

# Guided Writing Teacher's Notes

## Reading

- 1 Ask students to read through the text and decide what it is. Elicit a few answers and ask students to give a reason for their answer. See if everyone thought it was b) an e-mail.

### Answer

b an e-mail

- 2 Ask students to read the six statements and decide if each one is true (T) or false (F). Encourage students to discuss their ideas in pairs before reading the e-mail again and checking their answers. Check as a class and ask students to explain their answers.

### Answers

- 1 F (Antonio is)  
 2 T  
 3 T  
 4 F (they're going to leave on Thursday / the wedding is on the weekend)  
 5 T (she's going to stay at a hotel)  
 6 F (there are lots of guests)

## Language

- 3 Put students in pairs and ask them to look back at the e-mail and answer the three questions. Monitor and help where necessary. Check the answers as a class.

### Answers

- 1 seven  
 2 a verb / infinitive without *to* (e.g. *be*, *stay* etc.)  
 3 by putting *be + not* before *going to*

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

Ask them to cover the e-mail text and then try to complete the rules. Encourage students to discuss their answers in pairs before reading the e-mail again and checking their answers.

### Answers

1 on 2 in 3 in 4 at 5 at

- 5 Ask students to complete the five sentences with the correct preposition in each gap. Monitor, and help where necessary. Check the answers as a class.

### Answers

1 in 2 on 3 at 4 in 5 in

## Writing

- 6 Ask students to write a short e-mail to a friend in their notebooks. Encourage them to look at the e-mail from Amber, as well as 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 *going to* to talk about future plans and intentions.
- used the correct prepositions.
- described his / her plans for the weekend.
- completed the task (i.e. topic focus).