

BOOK  
**1**



# AWESOME ADVENTURE

series

Level 2

## Change Your SEASON



**Lesson Plan - Book 1 Unit 2**

## AAS Level 2 – Book 1 – The Festival Is Coming

### Unit 2 – Spring Country

#### TL 1

|          |             |        |          |
|----------|-------------|--------|----------|
| a lot of | Can I help? | friend | dark     |
| amazing  | town        | drop   | far away |

#### TL 2

|               |         |          |              |
|---------------|---------|----------|--------------|
| in the middle | welcome | look for | in the field |
| dangerous     | police  | missing  | give back    |

#### Basic Aims:

By the end of the unit the learners will:

**BA1:** be able to understand the story 'Spring Country'.

**BA2:** be able to use words and phrases from the story 'Spring Country'.

**BA3:** be able to make an original character.

#### Advanced Aims:

By the end of the unit the learners will:

**AA1:** be able to answer basic questions about the story 'Spring Country'.

**AA2:** be able to introduce the character they made in BA3.

**AA3:** be able to identify differences between two pictures with a partner.

#### **Materials**

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| <ul style="list-style-type: none"><li>• Textbook</li><li>• A3 Spring Country laminates</li><li>• Something you can play the song on</li><li>• Fruit and Vegetables VA</li></ul> | <ul style="list-style-type: none"><li>• Balloons</li><li>• Envelopes</li><li>• Photocopies of p.16, 27, 29 for T</li><li>• Glue sticks</li></ul> |
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#### **Lyrics, Games, Glossary**

Many of the things referenced in this plan can be found on the latter pages. Including song lyrics, TPR actions, descriptions of games and a glossary of any initializations/abbreviations/terms that are used throughout.

#### **About This Unit**

This unit is based around the story 'Spring Country'. The story follows directly from the song 'The Traveling Festival' and recycles the language introduced in Unit 1 in a new context. The vocabulary introduced in this unit helps Ss with comprehension of the story and will gradually build their confidence as they understand more and more of the story each week. The story also has a focus on the appearance of people and introduces the main characters. The final activity of the unit draws on this and has the Ss make and introduced their own characters.

## Week 1

|                     |  |
|---------------------|--|
| <b>Before class</b> | Have the song 'Beans Beans' playing in the background when Ss come in. This is the secondary song of the unit and features in the story, you can find advice on how to introduce it at the back of the plan.   |
| <b>New books</b>    | Give the Ss their new comics (Spring Country). Tell them that in the comic, there are lots of beans. Ask them if they like beans.  |
| <b>Talk</b>         | <p>Show the Fruit and Vegetables VA and elicit any fruits the Ss know from the images.</p> <p>Write 5 questions on the board and drill them. As the Ss ask the questions through the drill, give your answers to clarifying the meaning:</p> <ol style="list-style-type: none"> <li>1. Do you like fruit? (Yes, I do.)</li> <li>2. Do you like vegetables? (Yes, I do.)</li> <li>3. What fruit do you like? (I like apples.)</li> <li>4. What vegetables do you like? (I like sweetcorn)</li> <li>5. What don't you like? (I don't like eggplant!)</li> </ol> <p>It's a good idea to give each student a copy of the VA so they can point to things they don't remember the names of.</p> <p>Put the Ss into pairs and have them ask the questions.</p>  |
| <b>Lexis</b>        | <p><b>Start with TL1.</b></p> <p><b>Show →</b> Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p><b>Identify →</b> TPR (as a game) Introduce actions for the different cards. Put the 'a lot of' and 'Can I help?' cards on different walls. Have the learners face the card and do the action. T calls the card and Ss turn to the card and race to do the action. Start by introducing just two cards and expand to a maximum of 4 (one for each wall).</p> <p><b>CCQ →</b> See the back of the plan for suggestions</p> <p><b>Drill →</b> Sliders (see games) – This game lends itself to individual drilling, but initially, do it chorally as not to put too much pressure on the Ss.</p> <p><b>Produce →</b> Bonk! (see games)</p>  |
| <b>Song</b>         | <p><b>Spring Country – First Reading</b></p> <ul style="list-style-type: none"> <li>• Do a straight reading of the story. Read the language as it is in the text. It is very important that the language the Ss hear is consistent each time and that you use language that they have learned leading up to the reading.</li> <li>• Don't point to the words as you read but do point to the images to help comprehension.</li> <li>• The aim of this reading is for the learners to practice listening comprehension and gain a global understanding of the story.</li> <li>• Elicit language you expect them to know as you go but don't let this slow down the pace of the story making it tedious. Ideally the learners should become immersed in the story.</li> <li>• When you get to the '5 clues' page have them take out their own books and start looking for Ali's</li> </ul> |

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|                 | <p>belongings.</p> <ul style="list-style-type: none"> <li>• If they aren't sure what they are looking for, go back to p.17 and go through the items the police officer mentions.</li> <li>• Drill the line, "I found it!" when the first person finds one.</li> <li>• Draw the items and words up on the board as they find them</li> <li>• If they find the items out of order, that's OK, page 20 has gaps and it should be reasonably clear where each word goes.</li> </ul> <p><b>Answers:</b></p> <p>Boot (I): page 4, bag (want): page 11, hat (to): page 13, sock (see): page 14, rabbit (summer): page 15</p> |
| <b>Homework</b> | <p>If you are using our downloadable homework, distribute it at this stage. Show the Ss the textbook and direct them to the TL on p.13 and also tell them to listen to Spring Country at home. Direct them to relevant QR codes in the comic and on p.3 of the textbook.</p>  |

## Week 2

|                     |   |
|---------------------|---|
| <b>Before class</b> | Have the song 'Beans Beans' playing in the background when Ss come in. You could start the class by teaching some of this with TPR if you have time.  |
| <b>Talk</b>         | ✓ Repeat Week 1 activity.   |
| <b>Lexis</b>        | <p><b>Review TL1</b> Review TL1 quickly and see what the Ss have retained. Put aside any TL they are very confident with. Substituted in some new pieces of language from TL2.</p> <p><b>Show →</b> Any new cards, same procedure as Week 1.</p> <p><b>Identify →</b> Upside down (see games)</p> <p><b>Straight Choral Drill →</b> Call and Repeat - Don't hone in on individual errors at this time</p> <p><b>Drill Game →</b> Shark Bridge (see games)</p> <p><b>CCQ →</b> Continue working through the CCQing of different cards.</p> <p><b>Produce →</b> Target Game (see games)</p> |
| <b>Story</b>        | <p><b>Spring Country – Second Reading (with Mistakes)</b></p> <ul style="list-style-type: none"> <li>• Make some simple errors as you tell the story and have the learners stop you when you make a mistake. If the learners are capable have them give you the correct sentence.</li> <li>• Make sure to set this task up before you start the second reading. This can be easily achieved using the front cover or the first box of the comic and saying, "This is Tanaka-san!" and comically getting the Ss to say, "That's wrong!" Drill this phrase a few times.</li> </ul>          |
| <b>Story Task</b>   | <ul style="list-style-type: none"> <li>• After getting through the story, direct the Ss to p.14-15.</li> <li>• Read through the sentences with the Ss. It is likely that at this level, their reading skills will be limited. Use lots of actions to show the meaning of each image.</li> <li>• Now model yourself thinking and writing the order into the boxes.</li> <li>• Get them to think for themselves and number the pictures.</li> <li>• Conduct feedback with the Ss and clarify the order.</li> </ul>  |
| <b>Homework</b>     | Check last week's homework if you didn't do so at the beginning of class.   |

### Week 3

|                             |  |
|-----------------------------|--|
| <b>Before class</b>         | Have 'Beans Beans' playing and continue work on that if you have time.   |
| <b>Lexis</b>                | <p><b>Start with TL2.</b> The Ss should be reasonably ok with TL1 now, but you could do a very quick review if needed.</p> <p><b>Show →</b> Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p><b>Identify →</b> TPR (as a game) Introduce actions for the different cards. Put the 'in the middle and 'welcome' cards on different walls. Have the learners face the card and do the action. T calls the card and Ss turn to the card and race to do the action. Start by introducing just two cards and expand to a maximum of 4 (one for each wall).</p> <p><b>CCQ →</b> See the back of the plan for suggestions</p> <p><b>Drill →</b> Sliders (see games)</p> <p><b>Produce →</b> Bonk! (see games)</p>   |
| <b>Story</b>                | <p><b>Spring Country – Third Reading (What's Next!?)</b></p> <ul style="list-style-type: none"> <li>Do another reading of the story, but occasionally stop and ask the Ss, "What's next?"</li> <li>Hide the story from them at this stage.</li> <li>Before doing this activity read to the end of p.3 and don't show the Ss p.4. Ask them, "What's next?" They may not know. Sneakily show them the next page, which depicts Roy running home and dropping vegetables.</li> <li>The Ss now know the answer, but they may not know how to say it. Act like you can't remember how to say, "He runs home and drops vegetables." Now act out running home and dropping vegetables. The point of this is to show the Ss that if they don't know how to say something in English, they can always act out the meaning.</li> <li>Get the Ss to act out with you. Award points. Now drill the line along with the action.</li> <li>Some good places in the comic to do this are as follows: <ul style="list-style-type: none"> <li>- The start of page 8; after the announcer introduces the rhino brothers</li> <li>- The end of page 11; just before Roy is picked up by the white bat and flies with Kate</li> <li>- The end of page 16; before the police come</li> </ul> </li> </ul> |
| <b>Activity Preparation</b> | <p><b>Design a Character</b></p> <ul style="list-style-type: none"> <li>✓ Depending on how much time you have left and how much time you have in class, you may want to take a look at p.16-17 with the Ss.</li> <li>✓ You could take a few minutes to cut out the pieces they'll need for the next week and put them in an envelope. This should give you more time</li> </ul>  |
| <b>Homework</b>             | Check last week's homework. You can do a quick drill of the lines if you wish.   |

## Week 4

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| <b>Before class</b> | Have 'Beans Beans' playing again and continue some work on this at the start of class.  |
| <b>Review</b>       | Quickly review TL1 and TL2 with a production game of your choice.   |
| <b>Activity</b>     | <p><b>Design a Character</b></p> <ul style="list-style-type: none"> <li>• If you didn't do some cutting out of the parts Ss wanted for their character the previous week, that's ok.</li> <li>• Have the Ss turn to p.16-17 and tell them we are going to make a character.</li> <li>• Take out the photocopies and very roughly cut out the pieces you need</li> <li>• Very quickly make a character by gluing the parts on.</li> <li>• Have the Ss ask, "Who's this?" and point at your character closely.</li> <li>• Do a model which includes name, age and describing their clothes like in the textbook</li> <li>• Get them to cut out the pieces they want quickly as possible: <ul style="list-style-type: none"> <li>- ICQ cutting quickly by pretending to cut really slowly and then asking the Ss if the slow pace is 'OK'.</li> <li>- ICQ cutting out only the parts they need by pretending to cut out everything and then asking the Ss if the slow pace is 'OK'.</li> </ul> </li> <li>• Show your character again and write name/age on the board. Ask the Ss what your character's name is, write it in. Do the same for age. See if they can remember from your model a few minutes ago.</li> <li>• Tell the Ss to think of their characters' names and ages.</li> <li>• Once each person has one character done (have the faster Ss continuing making another character) have them mingle and share as much as they can about their character.</li> <li>• Don't worry if they aren't producing a lot at this stage, the vocab for clothes and colors may not come to them immediately.</li> <li>• Give some feedback and introduce any vocabulary that would help them describe their characters more accurately.</li> <li>• Start again.</li> <li>• Depending on how much time you have, get them to do a second character, or have them make another for homework. You can have them tell you about their new character next week.</li> </ul> <p><b>Extension</b></p> <p>If you have a strong class you could introduce a more complex model for the mingle e.g.</p> <p>A: Who is this girl/boy?<br/> B: Her/His name is...</p> <p>A: How old is she/he?<br/> B: She/He is ... years old.</p> <p>A: What does she/he have?<br/> B: She/He has...</p> |

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| <b>Story</b>    | <b>Spring Country – Fourth Reading</b><br>Repeat either week 2 or 3 reading approach, or if you have a particularly strong class, just ask them what comes next and see how much they can tell you. |
| <b>Homework</b> | Hand out and demonstrate how to complete the homework and give stickers as usual.   |



## Games

### Sliders

For this game you need some masking tape and something that can slide (like a block). Have a taped line on the floor or table. The objective is to get on the line or as close the line as possible. This can be used as a team game or individual game. As a drill game, before the Ss can slide their block, they must say the card.

### Bonk!

As a productive game this is pretty simple. It's just a variation on the 'Bye Bye Game'. Have the Ss make a line and stand at the front. Show a card, if the Ss doesn't know the card, bonk them with the balloon. Also, drill the card with them and send them away with the card.

Note: Be careful with this game, it isn't a good idea to go for the head, maybe just on the arm or something trivial. If they get it correct, still try and bonk them, but give them some time to try and escape by going to the back of the line.

### Upside Down

Turn some of the TL cards upside down. Before showing the next card, the T says the card or an incorrect one.

- If the card is upside down, the Ss must shout, "Upside down!" and jump and spin 360
- If what the T says is the same as what's on the card they must give 2 thumbs up and say, "Yes!"
- If what the T says is different from the card, the Ss must sit down, make a X symbol with their arms and shout, "No!"

Award points as you see fit. This can also be done as a team game or drill game.

### Shark Bridge

Draw a bridge on the board with 11 sections. Draw a shark in the water below. Draw a big hole in the middle of the bridge. Make 2 teams and start them on the opposite side of the bridge. Drill each time on an item of language then have them roll and die. Their aim is to get to the other side of the bridge. If they land on the hole, they fall through. If they land on the same space as the other team, they get kicked off the bridge. They acquire points each time they make it to the other side of the bridge.

### Target Game (productive)

Draw 4 concentric circles and write 4, 3, 2, 1 from the center to the outside. Have the ss throw a ball at the target. If they hit '3' give them 3 cards to try and produce. Each card is worth a point. Award points for trying, as always, not accuracy. You can also do this as a team game.

**Note:** A note on points awarded for flashcard games. The points are for the game, not for general participation. Your overall points system for the class should encourage effort in English, not excessive competitiveness in games. If someone has 2 points from the game, but another has 10 and you feel they both tried hard, on your main points system, they both get the same amount of points.

## Glossary

**CCQ:** Concept Checking Question. Usually a simple yes/no question designed for the teacher to check Ss understanding of an idea e.g. T: Is a dolphin a mammal? Ss: Yes! T: Yes! :D

**Choral Drill:** Drilling of a lexical item as a group rather than as an individual.

**Global understanding:** The concept of having a broad/general understanding of the text without focusing on specific details. In the context of a story, it means being able to follow what is happening in the story without worrying about the specific details.

**ICQ:** Instruction Checking Question. Usually a simple yes/no question designed for the teacher to check Ss understanding of an idea e.g. T: Do we run in this game? Ss: Yes! T: Nooooo! No running, please!

**Lexis:** Sometimes misconstrued as meaning 'vocabulary'. However, vocabulary is the individual words that make up a language, whereas lexis is also how those words fit together into a system and collocate.

**Realia:** Real objects used in the classroom rather than say, an image of something

**Ss:** Students

**TL:** Target Language

**T:** Teacher

**TPR:** Total Physical Response. A method of teaching a foreign language in which the teacher asks the students to do something in the foreign language, and they must react with a body movement or action.

## Language Clarification

### General note:

Depending on the time you have in class, going through all this TL clarification can be time consuming. Understanding your learners is the key here. You may feel they immediately understand a concept, but it's better to check. If you have time constraints in the class, don't worry about getting through all of these in weeks 1 and 2, you could save some for week 3.

### TL 1

|             |  |
|-------------|--|
| a lot of    | The flashcard should clarify the meaning easily here. You can simply use something that you have a lot of in the classroom.<br>ICQ – Is this a lot? (yes/no)   |
| Can I help? | Pretend to be erasing the whiteboard, but act very tired like it's a huge chore. Pretend to be a student asking the T (you), "Can I help?" Accept the offer and look happy. Act this out with one of your stronger Ss.   |
| friend      | Get two puppets and model:<br>A: Let's play!<br>B: Ok!<br>Are they friends? (yes)<br>A: Let's play!<br>B: No! I don't like you!<br>Are they friends? (no)  |
| dark        | Show an image of a dark place and light place. Ask which is which.   |
| amazing     | Draw 3 faces on the board: sad ☹, happy 😊, amazing :D<br>Ask the Ss, "Which is amazing?"<br>If they don't know, ask them which are sad and happy. The remaining one is amazing and they should be able to work out that it's higher than 'happy/good' because of the expression. |
| town        | Draw a big city, a town and a village (or prepare pictures).<br>Ask which the town is.   |
| drop        | Just drop something.   |
| far away    | Use items in the room to contrast 'close' and 'far away'.  |

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| in the middle | Flashcard should cover it, but feel free to use other items in the room and ask Ss to point to the middle of it.  |
| welcome       | Have the Ss stand outside the room and beckon them in with your hand. After them come in, say, "Number 1."<br>Have the Ss stand outside the room and shoe them away with an angry face. "Number 2."<br>Bring them back into the classroom.<br>"Which is 'welcome', number 1 or number 2?" |
| look for      | Tell Ss to close their eyes, then hide something in the room.<br>T: "Where is my ...!?"<br>Have the Ss look for it.   |
| in the field  | Use the flashcard.<br>T: "Is he in 7Eleven?" (no) etc<br>T: "Is he in the field?" (yes)   |
| dangerous     | Is fire dangerous? (yes)<br>Is (this soft toy) dangerous? (no)<br>Ask about different things until they get it. Act out why the things are dangerous as well.   |
| Police        | The card is fine for this.  |
| missing       | Put 3 items in front of you. Tell Ss to close their eyes. Take one item away. Ask, "What's missing?" Repeat until they get it.  |
| give back     | Continue with the 3 items. Nominate a S to take an item while you have your eyes closed.<br>T: "Oh no, my ... is missing!"<br>T: Give it back... (nominate S is wasn't)<br>T: Give it back... (nominate S it was and make them give it back)  |

## Song Lyrics: Beans Beans

Week 1 – Introduce 1-3

Week 2 – Introduce 4-7

Week 3 – Introduce 8-11

Week 4 – Introduce 12-15

|   |   |
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| <p><b>Chorus X2</b></p> <p>Beans, beans. (1)</p> <p>We always eat beans. (2)</p> <p>Beans, beans. (1)</p> <p>That's all we have, it seems. (3)</p> <p><b>Verse 1</b></p> <p>Give me a pumpkin, (4)</p> <p>I'll make pumpkin pie. (5)</p> <p>Give me a pumpkin, (4)</p> <p>I'll make pumpkin soup. (6)</p> <p>Give me a pumpkin, (4)</p> <p>I'll make roast pumpkin. (7)</p> <p>Give me a pumpkin, (4)</p> <p>Please.</p> <p><b>Chorus X2</b></p> <p><b>Verse 2</b></p> <p>Give me potatoes, (8)</p> <p>I'll make potato chips. (9)</p> <p>Give me potatoes, (8)</p> <p>I'll make some fries. (10)</p> <p>Give me potatoes, (8)</p> <p>I'll make a pot of stew. (11)</p> <p>Give me potatoes, (8)</p> <p>Please.</p> <p><b>Chorus X2</b></p> | <p><b>Verse 3</b></p> <p>Give me zucchini, (12)</p> <p>I'll make zucchini bread. (13)</p> <p>Give me zucchini, (12)</p> <p>I'll make ratatouille. (14)</p> <p>Give me zucchini, (12)</p> <p>I'll make zucchini pasta. (15)</p> <p>Give me zucchini, (12)</p> <p>Please.</p> <p><b>Chorus X2</b></p> |
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