**Unit:** "You Wouldn't want to sail with Christopher Columbus"

**Date**

**Text type** (narrative, factual description, procedure…)**:**
**subjective factual and description**

**= General aim of the unit**

**Text selected**

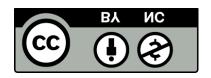written/oral/visual: Written

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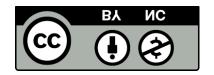| | | Teaching point | Level expected |
|---|---|---|---|
| | | | |
| Textual | Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.) | ● how to choose which information to put into which part of the text <br> ● choosing key words <br> ● features of dialogue, vivid language <br><br> ● identifying text features <br><br> ● text organization | Ss organize the information into four categories: <br> - main body (facts, present simple) <br> - speech bubble + picture (vivid language, adjectives) <br> - handy hint (imperative) <br> - picture dictionary (unknown words) |
| | Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.) | ● exaggeration <br> ● vivid descriptions <br> ● synonyms | Ss re-write the draft using synonyms of high-frequency words (good = amazing, bad = awful etc.,) expressive language (amazing, extraordinary…) |
| Linguistic | Language functions / structures | The imperative <br> Present simple | Ss give hints on how to be a successful sailor using the imperative |

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| | | Intensifiers (very, full of, too)<br>Word types | Ss write a 7 sentence description of their chosen aspect of life on a ship. Ss use present simple, intensifiers, synonyms for common words (good = amazing, bad = awful etc.). Ss use appropriate vocabulary (ship job names, ship parts, adjuncts etc.) and expressive language (amazing, extraordinary…)<br>Ss organize words from the text into a word type table |
| | Vocabulary | Jobs<br>Expressive language (extremely …)<br>Cargo: treasures (spices, gold, silver, cocoa, beans, potatoes, corn, tomatoes)<br>Parts of the ship | Ss write 5 definitions for their picture dictionary |
| | Pronunciation | | |
| | Academic language features | definitions | Ss write a concise (one-sentence) definition of an unknown or uncommon word using the structure (noun + purpose) |
| Cultural | | | |
| Strategic (learning and thinking strategies) | | Revising and planning your work<br>Preparing scheme<br>Visualising information<br>Evaluate and compare different products | Ss write a draft of the main body that includes the crucial information (verbs, nouns/people) using a self-made graphic organizer |

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| Cross-curricular links | History: differences between travel in 15ᵗʰ Century vs. today | |
| Emotional skills | | |
| Development of values | Importance of teamwork, cooperation | Ss write a short conversation that shows cooperative attitude or lack of cooperation between the sailors using rude or polite phrases, idioms, common expressions |

# Teaching points – specific aims (as relevant)

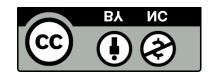## Unit Plan

**RECEPTION**

### A. Reading

**Phase I. Pre-reading / listening (create hook / open gateway to literacy / contextualize / aid understanding)**

| Task(s) | Teaching point(s) – refer to table on p. 1 | Language skill(s) practiced | Grouping/classroom setup | Teaching materials | Timing / lesson no. |
|---|---|---|---|---|---|
| 1.1 HOOK:<br>What do you know about the discovery of America?<br>Have you ever been to the US?<br>How did you travel there? What if you travelled there more than 500 years ago?<br>Why are Indians called Indians if they live in America?<br>Where does chocolate come from? | ● History: differences between travel in 15th Century vs. today<br>● Respect for different cultures | Speaking | Class discussion | board | Lesson 1 |
| 1.2 Ss are given sample copies of the text.<br>Brainstorming - T asks Ss:<br>What kind of information can you find on the sheets?<br>What do all the pages have in common?<br>Do the pictures help you? | ● text organization<br>● how to choose which information to put into which part of the text | Speaking<br>Reading | individual | 5 copies from the book (p. 10-11, 12-13, 14-15, 16-17, 32-33) | Lesson 1 |

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| Which part has the most words you don't know? | | | | | |
| 2.1 Quick revision: Ss name the four parts of the text. | ● text organization | Speaking | class discussion | notebooks, worksheets | Lesson 2 |

**Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)**

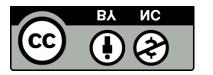| Task(s) | Teaching point(s) – refer to table on p. 1 | Language skill(s) practiced | Grouping/classroom setup | Teaching materials | Timing / lesson no. |
|---|---|---|---|---|---|
| 1.3 Ss are split into groups of four or three and asked to take scissors. Each group must cut the pages into 4 parts that have something in common.<br>T hovers and checks Ss work. | ● text organization<br>● how to choose which information to put into which part of the text | Reading<br>Speaking | Groups of 3 or 4 | Copies from the book (p. 10-11, 14-15, 24-25)<br><br>scissors | Lesson 1 |
| 3.3 Each group of students reads one text part (Group 1 - main body, Group 2 - handy hints etc.). | | | 4 Groups | | Lesson 3 |
| | | | | | |

B. **Observing: recognizing text features (structure, narrator, vivid descriptions, factual information, objectivity of tone…)**

| Task(s) | Teaching point(s) – refer to table on p. 1 | Language skill(s) practiced | Grouping/classroom setup | Teaching materials | Timing / lesson no. |
|---|---|---|---|---|---|
| 1.4 Groups rotate and check each other's work<br>Group correction: discuss which parts were cut out and why | ● The imperative<br>● text organization<br>● how to choose which information | Speaking | Groups<br><br>Class discussion | 5 different cut outs of copies from the book (p. 10-11, 12-13, 14-15, 16-17, 32-33) | Lesson 1 |

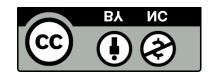| Elicitation questions:<br>What is special about the part you cut out?<br>Do all the parts have pictures?<br>How long are the sentences in each part?<br>If you take this part away, what happens? | to put into which part of the text<br>● definitions<br>● visualising information | | | | |
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| 1.5 Ss glue the parts into their notebook and write short comments on the contents of each part<br>T explains the Production task:<br>to create a page, modeled after the text, with additional information | ● visualising information<br>● The imperative<br>● Present Simple<br>● definitions | Writing | Individual | Cut outs, notebooks | Lesson 1 |
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**C. Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)**

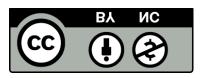| Task(s) | Teaching point(s) – refer to table on p. 1 | Language skill(s) practiced | Grouping/classroom setup | Teaching materials | Timing / lesson no. |
|---|---|---|---|---|---|
| 2.2 Ss read and recognize different word types (verbs, adverbs, nouns) for each text feature from text glued in their notebook and underline them using different colours<br>Then copy the information into the table on the worksheet. | ● word types<br>● present simple<br>● vocabulary<br>● Intensifiers (very, full of, too) | Reading<br>Writing | Individual work | Lesson 2 worksheet<br><br>(blank: stronger Ss,<br><br>partially filled in: weaker Ss) | Lesson 2 |

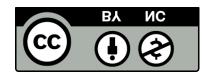| 2.3 Ss swap notebooks, read their partner's text and write information from a different text into their own worksheet. | ● word types<br>● present simple<br>● vocabulary | Reading<br>Writing | Individual work | Lesson 2 worksheet notebooks | Lesson 2 |
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| 2.4 T and Ss go through the information together to make sure all Ss have the right information | | Writing<br>Speaking<br>Reading | Class discussion | Board | Lesson 2 |

# PRODUCTION

A. **Guided production (ordering parts of text, creating vivid descriptions, make information factual, creating word banks, changing the register, finding and correcting mistakes, etc.)**

| Task(s) | Teaching point(s) – refer to table on p. 1 | Language skill(s) practiced | Grouping/classroom setup | Teaching materials | Timing / lesson no. |
|---|---|---|---|---|---|
| 3.1 T gives Ss the topic of their text: LIFE ON THE SHIP<br>Short revision of language and structure:<br>What aspects or the journey are important?<br>Which new information to put where?<br>Which text feature usually comes first? | ● how to choose which information to put into which part of the text<br>● choosing key words<br>● text organization<br>● all the language points already mentioned | Speaking | Class discussion | Board | Lesson 3 |
| 3.2 T and Ss create a list of successful criteria. | ● Revising and planning your work<br>● Preparing a scheme | Speaking<br>Writing | Class discussion | Criteria list | Lesson 3 |

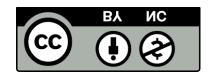| Task(s) | Teaching point(s) | Language skill(s) | Grouping/classroom setup | Teaching materials | Timing / lesson no. |
|---|---|---|---|---|---|
| 3.3 Ss make a draft for the whole page that includes the crucial information (verbs, nouns/people, adverbs) using a graphic organizer - they sketch the outline of different parts of the text and fill them with information<br>Ss use their worksheets to fill in the information. | • Revising and planning your work<br>• Preparing a scheme<br>• Visualising information | Writing | Pair work or group work | Blank A4 page<br><br>Worksheets | Lesson 3 |
| 3.4 Ss improve and re-write their draft using their worksheets:<br><br>add synonyms,<br>add adjuncts,<br>check they have the correct spelling and verbs forms<br>check punctuation | • Revising and planning your work<br>• all the language points | Writing | Individual work | Draft<br><br>Worksheets | Lesson 3 |

B. **Free production (planning, organizing, drafting, editing…)**

| Task(s) | Teaching point(s) – refer to table on p. 1 | Language skill(s) practiced | Grouping/classroom setup | Teaching materials | Timing / lesson no. |
|---|---|---|---|---|---|
| 3.5 Ss continue to improve their drafts<br>using all of their available resources.<br>T gives students a new piece of paper. Ss write a FINAL PRODUCT.<br>*NOTE: this step can be carried over to Lesson 4* | • Revising and planning your work | Writing | Individual work | Drafts<br>Worksheet<br>Notebook<br>Criteria sheet<br>Blank A4 page | Lesson 3/Lesson 4 |

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| HOMEWORK: Ss find pictures for their final product | | | | | |
| 4.1 Ss continue working on their final product | ● Revising and planning your work<br>● language use | Writing | Individual work | Drafts<br>Worksheet<br>Notebook<br>Criteria sheet<br>Blank A4 page | Lesson 4 |
| 4.2 T puts the original text in the middle of the board as a model.<br>Ss compare their final products with the original text<br>Ss stick their final products around the original (model) text<br>T and Ss evaluate their text | ● identifying text features<br><br>● evaluating and comparing different products | Speaking | Class discussion | Original text page (22-23)<br><br>Final products | Lesson 4 |