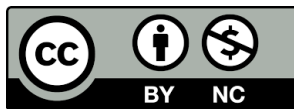


Unit overview



Unit: Writing letters.
Date 6/3/2020
Level / age: 10-11 year olds (grade 5)

Text type: factual (procedure), persuasive.
 Writing a formal and an informal letter = **General aim of the unit**

Text selected written/oral/
 visual: written
 Author:
 Available at:
 Edited from
<https://busyteacher.org/18897-agony-aunt-letters-and-giving-advice.html>



Teaching points - specific aims (as relevant)

		Teaching point	Level expected
Textual	Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)	Organization of a text. Asking for advice. Giving advice. Formal and informal writing.	Ss are able to write both a formal and informal letter. Ss can ask for advice and give advice.
	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	Emotive language.	Expressing emotions with adjectives, adverbs...
Linguistic	Language functions / structures	Formal and informal language. Using emotive language. Giving advice and asking for advice.	Being conscious of using accurate words to express emotions. Using modal verbs and sentences.

	<p>Vocabulary</p>	<p>Titles and forms of address we use when writing formal or informal e-mails / letters</p> <p>Adjectives and adverbs</p> <p>Phrases: best wishes, regards, sincerely, kind regards, cheers, BR,</p> <p>Modal verbs - should, shouldn't / ought to, can / can't/ cannot, must , musn't</p> <p>Phrases for advice: If I were you, It's a good idea to..., You had better...</p> <p>Asking for advice: what should I do? What can I do?</p> <p>Suggesting: How about? What about?</p>	<p>A formal and informal email using the appropriate form of address and vocabulary, which include some of the modal verbs and phrases for advice.</p>
	<p>Pronunciation</p>		
	<p>Academic language features</p>	<p>Formal and informal language.</p>	<p>Ss can recognise formal and informal forms.</p>
<p>Cultural</p>	<p>Formal and informal communication.</p>	<p>Ss are aware of problem their peers deal with, they can understand the difference between formal and informal communication.</p>	
<p>Strategic (learning and thinking strategies)</p>	<p>Thinking of conclusions (using graphic organizers) .</p>	<p>Ss can conclude and understand the aim of the text they read.</p>	
<p>Cross-curricular links</p>	<p>Cultural studies, social studies.</p>		
<p>Emotional skills</p>	<p>Using appropriate titles and being aware of formal and informal forms.</p> <p>Empathy.</p>	<p>Ss analyse problems they deal with every day, they develop empathy and understanding towards others.</p>	
<p>Development of values</p>	<p>Showing respect, communication, giving advice.</p>		

Unit Plan



RECEPTION

A. Reading, speaking

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.
Ss discuss why and when they write letters / e-mails, what they normally write at the beginning of a letter.	Stating opinions	Speaking	Whole class	-	5' / 1
SS discuss who they usually write emails to and why.	Making predictions	Speaking, reading	Groups/whole class	-	5' / 1

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.
SS read all of the letters (which they would receive in an envelope), they decide about the aim of the letters: asking for help / advice. Ss share their own opinions.	Stating opinions	reading, speaking	Groups	letters - appendix 1	15' / 1

SS go through the text and search for formal and informal phrases, next they divide them into formal and informal ones, and explain their choices Phrases are written on the board and on their notebooks	Being aware of formal and informal lg	Reading & writing, speaking	Groups/pairs	letters - appendix 1 1	10' / 1
Ss analyse the text and discuss emotions presented in the text and how they are presented (underline what adjectives and adverbs they use...) Ss share their own experiences, "have you ever lived a similar situation or know someone who did?" Ss look for phrases used to ask for advice. They underline them in the text they read	emotive lg adjectives, adverbs and nouns expressing emotions phrases: If I were you, etc.	Writing, speaking, reading	pairs and Whole class	letters - appendix 1 1	15' / 1

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.
SS analyse the structure of the letters: how do you start and close a letter?	Emotive lg Structure of a letter	Reading & speaking	Whole class	letters - appendix 1	5' / 2
Ss find adjectives in the letters and write them down into three columns: positive, negative, extremely negative	adjectives emotive language	Reading, writing	individually/pairs	letters - appendix 1	5' / 2

Ss get a gapfill exercise: letters with no adjectives, they have to add synonyms to the original letters. We talk about how the letters have changed.	adjectives emotive lg	Reading, writing	individually/whole class	appendix 5	10'/2
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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.
SS are given some model phrases and they have to put them into two columns (give advice and ask for help). Then, stick them on a piece of paper	Emotive lg Formal vs informal lg giving advice using modal verbs - should/can/must/mustn't	Reading & speaking	Individually/ whole class	Paper slides: appendix 2	10'/2
Ss have to find modal verbs in the sentences.	Modal verbs	Reading	Individually	Paper slides: appendix 2	5'/2
Ss are given an exercise with modal verbs (depending on the level they choose the verb or they give advice on their own).	modal verbs for giving advice	Writing, speaking	individually	appendix 3	5'/2
The teacher reads some problems and the students give advice.	modal verbs	Speaking	Whole class	Appendix 6	5'/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.
SS are divided into groups, they are asked to rewrite two of the letters changing the register (formal to informal and the other way round).	Writing a letter changing the register of the letters formal - informal	Writing, reading, speaking	Pairs	Appendixes 1 and 5	20' / 3
Ss swap their letters and then discuss the evidences which tell them if the letter is formal or informal. Corrections if necessary.	being aware of formal and informal register	Reading & writing	Pairs joining groups		5' / 3
Students write replies to the letters (each group chooses one letter).	writing a reply modal verbs opening and closing the letter register: formal or informal	writing, reading	groups	Appendix 1	20' / 3

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.
They are to write 2 letters. Half of the students write formal letters asking for advice and half informal SS get a set of topics to choose from (appendix 6) or they can think of their own.	Writing a formal and an informal letter	Writing	Individual	Appendix 6	20' / 4

<p>Students swap the letters and write replies. The ones that wrote informal letters now get the formal ones and write the reply. The teacher collects all of them and gives each of the students one letter. All the letters are displayed in the classroom - in a form of a poster / on the walls / a magazine</p>	<p>Writing a formal and an informal reply giving advice using modal verbs/phrases</p>	<p>writing, reading</p>	<p>Individual</p>		<p>25'/4</p>
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APPENDIX 6



- My parents won't let me put make-up when I go to school.
- I can't sleep because of my neighbour who plays the cello until 1 a.m.
- Yesterday I saw my best friend's boyfriend kissing another girl. Should I tell her?
- I got a bad mark in maths. I haven't told my parents yet because I'm afraid they'll ground me.
- I want to learn to play the guitar. How could i do it?
- My sister always takes my clothes without asking me first.
- I would like to have a mobile phone, but my parents wouldn't let me.
- I would like to have pocket money, but my parents don't want me to.

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