BOOK 2

AWESOME ADVENTURE series

Level 4

Find ~~the~~ Your Way

AAS PRESS

Lesson Plan - Book 2 Unit 6

AAS Level 4 – Book 2 – Find Your Way

Unit 6 – Get out of Trouble

TL 1

borrow/borrowed	put… online	design a logo	How should we…?
Inside/outside	spill/spilled	lose/lost	rip/ripped

TL 2

Did you…?	I didn't…	I… because I…	clean/cleaned
feed/fed	wash/washed	do/did	Why not?

Basic Aims:

By the end of the unit the learners will:

BA1: have practiced making excuses.

BA2: have practiced stating the rules.

BA3: have practiced arranging a plan to make a music video with a group.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to sing the song 'Stop Right There'

AA2: have studied how to use the past tense to make: affirmative sentences, negative sentences and questions.

AA3: be able to use the past tense with a limited range of verbs in a role play.

Materials

• iPad or tablet • Flashcards • Cards for U6 Activity 1	• Homework (if applicable) • Dice • Blu-Tac

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 consists of tasks which give the learners the opportunity to apply a lot of the language they have been exposed to/studied previously in the course. They will be required to make excuses, state rules, and make a plan. Clear instructions and thorough instruction checking will help facilitate successful execution of the activities.

Younger learners will typically try to complete tasks with the minimal use of language possible or by switching to L1. Demonstrate what not to do when setting up the tasks and check that the learners understand. This allows to clarify for the learners what language is expected to be used and will help assist them to make more effort to produce more complete sentences.

Be sure to praise early attempts by the learners to use/experiment with English. This is a very powerful tool to build their confidence and willingness to take risks.

Week 1

Before Class	Have the '**Stop Right There**' song playing in the background. Learners should have confidence in singing this as it was worked on in Unit 5. Encourage learners to sing along as they prepare for class to begin.
Talk	On the white board write 'chores' at the top. Elicit a list of chores and write them down as a list. **Write down the following questions:** 1. What chores do you have to do? 2. What chores did you do today/this week? 3. What chores are you going to do tonight/this week? Present and model successful interaction. Elicit correct past simple form for question 2. Play 'Stop Right There' and have learners walk around the classroom. When you hit pause, learners must find a partner and take turns asking and answering a question of their choice. Award points for effort, risk-taking and accuracy. Keep an eye out for learners who try to scaffold the activity by chiming in when their peers are struggling and award points accordingly.
Lexis	**Start with TL1**. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression of receptive to productive. **Show →** Model the target language for T/L 1. **Identify →**Point. Put the cards up on walls around the room with Blu Tac. Say the T/L and have learners point. **TPR →** Introduce actions for the different cards. Have the learners do the actions all together as you say the language. **CCQ →** See end of lesson plan **Drill →** Wheel of Misfortune **Produce →** Shark Bridge
Activity	Repeat the activity from **Unit 5 – "Get to the Roof!"** Have learners play in pairs with their textbooks. **Get to the Roof! FLOOOOOD!** **Description:** Students start at the bottom of the student dormitory in the basement. Suddenly, the pipes burst! The students must get to the roof. On their travels, they decide they must save as much food as possible (you know, in case they get trapped there for days). As the flood water rises, they have limited time to grab ingredients. Once they make it to the roof, by happy coincidence, there's an Italian chef-bird who will fly them to safety in return for ingredients to make one of three recipes (spicy pasta, pizza, lasagne). If the students don't have all the ingredients for his chosen recipe, they will have to use the scuba equipment to go back into the flooded school and retrieve the missing ingredients. **Instructions:** 1. Draw a basic picture of a school on the board and tell the SS the school is flooding – indicate this by drawing water moving up. 2. Ask Ss what they have to do to be safe: (get to the roof) 3. Ask Ss how they will get off the roof. Reject all of their ideas unless they say, "An Italian chef-bird will fly us to safety."

	4. Tell them to open their books and point to the bird. Show/tell the SS that the bird will fly them down. 5. Ask the SS if the bird wants 'money' in return for flying them down. Tell the SS to look at the page and find out what the bird wants. They may work out from the game page that the bird wants 'ingredients' for the 3 recipes below. 6. Tell the Ss as they escape they must collect the food. 7. Draw Ss attention to the numbers up and down the sides of the dorm. Show that the horizontal line represents movement with a die and that the vertical line represents increase in water level with a die. Each turn the SS move by rolling 2 x 6 sided dice and then the water level increases by 1 die. If they get trapped under water, they have 1 turn to get to the next level before they drown. Use a small coin (or something) to indicate the position of the student. 8. Model picking up the ingredients and getting to the top and the chef-bird asking for the recipe that has all the ingredients they have. Tell the SS they win and the bird carries them to safety. 9. Model it again, without the correct ingredients. Show that the dorm is completely filled with water and now they have to use the scuba equipment to go back down using the RED pipes only. They must use the GREEN pipes to get back up. 10. They can move 100 spaces with the oxygen in their tank. (the game is essentially designed so getting 1 ingredient should be doable, getting 2 ingredients is very hard and getting 3 is almost impossible. 11. Before letting them do the game, draw a picture of the bird and write the 3 recipes on some paper. Show you are choosing 1 recipe the bird is going to ask for. Make a show of keeping it a secret. 12. It's a team game, so put the SS in pairs and have them discuss the process together. Remember to allow discussion to flow naturally while giving reminders of the language from the course that could be useful or seem appropriate to use in context: • Let's get… • We have… • Let's go this way • Good idea/bad idea etc • What do we have… ? • We have… • plus, there's a lot of incidental vocabulary for ingredients, buildings/rooms and navigation related lexis here
Homework	If you are using our downloadable homework, distribute it at this stage.

Week 2

Before class	Have the '**Stop Right There**' song playing in the background. Learners should have confidence in singing this as it was worked on in Unit 5. Encourage learners to sing along as they prepare for class to begin.
Talk	Consider redoing the **Week 1 Unit Talk**
Lexis	**Test 1** → Test learners on the contrast between the infinitive and past simple. Test them on verbs covered in **Unit 5** (find/found, steal/stole, see/saw, break/broke and do/did) and **Unit 6 TL1** (spill/spilled, lose/lost, rip/ripped, put/put, borrow/borrowed, design/designed). Consider also testing them on verbs in their verb logs. Consider doing a pair activity where one member is told the base verb (i.e. spill), they report it to their partner and their partner is tasked with producing the past simple. Award points for successful interactions and bonus points for fastest achievers. **Drill 1** → Duck **Drill 2** → Wheel of Misfortune **Produce** → Mustache Robot
Activity 1	**Make a Music Video** **Description:** This activity is designed to be a very controlled practice of the language used for 'rules'. One student plays the role of the headmaster who determines what the rules are, the other is the student who is attempting to make a band. **Set up:** 1. Ask the ss if they are in a band. Some may be in school bands or play music at school. 2. Tell the Ss they are going to make a band and make a music video for YouTube. 3. Draw a picture of one person looking sad on the board and ask the Ss what this person needs to make a band and make a video for YouTube. You may be able to elicit 'instruments', 'a camera', 'a computer', 'more students'. 4. At this point, tell the ss to open their books to page 16 and have a look at the 'stages' and the different steps they need to take: find players, get instruments etc 5. Ask the ss how they can 'find players' and draw their attention to 'talk to other students' and 'make posters'. 6. Now ask the ss, 'Can students at The Way Academy in the story make a band, make a music video and put in on YouTube?' (No) Ask them, 'Why not?' Now draw their attention to the headmaster at the top of page 17 (because the students have to follow the rules). 7. Now pretend to be the headmaster deciding the rules. On a photocopy of page 17, on each row, check 1 option and show the ss. On the 'talk to other students'/'make posters' choice, put an 'X' in the 'make posters' box. The other boxes, mark whatever you want. Now give the copy to the ss and tell them they are the teachers. 8. Take your strongest student and have them pair with you and look at page 16 together. Feed the language to your partner, this acts as a model for decision making between the ss: A: Let's make a band! B: Ok, good idea! A: How should we (find players)? B: We should 'make posters'. A: Hmm… ok! Good idea.

	9. The other ss will have page 17. Go over to that group of ss and ask them, 'Is 'making posters' breaking the rules?'(Yes). Drill the lines, 'You broke the rules!' 'You're not allowed to make posters!' 10. On the board, draw 3 boxes, and put an X in one of them 11. Ask the ss what happens with 3 Xs. Show them the 'detention' page from manga if you have it available. 12. Model the 'get instruments' interaction as well to just make it clearer. 13. Put the Ss into groups and have the teachers select their rules in secret. 14. Start the activity **Notes:** The Ss should be in groups of 3 for this activity: 2 students, 1 teacher/headmaster However, you can have groups of 4 with 2 students and 2 teachers. **Useful Language:** - How should we (get instruments)? - We should… - Good idea/bad idea - You broke the rules! - You're not allowed to… - You can't… - You must not… Other incidental language may occur to you as Ss do the activity.
Homework	Assign homework and give stickers as usual.

Before class	Have the '**Stop Right There**' song playing in the background. Encourage learners to sing along as they prepare for class to begin.
Lexis	**Start with TL2**. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression. **Show=>** Model the target language. **Identify=>** *Defuse the Bomb* This game can be played if the learners are getting up just one at a time to get a card and your classroom layout allows for the learners to do so without coming into contact with each other. **Drill =>** *Wheel of Misfortune* (see end of plan) **Produce =>** Mustache Robot
Activity 2	• If learners have not completed **Activity 1** (Make a Music Video) continue it this week • If learners have completed **Activity 1** then do **Activity 2 – It's Not My Fault** **Activity 2 – It's Not My Fault** **Description:** The idea behind this is the character on pages 18 and 19 had a bunch of things he was meant to do, unfortunately he hasn't done 6 of the 8 things. Will he get in trouble? Well, it depends on whether he has a good excuse. The parent will ask 6 questions, if the boy has done it, he will avoid the wrath of his parent. If he hasn't done it, he must provide an excuse. A good excuse, means the parent will be satisfied and let him off. If the parent catches the boy having not done 3 things without a good excuse, BIG TROUBLE. **Set up:** 1. Ask the Ss if they clean their room. If they don't clean their room, who does it for them? Brainstorm what kind of things they have to do when they clean their room on the board. 2. Have the Ss turn to page 18/19. Ask them what things the boy has to do. Don't worry if they can't work it out. 3. Have the cut outs of the 'things you did and didn't do' and the 'excuse' cards ready. 4. Take the 'didn't do' cards and overlay them on the image. Now elicit from them what things the boy has to do. **Model:** 1. Do a roleplay as 'the child' and 'the parent' 2. As 'the child', take 2 cards from the 'did do' pile, and 6 cards from the 'didn't do' pile. Overlay them on the game page. You will probably need blu tack for yourself and the ss. Make a show of keeping this secret from 'the parent'. 3. As 'the parent' make a stern express and ask the child 'Did you…!?' (ask one which 'the child' did do) C: Yes, I did! 😊 P: Ok, good job. 😊 C: Thank you! P: Did you…? (something 'the child' didn't do) C: No, I didn't :/ P: WHY NOT!?

4. ‘The child’ must now select an ‘excuse’ card. The excuse cards match as follows:

Didn’t do	**Excuse**
Hang up my clothes	Because there was a snake in the cupboard
Change the light bulb	Because I had no money
Clean the hamster cage	Because the hamster bit me
Clean the floor	Because the vacuum was broken
Wash my hair	Because we have no shampoo
Fix my guitar	Because the music shop was closed
Clean my shoes	Because the brush is broken
Do my homework	Because my sister broke my pencil

- You will note there are two more excuses:
  - there was a fire
  - I helped grandma
- These two excuses are good excuses for any of the ‘didn’t dos’ - ‘super excuses’ if you will

5. Continue the model and make sure it’s an excuse that isn’t a good one for the ‘didn’t do’ you choose e.g.

   P: Did you hang up your clothes?
   C: No I didn’t
   P: Why not!?
   C: It’s not my fault! It’s because we have no shampoo!
   P: That’s not a good excuse!

6. Show on the board with 3 boxes, that under these circumstances, they get one ‘X’
7. Ask the ss what happens when they get 3 Xs (they will be punished by the parent).
8. Do one final model:

   P: Did you hang up your clothes?
   C: No I didn’t.
   P: Why not!?
   C: It’s not my fault! It’s because there was a snake in the cupboard/because there was a fire!
   P: Ok… good excuse… (safe)

Homework	Assign homework and give stickers as usual.

Week 4

Before class	Have the '**Stop Right There**' song playing in the background. Encourage learners to sing along as they prepare for class to begin.
Lexis	**Test →** Show the cards you hope to review. Have the learners put up their hands if they think they know the language. Make a new set of cards based on what the learners need to review. Aim for a set of no more than 8 cards. Consider testing learners on past simple and infinitive as per **Week 2.** **Drill →** Play *Wheel of Misfortune* or other drill type game. **Produce →** *Mustache Robot Battle*
Activity	Repeat **Activity 2**.
Self-assessment	• Leave yourself enough time to go through the aims with the learners. Have the learners tick off either 'H' for can do with help or 'I' for can do independently. • Ideally, you should have your learners choose which one they think is appropriate. • Some learners will be unfamiliar with the language or concept of self-assessment. If this is the case, you can tell the learners which ones to circle. Whether they circle 'I' or 'H', make sure to convey to the learners that they've done a good job.
Homework	Assign homework and give stickers as usual.

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.

Circumlocution: Circumlocution strategies are the strategies that you use to describe a word or phrase when you don't know it in English. If you have good circumlocution strategies they will stop you hesitating too much or getting blocked when you are speaking. This can mean using simpler language or more broadly it can also mean non-verbal ways of communicating what you mean.

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.

Realia: Real objects used in the classroom rather than say, an image of something

Ss: Students

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.

TL 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 3 (for T/L 2), you could save some for weeks 2 and 4 respectively.

Showing Meaning – TL1

borrow/borrowed	Ask to borrow a pencil from a learner, use it and return it afterwards. Ask: "Whose pencil is this?" "Is it mine?" "Did I take it from (the student's name?" "Did I give it back after?" I borrowed it.
lose/lost	Show learners something you have on you. Have learners close their eyes and put the item somewhere out of sight. Afterwards, show that the object is gone and pretend to look for it, then state: "Oh no, I lost my ____! Can you help me find it?"
How should we…?	Pretend different problems and encourage learners to provide suggestions on how to solve them (a river with no bridge, a cat in a storm drain etc.) by asking them "How should we cross the river/get the cat out of the drain? etc."
design a logo	Show learners iconic logos (McDonald's, Apple etc.) Tell them: "We are making a new company. It sells cute pets. It's called 'Super Awesome Pets'. Let's design a logo for our company!" Give learners a sheet of paper or mini-whiteboard to design a logo for it.

Showing Meaning – TL2

I… because I…	On a WB write: 'studied English' on the left. Try to elicit reasons why you would study English. If successful, then model: "I studied English because I wanted to pass a test/speak English with friends/had to etc…" If not, to the right write a list of 'reasons' (wanted to pass a test, like
Why not?	Ask Ls if they want to eat bugs/cockroaches for dinner. After they yell: "No!" ask "Why not?" and wait for an answer.

Games and Activities

Shark Bridge:

Draw a bridge between two mountains 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 bridges. Do a slow reveal of the vocabulary. The first 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.

Wheel of Misfortune

Draw a circle and cut the circle into eighths. Choose 3 of the spaces and mark them as safe spaces to land on, 4 of the spaces as bad spaces, and 1 space with a heart/+1 point space. Give each team 5 points to start with. Teams take turns to roll a dice and go around the circle. Drill the Target Language between turns.

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. Call one of the cards and start erasing the bomb fuse. One learner quickly finds the card and puts it in the bucket. When the card that has been called is in the bucket, stop erasing. Repeat until all of the cards are in the bucket or the fuse runs out and the bomb explodes.

Mustache Robot battle

Make 2 or 3 teams. Draw a robot on the WB for each team. Make each robot out of a particular shape, for example: The square robot, the rectangle robot and the triangle robot. Give each robot a mustache. Show a card, and have the learners put up a hand if they know it. The first team to be able to say the TL get to erase a part from one of the other robots. Use language such as: “Erase the triangle robots mustache.” or for lower groups “Erase this.”

Duck

Put one of the flashcards in your set upside down. Flip through the flashcards as you drill the TL. When the Upside down card appears, The learners have to duck down. The slowest student is eliminated. Continue until there is only one student left.

Song Lyrics: Stop Right There!

Chorus
Hey you! (Who me?)
Stop right there! (No!)
Where are you going?
I'm getting out of here.

Verse 1
I didn't break it.
It's not my fault.
Oh yes you broke it,
And now you have to pay.
I didn't lose it.
It's not my fault.
Oh yes you lost it,
And now you have to pay.
Come on, come on,
Catch me if you can!

Chorus
Hey you! (Who me?)
Stop right there! (No!)
Where are you going?
I'm getting out of here.

Verse 2
I didn't spill it.
It's not my fault.
Oh yes you spilled it,
And now you have to pay.
I didn't rip it. It's not my fault.
Oh yes you ripped it,
And now you have to pay.
Come on, come on,
Catch me if you can!

Chorus
Hey you! (Who me?)
Stop right there! (No!)
Where are you going?
I'm getting out of here.

Verse 3
I didn't steal it.
It's not my fault.
Oh yes you stole it,
And now you have to pay.
I didn't drop it.
It's not my fault.
Oh yes you dropped it,
And now you have to pay.
Come on, come on,
Catch me if you can!