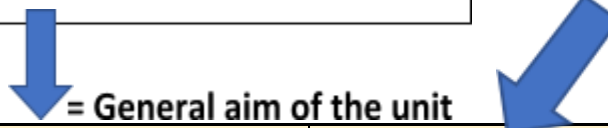


Unit overview

Unit
Date
Level / age 9/10 y.o.

Text type (narrative, factual description, procedure...):
Recounting narrative, biography
The biography of Bear Grylls

Text selected
 written/oral/visual: written
 Author:
 Available
 at: <https://www.beargrylls.com/pages/about-bear-grylls>



= General aim of the unit

Teaching points – specific aims (as relevant)

		Teaching point	Level expected
Textual	Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)	<ul style="list-style-type: none"> Headings Organization in temporal steps Pictures 	<ul style="list-style-type: none"> Identifies the use of headings and subheadings and their purpose. Applies the use of a timeline while recounting events. Elicits important events in one's life and is able to differentiate between what is more and less important. Turns the biography into a story that engages the reader through pictures.
	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	<ul style="list-style-type: none"> Stating the dynamic of the text through the use of different grammar structures Creating tension through the use of the present tense mood and tone Colloquialism 	<ul style="list-style-type: none"> The student provides evidence for a variety of grammar structures and how they create the dynamic mood of the text. The student provides evidence that the present tense, as opposed to the past, creates a sense of tension. The student can explain colloquialisms (a real pinch yourself moment, dreamstealers, rehab, freak...)
Linguistic	Language functions / structures	<ul style="list-style-type: none"> Describing people, places, things and actions. Relating past events. Fluctuation in grammar structures: <ul style="list-style-type: none"> Present simple tense The third-person narrative (Bear is already a keen climber and sailor, Bear joins Cub Scouts) 	<ul style="list-style-type: none"> Students identify and use adjectives for describing people, places and so on. Students are able to relate past events in the past simple tense. Recognizes different grammar structures and the purpose of their use (present simple, third person)

		<ul style="list-style-type: none"> ○ Past simple tense ● Sequencing. 	<p>narrative, past simple).The student identifies the use of the present simple, the third-person narrative and the past tense correctly.</p> <ul style="list-style-type: none"> ● Students are able to present a chronological order of events with the use of sequencing words.
	Vocabulary	<ul style="list-style-type: none"> ● Adjectives and adverbs related to adventure 	<ul style="list-style-type: none"> ● Students identify adjectives and adverbs related to adventure (freak accident, successfully scale etc.).
	Pronunciation	<ul style="list-style-type: none"> ● Verbs in the past simple 	<ul style="list-style-type: none"> ● Students are able to pronounce regular (-ed endings) and irregular verbs (-augh,-ough,-aw).
	Academic language features		
Cultural			
Strategic (learning and thinking strategies)		<ul style="list-style-type: none"> ● Organization through headings and layout ● Planning ● Analysis of root words and their prefixes/suffixes. 	<ul style="list-style-type: none"> ● Students understand the function of a heading and are able to formulate a heading based on prior knowledge of eliciting the most important information. ● Students are able to conduct research on a family-member, choose valid information and produce their own biography. ● Students are able to apply the meaning of bio- and -graphy in understanding new vocabulary.
Cross-curricular links		Homeroom class, Art class	<ul style="list-style-type: none"> ● Students can name and discuss the values represented by Bear Grylls ● Students prepare a ppt presentation on the biography of a family member applicable to ICT or Art class.
Emotional skills		Curiosity	<ul style="list-style-type: none"> ● Students explore the entire Bear Grylls website.
Development of values		Understanding perseverance, following one's dreams, sharing knowledge	<ul style="list-style-type: none"> ● Students name their own goals, dreams and ways of achieving them.

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	Timing / lesson no.
<p><u>Simplified version</u></p> <p>After listening to short biographies of automobile history legends children try to guess which common invention each person contributed to. The teacher does not disclose the text type. (teacher's aid no.1)</p> <hr/> <p><u>Advanced version</u></p> <p>Students read the biographies of several people who contributed to the construction of an automobile. The title of the article remains undisclosed. Children guess which common invention each person contributed to.</p> <p>Link: https://economictimes.indiatimes.com/magazines/panache/auto-biographies-legends-who-shaped-the-auto-history/articleshow/42336791.cms</p>	Linguistic - relating past events.	Speaking - relating and summarizing	Groups of 3	15 minutes/lesson no.1
Children put pictures of life stages in chronological order. (teacher's aid no.2)	Linguistic - relating past events	Speaking - relating and summarizing, making connections	Groups of 3	15 minutes/lesson no.1

Summarizing through a presentation of said inventions. - include life stage vocabulary	Textual - organization in temporal steps	Writing and speaking - organizing text and relating one's conclusion	Pair work	20 minutes/lesson no.1
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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	Timing / lesson no.
Presenting the class with selected photos from Bear Grylls' biography. Students put them in the assumed correct order. (teacher's aid no.3)	Textual - organization in temporal steps - sequencing	Speaking - Using sequencing to retell the biography through photos	Class work	15 minutes/lesson no.2
Filling in a worksheet where students must match headings to photos from Bear Grylls' biography. (worksheet no. 1)	Textual - headings	Writing and speaking -Captioning photos - explaining one's choice	Individual work	10 minutes/lesson no.2
Reading the biography of Bear Grylls. Choosing two favorite elements of the biography. (Link: https://www.beargrylls.com/pages/about-bear-grylls) (worksheet n°2)	Textual and linguistic	Reading, writing -responding	Individual work	15 minutes/lesson no.2
Students add dates to task #1 (selected putting photos in order) thus creating a timeline.	Textual - organization in temporal steps - sequencing	Writing - creating a timeline	Pair work	5 minutes/lesson no.2

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	Timing / lesson no.
Text feature detective task: Presenting the class with a list of text features and their definitions - asking the children to discuss and validate their answer as to which features appear in the text. Children label the text features in their copies. (worksheet no.3)	Textual - text features	Speaking - inferring	Pair work	10 minutes/lesson no.3

Determining the text type based on prior knowledge - how do we know?	Textual - text type	Speaking	Class work	10 minutes/lesson no.3
Compare and contrast: Presenting the class with the bare text of the biography (rid of dates/headings). Children express their thoughts on the difference in perception and thus understanding.(worksheet no.4 and 10)	Textual - text structure	Writing - filling in a Venn diagram	Individual work	15 minutes/ lesson no.3

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	Timing / lesson no.
Focusing on the word ‘biography’, finding the etymology of the word as well as other words with the same root.	Strategic - analysis of root words and their prefixes/suffixes.	Speaking and creative or intuitive use of language	Class work	10 minutes/ lesson no. 4
Analyzing how vocabulary used in the text shows Bear’s perseverance - adjectives and adverbs. Children find 5 examples and use two different colors to mark adjectives(blue) and adverbs(green)along with corresponding nouns and verbs.Creating a class word bank.	Linguistic - Describing people, places, things and actions.	Reading - text analysis	Individual work	10 minutes + 10 minutes/lesson no.4
Presenting the class with chosen phrases /sentences from the biography. Children role play reading them while showing forms of tension - anticipation/anxiety/suspense (worksheet no.5)	Textual - Creating tension through the use of the present tense, mood and tone	Speaking	Individual and class work	10 minutes/lesson no.4

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	Timing / lesson no.
Creating a timeline of their own life with the use of the present tense.	Linguistic	Writing	Individual	20 minutes/lesson no.5
Applying the timeline information to a biography introduction worksheet.(worksheet no.6)	Textual - text effect	Writing and speaking	Individual, class work	10 minutes/lesson no.5
Filling in a Bear Grylls biography worksheet.(worksheet no. 7)	Textual	Writing	Pair work	15 minutes/lesson no.5
As a class, brainstorming ideas for criteria of a biography on the board/poster/flip-chart (later reformulated and printed out by the teacher)with required text and strategic features (headings, pictures, dates,sequencing)and linguistic features (adjectives and adverbs, present/past tense).(worksheet no.9)	Textual - text effect	Speaking	Class work	20 minutes/lesson no. 6
Guided biography writing of a chosen class member based on the timeline from task #1, with the application of the criteria from task #4 .	Textual and linguistic	Writing	Class work	25 minutes/lesson no.6

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	Timing / lesson no.
Bringing in photographs of a chosen family member and describing them to the class (examples of paragraphs), which later tries to create a heading/caption to this particular photo.	Textual - text features	Speaking - forming headings	Class work	45 minutes/lesson no.7

Drafting a timeline of a family member after prior research. (Worksheet number 8.)	Textual and linguistic	Writing	Individual work	20 minutes/homework
Organizing the timeline with the use of headings, paragraphs, photographs and/or other text features.	Strategic and textual	Writing	Individual work	45 minutes/lesson no.8
Preparing drafts at home (students must take into consideration the criteria of a biography).		Writing	Individual work and homework	35 minutes and homework/lesson no.9
Evaluating the students' work with the use of a language assessment tool.(teacher's aid number 4)				Teacher's work
Creating a poster on a chosen family member.	Cross-curricular links - art class.	Writing	Individual work	45 minutes/lesson no.10

RESOURCES

Resources are mentioned in each task.

Phase I:

Article on automobile history legends:

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