

BOOK
4



AWESOME ADVENTURE

series

Level 2

Change Your SEASON



Lesson Plan - Book 4 Unit 10

AAS Level 2 – Book 4
Unit 10 – Change Your Season!

TL 1

change	beat	weather	a reason
come together	our	poor	missing

TL 2

look all around	have a party	They're all afraid.	a surprise
side by side	rude	feed them	lovely

Basic Aims:

By the end of the unit the learners will:

BA1: be able to sing the song 'Change Your Season'.

BA2: be able to use words and phrases from the song 'Change Your Season'.

BA3: have practiced matching problems and solutions.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to describe a problem in simple language.

AA2: be able to describe a solution to a problem in simple language.

Materials

<ul style="list-style-type: none"> • Textbook • Something you can play the song on • A3 Laminate of 'Change Your Season' song • Homework if applicable 	<ul style="list-style-type: none"> • A3 Laminate of 'Get to Winter Country' activity • Tokens for games • Soft ball for games • Cockroach cards
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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 song 'Change Your Season'. The song summarizes the adventure so far and sets up the final theme of coming together to make a better world. By going back over the plot of the whole story, the learners have a chance to review key language as well as remember the story so far in preparation for the final unit.

The activity requires Ss to work together to match problems and solutions in the context of the story. This activity involves genuine communication and makes the Ss think. Working through tasks like this helps learners to turn passive language knowledge into language that they can actively use when communicating.

Week 1

Before class	<p>Have 'Change Your Season' playing, the new song for Unit 10.</p> <p>Give the new textbooks to the Ss.</p>
Lexis	<p>Start with TL1.</p> <p>Show → Go through TL1 and pronounce it clearly. Make sure you have silence and make sure students are listening closely and not repeating (ICQ this).</p> <p>Identify → Circle Game (See games.)</p> <p>Straight Choral Drill</p> <p>Drill → Duck</p> <p>CCQ → Clarify the meaning of as much of TL1 as possible (<i>see TL clarification at the end</i>)</p> <p>Produce → Hot Potato Cockroach Game</p>
Song	<p>Setting Context:</p> <p>Give the Ss a minute to look at the images of the comic lyric sheet on p.4-5 of the textbook. Ask the learners some questions to help raise schemata and prepare them to better understand the song.</p> <p>Receptive Activity 1:</p> <p>Have the learners follow along the song with the VA or with their textbooks and touch the images as they listen. Play the song the whole way through the first time without stopping so the learners can become familiar with the tune.</p> <p>Receptive Activity 2:</p> <p>TPR Teach the actions to the song (see TPR page).</p> <p>You can gamify this element if you wish; call out some of the lines and have the Ss race to do the action. Award lots of points and speed up/chain as your Ss get better throughout this unit.</p> <p>Productive Activity 1:</p> <p>Drill the first lines of the song. Do the actions as you drill the lines. Focus on quality rather than quantity. Make sure that the learners are saying the lines clearly. Drill chorally and move to <i>some</i> individual drills. Be strict on pronunciation to an extent but be sensitive. (See the lyrics page in this plan or look in the textbook on p.21)</p> <p>Productive Activity 2:</p> <p>Just simply play the song this time. Encourage them to sing and do the TPR for the bits they can do and award points based on effort for the individual, not their ability to 'be the best'. When it gets to parts of the song they don't know yet, with actions they don't know, as the T you can just do the actions and sing anyway. If you've done a good job of bring humor and fun to the class, they should be pretty relaxed now and Ss may just start giving the lines/unintroduced TPR an attempt without prompting.</p> <p>Tell the Ss you'll learn those new lines and TPR next week.</p>

Week 2

Before class	Have 'Change Your Season' playing.
Lexis	<p>Continue with TL1 and start TL2. 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 → Circle Game (See games.)</p> <p>Straight Choral Drill</p> <p>Drill → Duck</p> <p>CCQ → Continue working through the CCQing of different cards.</p> <p>Produce → Hot Potato Cockroach Game</p>
Song	<p>Receptive Activity 1:</p> <p>Do a quick review of the TPR you introduced last time. Do this as a quick first game.</p> <p>Receptive Activity 2:</p> <p>TPR Teach the actions to the song (see TPR page). Add in some new actions from where you were last week.</p> <p>Productive Activity 1:</p> <p>Drill some new lines, so procedure as last week.</p> <p>Productive Activity 2:</p> <p>Same procedure as last week. You should see them gain confidence. You can stop the song in certain places as well and ask them, 'What's next?'</p>

Week 3

Before class	Have 'Change Your Season' playing.
Lexis	<p>Start with TL2. Substitute in some TL2 cards if they seem to have any language thoroughly acquired.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating. Any new cards, same procedure as Week 1. Hopefully by the end of this class you'll have covered all of TL1 and TL2.</p> <p>Identify → Hold Up</p> <p>Straight Choral Drill</p> <p>Drill → Sliders</p> <p>CCQ → Clarify the meaning of as much of TL2 as possible.</p> <p>Produce → Stepping Stones</p>
Song	<p>Receptive Activity 1: Review previous TPR again.</p> <p>Receptive Activity 2: TPR Hopefully you should be almost done with this! Add in some new actions from where you were last week.</p> <p>Productive Activity 1: Drill some new lines, same procedure as last week.</p> <p>Productive Activity 2: Same procedure as last week. You should see them gain confidence. You can stop the song in certain places as well and ask them, 'What's next?'</p> <p>This section should go a lot faster because of the routine. In addition, they should be very comfortable with a lot of the song now, especially if you've been asking them to listen to the song at home the first 2 weeks.</p>
Activity	<p>Get to Winter Country – First Time</p> <p>Description: This is an 'information gap' exercise. Students A and B both have the same map, showing different routes they can take to Winter Country. As they navigate their way along the roads, they encounter problems. Student A and student B have half of the solutions to those problems each. They must talk together to share their solutions and act them out as they make their way to Winter Country. This game can be evaluated by the teacher on the basis of good English use and acting out of the problem-solution situations.</p> <p>Set Up: Make sure you have the A3 laminates of the activity available.</p> <ol style="list-style-type: none"> 1. Draw Fall Country on the board (the castle) and ask the Ss what they see. 2. Draw Roy and Kate and ask Ss where they are going. 3. Draw Winter Country on the board. 4. Draw 1 road from Fall Country, splitting into 2 and both leading to Winter Country. Draw a circle in

the middle of each road. Leave them blank for now.

5. Ask the class which road they want to take, left or right.
6. Whichever road they choose, draw a 'fire monster' in the circle (or your own idea).
7. Ask the Ss, "What can we do!?" Elicit some answers for solving the problem. Encourage the Ss to act it out with you.
8. Draw the solution in a bubble to the side.
9. Show the A3 laminate of p.8-9. Tell them that there are different roads to winter country.
10. Show the A3 laminate of p.10-11. Draw their attention to the Student A and Student B headings.
11. Draw their attention to the problems and solutions and make it clear this is what you showed on the board.
12. Show them that Student A and Student B have different solutions to the problems in the middle.

Model:

1. Tell the Ss to look at p.8-9 in their textbooks and tell them they are Student A. The T should play the role of the Student B.
2. Model as follows:
A: Let's go to Winter Country!
B: Ok! Let's walk. (Act this out.)
A: Oh no! What is it?
B: It's (the king and queen)! (Ask the Ss how they look to encourage them to say more; award points.)
A: They are angry.
B: What can we do!? (Encourage the Ss to look at the solution to problem 'a')
A: We can (throw lettuce at them)!
B: Yes! Let's do it! (Encourage Ss to act this out and award points.)
3. Set them up in A/B pairs and have them turn to the correct pages.
4. Get them started, monitor and award points for effort. Help those Ss who appear to be struggling.

Week 4

Before class	Have 'Change Your Season' playing.
Review	<ul style="list-style-type: none"> Do a quick productive review of TL1 and TL2. Pick out the 6-8 most difficult cards and hone in some of their difficulties. Is it pronunciation? Remembering the TL? Depending on the situation, either do a productive game or a drilling game from the games you've introduced during this unit. If they do really well with all of TL1 and TL2 at this stage, simply move on to the song.
Song	<ul style="list-style-type: none"> They should be pretty confident with this now, so just do a quick review game for the TPR actions and award points. Chain TPR actions together really quickly and see how fast they can do them. This should create a lot of energy in the room. Do the song.
Activity	<p>Get to Winter Country – 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.
Extension Game	<p>Beat the Weather</p> <ul style="list-style-type: none"> Tell the Ss it's very cold on the way to Winter Country. Tell Ss they are only wearing clothes from Fall Country. Draw a big backpack with a 4x4 grid covering the main body of the bag. Number the squares 1-16. Tell them they have to reach inside their bag and pull out clothes. Ask what they need to 'beat the weather': scarf, gloves, coat, boots Make a point of noting down where the items are on a secret sheet. Tell the Ss you know where the items are in the bag, but they can't know. Tell them they need to get the 4 items in 12 turns or they will freeze like Roy in the song images and on the front cover of their book. Have the Ss choose numbers and act out reaching into the bag. For the numbers on the bag which are not the items they need you could dramatically look at your T reference sheet and then announce they have pulled out a stinky fish. As they pull out correct items, have them act out putting on the items of clothing. If they win, have them celebrate by chanting 'We beat the weather!' together.

Games and Activities

Circle Game

Make a circle. Give out 2 cards per student. Students place the cards in front of them. Place 2 tokens in front of each card. The teacher starts by nominating a card other than your own. The objective is for the listeners to snatch the token in front of the nominated card, while the player who owns the nominated card must protect the token by covering it with his or her hand. When both tokens have been snatched, the player is out but can still try to take the other students tokens.

Duck

Shuffle the cards. Have some of the cards upside down. Drill the cards, and when an upside down card appears, the students have to duck as fast as possible. As a variation, the teacher throws a soft ball at them and they have to avoid getting hit.

Hot Potato Cockroach game

You need a ball, music, and 2 or 3 pictures of a cockroach (you can draw them on scrap paper too). Have all Ss make a circle sitting in chairs. Practice the TL. Place cards in the center of the circle, with the cockroach pictures randomly placed underneath. Play the music and have students pass the ball around. When the music stops, the person holding the ball chooses a card. If they choose a non-cockroach card, they keep the card and place it under their chair. If a cockroach is chosen, then the T gets the card.

This can be run as an individual team or a team game. As a 'productive game' for teams, have the team as a whole produce the card before they are awarded it. If you are unconvinced by their production, the T keeps card and drill the whole class again.

Hold Up

Make a circle and give each learner a card when you call a language item. The person holding the card has to hold it up quickly. Switch cards from time to time so that they have practice with different items. Make sure they hold the cards facing inwards so that they can all see each other's cards.

Sliders

Put a set of cards face up across the room. Have the learners repeat a language item a few times. On the count of three, have them slide a magnet or block to the appropriate card. The learner who gets their magnet the closest wins.

Stepping Stones

This game works well if you have around 8-10 pieces of TL and have 2 sets of the cards. Lay them out in a line on the floor as shown below:

apple	ninja	pencil	fish	happy	phone	sleep	disco
apple	ninja	pencil	fish	happy	phone	sleep	disco

The aim is for the Ss to remember the pattern of good and bad stones until one S gets to the end. When a S falls, they go to the back of the line. The T should make a note of which of the stones are good or bad. Keep the pattern secret from the Ss, they must remember it as they go. After setting this up, ask a S to choose the first 'stone' to jump to. They should say the TL before jumping. Automatically make the first stone a 'fall stone' and have the S act out falling dramatically. You can do an amusing picture of this on the board too. The T should monitor and make sure that the Ss are producing the TL as they jump and getting the correct pattern.

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

Affective barrier: The idea of the affective barrier is that, stress, anxiety or other negative emotions can be a barrier to learning.

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

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!

L1: This refers to a S's first language. L2 would be their second language (in this context, the target language).

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.

Ss: Student(s)

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.

Schemata: This refers to how knowledge of a topic or concept is organized in our minds. Raising schemata helps learners to use their world knowledge to make sense of what we hear and read.

(The) Silent Way: The silent way is a methodology of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible.

TPR staging for 'Change Your Season' song

Tip: This will have the best chance of running well if you make sure you have practiced the actions by yourself beforehand to make sure it goes smoothly.

The following sequence should help you gradually introduce and practice the actions to the song. Gradually increase the pace as the learners gain confidence. The **Show** and **Call** stages should be kept short. The **Mix** stages should gradually get longer.

- 1) **Show** the actions for the first 3-4 lines of the song.
- 2) **Call** the lines from 1. Have the learners respond by doing the actions.
- 3) **Show** the actions for the next 3-4 lines of the song.
- 4) **Call** the lines from 3. Have the learners respond by doing the actions.
- 5) **Mix** 1 and 3. Call all the lines in random order.
- 6) **Show** the actions for the next 3-4 lines of the song.
- 7) **Call** the lines from 6. Have the learners respond by doing the actions.
- 8) **Mix** 1, 3 and 6 Call all the lines in random order. Gradually increase the pace.
- 9) **Show** the actions for the next 3-4 lines of the song.
- 10) **Call** the lines from 9. Have the learners respond by doing the actions.
- 11) **Mix** all lines introduced up to now.

Try to do all of the actions for the song in order.

This will probably take 1 or 2 weeks, 3 maximum. It depends on the song and your individual Ss.

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

change	Ask the Ss to change their facial expressions. Cover your face with a book and say, "Change!" Or you can ask the Ss to change their poses. Turn around and close your eyes and ask them to strike a silly pose. You can also change the color you're writing in on the board.
beat	Pretend to be cold, then put a scarf on. Tell Ss you beat the beat. Ask, "Am I cold now?" (No.) Play 'rock, paper, scissors'. When you win say, "I beat you." Have them do the same.
weather	The card should be fine, but you could use this additional CCQs: - Is 'Spring' weather? - Is 'sunny' weather? - Is 'cold' weather?
a reason	Use the card.
come together	There may be a popular kids show that you know of where characters come together to fight an enemy. Use a tablet to find images of what your Ss suggest if possible.
our	Write 'yours', 'mine' and 'our' on the board. Ask a couple of Ss individually if their pencil case is theirs. "Is this yours?" (Yes. It's mine.) If you can, borrow the S's property and ask another S if it's theirs. (No.) "Is this classroom yours?" (Ask a few students.) Draw a few stick people next to 'our' on the board. "It's <i>our</i> classroom."
poor	Pretend to bang your head. Encourage everyone to say, "Poor, (T's name)." Make sure they look suitably sad for you.
missing	Put 3 of your belongings on the table. Nominate a S and ask them to take one. Close your eyes and then open them. Act shocked and exclaim, "Oh no! It's missing." You can run variations of this to clarify.

TL2

look all around	Hide something in a really difficult location. Lead the Ss around looking for it or ask them to point to where you should look. Tell them you are looking all around. Use gestures to convey the meaning further.
have a party	Say to the Ss, "Let's have a party." Give them imaginary hats and choose someone as the birthday boy/girl.

They're all afraid.	Draw 3 heads on the board. Tell the Ss you are a ghost. Shout 'boo' at the heads and then draw 3 scared faces on them. Ask them if they are ALL afraid. Do the same again, but draw one face as not afraid. CCQ again.
a surprise	Turn off the lights in the room and act out the scene from the card.
side by side	Get everyone standing side by side. CCQ; Is this side by side? (Yes.) Get everyone standing in a line front the front. CCQ; Is this side by side? (No.)
rude	Get a puppet and offer the puppet some cake while saying 'here you are'. Use the puppet to slap the cake out of your hand. Gasp and tell everyone the puppet is rude. There are lots of generally polite situations you can act out with the puppet, polite/rude. Have the Ss judge whether each scenario is rude or not rude.
feed them	If you have some animal toys you could ask the Ss to feed then. Give them some options on what food top give to make the context clear.
lovely	Draw a scary cat and a cute cat on the board. Ask them which one is the 'lovely' cat and which is the 'scary' cat.

Song Lyrics – Change Your Season

<p>Chorus</p> <p>Change your season, Change your season. Beat the weather, Beat the weather. We have a reason to come together.</p> <p>Change your season, Change your season. Beat the weather, Beat the weather. We have a reason to come together.</p> <p>Verse 1</p> <p>Where is she? Our poor Ali. She's missing from Spring Country. There's a festival In the middle of town. Ali's missing and we're looking all around.</p>	<p>Chorus</p> <p>Verse 2</p> <p>She had a party, A masquerade. In Summer Country they're all afraid. The people are fighting. What a surprise, Dancing with animals side by side.</p> <p>Chorus</p> <p>Verse 3</p> <p>In Fall Country The people are rude. They throw away all our food. We want to feed them Some lovely lettuce. They really liked it Now they want to beat us.</p> <p>Chorus</p>
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