

Guided Writing

Teacher's Notes

Reading

1 Ask students to read the blog and then choose the sentence that best describes it. Encourage students to discuss their ideas in pairs, then elicit a few answers and ask students to give reasons.

Answers

b It gives mostly negative opinions

2 Ask students to read the blog again and then match each of the opinions 1–3 with a supporting argument a–c below. Encourage students to find examples to support their answers and then discuss their ideas in pairs before checking answers with the class.

Answers

1 She isn't a good actress (b)

2 She isn't beautiful (c)

3 She is too political (a)

Language

3 Ask students to look at the language box about giving opinions. Then ask them to look back at the blog and underline examples. Give or elicit some more examples. Ask students to rearrange the words in the sentences so that they read correctly. Give students time to check their sentences with a partner before checking the answers in open class. Ask students to suggest a celebrity that each sentence could describe.

Answers

1 I think it's a great film.

2 I don't think she's a good actress.

3 In my opinion, it's his best film.

4 It seems to me that she can't act.

5 I suppose he is very good-looking.

6 I admit she deserves to win an award.

4 Ask students to look at the language box about sequencers, then at the blog, and circle examples of the language. Give students a short time to complete the text and then discuss their answers with a partner. Ask them if they know the actor and if they share the writer's enthusiasm for him.

Answers

1 For a start 2 Next 3 Finally

Writing

5 Ask students to write their own blog describing a celebrity they like or don't like. Encourage them to refer to the blog on Miranda Kaye, 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 blogs and tick (✓) the boxes if they think they have remembered to do / use the different things.

She / He has ...

- given at least three opinions.
- used appropriate phrases for giving opinions.
- given an example to support each opinion.
- included sequencers to stage the text.
- completed the task (i.e. topic focus).