

Guided Writing Teacher's Notes

Reading

1 Put students in pairs and ask them to look at the signs. Ask them to discuss where they think they would see the signs. Point out you might find them in different places, but you might see them all in one place. Elicit a few answers and ask students to give a reason for their answer. See if everyone thought it was in a school.

Answer

in a school or college

2 Ask students to read the e-mail and see which rules Macarena mentions. You could get students to check the signs that match the rules she mentions. Encourage students to discuss their answer in pairs before checking as a class.

Answers

not running in the hallway, being quiet, not going into the teacher's room (no entry), no cell phones (although this is only in class), and no eating in class

3 Ask students to read the 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 T
- 2 F (... that's good)
- 3 F (they can use them during recess)
- 4 T

Language

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

Ask students to look at the example and then to try and write sentences for the other five signs at the start of the worksheet. Put students in pairs and ask them to compare and discuss their answers together. Monitor, and help where necessary. Check as a class. (It might be a good idea to get a student to come up and write each sentence on the board so there is a visual check.)

Suggested answers

- 2 You can't enter here. / You have to stay out (of here).
- 3 Visitors have to report to (the) reception.
- 4 You have to be quiet.
- 5 You can't use your cell phone.
- 6 You can't eat or drink in class.

Ask students to look at the language box about pronouns and determiners. Give or elicit some examples.

Then ask them to look at the three sentences and decide on the correct answer. Encourage students to discuss their answers in pairs. Monitor, and help where necessary. Check answers as a class.

Answers

1 a 2 b 3 a

6 Ask students to choose the correct word to complete each of the three sentences. Again, encourage students to discuss their answer in pairs. Monitor, and help where necessary. Check answers as a class.

Answers

- 1 They (the students)
- 2 It's (the reception)
- 3 That's (the need to be quiet)

Writing

7 Ask students to write an e-mail to Macarena in their notebooks telling her about the rules in their school. Encourage them to look at Macarena's e-mail, 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' stories. 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 *can't* and *have to*.
- included three rules or more.
- used pronouns and determiners to refer to things.
- completed the task (i.e. topic focus).