

BOOK
4



AWESOME ADVENTURE

series

Level **3**

 Back to Save
the Earth! 



Lesson Plans - Book 4 Unit 12

AAS Level 3 Book 4 – Back to Save the Earth – Unit 12 – Make a Better Place

TL 1

green house	university	museum	laboratory
build	solar power	(This is more) important.	It's too expensive!

TL 2

take a card	This can solve the problem.	We did it!	We failed.
What's the problem?	Do you remember?	galaxy	This can't solve the problem.

Basic Aims:

By the end of the unit the Ss will:

BA1: be able to use English to play a game with a partner.

BA2: be able to use vocabulary and phrases related to solving problems.

BA3: be able to use vocabulary and phrases related to building an eco-friendly city.

Advanced Aims:

By the end of the unit the Ss will:

AA1: be able to use vocabulary and phrases from the whole course to play games.

AA2: be able to make decisions with a group using appropriate phrases.

Materials

<ul style="list-style-type: none"> • iPad / tablet • On the Earth' song Visual Aid (VA) • Flashcards • A3 of 'Build a City' activity • Photocopies and of 'Build a City' cut outs (p.27-29) • Awesome dollars 	<ul style="list-style-type: none"> • Glue and scissors • A3 of 'Clean Up the Galaxy' • 'Clean Up the Galaxy' cut outs (p.31)
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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 is the final unit of the course. Once again, the Ss will be present with activities that enable them to recycle vocabulary, phrases and structures from throughout the course. The activities in this unit are arguably the most challenging of the course and ask the Ss to apply not only language but concepts from the whole series. The secondary song of this unit 'On the Earth' builds on ideas presents in the series, focusing on good and bad things on our planet. The 'Build a City' activity asks Ss to plan and negotiate the kind of eco-friendly city they would like to live in. The 'Clean Up the Galaxy' activity has even higher cognitive and linguistic demands. It also ends the series by asking the Ss to extend their 'cleaning' ambitions to the whole galaxy. Ss must work together and solve the problems different planets are facing. End this series by asking Ss what their favorite song/story/activity was and celebrating their progress.

Week 1

Before class	✓ Have the song 'On the Earth' playing in the background.
Song	✓ Put up the Visual Aid. Drill the chorus and elicit/drill the lyrics of the first verse
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. Draw attention to the images that illustrate the meaning as you go. Most of the words can be demonstrated at this stage.</p> <p>Identify → Call the Number (see end of plan)</p> <p>Straight Choral Drill</p> <p>Drill → Ball Toss</p> <p>CCQ → (see end of plan)</p> <p>Produce → Don't Take It</p>
Activity 1	<p>Build a City – First Time</p> <p>Description:</p> <p>This activity requires Ss to work together and make decisions about the need/importance of buildings within a city. They will work together to 'make money' then discuss what to build with that money. There is an extension activity where the Ss can present their cities after making them.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Ask the Ss what happens at the end of the comic. Have it available or borrow a S's copy and flick through the pages, eliciting as you go. It should become clear to the Ss that the characters decide to come back to the Earth and decide to build again and make it even better. 2. Tell the Ss they are going to build a beautiful city to live in. 3. Elicit from the Ss what a city needs, write and draw their ideas on the board. Don't worry if they don't get everything. 4. Have them turn to p.27-29 and tell you what they see in the cut-outs. 5. Ask them how much each item is. Tell them they need make money to build their city. 6. Set up an obstacle course around the classroom. 7. Drill the line, "Let's make money!" CCQ the concept of making money if necessary. 8. Go through the obstacle course with the Ss. At the end have Ss roll a die to determine how much money they make from 'working'. 1 on the die = 1 million awesome dollars * 9. Ask the Ss, "Do you want to make more money or build the city?"

Model:

1. When you start building, have a discussion about what to build. Model the discussion as follows:
A) We need solar power. It's important.
B) I think so too. Let's build it here.
A) No, here. / OK, good idea.
A) I want to make a museum.
B) Good idea. / That's a bad idea. / It's too expensive. / I don't want to. / This is more important.
2. Write up this useful language on the board and model with one of your strongest Ss if needed.

Once you start the activity independent of the teacher:

1. Award points for good attempts at using language
2. If they don't use much of this language at first, conduct feedback on the board and remind them of some of the structures. The next time they start building they'll use more. Especially if you are using the points system effectively.
3. When they spend all their money, they can 'make money again'.

* The 'making money' aspect of this game lends itself to drilling and production as well. It's better if the Ss can run the 'money making game' themselves though so the T can just monitor.

Week 2

Before class	✓ Have the song 'On the Earth' playing in the background.
Song	On the Earth ✓ Continue practicing the song. ✓ Make sure not to spend too much time on it.
Optional Mingle	Elicit good things and bad things that are on the Earth. Model the short speaking exchange. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> A) There is too much plastic on the earth. B) That's terrible! </div> <div style="text-align: center;"> OR B) Yes! That's great! </div> <div style="text-align: center;"> A) There are forests on the Earth. B) Yes! That's great! </div> </div>
Lexis	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. Show → Any new cards, same procedure as Week 1. Identify → Bum Races Straight Choral Drill Drill Game → Shark Bridge CCQ → Continue working through the CCQing of different cards. Produce → Take Away
Activity 1	Build a City – Second Time Run this activity again this week or have them continue from where they left off last week. Throughout this course we have stressed the importance of certain techniques when carrying out speaking activities, continue to work on them and refine your skills: <ul style="list-style-type: none"> - Monitor and take notes on errors, successes and missing language - Assist Ss when you believe it to be beneficial - Encourage Ss and praise them for trying to produce - Use a points system to show effort is rewarded, regardless of errors - Stand back when possible if Ss are doing well with the activity, regardless of errors - Bring class to order and give delayed feedback on what you made notes of, eliciting answers and corrections from Ss where possible - Put useful phrases and scaffolding on the board - Drill structures Ss aren't very confident with and encourage its use
Extension	Presentation Have the Ss present their cities and say what it has. <ol style="list-style-type: none"> 1. Have the Ss name their city. 2. Put some structures of the board and model as follows: <div style="margin-left: 20px;"> A) This is our city. B) It's called (Rabbit Town). A) It has a hospital. B) It has 2 solar stations. </div>

Week 3

Before class	✓ Have the song 'On the Earth' playing in the background. Continue to work on this at the start of the lesson.
Lexis	<p>Start with TL2. The Ss should be reasonably competent 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 → Call the Number (see end of plan)</p> <p>Straight Choral Drill</p> <p>Drill → Ball Toss</p> <p>CCQ → (see end of plan)</p> <p>Produce → Don't Take It</p>
Activity 2	<p>Clean Up the Galaxy – First Time</p> <p>Description:</p> <p>Clean up the Galaxy requires the Ss to remember, and match problems with solutions. On the game board you will notice arrows pointing off the board, this is where you should place the problem and solution cards. Each space station should have 3 solutions and each planet should have one problem. These cards should be shuffled and placed face down where the arrow is pointing.</p> <p>Objective:</p> <p>The Ss must fly to a planet, determine the problem, visit a space station to see if they have the solution. They then must deliver the solutions to the planets. They can only carry ONE solution card to a planet at a time.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Tell the Ss the 6 planets on the page have problems. 2. Lay out the cards next the planets. 3. Ask the Ss, "Which planet do you want to go to?" 4. Turn over the problem card. Ask the Ss, "What's the problem?" 5. Tell the Ss to remember the problem and turn the card back over. 6. Now ask them which 'space station' they want to go to. They can turn over all 3 cards when they visit the space station. 7. Ask the Ss, "Can this solve the problem?" and point to the planet they just visited. Have them respond with "This can/can't solve the problem." for each of the solutions. For the model, you should make sure you the solution is in the cards so they can see what to do next. 8. Ask them, "Do you remember?" and point to all the planets. Hopefully they know where the problem is, because they've only visited one planet.

9. Demonstrate pick up all 3 of the solutions from the space station and 'flying' to the planet.
CCQ: "Is this OK?" (No.), "Can we take 3 solutions?" (No.) "2?" (No.) "1?" (Yes.)
10. Visit the same planet again, and show them the solution and problem match and that they have 'solved the problem'. Here you can remind them of the new flashcard, "We did it!"
11. Repeat and show them a model where they don't have the solution to a problem immediately. In this scenario they have to remember what problems are and fly back and forth between the space stations and planets.

Begin:

1. Place the Ss into pairs or small groups and have lay down the cards appropriately.
2. Tell them that the team that cleans up the galaxy fastest is the winner. If you only have a small class, you can set a bomb timer and tell them they have to do it before the galaxy explodes for added jeopardy.

Week 4

Before class	✓ Have the song 'On the Earth' playing in the background. Continue to work on this at the start of the lesson.
Review - Lexis	Quickly review TL1 and TL2 with a production game of your choice and work on Ss weaknesses.
Activity 2	<p>Clean Up the Galaxy – 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	<p>Design Your Own Planet</p> <ol style="list-style-type: none">1. Have the Ss draw their own planets.2. Around the outside of the planet, they can draw what their planet has: forests, solar power, robots, unicorns, water, rabbits, etc.3. They can then present their planets to the class.
Aims	Go through the aims with the Ss and help them to self- evaluate.

Vocab Games

Call the Number

Put between 3-6 cards on the whiteboard and assign numbers to them. Call out a card's target language and have the Ss hold up the number of fingers or call out the correct number.

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.

Don't Take It (Old Maid)

Draw a cockroach or some other unpleasant thing on one or two of the flashcards. Deal out the cards to everyone and have them keep them secret. They have to say one of their cards before taking a card from the person to their right. They can shuffle their cards before the next person takes. Set a timer to dictate the end of the game.

Bum Races

Good game for younger students. Practice the Target Language. Have the kids lined up at one end of the room sitting down on their bums. Make a goal not too far away on the other side of the room. Ready... GO! Kids must slide on their bums to the other side of the room. First to reach the goal is the champ.

As an 'identify' game, have two sets of flashcards at the end of the room and have 2 players race and touch the correct card.

Shark Bridge

Draw a bridge between two cliffs with 13 spaces. The middle space has a hole in it. Under the bridge, draw water and a shark. Assign teams a magnet and put them at either side of the bridge. Do a slow reveal of the vocabulary. The first team to answer stays in place while the other team moves forward. The first team to reach the hole in the center falls into the water and is eaten by the shark. You can make the game more even by having the team that moves forward decided by rock paper scissors.

Take Away

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.

Language Clarification

General note:

Depending on the time you have in class, going through all this TL clarification can be time consuming. Understanding your Ss 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.

TL1

green house	We grow green things in a green house. Do we eat lunch in a green house? Do we grow plants in a green house?
university	Draw a picture of 4 schools of increasing sizes. Say "This is elementary school; 6 years old to 12 years old." Point to the next one, "This is junior high school; 12 to 15 years old." Continue up to university. Do I go to university to (study)? Do kids go to university?
museum	There are paintings and very old things in this. Are there animals in museum? Are there paintings in a museum? Are there dinosaur bones in a museum?
laboratory	Scientists analyze things in a laboratory. Who works in a laboratory? A police man? A nurse?
build	Get some blocks and start building something with them.
solar power	Show some different types of energy sources.
(This is more) important.	Food is important. If we don't have food we die. Air is important. If we don't have air we die. Which is more important? Water or food? Homework or playing video games?
It's too expensive.	I have \$10. The camera is \$50. Can I buy the camera? No, it's too expensive. I have \$100. The camera is \$50. Is the camera too expensive?

take a card	Have a deck of card and offer it to Ss using the phrase. Context should make this clear.
This can solve the problem.	<p>The concept of problem and solution is key to this unit so first establish the meaning of problem. Use the flashcard.</p> <p>Additionally, hide your markers for the board and pretend you can't find them. Ask the Ss what your problem is. (No markers to write.) Ask them what the solutions is. (Look for them.)</p> <p>Present the 'no markers' problem again and pretend to use a pencil on the whiteboard. Tell the Ss emphatically, "This can solve the problem." They will probably shout 'no' at you, and which point you can drill the line with 'can't'.</p>
We did it!	"Let's jump!" Everyone jumps. "We did it. We jumped."
We failed.	"Let's fly!" Everyone pretends to fly. "Did we fly?" (No.) "Oh no... we failed."
What's the problem?	See other box.
Do you remember?	Write 5 numbers on the board. Draw attention to them. Next, erase the numbers and ask the Ss. "Do you remember the numbers?" Elicit the numbers.
galaxy	You can spend some time with a tablet or some extra images clarifying some specifics about galaxies, but they should be familiar with the idea of a galaxy as a concept.
This can't solve the problem.	See other box.

Lyrics: On the Earth

Chorus

The third planet from the Sun...
The third planet from the Sun...
The third planet from the Sun...
is our home.

Verse 1

There are mountains
on the Earth.
There are forests
on the Earth.
There are animals
on the Earth.
I love this place.

There are oceans
on the Earth.
There are rivers
on the Earth.
There are fish
on the Earth.
I love this place.

Chorus

Verse 2

There's too much plastic
on the Earth.
There's chemical waste
on the Earth.
There are factories
on the Earth.
Let's clean up this place.

There's pollution
on the Earth.
There's nuclear waste
on the Earth.
There's you and me
on the Earth.
Let's clean up this place.

Chorus