

BOOK
1

AWESOME
ADVENTURE
series



Back to Save the Earth!

Level 3



Book 1 Unit 1

I Don't Want to

TL 1

You have to..., I don't like to..., do (my) homework, I don't want to..., School is finished. clean up (your room), get home, Mom's at the door.

TL 2

You can't do that, Why not?, take out the trash, wash the dishes, play outside, watch TV, watch YouTube, do (my) chores.

Basic Aims:

By the end of the unit, the learners will:

- be able to talk about chores using "like/don't like";
- be able to sing the song "I Don't Want To";
- understand the difference between "like" and "want".

Advanced Aims:

By the end of the unit, the learners will:

- be able to use "have to" to express obligation;
- be better able to use "don't" with basic verbs for negation;
- have done a class survey.

Materials

iPad / tablet	Chores VA
I Don't Want To - Song Visual Aid (VA)	Guided Discovery Activity 1
Flashcards	Guided Discovery Activity 2
Cockroach cards	Timer
Homework (hand out on week 1)	Counters/tokens
Ball	Music player
Box	

About this unit

This unit is based around the song "I Don't Want To". It sets the scene for the story to come in unit 2 and has the hidden agenda of giving the learners repeated contextualized exposure to the "don't" negative form. Though this is a relatively basic grammar structure it is one that many students at a high pre A1 /Low A1 level tend not to use accurately without prompting. The unit should help the learner to fully acquire this negative form, which is relatively early in the natural order of acquisition.

Please see the following for more about order of acquisition.

https://en.wikipedia.org/wiki/Order_of_acquisition

Lesson Plan	Have the song "I Don't Want To" in the background as the learners come in. Convey to them that they are going to learn the song today.
Icebreaker	- Play Musical chairs with the song "I Don't Want To". This should help new or nervous learners to overcome their affective barriers a little faster.
Talk	- Elicit foods, sports and activities and draw/write them on the board. Have the learners mingle and ask each other " <i>Do you like...</i> " questions using the prompts. Give a point for each successful exchange. Starting with this easy mingle activity should set the expectation that the learners talk together.
Introduce theme	- Show pictures of chores. Ask the learners what they do at home. Model by demonstrating what you do and don't do. Just allow the learners to point at the pictures. They probably won't have the vocabulary to express themselves without the VAs. " <i>I do this!</i> " / " <i>I don't do this.</i> "
Lexis	<p>- Start with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p>Show → Show the cards while modeling the language a couple of times. (See p.7 of the plan for suggestions of how to show the meaning of language that the images don't completely convey.)</p> <p>Identify → Slap (Karuta) (<u>See p.8 of the lesson plan for games instructions</u>)</p> <p>Identify Individual → The Circle Game</p> <p>CCQ → See p.7 of the plan for examples of concept check questions (CCQs). Have the learners respond yes or no by standing on or off of cushions.</p> <p>Drill → The Hurricane Game</p> <p>Produce → The Hot Potato Cockroach Game</p>
Song	<p>Setting Context:</p> <p>Give the learner 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> <ul style="list-style-type: none"> - Have the learners follow along the song with the VA 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>Receptive activity 2 - TPR: Teach the actions to the song. (<u>see p.10 of the plan for the procedure</u>)</p>
Video	<p>Productive activity 1: 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. Remember that this is the first lesson of the course. (<u>see p.9 of the plan for lyrics</u>)</p>
Homework	- Hand out and demonstrate how to complete the homework. Give the students stickers.

Week 2

Lesson Plan	As in week 1 have the song playing in the background. Take any opportunity possible to get the song “stuck in their heads”
Talk	<p>- Elicit things the learners like and don't like on the board. Teach “Me too” by demonstrating it and drilling a couple of times. Have the learners work in pairs to find three things that are the same, e.g.: A) “I like...” B)”Me too/Oh, I don't like...”</p> <p>- Follow this up by eliciting a couple of things the learners both liked. Model with “We like...”</p> <p>*** Remember to assign points for independently using English. Ensure that the learners are aware of the reason why you gave them a point.</p>
Lexis	<p>Stick to TL 1 or take out a couple of cards they know well and add in some new ones.</p> <p>Test → Show the cards and have the learners put up their hands if they can say the target language. Adjust the set of cards accordingly. Only replace cards that all of the learners know. It's best to have them raise their hands rather than shout out the TL as you will better be able to judge whether all of the learners know the language and are not just shouting along.</p> <p>Drill → The 1,2,3 Game (<i>See p.8 of the lesson plan games instructions</i>)</p> <p>Produce → The Hot Potato Cockroach Game</p>
Song	<p>- Review the actions from the song that you introduced in week 1. Practice singing the lines introduced in the first week.</p> <p>- Introduce the actions for the rest of the song (<i>see the TPR procedure on p.10 of the plan</i>)</p> <p>- Continue drilling and practicing the rest of the lines of the song.</p> <p>*** Tip: Consider back chaining or front chaining longer lines to make it more manageable and to give the learners a better chance to produce the lines accurately.</p> <p>- Do a run through of the song with the music as far as possible.</p>
Homework	Demonstrate how to complete the homework. Give the students stickers.

Lesson Plan	Have the song playing in the background as the learners come in.
Lexis	<p>- Start with TL2. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p>Show → Just show the cards while modeling the language a couple of times</p> <p>Identify → Slap (Karuta) (<i>See p.8 of the lesson plan for games instructions</i>)</p> <p>Identify Individual → The Circle Game</p> <p>Language Clarification → Give the learners Guided Discovery Activity 1. Work through the first example all together. Let the learners work through it on their own. Be prepared to ask questions to help guide them to the correct answer. It's a good idea to separate the learners so that they engage their brains and don't just copy each other.</p> <p>Drill → The Hurricane Game</p> <p>Produce → The Hot Potato Cockroach Game</p>
Song	<p>Practice the song "I Don't Want To".</p> <p>Possible activities → Drilling new lines without music. Drilling lines they already know to work on accuracy of pronunciation. Practicing full run-throughs of the song.</p>
Roleplay	<p>Using the end of the song as a model, have the learners do a role play as parents and kids. Assign roles. Elicit chores to be done and write/draw them on the board. Elicit fun things the kids want to do and put them on the board. Model a disagreement between parent and child. Put the learners into groups and have them practice similar conversations.</p> <p>Example:</p> <p>A) "Kouki!! What are you doing? You have to do your homework."</p> <p>B) "I don't want to! I don't like to do my homework. I want to watch YouTube videos."</p> <p>A) "You can't do that!!"</p> <p>B) "Why not?!"</p> <p>A) "You have to do your homework right now!"</p> <p>The roleplay can be done in small groups or pairs. It is ideal to not over control or help the learners. Give them just enough support and encouragement and have them practice together. You can switch partners and repeat to build confidence.</p> <p>*** It is possible to let the learners do it in front of their peers but consider if this will be something that they enjoy or if it will be stressful and not maximize practice time.</p>
Homework	- Hand out and demonstrate how to complete the homework. Give the students stickers.

Lesson Plan	Have the song playing in the background as the learners come in.
Lexis	<p>- Continue with TL2. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression. You may want to do mainly produce games as the learners should be ready at this point.</p> <p>Test → Do a slow reveal to see how much they know. Adjust the set of cards accordingly.</p> <p>Drill → The 1,2,3 Game (<i>See p.8 of the lesson plan for games instructions</i>)</p> <p>Language Clarification → Give the learners Guided Discovery Activity 2. Work through the first example all together. Let the learners work through it on their own. Be prepared to ask questions to help guide them to the correct answer. It's a good idea to separate the learners so that they engage their brains and don't just copy each other.</p> <p>Produce → The Hot Potato Cockroach Game</p>
Song	Hopefully your learners are able to sing the whole song with a degree of confidence at this point. Target some of the lyrics the learners tend to be a bit less clear with and do a bit of practice before you do the whole song. Make sure to leave enough time for the activity.
Activity P.8-9	<p>Part 1: The Survey Open the textbook to page 8. (Don't let the learners get their books yet as you will lose their focus.) Tell the learners they are going to do a class survey. CCQ 'Today' and 'Tomorrow'. Model the questions and have the learners read through them with you. Clarify any questions if necessary. Have the learners mingle and ask each other the questions.</p> <p>Part 2: The Graph - Demonstrate how to tally the answers. Have the learners write out the numbers. - Show how to show the numbers on the graph. Check instructions. For example: "Do we use <i>blue</i> for today?"</p>
Wrap up	<p>- Go through the Unit aims with the learners and have them evaluate themselves. The dual purpose of the "can do" aims are to boost the learners' confidence and to give an honest progress report to their parents. Have the learners check the "I" circle if they feel they can do it independently. Have them check the "H" circle if they think they need a bit of help. If you have not attempted one or more of the aims, leave them blank.</p> <p>- The learners may need some training to understand how to self-evaluate as this will likely be the first time. Later in the year they will get better at this.</p>
Homework	- Hand out and demonstrate how to complete the homework. Give the students stickers.

Showing Meaning TL1

'You have to': Use a stuffed animal or puppet. Play the part of the parent and say "You have to clean up!" Have the puppet say "No". Tell it "You have to!" Have the puppet give in and say "Oh OK".

'I don't like to...': Use the chores VA. Give examples of chores you don't like.

'I don't want to...': Give examples of things you like to do but don't want to do now. "I like to read books, but I don't want to read a book now. Now I want to play a game." "I like pizza, but I don't want to eat pizza now."

'School is finished': Draw attention to the clock on the school.

Concept Checking TL1 - You will likely have to use gestures and pictures as well to adapt these to your class.

'You have to': "You have to go to school." "Is it OK to not go to school? No! You *have to* go to school". Follow up by having the learners respond to your statements with yes or no: "You have to do homework" ; "You have to play video games" ; "You have to sleep at night" ; "You have to eat chocolate".

'I don't like/ want': Follow the same procedure as in the "Showing Meaning" stage but turn the statement into closed questions.

Showing Meaning TL2

'You can't do that.': Use a stuffed animal or puppet. Have the puppet say to you "I want to play video games". Refuse by saying "You can't do that". Repeat with other examples.

'Why not?': Use the same dialogue as above but have finish it with Puppet: "Why not?" Teacher: "You have to do your homework."

'Do my chores': Use the chores VA. "These are chores"

Concept checking TL2

'You can't do that': Say some of the statements below to the learners and have them respond with "OK" Or "You can't do that."

- *I want to play a game.*
- *I want to eat dinner.*
- *I want to sit down.*
- *I want to draw a picture* (on the board)

'Why not?': Concept check this based on the type of answers that it should elicit. Have the learners respond if the following combination are OK or not:

- 1) "You can't watch TV."

"Why not?"

"I like TV."

- 2) "You can't watch TV."

"Why not?"

"You have to do your homework".

- 3) "You can't eat breakfast."

"Why not?"

"It's 9:00 PM/7:00AM"

Games and Activities

Slap

This is one of the simplest and most straightforward games. It's fast paced and enables you to get a lot of receptive exposure in a short period of time. Lay the cards down face up in the middle of the room or on a table. Have the learners make a circle around the cards. Have them put up their hands.

Version 1: Say an item of target language and give the learners a chance to identify the card. When the teacher says "go" the learners race to slap the correct card.

Version 2: Once the learners have built up confidence, have them race to slap the card as soon as they hear the teacher say the target language.

*** Make this game *collective receptive* by not assigning points. Make it *individual receptive* by adding points.

The Circle Game

Make a circle. Give out 2 cards per student. Students place the cards in front of them. Place a token just 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.

The Hurricane Game

You need a whiteboard, markers, eraser, and a ball, (preferably a sticky ball). Draw a circle for each student, as well as for yourself (e.g. 7 students and 1 teacher means 8 circles), and either write the person's name inside a circle or have the student write their own name. Draw a hurricane somewhere on the board. Practice the Target Language. Flash a card and elicit the answer. The first student to answer correctly gets to throw the sticky ball at the board. Erase everything between the hurricane and where the sticky ball landed. Erase the original hurricane and draw another hurricane where the sticky ball landed. The last name to be erased off the board wins the game.

The Hot Potato Cockroach Game

You need a ball, music, and 3 or so pictures of a cockroach (you can draw them on scrap paper too). Have all students make a circle sitting in chairs. Practice the Target Language. 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 teacher gets the card. Student with the most cards wins.

The 1,2,3 Game

Make two teams. Put balls or blocks on one side of the room with the two teams. Put cards face down on the other side of the room. Have the learners repeat one of the items of lexis a few times. On the count of three, one student from each team runs, gets a card, runs back, gets a ball and runs back again to put both items in a basket or other receptacle.

Song: I Don't Want To

Intro

Come on, What are you doing?
Wash the dishes.
Turn off the TV.
Clean your room.
Do your chores.
Do your homework. Come on.
It's not time to play!

Chorus

I don't want to
I don't want to
I don't want to
Do my chores

Verse 1

School is finished
Time to go home
Where I can play, play, play

I get home
My mom's at the door
I hear her say, say, say

You have to clean your room
And do your homework

Chorus

Bridge

I want to play outside
I want to watch TV
I don't like
To do my chores
I don't like
To do my homework

Verse 2

School is finished
Time to go home
Where I can play, play, play

I get home
My dad's at the door
I hear him say, say, say

You have to
Take out the trash
And wash the dishes

Chorus

Bridge

I want to read comics
I want to play video games
I don't like to take out the trash
I don't like to wash the dishes

Outro

Clean your room!
I don't want to!
Take out the trash!
I don't want to!

I want to watch YouTube videos.
You can't do that!
Why not?!
Because you have to
Do your chores right now.

Glossary of Terms

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

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.

TPR for I Don't Want To – Week 1

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 – “I don't want to” – “do my chores” and – “School is finished?” Have the learners do them along with you.
- 2) **Call** the lines from 1. Have the learners respond by doing the actions.
- 3) **Show** the actions for – “time to go home” – “I can play, play, play.” – “I get home”
- 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 “My mom's at the door” – “I hear her say, say, say” and – “You have to clean your room”
- 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 pace
- 9) **Show** the actions for “do your homework” – “I want to play outside” – “I want to watch TV” and – “I don't like”
- 10) **Call** the lines from 9. Have the learners respond by doing the actions.
- 11) **Mix** all lines introduced up to now.

TPR for I Don't Want To Week 2

- 12) **Show** the actions for –“You have to” -“Take out the trash” and –“wash the dishes” Have the learners do them along with you.
- 13) **Call** the lines from 12. Have the learners respond by doing the actions.
- 14) **Show** the actions for –“watch YouTube videos” –“Why not” –“you can't do that” –“right now”
- 15) **Call** the lines from 14. Have the learners respond by doing the actions.
- 16) **Mix** 12 and 14. Call all the lines in random order.

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