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| Time       | Stage                           | Aim   | Procedure  | Materials                                    |
|------------|---------------------------------|---|--|--|
| 3-7<br>Min | Lead-in                         | Set the context of Lesson and give the students fluency speaking practice   | <p>Teacher elicits the word 'chocolate' (for example: What can be dark, milky, nutty, sweet, and bitter? Give SS some time to think... then tell them Chocolate of course!) Then teacher proceeds to discuss what their ideal chocolate bar would be like.</p> <p>Then teacher asks the students to discuss what their ideal chocolate bar would be like.</p> <p>Students discuss question in pairs</p> <p>Teacher asks <i>some</i> students give some descriptions and/or perhaps has some come to the whiteboard to write down some ideas of their descriptions.</p> | Whiteboard                                   |
| 5 Min      | Intro Model Text with gist task | To develop students' skimming for main idea abilities and to introduce an model text to serve as an example for their writing task. | <p>Instructions: Teacher shows image of a Trader Joe's chocolate bar and gives some description of it: nutty, 70% dark, imported from Belgium, has Toffee in it (might need to pre-teach the word Toffee).</p> <p>Teacher asks students to discuss in pairs: You are about to read a review on this chocolate bar, how many stars out of 5 do you think he would give it?</p> <p>Students discuss in partners for about 30 seconds while <b>teacher draws on the whiteboard 5 empty stars.</b></p> <p>Teacher asks for some ideas from the students.</p>               | <p>Chocolate bar image</p> <p>Whiteboard</p> |

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|-----------|----------------|--|---|--|
|           |                |  | <p>Instructions: Teacher tell students to read a review about the chocolate bar and <i>guess</i> what the author would give it out of 5 stars. ICQ Question: So, does the author actually say how many stars or do you have to guess from his description? A: Guess from description. Teacher tell students to ready <i>quickly</i> in about 1.5/2 minutes.</p> <p>Activity: Teacher gives out handout <i>folded</i> with just the article showing (not the language exercise below it). Students read for 2 minutes</p> <p>Pair Check: Students discuss their answers in pairs.</p> <p>Feedback: Briefly go over answers as a class (answer is about 2.5 or 3 stars). Fill in the stars accordingly on the whiteboard.</p> | Chocolate review text  |
| 10-15 min | Language Focus | Develop students understanding and ability to use functional language related to write a review. | <p><u>Language Meaning Focus:</u><br/>                 Instructions: Teacher instructs students to unfold their handout and put the underlined words and phrases under the appropriate column depending on what it's used for.</p> <p>Activity: Students do the activity individually (about 2 minutes)</p> <p>Pair-check: Students check answers in pairs</p> <p>Feedback: Ask some students while they're working in pairs to put phrases underneath the appropriate column on the WB (using paper slips and magnets) – if do not have a magnetized whiteboard, then can have them simply write their</p>   | Chocolate review handout from previous stage<br><br>Cut up slips of paper of words & phrases |

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|         |                      |  | <p>answers under the appropriate columns. Then asks the students some questions regarding the meaning of the language to check to see if they understood it.</p> <p><u>Language Form Focus</u></p> <p>Teacher goes over how to use expressions (e.g. Sadly is an introductory phrase that comes at the beginning of the sentence separated by a comma etc.).</p>   |  |
| 5-7 min | Preparation Activity | To prepare students to write fluently in the following activity. | <p>Teacher asks students to look at the article again and discuss in pairs in what four main parts is it outlined (e.g. how would you summarize each paragraph with one word).</p> <p>Students discuss for a bit and then teacher writes on the whiteboard <b>1. Intro 2. Positives 3. Negatives 4. Conclusion</b></p> <p>Then teacher tells students that they are going to get a chance to eat some chocolate and write a review about it.</p> <p>Instructions: Teacher give students a piece of chocolate to eat and tells students to <i>quickly</i> write down some <i>notes</i> about what they will include in their review about the chocolate they just ate.</p> <p>Activity: Students brainstorm some ideas for about 2 minutes (no need to give feedback to a brainstorming activity)</p> | <p>Pieces of chocolate (perhaps have a variety to take care of people with food allergies)</p> <p>Brainstorm Handout</p> |

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| <p>10-15<br/>Min</p> | <p>Productive<br/>Writing<br/>Activity</p> | <p>To develop<br/>students'<br/>writing for<br/>fluency<br/>abilities</p>  | <p>Instructions: Showcase a blank piece of paper with the bottom part folded (just about one inch folded). Tell students to write a review at the <i>paragraph level</i>, writing a complete paragraph with connected sentences as well as to write <i>neatly</i> so that others can read their handwriting. Also, NOT to write how many stars out of 5 you would give it. Tell them that after they are done writing their review, at the bottom of the paper that is folder, to write how many stars you gave it there. Optional: You can offer to give the ideal chocolate bar to whomever ends up writing the best review to further motivate them to write as good as possible)</p> <p>Activity: Students write their review (tell them to aim for about a full page/four short paragraphs) and after they are finished to write how many stars they would give their piece of chocolate.</p> | <p>Printer paper<br/>folded at the<br/>bottom<br/>(maybe an<br/>inch folded)</p> |
| <p>10 min</p>        | <p>Publishing</p>                          | <p>To showcase<br/>students<br/>writing and to<br/>set up giving<br/>feedback to<br/>both content &amp;<br/>language</p> | <p>Teacher either takes the papers of the students and tapes them around the walls of the classroom or simply tell students to leave their paper on the desk facing where students can read it best, and instructs student to go around and read some of the reviews with the following tasks in mind:</p> <p>1) Read the review and try to guess how many stars the reviewer gave it. After reading, you can unfold the bottom part to check your guess.</p> <p>2) As you read, try to find both a) errors in grammar; b) good descriptive sentences, and write one</p>   | <p>Tape<br/>(perhaps)<br/><br/>Whiteboard</p>                                    |

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|  |  |  | <p>or two on the WB under the column (<u>Errors</u> / <u>Stars of the Show</u>)</p> <p>3) After reading a few of your classmates reviews, decide which one you would vote for as the most descriptive review. Each student needs to vote, can only vote once, and can't vote for themselves.</p> <p>Activity: Students walk around and read each other's reviews while writing down some errors &amp; good pieces of language use on the WB.</p> <p>Content Feedback:<br/>Check to see which student got the most votes for most descriptive writing</p> <p>Language Feedback:<br/>Draw students attention to some of the 'stars of the show' and discuss why they're well written. Then bring students' attention to the errors on the whiteboard and ask them to speak in partners how they can be corrected. Then go over the corrections as a class.</p> |  |
|--|--|--|--|--|