**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 | SpeakingReading | 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 | ReadingSpeaking | **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 whyElicitation 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 partT 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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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** | **Teaching materials** |
| 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) | ReadingWriting | 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 | ReadingWriting | Individual work | Lesson 2 worksheetnotebooks |
| 2.4 T and Ss **go through the information together** to make sure all Ss have the right information  |  | WritingSpeakingReading | 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 SHIPShort 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
 | SpeakingWriting | 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 informationSs 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 pageWorksheets |
| **3.4 Ss improve and re-write their draft using their worksheets**:add synonyms,add adjuncts,check they have the correct spelling and verbs formscheck punctuation | * Revising and planning your work

all the language points | Writing | Individual work | **Draft****Worksheets** |
| 3.5 Ss continue to improve their draftsusing 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 | DraftsWorksheetNotebookCriteria sheetBlank 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 | DraftsWorksheetNotebookCriteria sheetBlank 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 textSs stick their final products around the original (model) textT and Ss evaluate their text | * identifying text features

evaluating and comparing different products | Speaking | Class discussion | Original text page (22-23)Final products |