

# Guided Writing Teacher's Notes

## Reading

- 1** Ask the students to look quickly at the three headlines. Explain that there are three headlines, but only one story. They should quickly read through the story and choose the correct headline. Tell them NOT to worry about understanding everything.

Give students a few minutes to read the story and then ask students which headline is best. Ask students to give reasons for their choice.

### Answer

A LUCKY ESCAPE

- 2** Ask students to read the four questions and see how many they think they can answer without reading the story again. Encourage students to discuss their ideas in pairs.

Give students a few minutes to reread the story and find the answers to the questions. Check the answers by choosing different students to give you the answers.

### Answers

- 1 500 meters
- 2 Walking around looking at a map
- 3 (Around) 2:00 p.m.
- 4 Because it was already flying / in the air

## Language

- 3** Ask students to look at the language box and remind them that we often use the simple past and past progressive when we tell a story. Give or elicit some examples.

Put students in pairs and ask them to cover the story and then to look at the four sentences. Check they understand what they have to do, then monitor and help where necessary. Check the answers together. You might want to see if students understand why the grammar is used. For example: sentences 1 and 3 show an action happening at a time when another action happens and interrupts the first action; sentence 2 shows two actions in sequence, one after the other; and sentence 4 just has one action.

### Answers

- 1 were walking / had
- 2 landed / walked
- 3 fell

- 4** Ask students to look at the language box about linking ideas. Then ask them to complete the sentences using the words in the second box. Encourage them to look back at the story and find examples there, but point out that these sentences are not taken directly from the story. Monitor, and help where necessary. Ask students to check their answers in pairs before checking as a class.

### Answers

1 so 2 and 3 but 4 after 5 when

## Writing

- 5** Ask students to look back at the story and match the paragraphs to the different focus. Encourage them to work in pairs and discuss their ideas together. Monitor, and help where necessary. Finally, check the answers with the class.

### Answers

conclusion – 5  
main event – 2  
summary of story – 1  
what happened next – 3  
what they found – 4

- 6** Ask students to write a story of about 80–100 words in their notebooks about a lucky escape – e.g. for their school magazine. Encourage them to look at the newspaper article and also to look at 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 story, and check (✓) the boxes if they think they have remembered to do / use the different things.

### She / He has ...

- used the simple past and past progressive when appropriate.
- used linking words *and, but, so, when* etc.
- used paragraphs.
- sequenced events clearly.
- completed the task (i.e. topic focus).