit, call the UBC's Designated Learning Institution. The number is 019330231062.

Make sure you read the information on the back of the letter and also to read the Pre-Arrival Checklist on our website.

Cheers,

Cheryl Dumaresq Acting Director Go Global

### **Oral history**

**Constraints:** Do an interview with your grandparents and ask them about their childhood. Afterwards write the interview in first person down and make it interesting for others to read it.

The children have to write in the first person from another view, so they have to change perspective. Moreover, they learn more about heritage and use and experiment with oral storytelling processes. They will explore and share multiple perspectives, which extends our thinking. Recognise and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. The students have to select and use appropriate features, forms, and genres according to audience, purpose, and message.

**Grade: 5-7**

My name is Josef Kaufmann; I was born at the 22.12.1932 in Zürich. My nickname is Sepp or some of my grandchildren call me "Seppeli".



My mother was already 42 years old when she gave birth to me; that was odd at this time. There was a lot of gossip in our neighbourhood because of that. And also because I was advertising for baby food. I just found it out when I was already and adult.

My father was younger than my mother. He worked as a road worker. He had a tough life. He was born on a farm, but he never meets his father, because he died before my father was born. His mother married another man after some years. Sadly, the new husband was aggressive and hit his step-children on a daily basis.

My father was an excellent student, and the teacher wanted to send him to high school. Sadly the family was against it. It would cost too much and nobody would help them with their farm. So my father just graduated secondary school. When my dad was 17 years, he flew from his family and came to Zürich.

My family lived in flats block for fabric workers in Wipkingen. I was a lonely child, but even so, I had a pleasant childhood. All the children from the flat block met outside. Mostly we played soccer on the street. We could play on the streets, because of the WW2 there were no cars in Zürich. It was a very harmonic life in our neighbourhood. Everybody knew each other, and we helped each other out. Politics and religion played no role in our community we were all against the Nazis, which made our bound even stronger.

I can still remember that my father always listens to the radio at evenings, but not to the German one. He listened to the English one. The English one was not as manipulative as other radio transmitters. I still can remember that my father told me that the English one were talking about all victories and all defeats even of their own ones. I can still remember the melody when the news started. My father wasn't home a lot because he was a guard at the boundaries.

The wartime wasn't bothering me. I still know that we didn't have a lot of food. We had some restrictions for our food. Potatoes were quite cheap, and you could buy them without "Märkli". The groceries were rationed. Moreover, we just could buy two-day-old bread. I still remember the slogan in front of the bakery: "Altes Brot ist nicht hart, kein Brot ist hart." Translated it mean "old bread is not hard, but no bread is hard".

Our president made an „Anbauschlacht“ during the WW2 that said that every park should be planted with potatoes and even some public places like the Sechsiläutenplatz was planted with vegetables. So the people wouldn't starve to death. At this time the borders were closed so no food could be imported. It was a magnificent idea. The community spirit was at that time strong! Everybody helped each other out. At this time we were just 4 Million people in Switzerland.

That was the things I can remember with 85 years old. I grew up at an exciting time with a lot of changes.

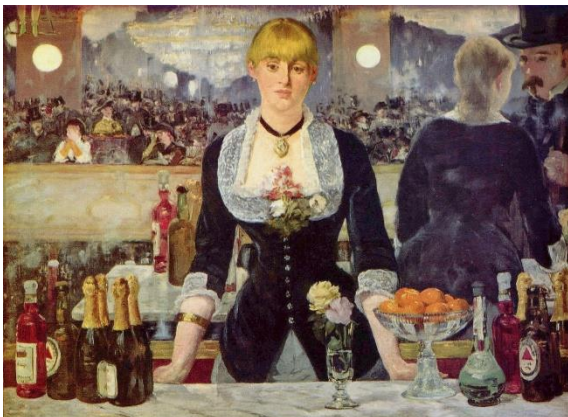
### **Picture imagination**

**Constrain:** Make up a story belonging to the picture use around 300 words. Write the story in an inner monologue. You can also use direct speech.

The students have to be able to transform ideas and information to create a texts. They have to write the writing prompt in an inner monologue. They learn a new form of text and can use it for this task.

**Material:** a picture

**Grade:** 4-7



All these people having a good time and I'm just standing here alone. Have to work to make a living. I was not born rich as all the other people at the party. They seem so happy with their life and can enjoy themselves. Life can be so unfair. I'm just a maid. All this fancy drink I make I can't even taste them. All this delicious food I have to serve and always with a smile. What is the sense of life?

I know he is somewhere here. He betrayed me! He promised me a better life by his side. Now he is somewhere in the crowd, amuses himself with some stupid girls from the upper class. He is worried about his reputation. Yesterday he promised me heaven on earth and the next day he doesn't take any notice of me. As all my friends told me, I just have to forget him. I can't he is just such a perfect guy. I have to blame myself. I'm such a fool as the quote says: "love makes you blind."

I just want to flee from this situation! Far away were society also accepts the weak and poor ones. I can't be here and smile the whole night serve the rich people and see him with other girls. But I am bound to the norms. I have to act nicely and doing my task. I hope society will change someday. In which the poor and the rich one have the same rights.

Oh gosh, he is coming over with that smile. I will just ignore him as he did it before. He is walking in my direction. I can't flee. I will just hide under the table. He is calling my name it is already too late to hide under the table. I panic. He comes closer with this smirk smile. Oh, what has he done or achieved?

He is reaching out for my hand. What is he doing? "Let's dance together!" I was totally perplexed:" But everybody will see us!" "I don't care!"

Together will reach the dance floor and started to dance. I was swirling across the dance floor. Finally, I felt free from all the norms.

### **Write a legend**

**Constrains:** Write a legend of Jack and Jill and include the information from the story. The students have to select and use appropriate features, forms, and genres according to audience, purpose, and message. Moreover, they have to recognize what a legend is and what language is used in a legend like once upon a time. They also have to know what a legend is and that it has mostly a moral behind it. This writing prompt can be used if the class reads legends with the teacher and if they already spoke about what language features are used in legends.

**Grade: 5-7**

### **Jack and Jill**

Jack and Jill went up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came after him tumbling. Up got Jack, and home did trot as fast as he could caper. He went to bed and bound his head with vinegar and brown paper.

### **Legend**

Once upon a time, in a faraway land, there was a hill of ancient magical powers, which no one had ever managed to climb. Accordingly to the legend, only two people with a pure heart can climb to the top. Two young people, Jack and Jill, heard the story and decided to try and climb the hill. One day Jack and Jill went early in the morning to the hill. When the sunrise the two of them arrived at the bottom of the hill and started to climb it. A short way up they encounter an apple tree, surrounded by a fence with no gate and a sign reading:" only for deer." Despite their hunger, Jack and Jill continue, respecting the sign. As they journey further up, they find a lush bed of grass. But again there was a sign, reading "only the elders may rest here." Jack was tired and wanted to ignore the sign, but Jill pulled him onward. The sun was now burning down, and it got boiling. Both of them were thirsty. They already emptied their flask of water. They were nearly at the top, and both were exhausted when they came across a stream. Once again, the respite from their travels was marked by a sign, "only the sick may drink." Jack decided to drink; he was so tired. Jack decided to drink; he was so tired. The magic of the hill threw him back down the slope. Because there was only one pure heart left, Jill was forced to follow Jack back to the bottom.

### **Take a fairy-tale and transform it into dialogue**

**Constrains:** Pick a scene of your favourite fairy-tale. Rewrite the fairy-tale in direct speech, so it is just dialogue. Change the style of the language and transfer it to dialogue. Language and text can be a source of creativity and joy. The students learn the importance of punctuation in direct speech. Students will practice in this task the use of dialogue tag.

**Grade: 7-9**

The Huntsman (h): "Run away poor child, run far away so nobody will find you. I will bring your evil stepmom a heart of a pig and will say it is yours. Run I can't harm you!"

H mumbles:" The wild animals will hunt you anyway, soon you will be dead but not through my hand."

Snow White (S): It is almost evening, and I'm still running in this foreign forest. I have to find shelter for the night! Oh, what a coincident I found I small house."

S: Hello is anyone at home? Can I enter? Hmm, no reply I will just have a look. Oh, the house is so small who can live in here? But at least it is clean. How cute there are seven little plates and seven knives and forks. I'm soo hungry I hope they don't mind if I eat a little bit of their vegetable and bread. Now I'm so thirsty I will just have a sip of every cup so they won't find out I drank their wine."

S:" I will just lie in one bed and sleep a little while. Oh, this one is too long, and this one is too short. Ah finally the last bed is just right I will just have a nap here."

Dwarfs: "We dig in our mine the whole day through. To dig dig dig dig dig dig dig is what we really like to do. It ain't no trick to get rich quick. If you dig, dig dig with a shovel or a pick. In a mine! Where a million diamonds shine! We dig dig dig dig dig dig dig from early morn till night. Heigh-ho, Heigh-ho. It's home from work we go."

Dwarf 1: "Somebody was sitting on my chair!"

D2: "Somebody eats from my plate!"

D3:" Somebody eats my bread!"

D4:" Somebody was eating my veggies!!!"

D5:" Who was drinking from my mug!"

D6:" Who was stepping in my bed?"

D7:" Come here quietly. I found her in my bed. She is such a beauty."

D1:" Let her sleep she looks really exhausted. We have still a couch on which you can sleep on."

Dwarfs: Good morning what is your name?"

S:" Ahh, you scared me! My name is Snow White."

Dwarf 1:" How did you find our house? It is so hidden in the forest so nobody can find us ever!"

S:" Well where shall I start. My stepmother wanted to kill me, so she hired a huntsman to do the job. He brought me to the forest, but he couldn't kill me, so he spared my life. Before he could change his mind, I ran into the forest and ran as fast as I could. In the evening I found your little house. Out of exhaustion I came here and ate something and then lied on one of your beds."



D2: "Poor you. If you will cook, clean and make our beds and do our laundry, then you can stay here as long as you want to."

S: "Yes, deal!"

Dwarfs: "So we will leave for work, be cautious and careful about your stepmom. She will soon find out that you are still alive. Do not let anyone in."

S: "I'm a grown-up, I will be careful don't worry about me. Good-bye, see you in the evening."

### **Sentences written on your own body**

**Constrains:** What would you write on your body to reflect something very important about you? What about you? If you were posing for such a picture showing writing on your own body, what would your message say? Write an essay and answer the question above. Write at least 300 words.

Texts are socially, culturally, and historically constructed. The students recognise and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. The students can express themselves and share their experience.

**Grade:** 7-9

My sentence: Whenever you find yourself doubting how far you can go, just remember how far you have come. Remember all the battles you have won, and all the fears you have overcome.

It reflects my way through life and all the doubts I had in life and thoughts that I won't be able to do the task or achieve my goal. Through the reflections, it opens my eyes to what I already achieved in life and how far I already got. Through the quote, I can see my achievements. Moreover, that I was capable of more than I ever thought. I'm more or less a doubting person. If I have a lot of assignment, my first thought would be: "I can't manage this, it is too much." In this situation, I try to calm myself down and remember what I already achieved in life and how far I got. All the battles I had with myself and other humans. All the fears of fail I have overcome. My host mother always told me before I had an exam: "Just give your best shot." If I am in a situation now of doubting or fearing something, I always look back what I already achieved in life. It helps me to calm myself down and concentrate on the important stuff, to take step by step to my goal. Also, when I despaired because of a new environment. I will always look back how I managed five months in Brighton, and I can tell myself that I am stronger than I think. I got through a lot already, and more will come. With this quote, I know I am capable of more than I ever thought.

I would like to inspire people to believe in their self and see their achievements and not their failures. They have to focus on the good things and their accomplishments. The quote shows us all that we are capable of more than we thought and achieved more than we recognise. Don't despair. Believe in yourself and work your way through step by step.

### An example of a bilingual Cinquain

**Constraints:** One noun  
Two adjectives  
Three gerunds (words + ing)  
A short sentence.  
A one-word summary

Use a foreign language and made up a cinquain. It can include just one word of another language or more. If you are not bilingual use the language you learned in school like Spanish, French, etc.

Recognise how literary elements, techniques, and devices enhance and shape meaning. The students can express themselves with few words. It also helps that the children have to distinguish between adjectives, nouns and gerund. The task is connected with grammar. It can connect both languages in one task and show us the variety of language of the class. It also shows the person that language can also be a thing people identify with.

**Grade:** 5-8

Apfel  
Rot, süß  
Biting, chewing, swallowing  
Esse nicht die Kerne  
Apple

Dog  
Fluffy, cute  
Walking, running, playing  
Man's best friend  
Hund

Hund  
Knuddlig, herzig  
Laufen, rennen, spielen  
Mensch bester Freund  
Dog

Beach  
Sandig, sonnig  
Swimming, relaxing, surfing  
Muschel suchen  
Strand

Ferien  
erholsam, spannend  
Hiking, relaxing, enjoying  
In ein anderes Land reisen  
Holiday