

# Guided Writing Teacher's Notes

## Reading

1 Ask students to read the story and number the pictures 1–3 in the correct order. Encourage students to discuss their ideas in pairs, then check the answers in open class.

### Answers

a 2 b 1 c 3

2 Ask students to read the story again and write what each adjective describes. Give students enough time to discuss their ideas in pairs before checking answers in open class.

### Answers

1 a dumpling 2 the celebration 3 the peach 4 the peach  
5 the man and woman 6 a part of Japan 7 Momotaro

## Language

3 Ask students to look at the language box on past tenses. Explain that the convention when writing a story is to use the simple past for main events and the past progressive to describe scenes or things that were in progress when something else happened. But when we need to refer to a time before the time of our story, we use the past perfect simple for main events and past perfect progressive to describe background events. Ask your students to choose the correct option. Give them time to compare their ideas with a partner before checking answers with the class.

### Answers

1 lived 2 had seen 3 met 4 had been 5 was

4 Ask students to look at the language box on time adverbials. Explain that the phrases on the left-hand side in the exercise are all examples of time adverbials, and that when telling story, these are essential to tie the sequence of a story together. Ask students to retell the story by matching a time adverbial with an event. Give them time to discuss their answers in pairs and then check with the class.

### Answers

1 e 2 a 3 i 4 c 5 g 6 j 7 b 8 d 9 f 10 h

## Writing

5 Ask students to write a traditional story from their own country. Ask them to think about the answers to the questions and then to decide how they are going to organize the story. Encourage them to refer to the story of Momotaro, 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 stories, and check (✓) the boxes if they think they have remembered to do / use the different things.

### She / He has ...

- written a story using appropriate past tenses.
- used time adverbials to tell us the amount of time between each event.
- used adjectives to make the story more interesting.
- completed the task (i.e. topic focus).