

# Guided Writing Teacher's Notes

## Reading

**1** Ask students to read the letter and then decide what type of letter it is. Encourage students to discuss their ideas in pairs, then elicit a few answers and ask students to give reasons before checking the answer in open class.

### Answer

It is a letter of complaint.

**2** Ask students to look at how the letter is organised and then to number the stages 1–5. Give students enough time to discuss their ideas in pairs before asking them to match the appropriate language (a–e) for each stage. When checking answers with the class, it may be a good time to focus on formal letter conventions. Remind your students that a formal letter to someone whose name you don't know should start *Dear Sir / Madam* and end *Yours faithfully*. A formal letter to someone whose name you know should start *Dear Mr/Mrs/Ms + family name* and end *Yours sincerely*. In a formal letter, contractions (*I'm, you're*) are not used and the writing style must avoid sounding conversational.

### Answers

Reason for writing [2] **d**

Closing [5] **a**

Salutation [1] **c**

Action required [4] **b**

Specific issues [3] **e**

**3** Ask students to choose one of the two options for questions 1–3. Allow time for students to discuss their ideas with a partner before checking the answers in open class. To prepare students for the next stage, ask them: Which questions ask about the cause / reason (1 and 2) and which questions ask about effect / consequence (3)? Which question word would you normally use to ask about cause / reason? (*Why*). And which word would you normally answer a *why* question with? (*Because*).

### Answers

1 a 2 b 3 a

## Language

**4** Ask students to look at the language box on cause and effect. Then ask students to look at the six sentences and decide which part of the sentence refers to cause (e.g. *the noise*) and which refers to effect (e.g. *we had to sleep with the window closed*). This will help them decide which option to choose. Allow students enough time to do the exercise and then discuss their ideas with a partner. Draw students' attention to the language box on addition and ask them to look back at the letter and underline examples.

### Answers

1 because of 2 consequently 3 owing to 4 therefore

5 Due to 6 As a result

## Writing

**5** Ask students to write their own letter of complaint.

Ask them to choose one of the two situations and then to decide how they are going to organize the letter. Encourage them to refer to Samantha Brown's letter, 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' letters.

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

### She / He has ...

- opened and closed the letter in an appropriate way.
- started the letter with the reason for writing, then given details and ended with requests.
- used phrases to talk about cause and effect.
- avoided using contractions.
- completed the task (i.e. topic focus).