







Unit overview

Unit	
Date	
Level / age	

Text type (narrative, factual description, procedure):	Text selected written/oral/visual:
= General aim of the unit	Author:
	Available at:

Teaching points – specific aims (as relevant)



		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 (I	earning and thinking strategies)		
Cross-curricular links			
Emotional	skills		
Developme	ent of values		

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.









Unit plan

RECEPTION

Α.	Reading
----	---------

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

That it it e reading / insterning (create nook / open batemay to interactly / contextualize / and anderstanding)						
Task(s)	Teaching point(s) – refer to	Language skill(s)	Grouping/classroom setup	Teaching materials	Timing / lesson no.	
	table on p. 1	practiced				

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.

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

Task(s)	Teaching point(s) – refer to	Language skill(s)	Grouping/classroom setup	Teaching materials	Timing / lesson no.
	table on p. 1	practiced			

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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.









Task(s)	Teaching point(s) – refer to	Language skill(s)	Grouping/classroom setup	Teaching materials	Timing / lesson no.
	table on p. 1	practiced			

PRODUCTION

A. Guided production (ordering parts of text, creating vivid descriptions, make information factual, creating word banks, changing the register, finding ad 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.

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	Teaching materials	Timing / lesson no.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.