

Guided Writing Teacher's Notes

Reading

- 1 Ask students to read the text and then decide what type of text it is. Encourage students to discuss their ideas in pairs, then check the answer in open class.

Answer

It is a summary of a book.

- 2 Ask students to look at how the summary is organized and then to number the stages 1–7. Give students enough time to discuss their ideas in pairs before checking answers in open class.

Answers

- a A tragedy occurs (6)
- b We learn the title of the book (1)
- c The main characters marry (7)
- d We meet the main female character (3)
- e We meet the main male character (4)
- f The main characters nearly marry (5)
- g We learn the name of the writer (2)

- 3 Ask students to choose one of the two options for questions 1–4. Allow time for students to discuss their ideas with a partner, before checking the answers in open class.

Answers

1 c 2 b 3 c 4 a

Language

- 4 Ask students to look at the language box on the present simple. Explain that the convention when writing a summary of a book or film is to use the present simple. Ask them to look back through the text and underline examples of the present simple. Give students time to compare their ideas with a partner before checking answers with the class.

Answers

Jane Eyre is a romance which was written in 1847 by Charlotte Brontë. The book is set in England in 1847. It tells the story of the childhood and life of Jane Eyre, an orphan.

When her parents die, Jane Eyre's aunt sends her to a strict boarding school, where she has a difficult time. After spending some years at the school as a student and then as a teacher, she finds a job as a governess at Thornfield Hall, looking after a young girl called Adele Varens. At first, Jane dislikes Edward Rochester, master of Thornfield Hall and guardian of Adele. But later, they fall in love. They are about to marry when Jane discovers that Rochester is already married. His wife, who is dangerously insane, lives secretly at Thornfield. Jane is devastated and decides to leave the house, and Rochester. Then, she meets St John Rivers, who falls in love with her. She also discovers that her uncle left her a lot of money when he died. Jane eventually decides not to marry St John Rivers and goes back to Thornfield to see Rochester. But when she arrives at the house, she finds only

burnt ruins. Rochester's wife had set fire to the house and died in the flames. Finally, Rochester and Jane get married.

- 5 Ask students to complete the sentences with the verbs in the correct form. Give them time to discuss their answers in pairs and then check with the class.

Answers

1 is 2 die, lives 3 meets, doesn't like, falls, get 4 has, wakes 5 doesn't end

- 6 Ask students to look at the language box on time sequencers and then to look back at the text to see how they are used. Ask students to complete the sentences by choosing the correct option. Allow students enough time to do the exercise and then discuss their ideas with a partner. Ask them which of the films in exercise 5 they are familiar with (*Alien*, the *Harry Potter* series, *Beauty and the Beast*, *Gulliver's Travels*, *Titanic*). Ask them to work in pairs, choose one of the films, if they know it, or a film they know well if they don't know any of these films, and describe it to their partner, using sequencers.

Answers

1 At first 2 After 3 When 4 Then 5 Later on 6 Eventually

Writing

- 7 Ask students to write their own book summary. They should choose a story they know well. Ask them to think about the answers to the questions and then to decide how they are going to organize the summary. Encourage them to refer to the summary of *Jane Eyre*, 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' summaries.

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

She / He has ...

- written the summary in the present simple.
- used time sequencers to order the summary.
- used formal language.
- avoided using contractions.
- completed the task (i.e. topic focus).