**LESSON 1**

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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** | **Teaching materials** |
| **1.1 HOOK:**  What do you know about the discovery of America?  Have you ever been to the US? How did you travel there? What if you travelled there more than 500 years ago?  Why are Indians called Indians if they live in America?  Where does chocolate come from? | * History: differences between travel in 15th Century vs. today   Respect for different cultures | Speaking | Class discussion | board |
| 1.2 Ss are given **sample copies** of the text. Brainstorming - T asks Ss:  **What kind of information can you find on the sheets?**  **What do all the pages have in common?**  **Do the pictures help you?**  **Which part has the most words you don’t know?** | * text organization   how to choose which information to put into which part of the text | Speaking  Reading | individual | 5 copies from the book (p. 10-11, 12-13, 14-15, 16-17, 32-33) |
| 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.  T hovers and checks Ss work. | * text organization   how to choose which information to put into which part of the text | Reading  Speaking | **Groups of 3 or 4** | Copies from the book (p. 10-11, 14-15, 24-25)  scissors |
| 1.4 **Groups rotate and check each other’s work**  Group correction: discuss which parts were cut out and why  Elicitation questions:  What is special about the part you cut out?  Do all the parts have pictures?  How long are the sentences in each part?  If you take this part away, what happens? | * The imperative * text organization * how to choose which information to put into which part of the text * definitions   visualising information | Speaking | Groups  Class discussion | 5 different cut outs of copies from the book (p. 10-11, 12-13, 14-15, 16-17, 32-33) |
| 1.5 Ss **glue the parts into their notebook** and write short comments on the contents of each part  T explains the Production task:  to create a page, modelled after the text, with additional information | * visualising information * The imperative * Present Simple   definitions | Writing | Individual | Cut outs, notebooks |

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| 2.1 **Quick revision: Ss name the four parts of the text.** | text organization | Speaking | class discussion | notebooks, worksheets |
| **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**  **Then copy the information into the table on the worksheet.** | * word types * present simple * vocabulary   Intensifiers (very, full of, too) | Reading  Writing | Individual work | **Lesson 2 worksheet**  (blank: stronger Ss,  partially filled in:  weaker Ss) |
| **2.3 Ss swap notebooks**, read their partner’s text and write information from a different text into their own worksheet. | * word types * present simple   vocabulary | Reading  Writing | Individual work | Lesson 2 worksheet  notebooks |
| 2.4 T and Ss **go through the information together** to make sure all Ss have the right information |  | Writing  Speaking  Reading | Class discussion | Board |

**LESSON 2**

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| **Task(s)**  **LESSON 3** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** | **Teaching materials** |
| 3.1 T **gives Ss the topi**c of their text: LIFE ON THE SHIP  Short revision of language and structure:  What aspects or the journey are important?  Which new information to put where?  Which text feature usually comes first? | * how to choose which information to put into which part of the text * choosing key words * text organization   all the language points already mentioned | Speaking | Class discussion | Board |
| **3.2 T and Ss create a list of successful criteria.** | * Revising and planning your workPreparing a scheme | Speaking  Writing | Class discussion | Criteria list |
| 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  Ss use their worksheets to fill in the information. | * Revising and planning your work * Preparing a scheme   Visualising information | Writing | Pair work or group work | Blank A4 page  Worksheets |
| **3.4 Ss improve and re-write their draft using their worksheets**:  add synonyms,  add adjuncts,  check they have the correct spelling and verbs forms  check punctuation | * Revising and planning your work   all the language points | Writing | Individual work | **Draft**  **Worksheets** |
| 3.5 Ss continue to improve their drafts  using all of their available resources.  T gives students a new piece of paper. Ss write a FINAL PRODUCT.  *NOTE: this step can be carried over to Lesson 4*  HOMEWORK: Ss find pictures for their final product | Revising and planning your work | Writing | Individual work | Drafts  Worksheet  Notebook  Criteria sheet  Blank A4 page |

**LESSON 4**

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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** | **Teaching materials** |
| 4.1 Ss continue working on their final product | * Revising and planning your work   language use | Writing | Individual work | Drafts  Worksheet  Notebook  Criteria sheet  Blank A4 page |
| 4.2 T puts the original text in the middle of the board as a model.  Ss compare their final products with the original text  Ss stick their final products around the original (model) text  T and Ss evaluate their text | * identifying text features   evaluating and comparing different products | Speaking | Class discussion | Original text page (22-23)  Final products |