

BOOK  
**2**



# AWESOME ADVENTURE

series

Level 1

## Where's My Place?



**Lesson Plan - Book 2 Unit 5**

**AAS Level 1 – Book 2 – The Creature in My Room**  
**Unit 5 – The Best**

**TL 1**

run	practice	join the soccer club	the best
boring	play soccer	What sport do you like?	be quiet

**TL 2**

tired	carry	I can't do that.	hospital
throw	everyone	the game	Don't be sad.

**Basic Aims:**

By the end of the unit, the learners will:

**BA1:** be able to understand the story 'The Best'.

**BA2:** be able to use words and phrases from the story 'The Best'.

**BA3:** have practiced saying what they can do.

**Advanced Aims:**

By the end of the unit, the learners will:

**AA1:** be able to answer basic questions about the story 'The Best'.

**AA2:** be able to play a game about abilities with a partner.

**AA3:** be able to say what they can and can't do and choose a club.

**Materials**

<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Audio device to play the song</li> <li>• Graded reader 'The Best' - A3 laminated VA (see glossary)</li> <li>• 'Story Summary' activity - A3 laminated VA</li> <li>• 'Join a Club' activity – A3 laminated VA</li> </ul>	<ul style="list-style-type: none"> <li>• Extra photocopies of 'Join a Club'</li> <li>• Coins or similar tokens</li> </ul>
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**Lyrics, Games, Glossary**

Many of the things referenced in this plan can be found on the latter pages such as the 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 story 'The Best'. After moving into yet another home, Leo finds himself faced with even more problems at school. Leo is a fan of books, but how is that going to help him at his new school where everyone is crazy about sports? This story and unit provide a context for introducing a lot of new verbs and getting learners thinking and communicating about their own abilities. The activity for this unit features a communicative game in which learners choose a club to join based on their skills. As the same situation is featured in the story, this helps learners connect what they read to real life.

## Week 1

<b>Before class</b>	Have the song 'The Best' playing when the students (Ss) enter. This is the secondary song of the unit and features in the story. This song, as well as any others you've covered so far can be used.
<b>New books</b>	✓ Give the Ss their new graded comic (The Best). Elicit what they see on the cover. Have them put the comics aside and tell them as a small you will be reading it later.
<b>Lexis</b> (see glossary)	<p><b>Start with TL1.</b> Show your pile of flashcards and tell Ss the words are for the story.</p> <ol style="list-style-type: none"> <li>1. <b>Show/Model/Present</b> → Go through TL1 and pronounce it clearly. Make sure you have silence and make sure students are listening closely and not repeating after you.</li> <li>2. <b>Identify (Group)</b> → Upside Down</li> <li>3. <b>Identify (Individual)</b> → 1, 2, 3 Game</li> <li>4. <b>Choral Drill</b> → Call and Repeat - Don't hone in on individual errors at this time.</li> <li>5. <b>Drill Game</b> → Shark Bridge (see games)</li> <li>6. <b>Language Clarification</b> → see language clarification section of the plan</li> <li>7. <b>Produce (Team)</b> → Sliders – Safe Zone</li> <li>8. <b>Produce (Individual)</b> → Ball Toss</li> </ol>
<b>Story</b>	<p><b>The Best – First Reading</b></p> <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 Ss hear is consistent each time and that you use language that they have learned leading up to the reading.</li> <li>• Don't point to the words as you read but do point to the images to help comprehension.</li> <li>• The aim of this reading is for the Ss to practice listening comprehension and gain a global understanding of the story.</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 Ss should become immersed in the story.</li> <li>• When you get to p.20, there is a built-in activity. Have the Ss get their books and they will also need a pencil.</li> <li>• Prevent the Ss from going beyond p.20.</li> <li>• Do the first item of clothing with them on p.7 and have draw it.</li> <li>• Ask the Ss to look through the book and find the rest of Leo's missing clothes.</li> </ul>

## Week 2

<b>Before class</b>	Have the song 'The Best' playing in the background when Ss come in. You could start the class by teaching some of this with TPR if you have time.
<b>Lexis</b>	<p><b>Review TL1.</b> Go through the cards and check what the Ss have retained.</p> <p>Continue through the progression below using appropriate games to work on their retention, accuracy and pronunciation.</p> <ol style="list-style-type: none"> <li>1. <b>Show/Model/Present</b></li> <li>2. <b>Identify (Group)</b> → Upside Down</li> <li>3. <b>Identify (Individual)</b> → 1, 2, 3 Game</li> <li>4. <b>Choral Drill</b> → Call and Repeat - Don't hone in on individual errors at this time.</li> <li>5. <b>Drill Game</b> → Shark Bridge (see games)</li> <li>6. <b>Language Clarification</b> → see language clarification section of the plan</li> <li>7. <b>Produce (Team)</b> → Sliders – Safe Zone</li> <li>8. <b>Produce (Individual)</b> → Ball Toss</li> </ol> <p>It's a good idea to introduce the names of games. As Ss build familiarity with them, you can build up a bank of fun things the Ss can request throughout the year.</p>
<b>Story</b>	<p><b>The Best – Second Reading (with Mistakes)</b></p> <ul style="list-style-type: none"> <li>• Make some simple errors as you tell the story and have the Ss stop you when you make a mistake. If the Ss are capable, have them give you the correct sentence.</li> <li>• 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 and saying, "This is Tanaka-san!" and comically getting the Ss to say, "That's wrong!" Drill this phrase a few times.</li> </ul>
<b>Story Task</b>	<ul style="list-style-type: none"> <li>• After getting through the story, direct the Ss to p.11-13.</li> <li>• Start with the two houses at the top of p.11 and draw their attention to the two houses.</li> <li>• Read, "Which one is Leo's house?" with the class, especially if you have Ss who cannot read or who are weak readers. Also direct their attention to the comic so they understand the question is about what they remember from it.</li> </ul> <p><b>Controlled/Teacher Centered vs. Student Centered</b></p> <p>The controlled way of doing this activity would be to simply read through the items one by one and help Ss answer the questions. Even if your Ss can't read, it's possible to do this in a student centered way with short models. Introduce the following model:</p> <p>T: (Reads question.) A: What do you think? B: I think this one. A: Me too. / I don't. I think this one. B: OK! (Check box.) Finished. A: Finished.</p> <p>Drill the lines and do further models with Ss if necessary. Have them decide on the answers then check against the comic.</p>

### Week 3

<b>Before class</b>	Have the song 'The Best' playing when the Ss enter.
<b>Lexis</b>	<p><b>Start with TL2.</b></p> <p>In week 3 of each unit, we will introduce some alternative games from weeks 1 and 2. Feel free to continue with the previous games, or use these at a later time.</p> <ol style="list-style-type: none"> <li>1. <b>Show/Model/Present</b> → Go through TL2 as you did in the first week.</li> <li>2. <b>Identify (Group)</b> → Team Bye Bye Game</li> <li>3. <b>Identify (Individual)</b> → Paper Ball Throw</li> <li>4. <b>Choral Drill</b></li> <li>5. <b>Drill Game</b> → Bum Races</li> <li>6. <b>Language Clarification</b> → see language clarification section of the plan</li> <li>7. <b>Produce (Team)</b> → Slow Reveal</li> <li>8. <b>Produce (Individual)</b> → Rock, Paper, Scissors Bridge</li> </ol>
<b>Story</b>	<p><b>Moving – Third Reading (What's Next!?)</b></p> <ul style="list-style-type: none"> <li>• Do another reading of the story, but occasionally stop and ask the Ss, "What's next?"</li> <li>• Hide the page or panel from the comic from them.</li> <li>• This activity works better when you choose elements which relate to the TL because Ss are more likely to be able to produce them. However, with strong classes, they may pick up a lot of the incidental lexis. Also, consider encouraging the acting out of elements of the story even if they don't have the language.</li> <li>• In the scenario above, you can get the Ss to act out with you. Award points. Now drill the line along with the action.</li> <li>• Find appropriate places in the comic to do this.</li> </ul>
<b>Pre - Activity</b>	<p>This is a short activity you can play this week rather than the full activity. It may also serve as some fun training with your Ss on how to flip a coin. This tends to require some dexterity and if you have quite young learners they probably won't have this skill yet.</p> <p>The aim of this is simply to flip a coin onto the p.13 skills and use a short model to play a game.</p> <ol style="list-style-type: none"> <li>1. Give coins to the Ss and teach them how to flip it onto the p.13 skills.</li> <li>2. Run through the different verbs with the Ss.</li> <li>3. Introduce a model and act it out with a puppet or you playing both roles: A: Can you (run)? B: (Tries to flip coin onto the verb.) Yes, I can! / No, I can't! Switch roles.</li> <li>4. Show them how they can keep track of their points when they are successful.</li> <li>5. Monitor and assist.</li> </ol>

## Week 4

<b>Before class</b>	Have the song 'The Best' playing when the Ss enter.
<b>Review</b>	<ul style="list-style-type: none"> <li>✓ Do a quick productive review of TL1 and TL2.</li> <li>✓ 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, you can do a quick drilling/productive game to improve their ability with the TL.</li> <li>✓ If they do really well with all of TL1 and TL2 at this stage, simply move on to the activity.</li> </ul>
<b>Activity</b>	<p><b>Join a Club</b></p> <p>When setting up activities, our ultimate aim is to have the Ss perform the activity independent of the T's guidance. We want to create a student-centered classroom where Ss feel confident in what is being asked of them. The T can then stand back and observe their performance and language abilities to determine if Ss can independently complete the task. Setting up communicative tasks with low level, young language learners is a challenge, but with reflection and a desire to improve, it can be achieved.</p> <p><b>Description:</b> This activity has the Ss play the role Leo (or someone like him). In the story, Leo must join a club and has a conversation with a teacher about which one to join based on his skills. The Ss have a time limit to gather as many skills as they can. Depending on how many they obtain, they will have more options in choosing a club.</p> <p><b>Set Up:</b></p> <ol style="list-style-type: none"> <li>1. Have the Ss turn to p.14 and direct their attention to the different clubs.</li> <li>2. Ask them what club Leo joins in the comic.</li> <li>3. Ask them which club they want to join.</li> <li>4. Draw their attention to the different skills they need to join the clubs.</li> <li>5. Tell them they need the skills and they are going to play a game to get them.</li> </ol> <p><b>Model:</b></p> <ol style="list-style-type: none"> <li>1. Have the Ss close their books and focus on you.</li> <li>2. Get a puppet or something/someone to act as your partner.</li> <li>3. Model the following: A+B: (Play Rock, Scissors, Paper) A: I win! A: (Flips coin onto p.13.) A: I can (kick). A: (Checks off the skill they acquired on p.14 of their own book.) B: Let's play again. A+B: (Play Rock, Scissors, Paper) B: I win! (Repeat)</li> </ol> <p><b>Running the Activity:</b></p> <ol style="list-style-type: none"> <li>1. Set a timer and tell the Ss they only have 3 minutes to get as many skills as possible.</li> <li>2. Put them in pairs and have them play.</li> <li>3. Monitor and assist.</li> </ol>

<b>Extension</b>	<p><b>Joining a Club Role Play:</b></p> <p>After they've finished gathering skills, have them keep their pages private from one another. One S plays the role of the teacher from the comic and the other plays the role of a student from the comic. Use the following model:</p> <p>T: Can you kick?  S: No, I can't do that.  T: You can't join the soccer club. Sorry.  T: Can you dance?  S: Yes, I can.  T: Can you sing?  S: Yes, I can.  T: You can join the music club!  S: OK! I want to join. / No, thank you! I don't like music.</p>
<b>Aims</b>	<ul style="list-style-type: none"> <li>✓ Go to the aims page for this unit and go through them with your class.</li> <li>✓ 'H' means 'they can do it with help from the teacher' and 'I' means 'independently/without the teacher's help'.</li> <li>✓ Some of principled use (see glossary) of the Ss L1 (see glossary) could be acceptable here, but it is possible to get the meaning across only using the L2.</li> <li>✓ Have the Ss circle what they think.</li> </ul>

## Game Glossary

**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 number of points.

### Upside Down

In your stack of flashcards, turn 2 or 3 cards upside down.

As a receptive game, say the name of the card and if it matches Ss make a circle with their arms. If the T says the wrong name the team/individual that is slowest to make an X sign with their arms has a soft ball or balloon thrown at them. If an upside down card appears, everyone must duck because the ball/balloon could target any team.

### 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 Ss 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.

### 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.

### Sliders – Safe Zone

This can be run as an individual or team game. On a table or the floor, designate an area called the 'safe zone'. Provide something for the Ss to slide e.g. blocks, magnets, coins

Have the Ss produce the TL then slide their token. Reward them if they are successful.

### Ball Toss

Have Ss 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.

### Team Bye Bye Game

Put the Ss into 2 teams. Flash a card at the team. If they can they can all produce it when prompted, they get a point or token. If they can't, give them the card and have them practice it together. Switch to the other team when they fail. If a team is exceptional, just make the time they get to see the flashcard shorter and shorter. When a team fails, dramatically proclaim, "BYE BYE!" Be careful not to single out Ss who fail to produce the card and create a sense of levity.

### Paper Ball Throw

Have the Ss make some paper balls. Stick the cards up around the room. Have the Ss stand at fixed positions. ICQ: Do we move from here?

Call out a card and have them aim to hit it with their balls. First S or team to hit it gets a point.

### Slow Reveal

Hide the cards and slowly start to reveal one. The winner is the S or team that produced the language fastest.



**Rock, Paper, Scissors Bridge**

Make a line of cards face up across the center of the room. Make two teams and have them line up at either end of the line facing each other. On 'go', the Ss step from card to card saying the TL. When they meet, they play rock, paper, scissors. The loser goes back to the end of their team's line and the next person in line begins to step from card to card saying the TL towards the oncoming player. Repeat the process until one player manages to get all the way across the line, winning the game.

## 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.

**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, it is a mammal.

**Cline:** A cline is a continuum with an infinite number of gradations from one extreme to the other. It can be used in language teaching to demonstrate the intensity of words.

**ICQ:** Instruction Checking Question. Usually a simple yes/no question designed for the T to check Ss understanding of the instructions given, e.g.

T: Do we run in this game?

Ss: Yes.

T: No. No running, please.

**L1/L2:** L1 is the learner's first or native language(s). The L2 is the 'second language' which the learner is trying to acquire.

**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. Lexis is a more accurate term when we are referring to 'chunks' of language or phrases.

**Noticing:** Young learners below the age of puberty will have ability to still 'acquire' language in native-like ways. In acquisition based models of language learning, the T drawing Ss attention to things they should 'notice' can be beneficial. These include errors, form, use and meaning. These learning opportunities will be grabbed when Ss reaching to right level to acquire it. Explicit instruction is more valuable as Ss get older (generally).

**Principled Use of L1:** Using the Ss' L1 can sometimes be acceptable. Our aim as Ts is to create a more immersive environment and for the Ss in the L2, giving them as many opportunities to engaged with the L2 as possible. However, principled use of L1 means using their native language in very specific situations for a specific purpose. Always be wary about using the Ss L1 and think very carefully about whether you really needed it and what you are trying to achieve as a T.

**Productive Skills:** Speaking and writing

**Receptive Skills:** Listening and reading

**Receptive to Productive Staging/Progression:** This staging is used to introduce and eventually have Ss produce new target language in a way that maximizes the likelihood of retention, understanding of meaning, pronunciation and independent use.

1. **Show/Model/Present:** We do this first so the Ss gain familiarity with the sounds of the language and have time to process the images on the flashcards.
2. **Identify (Group):** This is a receptive stage based on listening. This stage is about making sure what they hear matches the appropriate meaning on the card. We start with some kind of group game because it takes the pressure off the Ss to get it right first time.
3. **Identify (Individual):** This is a receptive stage based on listening. Once your Ss have more confidence with identifying, you can challenge them more and make it competitive.
4. **Choral Drill:** This is a group form of pronunciation practice. You can hone in on individual

pronunciation issues after Ss have had a chance to practice saying it as a group. Keep your pronunciation natural, but not excessively fast.

5. **Drill Game:** This will give you a further chance to hone in on individual difficulties with pronunciation. This stage is different from 'produce' in that the Ss is repeating after the T.
6. **Language Clarification:** This stage can be done earlier, but it's beneficial for Ss to be able to say the TL before you talk with them about the meaning. See the language clarification section for guidance on how to deliver this section.
7. **Produce (Team):** This is productive stage and has the Ss produce the language independently of the T. Again, we start with teams as not to put too much pressure on weaker Ss.
8. **Produce (Individual):** Now the Ss have gained confidence they can produce individually and be more competitive.

**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 language teaching methodology 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.

**T:** Teacher

**TL:** Target Language that we aim for the Ss to have learned through our lessons.

**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.

## TPR Staging for Songs

**Tip:** This will have the best chance of running well if you have practiced the actions by yourself beforehand to make sure it goes smoothly. Come up with your own actions or crowd source them from your Ss. As a group of teachers, you can also have a pre-unit meeting and decide the actions together as a team and practice.

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 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 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 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
- 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, depending on the song and your individual Ss.

## Language Clarification

### General Guidance:

The purpose of this section is to aid you in clarifying the meaning of each piece of TL. The card will probably provide the Ss with a decent idea of most meanings, but it's beneficial to check. This is primarily achieved by either providing additional context for the language and/or asking CCQs (see glossary) to gauge their level of understanding.

Depending on the time you have in class, going through all this TL clarification can be time consuming. If you have time constraints in the class, don't worry about getting through all of these in the first week of introducing them. You can also just focus on the items you think your Ss are struggling to grasp.

### TL 1

run	Contrast with walk.
practice	Get a box and tell Ss you are going to play a game. Get a box and a ball and tell them we'll practice first for 1 minute or so. Let them throw and keep telling them practice is almost finished. When time is up tell them practice is finished and it's time to throw for real. Award points for if they do it.
join the soccer club	An action works for this; hands coming together. Draw some options like soccer, cooking and tennis club on the board. Ask them which club one they want to join.
the best	Use the card. "Is he/she the best?"
boring	Use the card and ask if the boy is having fun. Find a very boring book and act out being bored by it. Point to the book and say it's boring. Get a great looking book and be excited. Contrast this with interesting. Have some different things you think could be boring or interesting and survey the class on what they think.
play soccer	Use the card.
What sport do you like?	Use the card.
be quiet	Get some toys to represent Ss and act out them being noisy. Tell them to be quiet and shush them. The T can be noisy and ask the Ss to tell them to be quiet too.

**TL 2**

tired	Run on the spot and then sit down and tell the Ss you're tired. Pretend to be sleepy and say, "Time for bed." Ask them, "Am I tired?" Ss may say 'no' because they think you must use 'sleepy' so it is beneficial to clarify both are acceptable.
carry	Pick up something and tell the Ss you are carrying it. Ask Ss to carry things to different places around the room.
I can't do that.	Do something your Ss won't be able to do. Depending on their age, they probably won't be able to click their fingers. Have them use the TL. Ask them what they can do. They will probably have fun showing you and the other Ss something they can do that you can't.
hospital	If you have a tablet, show some people who look sick/not sick and ask if they should go to hospital.
throw	Use the card. Also, throw something.
everyone	The attendance list for the class can be of use here, especially if not everyone is in class today.
the game	Draw a calendar on the board and put 'the game' on there. Use the comic and ask questions about the game.
Don't be sad.	You can make it clear how this is used by context. Look sad and have Ss comfort you by saying the TL and then wiping your eyes and pretending to cheer up. Have the Ss act out this out in the same manner. This should convey the meaning.

## Song Lyrics -- We're the Best

<p><b>Pre-Chorus</b> Jump, jump, jump. Pass the ball. Run, run, run Over here. Kick, kick, kick. Pass the ball. Slide, slide, slide Over here.</p> <p><b>Chorus</b> This is my day. This is my day. Watch the ball roll. Watch the ball roll. I'm going all the way. I'm going all the way. I'm going to score a goal.</p> <p><b>Verse 1</b> The Lions score. That's one. The Zebras score. One - one The Lions score. Two - one The Lions score again. Three - one</p> <p><b>Bridge</b> We're the best. We're the best. We never take a rest. We're the best. We're the best. We never take a rest. We're the best. We're the best. We never take a rest. We're the best! We're the best!</p>	<p><b>Pre Chorus</b></p> <p><b>Chorus</b></p> <p><b>Verse 2</b> The Zebras score. Three - two The lions score. Four - two The Zebras score. Four - three The Zebras score again. Four - four</p> <p><b>Bridge</b>  Five - four! The Lions win!</p>
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