

BOOK
1



AWESOME ADVENTURE

series

Level 2

Change Your SEASON



Lesson Plan - Book 1 Unit 3

AAS Level 2 – Book 1 – The Festival Is Coming

Unit 3 – Festivals and Food

TL 1

in front of	behind	the stage	shoes
scarf	pants	Is he/she wearing...?	He's/She's wearing...

TL 2

Can I have (carrots)?	Here you are.	What's next?	We win!
Where will it rain?	Let's roll the dice.	Do you have (carrots)?	I have (beans).

Basic Aims:

By the end of the unit the learners will:

BA1: be able to describe what a person is wearing.

BA2: be better able to use the names of clothing and vegetables.

BA3: be able to say what they have.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to play the game with a partner in English.

AA2: be able to ask about what a character is wearing.

AA3: be able to ask what people have.

AA4: be able to ask about people's appearance and location to find them in a picture.

Materials

<ul style="list-style-type: none"> • Textbook • Clothing VA • Rain Cloud Markers 	<ul style="list-style-type: none"> • A-F dice (see end of plan for suggestions) • Regular 6-sided dice
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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 draws on some of the themes and language points that arise in Units 1 and 2. Students should be engaged with the themes from the songs and story now, and have a decent amount of vocabulary to work with. This unit (as with every 3rd unit of the Awesome Adventure Series books) aims to encourage more genuine communication based around communicative activities and games. The key to getting these games to work well is good modeling from the teacher and lots of praise when students use language.

Week 1

Before class	Have the song 'The Rhinoceros Stomp' playing when the Ss come in. They should be pretty familiar with it since it featured in the comic from Unit 2.
Clothing Review	<ul style="list-style-type: none"> Show the clothing VA and have Ss share what they see; 'I see socks.' etc If you have multiple VAs, it's easier to get them talking together. Make sure you model what you want them to do before putting them in A-B pairs: <ul style="list-style-type: none"> A: What do you see? B: I see (socks). How about you? A: I see (a t-shirt). Very quickly drill some of the clothing items they may not know and continue working on this through the Unit. This is not a core aim of this unit, but attempting to expand the range of clothing they know is beneficial especially if it starts the class by getting them to communicate independently.
Talk	<ul style="list-style-type: none"> Drill the question 'What are you wearing?' a few times (choral and then individual). Answer the question; e.g I have a blue shirt, I have black shoes, etc Model a mingle with your strongest student like this: <ul style="list-style-type: none"> A: Hello! (wave) B: Hello! (wave) A: What are you wearing? B: I'm wearing (green) pants. A: I'm wearing (blue) pants. B: Yea! What are you wearing? A: I'm wearing (yellow) socks. B: I'm wearing (pink) socks. A: Ok! Bye! B: Bye! :D At this stage, don't worry about them using the structures accurately. If they are just using the question and responding with the color/clothing item it's fine. <p><i>Tip: Make the 'Hello!' as silly and enthusiastic as possible and this shows the Ss they should engage each other with a sense of fun and with big, clear voices.</i></p>
Lexis	<p>Start with TL1.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating.</p> <p>Identify → Defuse the Bomb (see games)</p> <p>Straight Choral Drill</p> <p>Drill Game → Bowling (see games)</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Produce → Quick Draw (see games)</p>

Activity 1	<p>Who Do You See? – First Time</p> <ol style="list-style-type: none"> 1. Show the Ss p.20-21 in the textbook. Ask them how many people they see. Consider breaking them into pairs and having them count how many people are on each page. This good review of the Unit 1 activity where they were counting and also a good opportunity to review numbers. 2. Have the Ss close their books. Look at your pages intently and consider a person to choose. ICQ: Do I chose 2 people? (no) How many? (1) 3. Because this is the first week, you could run a simplified version using limited language: <ul style="list-style-type: none"> A: Blue scarf. B: In the tree? A: No. Yellow hat. B: Behind the house? A: No. Orange shirt. B: By the stage? <p>Act this model out with puppets or toys. Pretend to keep your book secret.</p> 4. Highlight the 24 characters (6 by the house, 6 by the stage, 6 by the tree and 6 by the rhino) whom the Ss can choose. ICQ: Is this person OK? (choose a person who is unacceptable) 5. If you are unsure as to whether the Ss understand the concept, to be doubly sure, you can take your strongest S and do one more model with them beforehand with you as A and the S as B. Then swap. 6. Put them in A-B pairs and tell the As to choose a character reminding them to keep it secret. 7. Monitor the activity and assist as needed. 8. You may wish to pause the activity and swap pairs. 9. You may wish to do a quick review of on/in/by/in front of/ behind on the board if Ss aren't using the language enough.
Homework	<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.19.</p>

Week 2

Before class	Have the song 'The Rhinoceros Stomp' playing when the Ss come in. Time permitting, you can start introducing some of the lines of the song and doing some TPR.
Talk	Same as Week 1 – Do the clothing review and the mingle about what they are wearing.
Lexis	<p>Continue with TL1 and considering subbing in some of TL2 if they are particularly strong.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating.</p> <p>Identify → Defuse the Bomb (see games)</p> <p>Straight Choral Drill</p> <p>Drill Game → Bowling (see games)</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Produce → Quick Draw (see games)</p>
Activity 1	<p>Who Do You See? – Second Time</p> <p>For this week, our aim is to increase the difficulty if the Ss are ready. Ideally, we want them to be using the TL of 'Is he/she wearing...?'</p> <ol style="list-style-type: none"> For this model, choose the girl on under the tree (keep it a secret from the Ss, the same as Week 1). Run the following model with you (B) and a puppet (A): <p>A: I see a girl, she's wearing blue pants.</p> <p>B: (pointing to the girl in blue pants behind the rhino) Ah, blue pants! Is she wearing a yellow shirt?</p> <p>A: No!</p> <p>B: (look puzzled and look around the town, find the girl behind/by the left hand side of the house. Aha! Is she wearing a green scarf?</p> <p>A: Yes!</p> <p>B: Ok! I know! Is she behind the house?</p> <p>A: No!</p> <p>B: (Look shocked)... no yellow shirt... blue pants... green scarf... hmmm... (pretend to be looking very hard and then look happy when you find the girl under the tree) Ok! I know, I know! Is she under the tree?</p> <p>A: Yes!</p> <p>B: Yay!!!</p> Write some of the sentence structures on the border, or put up the flashcards and do some drilling of the sentences structures. Highlight the 24 characters again (6 by the house, 6 by the stage, 6 by the tree and 6 by the rhino) whom the Ss can choose. <p>ICQ: Is this person OK? (choose a person who is unacceptable)</p> Put them in A-B pairs and tell the As to choose a character reminding them to keep it secret. Monitor the activity and assist as needed. You may wish to pause the activity and swap pairs.
Homework	As usual.

Week 3

Before class	Have the song 'The Rhinoceros Stomp' playing when the Ss come in. Time permitting, continue with this song.
Lexis	<p>Do a quick review of TL1 then move on quickly to TL2.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating.</p> <p>Identify → Flashcard Hunt (see games)</p> <p>Straight Choral Drill</p> <p>Drill Game → Higher or Lower (see games)</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Produce → Ball Toss (see games)</p>
Activity 2	<p>Vegetable Stew! – First Time</p> <p>The aim for the Ss in this activity is to collect vegetables for a stew. Vegetables grow wherever the rain falls. For the first attempt at this activity, we will limit our ambitions to the 'gathering vegetables' aspect of the game, although if you have a particularly strong class, you may want to incorporate more elements from Week 4.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Show the Ss pictures of stew and ask them if they want some. Do a silly roleplay with them asking for stew and you acting out putting it into their bowls. 2. Tell the Ss that they are going to make vegetable stew and have them turn to p.22-23 in their books. 3. Ask the Ss what vegetables they see on the page. 4. Model the following with a puppet <div style="margin-left: 40px;"> <p>A: Where will it rain? (show the rain cloud symbol and hover it over the grid)</p> <p>B: Let's roll the dice.</p> <p>A + B: (roll the dice and determine the A-F axis and the 1-6 axis)</p> <p>A: OK! E1! I have beans. (pretend the rain is raining on the square then pretend to collect the beans and then mark it off on p.23 using pencil)</p> <p>B: Where will it rain next?</p> <p>A: Let's roll the dice! (continue)</p> </div> 5. Because it's the first week of running this activity, you may wish to just run this section with your Ss in A/B pairs and check that they understand how to use the dice and determine where the vegetables grow. 6. Monitor the Ss and encourage use of the language from the model and assist where needed. 7. After some time playing this aspect of the game, bring the class to order and see if anyone got all 5 ingredients to make stew. If not, continue playing until someone gets all the ingredients.

	<p>Extension</p> <ol style="list-style-type: none"> 1. Stop the game after one pair of Ss has all the ingredients. "We win!" 2. Find out what the Ss 'don't have' and see if other Ss have 'spare' vegetables 3. Inform the Ss they can 'share'. On the board, draw a sad face with no carrots and then a happy face with 2 bundles of carrots. <ul style="list-style-type: none"> T: (point to smiley face) Does he need 2? Ss: No! T: They can share! Then they can make stew! :D 4. Introduce some of the TL2 phrases at this point and get the Ss acting out the following: <ul style="list-style-type: none"> A: Do you have (carrots)? B: Yes! I have (carrots). A: Can I have (carrots), please? B: Yes! Here you are. 5. You can do this as a class activity and control it heavily for this week. The aim for next week is to get them doing this independently.
Homework	As usual.

Week 4

Before class	Have the song 'The Rhinoceros Stomp' playing when the Ss come in. Time permitting, continue with this song.
Lexis	<p>Review TL2 → Gauge how much they've retained by showing the cards and getting them to produce. Depending on their production ability choose where in the 'receptive → productive' (see glossary) staging you should begin.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating.</p> <p>Identify → Flashcard Hunt (see games)</p> <p>Straight Choral Drill</p> <p>Drill Game → Higher or Lower (see games)</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Produce → Ball Toss (see games)</p>
Activity	<p>Vegetable Stew! – Second Time</p> <p>This time, our aim is to get them using as much of TL2 as possible independently in pairs.</p> <p>Note: You may need to get them to erase their filling out of p.23 from last week, or have photocopies available.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Tell the Ss this week 'Vegetable Stew!' is a team game. The first team to make 2 pots of stew is the winner. Show this with visuals on the whiteboard if needed. 2. Model the follow: <ul style="list-style-type: none"> • First, model how to determine where rain falls (Week 3) • Second, model someone getting 2 of 1 type of vegetable (Week 3) • Third, model them using TL2 to share vegetables (Week 3) <p>Note: We are essentially combining all these mini-models together and getting them to do the whole thing in independent pairs</p> 3. Put them into A-B pairs and begin. 4. Monitor, encourage use of TL and record some notes for feedback, in written form or in your head if you're feeling confident. 5. When a team wins the game or if you feel it's needed soon, call the class to order and represent some feedback on the board and do some error correction. Drawing attention to Ss' errors in written form can be very beneficial for accuracy. 6. Run the activity again, change pairs as many times as you have time for. The more they play, the faster it will go, the more feedback you can give and the more accurate they'll become.
Aims	At this stage, if you haven't already, you can go through the aims for the units in the textbook. Have them mark 'I' for 'independently' or 'H' for 'with help'.
Homework	As usual.

Games

Defuse the Bomb

Put out two sets of the cards face down around a bucket/basket. Draw a bomb on the board with a long fuse. Make two teams (they are competing against the bomb not each other). Call one of the cards and start erasing the bomb fuse. One learner from each team quickly finds the card and puts it in the bucket. When both of the copies of the card that has been called are in the bucket, stop erasing. Repeat until all of the cards are in the bucket or the fuse runs out and the bomb explodes.

Bowling

Separate the class into two teams. Each team has 4 cups and 4 flashcards (the same flashcards). Make sure the cups are not close together. Each team must try and bowl down a cup-flashcard. When they bowl down a cup they grab the card, come back to their team and the T will drill them on the card. They continue to take turns until they have bowled down all the cups. The first team to bowl all the cards down is the winner. Because you will have probably 8 pieces of TL, you can do 2 rounds of this.

Quick Draw

Have pairs of learners stand back to back. Give each learner a card which they hold at their chest facing outwards. Count to 5 and have the learners take a step away from each other on each count. When you say draw, they have to turn around and say the language on the other student's card. The first one to say it wins.

Flashcard Hunt

Scatter flashcards throughout the room. Put students into teams or play as pairs. The teacher nominates one of the flashcards. The student who taps the card and says it first wins a point or that card. Have the loser stay and pair them up with the next player.

Higher or Lower - Numbers

Place a set number of playing cards face down on the table in the center of all players. Flip over the first card. Ask the first student if they think the next card will be higher or lower than that card. If they answer correctly give them a point or chip. Repeat the process.

Ball Toss

Have students stand in random places within the room and give them a vocab card to place at their feet. The teacher throws the ball to any student and the student must catch the ball and say their card. If the student is unable to say the vocab, or if they drop the ball, they are out and must sit down on their card. Last person standing wins. Depending on how good your class is, you can up the difficulty by giving them multiple cards. Try and give students cards that they are having trouble remembering, rather than ones they are very good at. If they fail, remember to be careful with their feelings and drill the whole class together to help them retain it.

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

Receptive → Productive: In this context this refers to the idea that we should move from receptive activities to productive activities when introducing new lexis. In layman's terms, let Ss hear and be able to identify new language before asking them to say it themselves. Of course, there is some flexibility with this staging, but if the new language is appropriately challenging for Ss this method should be followed to aid acquisition and build confidence with the language.

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

in front of	Use objects to demonstrate.
behind	As above.
the stage	Use the flashcard. Point to the curtains. CCQ: Is this the stage? (no) Point to the floor in the class room. CCQ: Is this the stage? (no)
shoes	You can contrast with sandals or boots if you wish.
scarf	Use the flashcard.
pants	You can contrast with shorts if you wish. Also, clarify that underwear is not pants (in US English anyway).
Is he/she wearing...?	Use the flashcards and ask questions based on the pictures. This should show them the usage quite clearly.
He's/She's wearing...	Again, use the flashcard and model the sentences you can make or get Ss to do it with you.

TL 2

Can I have (carrots)?	Set up a puppet with carrots. Ask the puppet for the carrots.
Here you are.	See above and continue the role play.
What's next?	Use the flashcard. CCQ: What's next? The onion? (no – carrot) Ahhh, onion, carrot... What's next? (make an I don't know face) Try and take suggests from the class on different vegetables to put in. You could also do instructions: T: Stand up! Ss: What's next? (chorally) T: Jump! Ss: What's next? T: Touch your nose. Etc
We win!	Do rock, scissors, paper with a S. Get them to say, "I win!" when whomever wins. Now make teams and do a 2 v 2

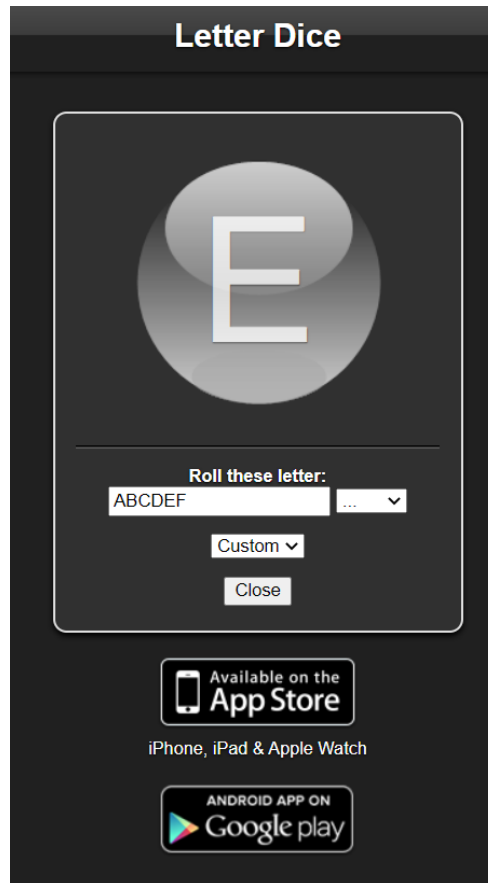
	<p>version.</p> <p>CCQ: I win? (no)</p> <p>We win? (yes)</p>
Where will it rain?	<p>Get up a weather radar on a tablet, computer or phone and show where the rain clouds are.</p> <p>CCQ: Where will it rain?</p> <p>Here? (no)</p> <p>Here? (yes)</p> <p>Present two cities/countries your Ss will know and ask.</p>
Let's roll the dice.	Get some dice and do that together.
Do you have (carrots)?	<p>Get 3 objects that the Ss know: pencil, eraser, ball</p> <p>Put them in front of you.</p> <p>Ask the Ss to close their eyes.</p> <p>Put one item behind your back and hide the other 2.</p> <p>Tell Ss to ask you the question.</p> <p>"Do you have a pencil?"</p>
I have (beans).	Use a number of items and say what you have. Give it to another S and say, "You have..."

Song Lyrics: The Rhinoceros Stomp

Stomp, stomp, stomp!
The Rhinoceros Stomp!
Jump up, turn around!
The Rhinoceros Stomp!
Stomp around, stomp around!
The Rhinoceros Stomp!
Hands up, wave them left and right!
The Rhinoceros Stomp!
Get down! One, two, three, jump!

A-F Die/Dice

This is a tricky physical item to get hold of, but there are some solutions:



<http://letterdice.iphonemarks.com/>

This letter die can be customized on this website or downloaded on the Apple App Store or on Google Play.

Other ideas:

- If you want to make your own, you can download a template and make it for your class.
- You could get A-F letter stickers or cut out letters and stick them on a 6 sided die you already have
- You could simply write this on the board

1 = A, 2 = B etc on your whiteboard

Note: Whether they understand this really depends on the age and how intuitive the class are