

Guided Writing Teacher's Notes

Reading

1 Ask students to read the blog and match the topics in the box with the correct paragraph. Encourage students to discuss their ideas in pairs, then elicit a few answers and ask students to give reasons.

Answers

1 family 2 daily routine 3 hobbies 4 likes / doesn't like

2 Ask students to read the blog again and answer the seven comprehension questions. Encourage students to discuss their answers in pairs before checking the answers with the class.

Answers

1 fifteen
2 Melbourne, Australia
3 Ralph (it's her dog!)
4 Because it takes nearly an hour to get to school
5 after school
6 Chinese
7 never

Language

3 Ask students to look at the language box about adverbs of frequency. Give or elicit some examples.

Then ask them to cover the blog and then try to complete the sentences. Encourage students to discuss their answers in pairs before reading the blog again and checking their answers.

Answers

1 often 2 never 3 always 4 usually

4 Ask the students to write four sentences about themselves. Monitor and help where necessary before asking a few students to read out the sentences they have written.

5 Ask students to look at the blog again and answer the two questions. Encourage students to discuss their answers in pairs before checking the answers with the class.

Answers

1 There are four paragraphs.
2 We start a new paragraph when we are changing the topic, so each paragraph contains information about a similar theme / topic area.

Writing

6 Ask students to write their own personal blog page in their notebooks (in response to the question Amy asks at the end of her page). Encourage them to look at Amy's blog, 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' blogs.

There is also a quick checklist on the students' page. Ask your students to look at this, read their blog, and check (✓) the boxes if they think they have remembered to do / use the different things.

She / He has ...

- used the simple present.
- used adverbs of frequency.
- included information about his / her likes / dislikes, and daily routine.
- used paragraphs.
- completed the task (i.e. topic focus).