

# Guided Writing Teacher's Notes

## Reading

1 Ask students to read the e-mail and then decide on the relationship between the writer and the person she is writing to. Encourage students to discuss their ideas in pairs, then elicit a few answers and ask students to give reasons (the tone of the letter is very informal, so they are close, but when the writer speaks about “Mom and Dad”, she doesn’t say “*your* mom and dad”, which suggests they have the same parents; the writer also says “they were the same with me”, again suggesting she has a close relationship with them).

### Answer

The writer and the person she is writing to are relatives.

2 Ask students to read the e-mail again and check (✓) which of Evelyn’s problems Chloe gives advice on. Encourage students to find examples to support their answers and then discuss their ideas in pairs before checking answers with the class.

### Answers

1, 2 and 4

3 Draw your students’ attention to the six sections of the e-mail letter. Ask them to write numbers 1–6 next to the stages. It is worth pointing out at this stage that although the language can vary between informal and formal letters, these six stages remain the same for all types of letter. Allow students time to discuss their ideas with a partner before checking the answers in open class. Remind your students that an informal letter to someone who you are close to should start *Dear / Dearest* (+ first name only) and end in *Love / Lots of love / All my love*. In an informal letter, contractions (*I’m, you’re*) are commonly used, and the writing style is conversational.

### Answers

a 5 b 1 c 6 d 4 e 2 f 3

## Language

4 Ask students to look at the language box on giving advice and making suggestions. Give your students a short time to find three imperatives in the e-mail (... *don’t worry about Mom and Dad ... / ... don’t let them know you are upset. / Do your homework ...*). Point out that the phrases in the language box help to make the other instructions in the e-mail less direct. Ask students to match five problems with directions as to what to do.

### Answers

1 b 2 a 3 e 4 c 5 d

5 Ask students to complete the five pieces of advice. Tell them each one corresponds to sentences 1–5 in exercise 4. Make sure students are aware that *ought* is followed by *to*, whereas *should* and (*you’d*) *better* are not. Point out that a sentence starting *Why don’t you ...* ends with a question mark (?), even though it is a suggestion.

### Answers

- 1 You should do more exercise.
- 2 You ought to stay away from each other.
- 3 I don’t think you should go.
- 4 You’d better see your dentist.
- 5 Why don’t you go camping?

## Writing

6 Ask students to write their own e-mail to a friend or relative. Explain that you want your students to imagine they have received an e-mail from a friend or relative who is experiencing one of the (three) problems. You want them to write an e-mail letter in response, writing at least two pieces of advice or giving at least two suggestions. Encourage them to refer to Chloe’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’ e-mails.

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

### She / He has ...

- used phrases to give advice / make suggestions.
- used appropriate language to start the letter.
- used contractions (*I’m, you’re*) and informal language.
- used appropriate language to close the letter.
- completed the task (i.e. topic focus).