

BOOK  
1

AWESOME  
ADVENTURE  
series



# Back to Save the Earth!

Level 3



Book 1 - Unit 2

## No More Chores

TL 1

- Let's go to...	- OK, good idea!	- a scientist
- at night	- get	- a letter
- in a bad mood	- a factory	- a building

TL 2

- turn on	- Can we have... ?	- a clam
- need	- ... isn't finished	- help
- I have an idea.	- a lot of	- don't have time

### Basic Aims:

By the end of the unit, the learners will:

- be able to understand the story "No More Chores;
- be able to talk together and decide where to go;
- be able to understand and use key language related to the story "No More Chores".

### Advanced Aims:

By the end of the unit, the learners will:

- be able to use "need";
- be able to tell parts of the story with simple sentences.

### Materials

iPad or CD player	'Where's My Frog' VA
Laminated version of the story	'Where's my Frog' cards
Flashcards	Need / Want Guided Discovery Worksheet
Copies of the manga to give the learners on week 1	Story Item Cards
Homework (hand out on week 1)	

Lesson Plan	Have the 'Where's My Frog' song playing in the background. This will come up later in the month. Show the comic and let the learners know that this is the theme of the month.
Talk	<ul style="list-style-type: none"> <li>✓ Write some of the questions listed below on the board. For lower level classes, choose only one or two of the easier ones. For higher level classes, consider using more questions and more challenging ones.</li> <li>✓ Clarify the meaning of the questions, model some possible answers.</li> <li>✓ Drill the questions a few times and have the learners ask each other the questions in pairs. <ul style="list-style-type: none"> <li><i>Do you like (comics)?</i> <i>What do you want to do after class?</i></li> <li><i>Do you want to (go to America)?</i> <i>What do you have to do after school?</i></li> <li><i>What do you like to do in the summer?</i> <i>What do you have to do before school?</i></li> </ul> </li> </ul>
Lexis	<ul style="list-style-type: none"> <li>✓ Start with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</li> </ul> <p>Show → Show the cards while modeling the language a couple of times. See the end of the plan for suggestions of how to show meaning. (p.7)</p> <p>Identify → Point (p.8)</p>
Video	<p>TPR → Introduce actions for the different cards. Put the factory and the building cards on the walls. Have the learners do the actions all together as you say the language.</p> <p><b>**Tip**</b> - Start with just two or three items and expand the number gradually.</p> <p>CCQ → See p.7 for suggestions</p> <p>Drill → Sliders</p> <p>Produce → Bye Bye Game</p>
Story	<ul style="list-style-type: none"> <li>✓ Do a straight reading of the story. Read the language as it is in the text. It is very important that the language the learners hear is consistent each time and that you use language that they have learned leading up to the reading.</li> <li>✓ Give the learners the item cards when they receive the items in the story.</li> <li>✓ 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. <ul style="list-style-type: none"> <li><b>***If you are using the story for the purposes of practicing reading comprehension you may want to take a different approach.</b></li> </ul> </li> <li>✓ 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. At the map pages, have the learners use the language modeled by Noa and Mia to decide where to go next.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>✓ Hand out homework sheet for the week and demonstrate how to complete today's homework. Give the students stickers.</li> <li>✓ Give the learners a copy of the manga. Show them how to access the Audio book if necessary and ask them to listen to it at home.</li> </ul>

## Week 2

Lesson Plan	Have the 'Where's My Frog' song playing in the background as the learners come in.
Talk	See week 1
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 → Do a slow reveal to see how much they know. Adjust the set of cards accordingly.</p> <p>TPR → Introduce actions for the different cards. Put the factory and the building cards on the walls. Have the learners do the actions all together as you say the language.</p> <p style="text-align: center;">**Tip** Start with just two or three items and expand the number gradually.</p> <p>Drill → Drill the target language between turns of a game of "War"</p> <p>Produce → Kim's Game</p> <p>Produce → Janken Challenge</p>
Story	<p>✓ 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.</p> <p>✓ Make sure to set this task up before you start the second reading. This can be easily achieved using the front cover or the first box of the comic. Say something like "This is Mia and this is banana boy." Have the learners say no and correct you.</p>
Story task	<p>✓ Have the learners number the story images on pages 10 and 11 in the textbook.</p> <p>✓ If the learners are capable, follow this up by having them read the sentences as you check the answers (lower level classes are unlikely to be able to do so).</p>
Homework	✓ Demonstrate how to complete the homework. Give the students stickers.

Lesson Plan	Have the 'Where's My Frog' song playing in the background as the learners come in.
Song	<p>Where's My Frog</p> <ul style="list-style-type: none"> <li>✓ Show the flashcards and model the language. Draw attention to the preposition.</li> <li>✓ Listen to the song and have the learners touch the cards as they appear in the lyrics. Alternatively put them up on the walls and have the learners point to make sure the activity runs in a more orderly way.</li> </ul>
Lexis	<ul style="list-style-type: none"> <li>✓ Start with TL2. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</li> </ul> <p>Show → Just show the cards while modeling the language a couple of times. See the end of the plan for suggestions on how to show meaning.</p> <p>Identify → Point</p> <p>Identify → Hold Up</p> <p>Guided discovery → Ask concept check questions to clarify the meaning of "need". Contrast "need" with "want". Consider using examples such as "water" vs "candy". Give the learners the work sheet and have them try to write in the correct verbs.</p> <p>Drill → Sliders</p> <p>Produce → Bye Bye Game</p>
Story	<ul style="list-style-type: none"> <li>✓ Pretend to forget parts as you tell the story and have the learners help you when you are stuck. If the learners are capable have them form basic sentences to get the story moving again.</li> <li>✓ Make sure to set this task up before you start the reading. As in week two use the cover and point to the characters. Say "This is Noa and this is... hmm... this is...." and have the learners help you.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>✓ Demonstrate how to complete the homework. Give the students stickers.</li> </ul>

Lesson Plan	Have the 'Where's My Frog' song playing in the background as the learners come in.
Song	<p>Where's My Frog</p> <ul style="list-style-type: none"> <li>✓ Using the visual aid, drill the sentence "I think he's in a box, in my bag, under the desk..."</li> <li>✓ Teach actions for the first part of the song. "Where's my frog? I think he jumped away..."</li> <li>✓ For example "Where" → gesture searching. "I think..." → putting your finger to your chin. "jump away" → jump away.</li> <li>✓ Listen to the song and have the learners gesture the first part and sing along as they point to the images on the visual aid for the prepositional phrase part.</li> </ul>
Lexis	<p>TL 1 &amp; TL 2</p> <p>Test → Do a slow reveal to see how much they know. Adjust the set of cards accordingly.</p> <p>Drill → Drill the target language between turns of a game of War</p> <p>Produce → Kim's Game</p> <p>Produce → Janken Challenge</p>
Story	<ul style="list-style-type: none"> <li>✓ Tell parts of the story and help the learners to tell other parts of the story. The amount of language you can get out of the learners depends a lot on the level of the class. Keep an eye on the kids. If they start to get restless consider speeding up the reading.</li> </ul>
Activity 20 min	<p>Robot Ninja (see p. ____ of the plan for details)</p> <ul style="list-style-type: none"> <li>✓ It is important to give the learners clear models for the language they need to play the game.</li> <li>✓ Also, set a clear expectation that the learners speak only English during the game. Give points or use other ways to praise your learners for their effort to use English.</li> <li>✓ It is natural for the learners to revert to L1 when they are having fun playing a game like this.</li> <li>✓ Ideally you should be able to set up the game so that you can sit back and watch and not control the learners. This way you can listen in and give the learners feedback or help the learners to say what they want to express.</li> <li>✓ Try to give them expressions that are at their level. As a general rule, the shorter and easier the phrase you give, the more likely the learners will be to start using it.</li> <li>✓ Make teams. Choose a starting point.</li> </ul> <ul style="list-style-type: none"> <li>• Decide a direction. Roll the die and follow the direction.</li> <li>• Factory: Receive the number of parts rolled.      Skulls: Lose 1 robot part of their choice. Steal parts: Go over to another team and 'steal' their parts in line with the number rolled. '?: Choose a part, then roll the dice. If it is an even number, they get the part. If it is an odd number, they lose one.</li> <li>• Ending the game: 1) when the time is up OR 2) the set number of robots has been assembled by one of the teams.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>✓ Demonstrate how to complete the homework. Give the students stickers.</li> </ul>

## Glossary of Terms

L1: The first language of a speaker. L2: The second language or the language being studied

### Showing Meaning TL1

Let's go to... / OK, good idea!: Pretend to be two people. Model the following conversation while gesturing to indicate the meaning. A) Let's go to my house! B) OK, Good idea!

at night: At night, I sleep. At night I read a book.

get: Gesture

in a bad mood: Pretend to be two people. one person asks the other basic questions like "how are you?" the other reacts in a negative way for no reason. This should show that "in a bad mood" is different from "angry"

a factory: "In a factory, they make things... cars, computers, tables, chairs..." etc.

a building: Draw different buildings or point to them out the window if you can.

### Checking Meaning TL1

For all of the following, ask the learners to respond with OK or No.

Let's go to... / OK, good idea!: In order to check that they understand the concept of suggestion and accepting a suggestion, model contrasting examples. 1) Walking and saying to yourself "Let's go to school." 2) Say to another person, pointing in a commanding way "Let's go to school". 3) Same as in the Show stage.

at night: Do you eat breakfast at night? Do you sleep at night?

in a bad mood: Have the learners ask you a question such as "Do you like...?" and respond in a friendly way.

Ask the learners "Am I in a bad mood?" Repeat with various examples some that elicit a yes and some a no

a factory: "In a factory do they cook spaghetti? Do they make cars?"

### Showing Meaning TL2

Can we have...?: Use puppets or stuffed animals. Have two of them ask you "Can we have (a marker)?" Give it to them saying "Here you are."

need: The robot can move. Take out the batteries (gesturing). now the robot cant move. The robot *needs* batteries.

...isn't finished: Draw a face little by little. Pause from time to time and look at it and say "It isn't finished."

help: Pretend you can't lift an item in the classroom. Gesture to a student and say "help please!" have a learner help you pick it up.

I have an idea: "I'm hungry... I have no food... OH! I have an idea! I'll order a pizza".

don't have time: Draw a school on the board and a clock showing 8:30. Say "School starts at 8:30". Draw a person with a clock above. Say "Now it is 8:25. He has to do homework, eat, take a shower and walk to school. In five minutes!?!? He doesn't have time."

### Checking Meaning TL2

need: Ask CCQs for various things such as "Do I need (candy)? Do I need (water)?"

...isn't finished: Draw a face little by little. Pause from time to time and look at it and elicit from the learners "It isn't finished."

don't have time: Draw a school on the board and a clock showing 8:30. Say "School starts at 8:30". Draw a person with a clock above. Say "Now it is 8:10." Does he have time to eat? Does he have time to watch TV?"

a lot of: Draw a few dots on the board and ask the learners "a lot?" Draw a few more and ask again. Finally, draw a lot of dots and ask again.

## Games & Activities

**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.

**Point** - Put the cards up on the walls with blue tack. Have the learners stay in a designated area in the middle of the room. Call the cards and have the learners point at the appropriate image.

**Bye Bye Game** – Divide students into 2 teams on either side of the table. The teacher stands or sits in the middle of the two teams. Flash a card to the 2 front students. Fastest to answer receives the card. The other student goes to the end of the line. Students can win a max of three times.

Repeat the process.

**War** – Deal out number cards to all players. All players place 1 card in the center. Highest card wins the round. Repeat. If two players have the same number, then they have a showdown. Each player places three cards face down, and on 3 place a fourth card face-up. Highest card wins all the cards.

**Kim's Game** – Put 4 cards on the board and give the learners 10 seconds to remember them. Have them close their eyes and remove one of the cards. When they open their eyes, they have to race to say the card that is missing. Increase the number of cards and reduce the amount of time they have to see the cards for each successive round to increase the difficulty.

**Janken Challenge** - Place 5 or so flashcards on the table face up. Make teams and give those teams 4 or so colored chips. Team 1 is red, Team 2 is blue, Team 3 green, etc.

First player nominates a card and places his or her chip on that card. Second team does the same. When a player places his or her chip on a card that is already occupied by another player, a janken off is played with the loser of the battle losing his or her chip. The game ends when students have used all of their chips.

**Hold Up** - Make a circle 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.



## Song: Where's My Frog?

Excuse me, sir. Have you seen my frog? Well, he's in the universe.  Where's my frog? I think he jumped away. Where could he be? I think he's in the universe.  Maybe on the Earth.  Where's my frog? I think he jumped away. Where could he be? I think he's on the Earth in the universe.  Hmm... maybe in your country  Where's my frog? I think he jumped away. Where could he be? I think he's in my country On the Earth in the universe.  Hmm... in your city  Where's my frog? I think he jumped away. Where could he be? I think he's in my city in my country on the Earth in the universe.  Oh no, I can't find him anywhere. Where's my frog?  Hmm... maybe at your school	Where's my frog? I think he jumped away. Where could he be? I think he's at my school in my city in my country on the Earth in the universe.  in your classroom  Where's my frog? I think he jumped away. Where could he be? I think he's in my classroom at my school in my city in my country on the Earth in the universe.  next to the window  Where's my frog? I think he jumped away. Where could he be? I think he's next to the window in my classroom at the school in my city in my country on the Earth in the universe. Ah... I can't find him anywhere. I've looked everywhere. But, have you looked under your desk?  Where's my frog? I think he jumped away. Where could he be? I think he's under the desk next to the window in my classroom at my school in my city in my country on the Earth in the universe.	Ah! in your bag, that's it.  Where's my frog? I think he jumped away. Where could he be? I think he's in my bag under the desk next to the window in my classroom at my school in my city in my country on the Earth in the universe.  AH HA! in a box!  Where's my frog? I think he jumped away. Where could he be? I think he's in a box in my bag under the desk next to the window in my classroom at my school in my city in my country on the Earth in the universe.  There he is. Ah... Froggy, I missed you. Where were you? Why were you in the box? Aaaah, I'm so happy.
--	---	---

## Robot Ninja Game Instructions

- ✓ Put the learners into pairs or threes (you need at least 2 teams with 2 learners in each). Have them share one of their textbooks and open it to p.14-15.
- ✓ Model the game in line with the following:
  1. The learners choose a starting point and decide a direction up to 6 spaces before rolling a die. Drill and put on the board the following: A: "Let's go this way." B: "OK/No this way"
  2. The learners roll the die and follow the direction they agreed together.
  3. If they land on a factory, they receive the number of parts they rolled e.g. if they roll a 6, they get 6 robot ninja heads. Put the parts in a central location and have the learners go and get the parts they receive.
  4. The skull symbols indicate that they lose 1 robot part of their choice. The 'steal parts' squares allow them to go over to the other team and 'steal' their parts in line with the number they rolled. When stealing, have them ask "How many \_\_\_ do you have?" or "give me ...heads" before they can steal. Demonstrate these lines and write them on the board.
    - When the learners land on the '?' squares, they have to choose a part, then roll the dice. If they get an even number, they can have the part. If it is an odd number, they lose one.
  5. The game can end in two ways: 1) the time is up. The winner is the team with the most completed robots. OR 2) the set number of robots has been assembled by one of the teams. The first team to hit the goal wins.
- ✓ Note: If you have a small class, play on 1 board together and change the language as required.