

Guided Writing Teacher's Notes

Reading

1 Ask the students to read through the e-mail quickly and say what it's about. Elicit ideas from some students and see if there is a consensus.

Answers

Ruby is upset with her best friend (Alex).

2 Ask students to read the e-mail again and answer the eight questions. Monitor and help where necessary. Ask students to check their answers in pairs before checking as a class. You might want students to explain some of their answers – e.g. for question 2.

Answers

- 1 Ruby
- 2 No (she is angry / upset)
- 3 crying
- 4 Her (Ruby's) best friend
- 5 Ruby
- 6 Alex
- 7 Alex lost it
- 8 No (she didn't even say sorry)

Language

3 Ask students to look at the language box and remind them that we often use the simple past to talk about past events. Give or elicit some examples.

Put students in pairs and ask them to cover the e-mail and then try to complete each sentence with the simple past form of the verb in parentheses. You might want to do the first one together as an example. Monitor and help where necessary before checking the answers as a class.

Answers

1 had 2 borrowed 3 didn't buy 4 didn't say

4 Ask students to look at the language box about linking ideas. Give or elicit some examples.

Then ask them to choose the correct word to link the ideas / sentences together. Monitor, and help where necessary. Ask students to check their answers in pairs before checking as a class.

Answers

1 and 2 but 3 and 4 but 5 and

Writing

5 Ask students to remember a problem or argument they had with someone. Put students in small groups and get them to tell each other about these situations. Ask if anyone is willing to share with the class. Next, ask students to write a short e-mail to a friend about the situation. Encourage them to look at Ruby's e-mail to help, and also to look at the checklist. Give students enough time to do the writing. You could also set this part as homework.

Checklist

Below is a quick checklist for you, the teacher, to use when looking at your students' e-mails. There is also a quick checklist on the students' page. Ask your students to look at this, read their e-mail, and check (✓) the boxes if they think they have remembered to do / use the different things.

She / He has ...

- used the simple past.
- used *and* and *but* to link ideas.
- explained what the problem was and how they felt.
- completed the task (i.e. topic focus).