

BOOK
3



AWESOME ADVENTURE

series

Level 2

Change Your SEASON



Lesson Plan - Book 3 Unit 9

AAS Level 2 – Book 3 – Don't Throw That Food Away

Unit 9 – From Farm to Plate

TL 1

too hot/too cold	I want to grow...	the wrong shape	the wrong color
drop	insects	damaged	go bad

TL 2

We have (carrots).	Make me food!	What can we make?	Let's make (stew).
We need (potatoes).	You can use (tomatoes).	hungry	full

Basic Aims:

By the end of the unit the learners will:

BA1: be able to work with a partner to complete recipes.

BA2: have learned how food gets from the farm to our dinner plates.

BA3: have learned about food waste.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to talk about how food gets from the farm to our dinner plates.

Materials

<ul style="list-style-type: none"> • Textbook • Something to play the song on. • A3 Laminate of Activity 1 from p.16-17 • A3 Laminate of Activity 2 from p.18-19 	<ul style="list-style-type: none"> • Six sided dice • Supply Chain Listening Task worksheet • Supply Chain Speaking cut outs • Vegetable cut outs used in Unit 7
--	--

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

The previous two units focus on the concept of food waste and being too picky about food. The two activities in this unit build on this idea by looking at food supply chains and how we can utilize ingredients we have available to make good food. These are clearly tricky concepts for Ss to digest, but when represented in the form of games that make sense within the overall narrative, they can be an engaging way to address important issues in a globalized world. Be ambitious and believe that your Ss can engage with the concepts while using English if you set it up correctly!

Week 1

Before class	Have the song 'Keep the Monster Down' playing in the background when Ss come in. You could continue teaching this song or review a previous song.
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 (when the bomb goes off, the monster from Comic 3 is hungry and is going to eat one of the Ss)</p> <p>Straight Choral Drill</p> <p>Drill Game → Bowling</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Produce → Quick Draw</p>
Activity 1	<p>From Farm to Plate – First Time</p> <p>Description:</p> <p>The objective of this game is to teach the Ss about how supply chains and food waste interlink. As players, the Ss start as farmers who have decided to farm a particular fruit/vegetable featured in the top left corner of p.16. Their aim is to get as many of their crops to 'the plate' as possible. The playing board has events such as 'too cold' which reduce their total amount of vegetables as they move along. When they get to the end, the picky king and queen will decide whether they want to eat the food or throw it away. We know how hard they are to please, and your Ss may end up having all of their original 100 vegetables wasted! Hopefully, they will be devastated by this wastefulness and their failure will increase their desire to play again... or change society.</p> <p>Set Up:</p> <p>Make sure you have the A3 laminate of the activity as well as some paper for Ss to record the number of vegetables/fruits they have remaining.</p> <ol style="list-style-type: none"> 1. Show the Ss an image of a farm/farmers. Tell them they are farmers. 2. Ask them what they want to grow. 3. Tell the Ss, they have grown 100 of their vegetable/fruit. Ask them what they want to do next. Pretend to have a big pile of them and shrug, asking them, "What's next?" 4. Generate some ideas together. Maybe they will say, 'eat it' or 'supermarket'. 5. Ask them who gets the food in the comic; the king and queen/Fall Country people/the monster <p>Instructions:</p> <ol style="list-style-type: none"> 1. Show them the book or A3 laminate of p.16-17 and draw their attention to the farmers in the top left. Tell them again, in this game they are the famers and they can grow the vegetables/fruits featured. 2. Show them where the start is and ask them who they see at the end of the game board. 3. Go through each of the sections of the board, drawing attention to the different sections, colors, images and events. There's no need to spend too much time on this, the model will make things clearer for the Ss.

Model:

1. Say what you want to grow. Write '100' on the board. You can adjust this starting number based on what you find works. The number '100' is designed to leave them with almost nothing by the time they get to the king and queen.
2. Use something as a game piece and place it on start. Roll the die and play through with the class gathered around.
3. Get some of the Ss to come roll with you and demonstrate the events that happen as you move through the game board.
4. Encourage the use of language and drill some useful chunks as you go:
 - "Oh no! 5 cabbages drop off! Minus 5."
 - "Ah! It's too hot... minus 15!"
 - "Can I roll?"
 - "What's this?"
5. Keep track of your number and have the Ss help you with the math.
6. When you get to the king and queen, you'll likely be left with very few vegetables. Demonstrate spinning a pencil on the plate at the end. Whatever the pencil points to will be rejected by the king and queen; "We don't like (____) food!" If the original vegetable/fruit you picked corresponds to the king and queen's 'dislike', act out your food being throw away by them.
7. Go back through the game board and highlight some of the events that didn't happen in your model.
8. Put the Ss into pairs or groups and have them choose their vegetable/fruit.
9. Give them some paper to record their number.
10. They can play multiple times and see how many vegetables/fruits they can get to the plate.

Week 2

Before class	Have the song 'Keep the Monster Down' playing in the background when Ss come in. You could continue teaching this song, or review a previous song.
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>
Listening Activity	<p>Supply Chain Listening</p> <p>Hand out the 'Supply Chain Listening Task' worksheet. This is a receptive task that should help the Ss further understand the process of supply chains and review the parts of the game from the previous week. If they are more advanced Ss, this activity will be beneficial later as it will provide exposure to some language they could use to explain the process themselves.</p> <p>You may have strong readers in your class, but either way, read the steps of the supply chain aloud and have the Ss number the appropriate pictures on the sheet in pairs.</p>
Activity 1	<p>From Farm To Plate – Second Time</p> <ul style="list-style-type: none"> Ss will get a second opportunity to do the activity. From last week they should have retained some understanding of how the game is played. You could do one quick model with a strong S as a review and then set them to work again. This week you should focus more on accuracy and making sure they are using language. Pause the game and give them feedback on their language and provide clarification on their errors. Remember to praise good use of language and award points.

Week 3

Before class	Have the song 'Keep the Monster Down' playing in the background when Ss come in. You could continue teaching this song, or review a previous song.
Supply Chain Speaking	<p>Put the Ss in pairs and give them the cut outs based on the listening activity from last week. Put the numbers 1-8 on the board and ask them which is number one. Model the following:</p> <p>A: This is '1'. B: Farmers make vegetables. A: Yes! They grow fruits and vegetables. This is '1'. B: I think this is '2'.</p> <p>Do a bad model of speaking where you pretend to be two Ss doing it in a silence and grunting. Ask them if this is a good way to do the activity. Find the first instance of a good attempt to communicate and massively praise and award points for it. Feed them language as they go.</p> <p>Do feedback on some of the language they used, change the pairs and get them to race to do it again using good English. Continue awarding points.</p>
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</p> <p>Straight Choral Drill</p> <p>Drill Game → Higher or Lower</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Produce → Ball Toss</p>
Activity 2	<p>Feed the Monster – First Time</p> <p>Description:</p> <p>Narratively, this leads on from the king and queen wasting food at the end of the supply chain. The objective is to keep feeding the monster by cooking dishes, using the ingredients the monster demands. If the monster gets too hungry, it will eat the chefs. If you feed the monster enough, it will get full and destroy the castle. If you have more than one team playing this game, they can race to fill up the monster.</p> <p>Set Up:</p> <p>Make sure you have the A3 laminate of the activity, the fruit and vegetable cut outs from p.23 as well as something the Ss can use as game pieces of the hungry/full meter.</p> <ol style="list-style-type: none"> 1. Show the image of the monster from the comic quickly. 2. Ask the Ss what happens when the monster is full. Encourage acting if they can't find the words. 3. Ask the Ss what happens when the monster is very hungry. (It eats YOU!) 4. Tell the Ss they are cooks and have to feed the monster good food.

Instructions:

1. Show the A3 laminate of p.18-19.
2. Go through the dishes and ask Ss what they see.
3. Ask the Ss what they need to make the dishes. Show them the fruit and vegetables cut outs from p.23. Choose some cards and ask them what you can make with the ingredients.

Controlled Version:

This version is a little more teacher centered and has the teacher act as the monster so Ss can play the role of the cooks in groups.

1. Tell them you are the monster and tell all the Ss they are the cooks.
2. Place the Ss into pairs or threes.
3. Have each group lay one set of the fruit and vegetable cards out in front of them.
4. Have them place their game pieces on the 4th or 5th section of the 'hungry/full meter' on the top of p.19.
5. Say, "I'm hungry! Make me food!" as the monster. Pick up 3 random cards for each group and turn them over. Say, "You can use ____, ____ and ____."
6. Ask the Ss to talk together and find out if they can make any of the dishes with the ingredients. Encourage the use of the TL. Stick the cards up on the board and remind them. Remember to praise and reward any attempt to use the TL.
7. Go around as the monster making a fuss of how hungry you are. If the Ss can make a dish for you, have them move their game piece marker up two on the hungry/full meter and return their food cards. If they don't have a dish they can make, they can keep the ingredients, but their game piece moves one closer to 'hungry'. Be dramatic!
8. Continue to play until there is a winner or loser. Do some good acting as the monster for comedy and to raise excitement and interest. This will get them excited about playing more independently next week.

Additional notes:

You can tinker with the game mechanics, changing the amount of ingredients the monster gives, or the value of the dishes on the meter. 2 ingredient dishes could move them one space, 3 ingredient dishes could move them 2 spaces. You could have the Ss agree on the value of each dish. The watermelon could even be a special item which moves them up two places towards 'full'.

Week 4

Before class	Have the song 'Keep the Monster Down' playing in the background when Ss come in. You could continue teaching this song, or review a previous 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</p> <p>Straight Choral Drill</p> <p>Drill Game → Higher or Lower</p> <p>CCQ → See the back of the plan for suggestions</p> <p>Produce → Ball Toss</p>
Activity 2	<p>Feed the Monster – Second Time</p> <ul style="list-style-type: none"> • This time you should attempt to have the Ss play the role of the cooks and monster. • Be more demanding in regard to them using the TL this time, especially since they've had more time to do productive work with TL2. • Pause the game and give them feedback on their language and provide clarification on their errors. • Remember to praise good use of language and award points.
Extension Roleplay	<p>Make a Dish</p> <p>At this point in the course, the Ss have had some exposure to lots of different foods using vegetables. As an extension, you can do a roleplay where the Ss receive some different ingredients and have to make their own dish from it. Have some paper and pencils ready.</p> <p>Model:</p> <p>A: Make me food, please! Please use this, this and this! (turn over some random fruit and vegetable cards)</p> <p>B: Ok. I can make (pasta/dessert/soup/stew)!</p> <p>(Use the dishes from the textbook as inspiration, or their own ideas.)</p> <p>(B draws there dish quickly in 1 minute.)</p> <p>B: Here you are.</p> <p>A: It's delicious! / It's not delicious! / It's bad!</p> <p>Tip: Make sure both A and B are working on drawing at the same time to avoid protracted periods of silence. Set a time limit and be very strict. You can ICQ drawing quickly vs. slowly and ask them which is OK. Make sure you set expectations for how you want Ss to do activities.</p>
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'.

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.

Elicit: Eliciting is a technique used to get Ss to express what they know or can produce on a subject. Ts can ask questions or give hints to get Ss to say what they know about a subject rather than the teacher giving the explanation. A T can also use this technique to crowd source ideas in the target language.

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.

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.

S: Student

Ss: Students

TL: Target Language

T: Teacher

Teacher centered: This refers to when a T is the focus on the class. The opposite is 'student centered' and is usually preferable. There are good reasons for keeping some activities teacher centered, but we should always be aiming to work out how we can get Ss working independently without the teacher overly directing proceedings.

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

too hot/too cold	Show a picture of a sweater or a winter coat. Ask if it's hot in the room. Tell them you are cold and pretend to put on a winter coat. Say you are warm. Put on another coat. Tell them you are hot. Add another and act very hot, saying you are too hot. Take your coats off. Have them act along with you.
I want to grow...	Tell the Ss you have some different seeds for different fruits. Use the TL and act out planting, watering and growing the fruit. Ask the Ss what they want to grow. Act out with them.
the wrong shape	Introduce the idea of the wrong shape and right shape using the card. Draw various fruits and vegetables on the board, some correctly, some not. Have them make a circle with their arms for 'OK' and an X for the wrong shape.
the wrong color	Say things that are right and wrong in regard to color of fruits and vegetables. E.g. "Cucumbers are pink." Have the Ss respond with 'yes' or 'no'.
drop	Drop various things and pretend to be clumsy.
insect	The card should be fine. However, you could draw various animals on the board and get them to respond with "It's an insect" or "It's not an insect."
damaged	Find things in the room which are damaged or not damaged.
go bad	Show various food on a tablet and ask if it has gone bad. Use a mixture of food in an edible condition and food which looks disgusting for fun reactions and engagement.

We have (carrots).	Hold something like a pen. Say, "We have a pen." Point at yourself and say 'we' again. See if the Ss can correct it to 'I'.
Make me food!	Show Ss some dishes, make from Activity 2. Ask them what they want you to make. Get them to say, "Make me (dish)." They should be able to discern from context it's an instruction. Act out making the dish.
What can we make?	Draw some bread, lettuce, cheese and ham on the whiteboard. Ask the Ss what you can make. If they struggle, present them with some options: pizza, sandwich, milkshake?
Let's make (stew).	Following on from 'What can we make?' get them to use this phrase and then pretend to make their sandwich.
We need (potatoes).	Erase the bread from your example. Say, "Oh no! There's no bread... Can we make a sandwich?" (No.) "Do we need... ice cream?" (No!) "We need..." (Elicit from the Ss.)
You can use (tomatoes).	Now pretend to have 2 pieces of bread, but no fillings. Ask the Ss, "What can I use?" Elicit suggestions. Encourage silly suggestions and pretend to build a crazy sandwich. Have them start using the TL so they understand its usage from context.
hungry	Pretend to be hungry. Ask, "Do I want food?" (Yes.)
full	Pretend to give the kids food. Ask them for the food because you're hungry. Get them to say, "Here you are." Start rejecting their offers as you pretend to become increasingly full. They'll probably try to keep offering you more as you pretend to be in more despair, because children are sadistic.

Song Lyrics: Keep the Monster Down

<p>Chorus</p> <p>Keep the monster down, He's big, scary and brown. Keep the monster down, He's eating up the town.</p> <p>Verse 1</p> <p>Let's use a board. Put the board on the hole To keep the monster down.</p> <p>Let's use a table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Chorus</p> <p>Verse 2</p> <p>Let's use a chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Let's use a basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Chorus</p>	<p>Verse 3</p> <p>Let's use a pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Let's use a rhinoceros. Put the rhinoceros on the pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Chorus</p> <p>Verse 4</p> <p>Let's use a fridge. Put the fridge on the rhinoceros. Put the rhinoceros on the pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p>	<p>Put the mouse on the fridge. Put the fridge on the rhinoceros. Put the rhinoceros on the pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Chorus</p> <p>Ending</p> <p>Foooooooood...</p>
---	--	--