

BOOK
2



AWESOME ADVENTURE

series

Level 2

Change Your SEASON



Lesson Plan - Book 2 Unit 5

AAS Level 2 – Book 2 – The Summer Country Masquerade

Unit 5 – Summer Country

TL 1

I can see...	Can you see...?	take out	gates
guards	smile	Where are you from?	a nice place

TL 2

job	put in	meet	jump on/off
hole	wall	masquerade	costume

Basic Aims:

By the end of the unit the learners will:

BA1: be able to understand the story 'Summer Country'.

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

Advanced Aims:

By the end of the unit the learners will:

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

AA2: be able to use a range of yes-no questions to find out what job suits a character.

AA3: be able to talk about abilities using 'can'.

Materials

<ul style="list-style-type: none">• Textbook• A3 Summer Country laminates• Something you can play the song on• Ability and Item Cards (What Can You Do?)	<ul style="list-style-type: none">• Have/Can Guided Discovery• A3 Story Summary laminate• A3 'What Can You Do?' laminate
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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 'Summer Country'. The story links with directly to the song 'Are You an Animal?' and puts the main characters in the position of the people at the front gates of Summer City. 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 it each week. The story focuses on issues of discrimination, segregation and change. Ss will be encouraged to think about the fairness of the world portrayed in the story.

Week 1

Before class	Have the song 'Masquerade' playing in the background when Ss come in. This is the secondary song of the unit and features in the story. For the first week, just have it playing so Ss become familiar with it.
New books	Ask Ss what happened at the end of the first comic and ask where the characters are heading next. Get them to check their books if they've forgotten. Hand out the new comics (Summer Country) and ask them some questions about what they see on the cover.
Lexis	<p>Start with TL1.</p> <p>Show → Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p>Identify → The Guards are Here!</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Drill → Sliders – This game lends itself to individual drilling, but initially, do it chorally as not to put too much pressure on the Ss.</p> <p>Produce → Bonk!</p>
Song	<p>Summer Country – First Reading</p> <ul style="list-style-type: none"> 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. Don't point to the words as you read but do point to the images to help comprehension. The aim of this reading is for the learners to practice listening comprehension and gain a global understanding of the story. 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. When you get to the '5 clues' page have them take out their own books and start looking.
Homework	Show the Ss the textbook and direct them to the TL on p.9 and also tell them to listen to Summer Country at home. Direct them to relevant QR codes in the comic and on p.3 of the textbook.

Week 2

Before class	Have the song 'Masquerade' playing in the background when Ss come in. You could start the class by teaching some of this with TPR if you have time and drilling a few of the lines. Take it slow.
Lexis	<p>Review TL1 Review TL1 quickly and see what the Ss have retained. Put aside any TL they are very confident with. Substitute in some new pieces of language from TL2.</p> <p>Show → Any new cards, same procedure as Week 1.</p> <p>Identify → Upside down</p> <p>Straight Choral Drill → Call and Repeat - Don't hone in on individual errors at this time</p> <p>Drill Game → Shark Bridge (see games) – You could do a variant with guards with nets at the bottom.</p> <p>CCQ → Continue working through the CCQing of different cards.</p> <p>Produce → Get the Cakes</p>
Story	<p>Summer Country – Second Reading (with Mistakes)</p> <ul style="list-style-type: none"> • 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.
Story Task	<ul style="list-style-type: none"> • After getting through the story, direct the Ss to p.10-11 • Using the pictures and the 3 main characters in the middle, ask questions to the Ss and have them draw lines between the pictures. • Direct them to the questions down the bottom. • Go through them with the Ss. • Have them answer the questions about where each person goes in the story. • On the issue of 'fairness', do a very simple clarification of the meaning by asking each S to say a piece of TL. Give everyone the same number of points. "1 point, 1 point, 1 point." It's fair! Do the same again, but give one S 3 points. "1 point, 1 point, 3 points." Is it fair? (no) • Remind them of where each character goes again and ask the Ss to consider the question, "Is it fair?" Don't ask them to justify their answer, but acknowledge what each Ss puts. • Do the same for the question of, "Is Kate an animal?"
Homework	Check homework if applicable.

Week 3

Before class	Have the song 'Masquerade' playing in the background when Ss come in. You could continue teaching this song, or review 'Are You an Animal?' at the beginning of the class.
Lexis	<p>Start with TL2. The Ss should be reasonably ok with TL1 now, but you could do a very quick review if needed.</p> <p>Show → Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p>Identify → The Guards are Here!</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Drill → Sliders – This game lends itself to individual drilling, but initially, do it chorally as not to put too much pressure on the Ss.</p> <p>Produce → Bonk!</p>
Story	<p>Summer Country – Third Reading (What's Next!?)</p> <ul style="list-style-type: none"> • Do another reading of the story, but occasionally stop and ask the Ss, "What's next?" • Hide the story from them at this stage. • You can put some vocabulary and sentence starters on the board to help them express what's next. Be careful to choose only parts of the story you think the Ss could realistically be expected to have a good attempt at. • Remember, you can also get the Ss to act out what's next and feed them the language. Award lots of points for this. With their limited language resources, acting to convey meaning is a skill you should continuously develop.
Activity	<p>What Can You Do?</p> <p>You may have some time for this, depending on the length of your class and how well your Ss are doing with the story.</p> <p>This activity puts the Ss in the position of an animal person at the job office in the story. It focuses on stating abilities/skills and also talking about what possessions you have.</p> <ol style="list-style-type: none"> 1. Go to the comic pages with the job and ask, "What job does Kate get?" (delivery animal) Ask, "Why?" (she can fly and she has Shadow) 2. Tell the Ss they need a job too so they can help the people of 'It Town'. 3. You will need the 'Ability and Item Cards'. Place them face down and choose one (choose the help/mask card). Pretend to keep it a secret, but show the Ss anyway. Get a puppet, who will play the role of the 'dog' at the job office, then put the job book (textbook p.14-15) in front of them. Model as follows:

	<p>Dog: Hello. Where are you from?</p> <p>T: I'm from Spring/Summer/Fall/Winter Country.</p> <p>D: (Ok, you need a job.) Can you (cook)?</p> <p>T: (look at ability/item card) No, I can't.</p> <p>D: Hmmm! Can you (help)?</p> <p>T: Yes, I can!</p> <p>D: Good! Do you have a mask?</p> <p>T: Yes, I do!</p> <p>D: Good! You can be a (nurse).</p> <p>Note: If your class is weaker, you can use a simplified or more complicated model.</p> <p>4. Drill the lines of the model with them, ICQ aspects of how you want them to perform the activity e.g. "Do we talk like this?" (mumble and use some L1) (NO) "Do we talk like this?" (use a clear and big voice) (YES) "Do we take 2 cards?" (NO) "Do we keep the card secret?" (YES)</p> <p>5. Put them in a pairs and get them going! If you feel they are not performing to your liking, stop the activity model again. Use your strongest S or Ss to perform the model again.</p> <p>6. Each time the Ss finish and use good English give them points. You could ask them to self-assess how many points they should get. Tell them to switch roles and go again.</p>
Homework	Check last week's homework. You can do a quick drill of the lines if you wish.

Week 4

Before class	Have the song 'Masquerade' playing in the background when Ss come in. You could continue teaching this song, or review 'Are You an Animal?' at the beginning of the class.
Review	Quickly review TL1 and TL2 with a production game of your choice.
Guided Discovery	Have/Can Guided Discovery Hand out the guided discovery and assist the Ss in completing it. This may be a good opportunity to introduce some basic classroom language for Ss to work together. A: This one is 'fly'. B: I think so too. A: What's this one? B: I think 'eat'. A: Ok! Me too.
Activity	What Can You Do? Continue with the activity from the previous week. The guided discovery should have helped with their understanding of the grammar behind the activity.
Story	Spring Country – Fourth Reading 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.
Aims	Go through the aims on p.8 and have them self-assess.
Homework	As usual.

Games Glossary

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 somewhere trivial. If they get it correctly, still try and bonk them, but give them some time to try and escape by going to the back of the line.

Get the Cakes (productive)

Draw a game board like this:

Start 1	2	3	4
10			5
9	8	7	6

Ss go around the board rolling a 6 sided die. Each time they pass start, they receive a cake. 3 of the squares have guards (draw them in). If they land on the guards, they lose a cake. Ask the Ss to produce the TL before each turn.

The Guards Are Here!

Have the Ss stick the flashcards around the room in visible locations. Have them stand in the center of the room. Pretend to call a card and run to the card. Ask them if this is ok (NO). Model pointing to the cards and not moving outside of their set location. Ask them if this is ok (yes).

Show a picture of some serious looking guards (the flashcard will do).

T: When I say, "The guards are here!" you duck! (model ducking and then pretend to be a guard taking a swipe at them)

Practice a few times. As they play the game and you call out flashcards, sometimes shout, "The guards are coming!" to keep them on their toes.

Depending on the class, you can use a very light plastic sheet or soft paper baton to take a swipe and represent a 'net' or 'spear'.

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.

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.

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.

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

I can see...	Use objects in the room to clarify: T: I can see... a whiteboard/a student/a ball (yes) I can see... a rocket/a panda (no)
Can you see... ?	If you have a window in the classroom, have a S go to the window and ask 'can
take out	Take some things out of your pocket or bag.
gates	Show some images of different gates and doors and CCQ: "Is this a gate?" (no/yes)
guards	Show some images of some different types of guard. "Am I a guard?" (No, a teacher). This is to clarify it's a job. In addition, at the beginning of class, guard the door to the classroom and have the Ss say, "Can I come in?" Pretend to be a guard and deny them entry.
smile	Draw some faces and contrast.
Where are you from?	Have the Ss ask you and give your answer. Use a map if necessary. Ask each S. They will give you their country based on the model you provided, but you can narrow it down and clarify that it can be used for city etc.
a nice place	Show some images of different places which look nice or awful. Have them decide. Use a tablet if you have one.

job	T: What's my job? (teacher) Use the flashcard too and see what job vocab they know.
put in	Contrast with 'take out' from before.
meet	Choose your strongest S. Position yourself at one end of the room and them at the other. Pretend to be on the phone and call that S. Model/drill as follows: T: Hello, is this (name)? S: Yes! T: Let's meet in the middle of the classroom. S: Ok! T/S: (put down phone, walk to the middle of the room). T: Hello! (wave) S: Hello! Explain – we MEET in the middle of the room.
jump on/off	The card is reasonably clear, but if you have a cushion or something the Ss can stand on, play a quick TPR game with the instructions.
hole	Show a pencil sharpener or other objects with holes in. Use other images to show different sizes and types of hole.
wall	Use the card. Use the room. T: How many walls? (maybe you have 4, maybe more... count with the Ss.
masquerade	Show some different parties without masks. T: Is this a masquerade party? (no) Show a party with masks. CCQ.
costume	The card should be fine, but maybe an easy CCQ is: "Are you wearing a costume?" (no) "Am I wearing a costume?" (no) You probably want to contrast it with 'uniform'; the jobs card is good for this. If you or your students wear a uniform for school/work, you can clarify this is not a costume. "Is a costume for fun?" (yes)

Song Lyrics: Masquerade

Part A

The masquerade, the masquerade.
Come on everybody. Don't be afraid.
The masquerade, the masquerade.
Don't be afraid 'cause
No one knows it's...

Part B X2

...you in a costume.
Put on your shoes.
Put on your mask so
No one knows it's...

Part C

You.
No one knows it's...
No one knows it's...

Part A

Part B X2

Part D

No one knows it's...
No one knows it's...
You.