

## E-mail exchange project between students from different countries and of different nationalities.

### A step by step guide.

The aim of this project is to give you an opportunity to communicate one-on-one with a pupil (from another country) via e-mail. Each of you is assigned to write at least two e-mails to (a) pupil(s) from another school in, if possible, a different country than yours. Written below is a step-by-step guide of how the project should be carried out.

#### Step 1: Gathering information.

*Task of the pupils:*

- Gather information about the country you are going to write to. Gather information about how to write an e-mail and practice writing a proper e-mail in English.

*Task of the teachers:*

- Gather pupils' information (names and e-mail addresses). Compile this information in a list and send it to each other; pupils are linked together based on age and level.

#### Step 2: Preparing for the project.

*Task of the pupils:*

- Look up information about the foreign country / culture.
- Look up useful language used for writing e-mails.
- Practice how to write an e-mail in English.

*Task of the teachers:*

- Discussing the differences between the Dutch and foreign culture in class.
- Teaching you how to write a proper English e-mail.

#### Step 3: Starting the project.

#### E-mail exchange project – basic information:

- In total you are going to write **two e-mails**.
- If possible, use your school e-mail address in this project.
- Only do the tasks the teacher tells you to do.
- Follow the tasks, rubric and e-mail etiquette at all times.



### Task 1:

#### Farel College → (Foreign) school

- Write a four-paragraph e-mail with a minimum of 220 words and a maximum of 250 words. Do not use more nor less words!

**1<sup>st</sup> paragraph:** Introduce yourself; tell your name, age, the country you live in and why you are writing this email (if you want, you may attach a photo of yourself).

**2<sup>nd</sup> paragraph:** Tell your pen pal something about your school; add at least one fact about your school that your pen pal might find interesting.

**3<sup>rd</sup> paragraph:** Tell your partner what you like to do in your spare time (your favourite hobby, your favourite sport, your favourite kind of music, etc.).

**4<sup>th</sup> paragraph:** Ask your partner to tell you something about his/her country. End your e-mail properly.

#### Important!

- Your e-mail has to be in English. Try to make as few mistakes as possible.
- Add at least one or two extra question(s) to ask your partner in your e-mail.
- CC your teacher when you send the e-mail.

### Task 2:

#### (Foreign) school → Farel College

- Write a four-paragraph e-mail with a minimum of 220 words and a maximum of 250 words. Do not use more nor less words!

**1<sup>st</sup> paragraph:** Thank your pen pal for the e-mail and introduce yourself (see Task 1, 1<sup>st</sup> paragraph). If you want, you may attach a photo of yourself.

**2<sup>nd</sup> and 3<sup>rd</sup> paragraphs:** Answer your pen pal's questions. Ask questions of your own.

**4<sup>th</sup> paragraph:** Ask your pen pal to tell you something about his/her country. End your e-mail properly.

#### Important!

- Your e-mail has to be in English. Try to make as few mistakes as possible.
- Add at least one or two extra question(s) to ask your pen pal in your e-mail. Put this question where you think it will be appropriate.
- Use "Reply" when you send the e-mail.
- CC your teacher when you send the e-mail.

**ONLY USE DO THIS TASK IF YOU DID NOT RECEIVE A REPLY.**

**Task: ERROR 404**

**(Foreign) school <-> Farel College  
Farel College <-> (Foreign) school**

*For some reason you have not received a reply from your pen pal. In this e-mail, you will politely ask your pen pal for a reply to your e-mail. You also want to know the reason why your pen pal has not send you an e-mail yet.*

- Write a four-paragraph e-mail with a minimum of 220 words and a maximum of 250 words. Do not use more nor less words!

**1<sup>st</sup> paragraph:** Inform your pen pal that you have not received an e-mail from them yet. Ask them for the reason and tell them that you look forward to a reply.

**2<sup>nd</sup> and 3<sup>rd</sup> paragraphs:** use the same information as in your first e-mail.

**4<sup>th</sup> paragraph:** Ask your pen pal to reply as soon as possible. End your e-mail properly.

**Important!**

- Your e-mail has to be in English. Try to make as few mistakes as possible.
- When you send this e-mail, add the e-mail you sent the first time.
- CC your teacher when you send the e-mail.



### Task 3:

#### Farel College → (Foreign) school

- Write a four-paragraph e-mail with a minimum of 220 words and a maximum of 250 words. Do not use more nor less words!

**1<sup>st</sup> paragraph:** Thank your pen pal for the e-mail and say that this will be the last e-mail you are going to send for this project.

**2<sup>nd</sup> paragraph:** Make sure that you answer all your pen pal's questions. If you wish to keep in contact with your pen pal, introduce some new topics to talk about in your e-mail.

**3<sup>rd</sup> paragraph:** Ask your pen pal to describe his/her favourite place or tourist attraction in his/her country. Ask him/her to attach a photo of that place with himself/herself in it (if possible).

**4<sup>th</sup> paragraph:** Thank your pen pal for this e-mail exchange and end your e-mail properly.

#### Important!

- Your e-mail has to be in English. Try to make as few mistakes as possible.
- Add at least one or two extra question(s) to ask your partner in your email.
- Use "Reply" when you send the e-mail.
- CC your teacher when you send the e-mail.

### Task 4:

#### (Foreign) school → Farel College

- Write a four-paragraph e-mail with a minimum of 220 words and a maximum of 250 words. Do not use more nor less words!

**1<sup>st</sup> paragraph:** Thank your pen pal for the e-mail.

**2<sup>nd</sup> paragraph:** Make sure that you answer all your pen pal's questions. If you wish to keep in contact with your pen pal, introduce some new topics to talk about in your e-mail.

**3<sup>rd</sup> paragraph:** Ask your pen pal some more questions about thing you wish to know about him/her or the country he/she lives in.

**4<sup>th</sup> paragraph:** Thank your pen pal for this e-mail exchange and end your e-mail properly.

- If you wish to keep in contact with your partner, introduce some new subjects to talk about in your e-mail.

#### Important!!

- Your e-mail has to be in English. Try to make as few mistakes as possible.
- Use "Reply" when you send the e-mail.
- CC your teacher when you send the e-mail.



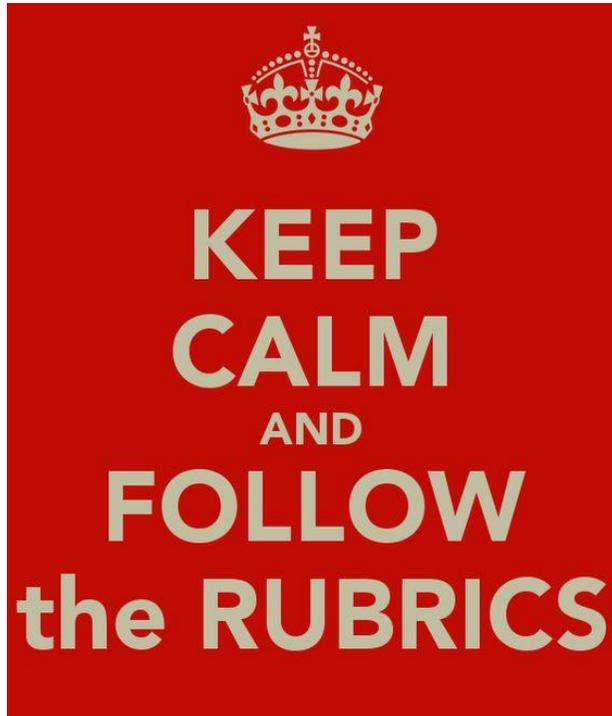
E-mail exchange rubric (First e-mail – Task 1 + Task 2).

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>1. Content</b>	All content is relevant to the text and contains no OR very little misinterpretations AND/OR omissions of the text. The target reader is fully informed.	Some small irrelevances AND/OR misinterpretations AND/OR omissions of the text are present. The target reader is on the whole informed.	A few irrelevances AND/OR misinterpretations AND/OR omissions of the text are present. The target reader is minimally informed.	The content is totally irrelevant and contains a lot of irrelevances AND/OR misinterpretations AND/OR omissions. The target reader is not informed well.
<b>2. Organisation</b> <i>(introduction, main body, conclusion)</i>	The pupil can be easily followed because there is a very logical sequence of writing stages which can be followed without any difficulty. There is a good organisation, because there is a clear introduction, body, AND ending. In addition there is a good correlation between these different stages.	The pupil can be followed because there is a logical sequence of writing stages. There is organisation, because there is a clear introduction AND/OR body AND/OR ending.	The pupil is sometimes difficult to follow because the sequence of writing stages is sometimes not coherent. There is some organisation, because at least two out of three stages (introduction, body and ending) are present. But more could have been done to make it clearer.	The pupil is difficult to follow because the sequence of writing stages is not coherent AND/OR not present. There no organisation, because there is no clear introduction, body, AND ending.
<b>3. Grammar</b>	The pupil's writing contains no grammatical errors.	The pupil's writing contains no more than two grammatical errors.	The pupil's writing contains three OR four grammatical errors.	The pupil's writing contains five or more grammatical errors.
<b>4. Use of English</b>	The vocabulary used was appropriate for the topic AND/OR the target reader: no OR only a few words were too easy AND/OR too difficult, no OR only a few vocabulary items were used incorrectly AND/OR not used in the correct context.	The vocabulary used was appropriate for the topic AND/OR the target reader: only a couple of words were too easy AND/OR too difficult, less than a quarter of the vocabulary items were used Incorrectly AND/OR not used in the correct context.	The vocabulary used was broadly appropriate for the topic AND/OR the target reader: some words were too easy AND/OR too difficult, less than half of the vocabulary items were used incorrectly AND/OR not used in the correct context.	The vocabulary used was not appropriate for the topic AND/OR the target reader: the words used were too easy AND/OR too difficult, more than half of the vocabulary items were used incorrectly AND/OR not used in the correct context.

E-mail exchange rubric (Second e-mail – Task 3 + Task 4 + Task ERROR 404).

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>1. Content</b>	All content is relevant to the text and contains no OR very little misinterpretations AND/OR omissions of the text. The target reader is fully informed.	Some small irrelevances AND/OR misinterpretations AND/OR omissions of the text are present. The target reader is on the whole informed.	A few irrelevances AND/OR misinterpretations AND/OR omissions of the text are present. The target reader is minimally informed.	The content is totally irrelevant and contains a lot of irrelevances AND/OR misinterpretations AND/OR omissions. The target reader is not informed well.
<b>2. Organisation</b>	The pupil can be easily followed because there is a very logical sequence of writing stages which can be followed without any difficulty. There is a good organisation, because there is a clear introduction, body, AND ending. In addition there is a good correlation between these different stages.	The pupil can be followed because there is a logical sequence of writing stages. There is organisation, because there is a clear introduction AND/OR body AND/OR ending.	The pupil is sometimes difficult to follow because the sequence of writing stages is sometimes not coherent. There is some organisation, because at least two out of three stages (introduction, body and ending) are present. But more could have been done to make it clearer.	The pupil is difficult to follow because the sequence of writing stages is not coherent AND/OR not present. There no organisation, because there is no clear introduction, body, AND ending.
<b>3. Grammar</b>	The pupil's writing contains no grammatical errors.	The pupil's writing contains no more than two grammatical errors.	The pupil's writing contains three OR four grammatical errors.	The pupil's writing contains five or more grammatical errors.
<b>4. Use of English</b>	The vocabulary used was appropriate for the topic AND/OR the target reader: no OR only a few words were too easy AND/OR too difficult, no OR only a few vocabulary items were used	The vocabulary used was appropriate for the topic AND/OR the target reader: only a couple of words were too easy AND/OR too difficult, less than a quarter	The vocabulary used was broadly appropriate for the topic AND/OR the target reader: some words were too easy AND/OR too difficult, less than half of the vocabulary	The vocabulary used was not appropriate for the topic AND/OR the target reader: the words used were too easy AND/OR too difficult, more than half of the

	incorrectly AND/OR not used in the correct context.	of the vocabulary items were used Incorrectly AND/OR not used in the correct context.	items were used incorrectly AND/OR not used in the correct context.	vocabulary items were used incorrectly AND/OR not used in the correct context.
<b>5. Spelling</b>	The pupil's writing contains no spelling mistakes.	The pupil's writing contains no more than two spelling mistakes.	The pupil's writing contains three OR four spelling mistakes.	The pupil's writing contains five or more spelling mistakes.
<b>6. Punctuation</b>	The pupil's writing contains no punctuation mistakes.	The pupil's writing contains no more than two punctuation mistakes.	The pupil's writing contains three OR four punctuation mistakes.	The pupil's writing contains five or more punctuation mistakes.



### Calculation of the final mark

1.

Rubric mark 1 (see page 8) is calculated by using the following formula:

$$(10:12) \times \text{number of points earned} = \text{mark (1)}$$

2.

Rubric mark 2 (see pages 9 + 10) is calculated by using the following formula:

$$(10:18) \times \text{number of points} = \text{mark (2)}$$

3.

$$\text{Mark (1)} + \text{Mark (2)} = \text{Mark (3)}$$

$$\text{Mark (3)} : 2 = \textbf{final mark}$$

### Mark calculation example

#### Rubric mark 1:

The rubric score was:

1. Content	2 points
2. Organisation	1 point
3. Grammar	3 points
4. Use of English	2 points
----- +	
	7 points

$$(10:12) \times 7 + 0.5 = 6.3$$

6.3 = **mark (1)**

Mark (1) + Mark (2) = Mark (3)

$$6.3 + 6.1 = 12.4 = \text{mark (3)}$$

Mark (3) : 2 = final mark

$$12.4 : 2 = 6.2 \text{ (final mark)}$$

#### Rubric mark 2:

The rubric score was:

1. Content	2 points
2. Organisation	1 point
3. Grammar	3 points
4. Use of English	2 points
5. Spelling	1 points
6. Punctuation	2 points
----- +	
	10 points

$$(10:18) \times 10 + 0.5 = 6.1$$

6.1 = **mark (2)**

**In this example, the final mark for this project is a 6.2 out of 10.**



## How to write an informal letter / e-mail

The layout below shows you a general format for an informal letter.

{Your address}

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{Date}

{Greeting}

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{Opening}

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{First content}

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{Second content}

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{Third content}

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{Conclusion}

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{Signing off}

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{Signature}

<http://pmressays.blogspot.com/>

## Useful phrases

### 1. Salutation or Greeting

Start with **Dear** followed by the first name of the person to whom you are writing. In emails, you can also start with **Hi** (and the person's name). **Dear Ben**, or **Hi Ben**, (Don't forget to use only the first name of the person you are writing to and not *Dear Mr John*, which is never used, or *Dear Mr John Brown*, which sounds too formal.)

Informal letters sometimes have a comma after the person's name, and the letter starts on the line below.

**Example (voorbeeld):**

<p><i>Dear Dennis,</i></p> <p><i>I am writing to...</i></p>
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### 2. The opening

When writing an informal letter, you are usually replying (*antwoorden*) to another letter. You would **normally start with a greeting, then acknowledge the letter to which you are replying.**

**Useful phrases for the opening are...**

- How are you? / How is your family doing? / I hope you are well.
- Thank you / Many thanks for your (recent/last) letter / postcard.
- It was good / nice / great to hear from you again.
- I was so surprised to hear that...
- I'm sorry I haven't written / haven't been in touch for such a long time.
- It's ages since I've heard from you. I hope you're well / you and your family are well.
- How are things? / How are you? / How is it going?

### 3. The main body

When writing an informal letter, make sure to use paragraphs (*alinea's*) to make your letter look clear (*duidelijk*).

**Useful phrases for the main body are...**

To introduce a topic:

- Well, you'll never guess who I bumped into yesterday.
- I know how much you love (...) so I...
- By the way, did you know that (...)?

To go back to a previous topic:

- Anyway, as I was saying earlier, I really wasn't very happy there.
- Now where was I? Oh yes, I nearly forgot...

To introduce surprising or bad news:

- I'm really sorry but I can't do it.
- To tell you the truth, I don't really like sports much.

**To summarise what you've already said:**

- Anyway, we had a really nice time in the end.
- Well, to cut a long story short, we didn't get there on time.

## 4. The conclusion

The end of your letter is as important as the beginning. There are some standard ways of finishing an informal letter or e-mail. You can read them below.

Give a reason why you're ending the letter:

- Anyway, I must go and get on with my homework!
- I guess it's time to go do something else.

Send greetings and/or make reference for future contact:

- Give my love / regards to... / Say hello to...
- Anyway, don't forget to let me know...
- We must try and contact each other again soon.
- I can't wait to hear from you / Look forward to seeing you again / Hope to hear from you soon / See you soon / Write soon

**Closing statement** such as..

- *Love,*
- *Lots of love,*
- *All the best,*
- *Take care,*
- *Best wishes,*

..should be written **on a new line**. If you used a comma after the opening greeting, use a comma here too.

**Signing off** (de brief / e-mail definitief afsluiten):

Write your first name on a new line (you may also write down your surname if you want to, but you do not have to).

## Other useful phrases

### Referring to news (*verwijzen naar nieuws*):

- Great news about ...
- Glad to hear that ...
- Sorry to hear about ...

### Giving news (*het geven van nieuws*):

- Listen, did I tell you about ...? You'll never believe what ...
- Oh, and another thing ... This is just to let you know that ...
- I thought you might be interested to hear about / know that ...
- By the way, have you heard about / did you know that ...?

### Apologies (*excuses maken*):

- I'm writing to apologise for not writing you back sooner, but I was ill.
- I'm really sorry that I forgot an e-mail back. I was very busy with school.

### Requests (*verzoeken*):

- I'm writing to ask for your help / you (if you could do me) a favour.
- I wonder if / I was wondering if you could help me / do me a favour.
- I hope you don't mind me asking but could you (possibly) ...?
- I'd be very / really / terribly grateful if you could ...

### Thank you / Congratulations / Good Luck (*bedanken, felicitaties, goede wensen geven*):

- I really appreciated all your help / advice.
- Congratulations on passing your exams / your excellent exam results!
- I wish you good luck / Good luck in the future / with your exams / at school.
- Don't worry, I'm sure you'll do well / pass / be fine.

### Making suggestions and recommendations (*het maken van suggesties en aanbevelingen*):

- Why don't you ...? / Maybe you could ...? / How about ...?
- You can't leave (...) without...
- I'm sure you will enjoy (...). If you like, we can ...
- Do visit (...) / Don't forget to ...



## Example of a good informal letter / e-mail.

You have received this short e-mail from an English-speaking boy called Simon.

*Hello,*

*I would like to get to know someone from your country and a friend has told me that you would like to practise your English. Perhaps we could e-mail each other. Could you tell me a bit about yourself and your family? Could you suggest how we might meet sometime in the future?*

*Thanks,*

*Simon*

Write your **e-mail** in **220 - 250 words** in an appropriate style.

Hello Simon,

I'm glad you're interested in my country. As your friend said, I'd like us to e-mail each other to help me improve my English.

Let me start by telling you a bit about myself and my family. My name's Kim and I live in Ridderkerk which is about 15 minutes from Rotterdam by car. I am at a secondary school called Farelcollege. I really like it here. My favourite subject is English. The teacher is very nice, and I like to speak English too. In the future I want a job where I can travel for my work. I've already been to a few places in Europe but I've never been to an English-speaking country.

I live at home with my parents, which is convenient, as I don't have to do much housework and my meals are cooked for me. My older brother is studying at university. Although he is eight years older than me, we get on quite well. We both enjoy snowboarding and music.

What about you? Have you ever been to the Netherlands? It would be great if you could come over one day and we could fix up a meeting. Why don't you let me know your plans?

Anyway, I must go and get on with my homework! I look forward to hearing from you soon.

Best wishes,

Kim

*(225 words)*

**Practice assignment 1.**

# INFORMAL LETTER

A new classmate!

Imagine that you will get a new classmate. This classmate is not from the Netherlands, but from another country somewhere around the world (you may decide which one!). You are really excited, and you want to get to know him/her as soon as possible. The teacher has given you his/her address. Therefore, you decided to write this new classmate an informal letter.

The following information has to be in your letter:

- **1<sup>st</sup> paragraph:** Introduce yourself; tell your name, age, the class you are in and why you wrote this letter.
- **2<sup>nd</sup> paragraph:** Tell your new classmate about something you did at your school; tell about at least one thing you experienced at your school that your new classmate might find interesting. Also, tell your new classmate what you did in your spare time. Make sure to tell about at least two things you did last week/month/year.
- **3<sup>rd</sup> paragraph:** Ask questions about your new classmate; make sure to ask about a few things AND/OR something he or she did in the last few weeks.
- **4<sup>th</sup> paragraph:** End your letter properly.

Your letter has to be **IN ENGLISH**, and has to have **A MINIMUM OF 150 AND A MAXIMUM OF 250 words**.

FOCUS ON SPELLING AND GRAMMAR!

NOTEPAD

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## REAL INFORMAL LETTER

A series of horizontal dotted lines providing a template for writing an informal letter.

A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

**Practice assignment 2.**

**INFORMAL E-MAIL**

A new classmate! (Part 2)

You have received a letter back from your new classmate. He/she was very enthusiastic about your letter. He/she answered all your questions. Additionally, the new classmate give you his/her e-mail address. He/she wants to continue the exchange via e-mail. You decide to write an informal e-mail to the new classmate.

The following information has to be in your e-mail:

- **1<sup>st</sup> paragraph:** React to the letter you have received. Answer the questions briefly and introduce a new topic.
- **2<sup>nd</sup> paragraph:** Tell your new classmate about something you have done at your school since you wrote your last letter; tell about at least one thing you experienced at your school that your new classmate might find interesting. Also, tell your new classmate what you did in your spare time.
- **3<sup>rd</sup> paragraph:** Ask some more questions about your new classmate; ask about hobbies / interests / music / sports etc.
- **4<sup>th</sup> paragraph:** Thank the new classmate for this exchange. Say that you look forward to meeting him / her in real life. End your e-mail properly.

Your letter has to be **IN ENGLISH**, and has to have **A MINIMUM OF 150 AND A MAXIMUM OF 250 words**.

FOCUS ON SPELLING AND GRAMMAR!

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## REAL INFORMAL E-MAIL

A series of horizontal dotted lines spanning the width of the page, intended for writing an informal email.

A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.