**Unit overview**

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| **Unit**  **Date**  **Level / age** |  | **Text type** (narrative, factual description, procedure…)**:**    **= General aim of the unit** | |  | **Text selected**  written/oral/visual:  Author:  Available at: |
| **Teaching points – specific aims** (as relevant) | | |  |  |  |
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|  |  | Teaching point | Level expected |
| Textual | Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.) |  |  |
| Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.) |  |  |
| Linguistic | Language functions / structures |  |  |
| Vocabulary |  |  |
| Pronunciation |  |  |
| Academic language features |  |  |
| Cultural | |  |  |
| Strategic (learning and thinking strategies) | |  |  |
| Cross-curricular links | |  |  |
| Emotional skills | |  |  |
| Development of values | |  |  |

**Unit plan**

**RECEPTION**

1. **Reading**

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

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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** | **Teaching materials** | **Timing / lesson no.** |
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**Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)**

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

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1. **Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)**

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**PRODUCTION**

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

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

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