

BOOK
2



AWESOME ADVENTURE

series

Level 1

Where's My Place?



Lesson Plan - Book 2 Unit 6

AAS Level 1 – Book 2 – The Creature in My Room
Unit 6 – You Can Do It

TL 1

Let's take this one.	Good idea!	Let's go here.	It's my turn.
They match.	They don't match.	Roll the dice.	We win!

TL 2

You're right.	You're wrong.	It's your turn.	pass
shoot	left	right	Run here.

Basic Aims:

By the end of the unit, the learners will:

BA1: be able to play a board game using only English.

BA2: be able to say if things match or not.

BA3: be able to tell someone if they are right or wrong.

Advanced Aims:

By the end of the unit, the learners will:

AA1: be able to talk with their partner to make decisions in a game.

AA2: have practiced saying what their actions are in a soccer game.

Materials

<ul style="list-style-type: none"> • Textbook • Audio device to play the song • 'Skill Candies' activity – A3 laminated VA • 'Skill Candies' cutouts 	<ul style="list-style-type: none"> • 'We're the Best' activity – A3 laminated VA • Mini-whiteboards or paper • Something to use as game pieces • Dice
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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

<p>In this unit, the two communicative activities have the learners engage with plot lines from the comic. In the comic plot, Leo receives a magical candy that helps him improve his abilities in soccer. The first activity, 'Skill Candies', draws on this plot point. The activity aims to build their abilities to make decisions together in simple English. It also provides ample opportunity to get more practice with verbs and colors previously learned in the course. The second activity, 'We're the Best', has the learners compete against each other in a soccer game and make predictions about what their opponent will do. This game requires the use of language for directions along with additional verbs.</p>

Week 1

Before class	Have the song 'The Best' playing when the students (Ss) enter. If you didn't work on the song in the previous unit, the third unit is a good time to start doing so. Work on it at the beginning of each class. The Ss should have plenty of exposure to it after hearing it through all of unit 2 and also having got through the whole song which provides context for it.
Lexis (see glossary)	<p>Start with TL1. Show your pile of flashcards and tell Ss the words are for the two games in the book. Show the two unit 6 activities.</p> <ol style="list-style-type: none"> 1. Show/Model/Present → Go through TL1 and pronounce it clearly. Make sure you have silence and make sure students are listening closely and not repeating after you. 2. Identify (Group)→ Which One? (Team) 3. Identify (Individual) → Hold Up 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Kick the Cup 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Team Bye Bye Game 8. Produce (Individual) → Don't Take It
Activity	<p>Skill Candies – First Week</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>Description: This activity has the Ss play the role of a kid who wants to upgrade their skills by eating the doctor's candies. The cards can be found on p.24. The 'Activities' cards are placed face down on the '?' spots on the game board. Ss then choose a candy they want to eat (they can only choose one at a time) and can roll the die twice before the candy wears off. Their aim is to get the club activity before it does so.</p> <p>Set up:</p> <ol style="list-style-type: none"> 1. Refresh the memories of the Ss by showing them the relevant comic pages and asking these questions: <ul style="list-style-type: none"> - At the start, is Leo good at soccer? - Can Leo kick? - Who's this? (Soccer Doctor) - What does Leo eat? - Now, is he good at soccer? - Can he kick? - (Show the part where he kicks it into his own goal) Is this a good kick? - Are the candies always good? 2. Tell the Ss you are going to play a game where they eat candies. 3. Go to p.24 and direct their attention to the candies.

4. Ask them to match the candies to the activities.

"This candy is for (sports)."

5. Have the Ss cut out the cards.

Model:

1. Have to Ss go to p.17-18.
2. Place the bigger cards with the Ss doing the activities face down on the '? spaces' on the board.
3. Put the candy cards face up around the board in no particular place.
4. Get one die.
5. Take a die and model the following with a puppet or with a strong S:
A: Let's take this candy. (Ss choose one of the candies.)
B: OK. Let's go here. (Ss indicate which card on a '? space' they wish to go to.)
A: OK, good idea. My turn?
B: OK. You roll the dice. (A rolls.)
A: OK! (Ss try to get to the card. If they do they turn it over and check if it matches the candy.)
B: They matches. / They don't match.

Instructions:

1. Now the Ss understand the basic way in which the game is played, you can add in some rules and check their understanding.
2. Tell them each time they eat a candy, they can roll only three times. Demonstrate and CCQ: Can we roll four times?
3. Tell them that if the first card doesn't match, they can roll again and try to get to the next card. The game is designed so they can only reveal two cards maximum per candy.
4. Tell them after they check they must turn the card back over. Demonstrate and CCQ: One this side? Or this side?
5. Tell them the candy goes back to the doctor if they don't match it. Demonstrate and CCQ: They match! Do we keep it? They don't match. Do we keep it?
6. Tell them they can choose a new candy each time they go back to the doctor and start again.
7. Ask them where the 'start' is.
8. Tell them the first team to match all the candies and activity cards wins.
9. Use coins or something small for game pieces and assign teams.
10. Just before starting in earnest, remind them that they will get lots of points for trying to use English to play the game. You can make this clear by telling the Ss winning the game is worth 5 points, but speaking a lot and try their best is worth 10+ points.
11. Do a bad model of playing the activity and just trying to match as quickly as possible. CCQ: Is this OK? Do a speak English?

Week 2

Before class	Have the song 'The Best' playing in the background when Ss come in. Continue working on this.
Lexis	<p>Review TL1. 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"> 1. Show/Model/Present 2. Identify (Group) → Which One? (Team) 3. Identify (Individual) → Hold Up 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Kick the Cup 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Team Bye Bye Game Produce (Individual) → Don't Take It <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>
Activity	<p>Skills Candies – Second Week</p> <p>You can run the activity the same as in the first week. With younger Ss, depending on the amount of time you have, it may take longer before you get to a stage where they can do the activity with a higher degree of independence.</p>
Extension	<p>Design a Candy</p> <p>Provide the Ss with a piece of paper and have them draw their own candy. Do a model yourself on paper or on the board. Don't do anything too complicated. Model idea 1: This is my candy. It is a dinosaur candy. I like dinosaurs. (Pretend to eat the candy.) Now I can eat you! Model idea 2: This is my candy. It is a cake candy. I like cake. (Pretend to eat the candy.) Now I can make cakes! Do you want cake?</p> <p>With younger Ss the level of excitement and fun you demonstrate yourself is usually mirrored by the Ss. If it looks fun to do and Ss want to share with their friends and teacher, the English part of it secondary and will happen naturally.</p> <p>Now have the Ss draw their own and help them with the English. It's a good idea to set a time limit and model doing it quickly so certain Ss don't get bogged down in the art process. When finished, they can share their ideas with a partner or present to the class.</p>

Week 3

Before class	Have the song 'The Best' playing in the background when Ss come in. Continue working on this.
Lexis	<p>Start with TL2.</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"> 1. Show/Model/Present → Go through TL2 as you did in the first week. 2. Identify (Group)→ Slap V1 3. Identify (Individual) → Slap V2 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Stepping Stones 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Hurricane Game 8. Produce (Individual) → Quick Draw (Cowboy Duel)
Activity	<p>We're the Best – First Time</p> <p>Description:</p> <p>This activity has the Ss play a 5-a-side soccer game against each other. The objective of the game is (obviously) to score as many goals as possible. TL2 provides language for describing their decision making in the game.</p> <p>One S will secretly decide who they are going to pass to or where they are going to shoot (left or right). They will secretly write this on a piece of paper or mini-whiteboard. The other S will make a guess as to where they think the S will pass or shoot. The first S will reveal their board and if the S guesses correctly, there is the possibility of possession can be turned over with a game of rock, scissors, paper or a roll of dice with highest number winning.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Get a soft soccer ball and ask the Ss if they want to play. Do a quick warm up with passing and shooting for fun with your class. 2. Get the comic and ask them the names of the two soccer teams. 3. Tell them you are going to play a soccer game today and have them turn to p.19-20. 4. Ask them how many plays they see on check team. 5. Ask them where the goal keeper is. 6. Ask them where the 'strikers' or 'forwards' are. 7. Ask who shoots. 8. Ask who kicks/passes. 9. Ask which way players can pass/shoot. (Left/Right) <p>Model:</p> <ol style="list-style-type: none"> 1. Have the Ss close their books and get their attention. 2. Get a mini-white board (or similar). 3. Play the A3 laminate of this activity on the board. 4. Use a magnet or a piece of Blu-tak to represent the ball. 5. Play the role of two Ss as follows: <ul style="list-style-type: none"> A: Let's do rock, scissors, paper. B: OK. (Play). OK, my turn! <p>(B starts at the keeper and secretly writes 'l' or 'r' on the whiteboard. On this occasion, write 'l'.)</p> <ul style="list-style-type: none"> A: I think (left)! B: You're right! (Hopefully you've clarified the difference between 'You're right.' and

	<p>'right' by this point in time.)</p> <p>A: OK. Let's do rock, scissor, paper.</p> <p>B: I win! OK, it's my turn. (The process starts from the keeper again when possession is turned over.) OR</p> <p>A: I win! (Manipulate the process until you can show the Ss the shooting and scoring/saving).</p> <p>CCQs:</p> <ul style="list-style-type: none"> - Can you shoot here? - Can you pass back? - Do we show the whiteboard? - Do we speak English? <p>Running the Activity:</p> <ol style="list-style-type: none"> 1. Assign teams to pairs of Ss. 2. Monitor and assist, praising any attempt to use English. Trying their best with language should outweigh any points for 'winning' the game. 3. Try and take notes on errors and good use of English for positive feedback and some basic error correction on the board.
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Week 4

Before class	Have the song 'The Best' playing when the Ss enter. Hopefully they are pretty good with this now and it will run quickly.
Review	<ul style="list-style-type: none"> ✓ Do a quick productive review of TL1 and TL2. ✓ 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. ✓ If they do really well with all of TL1 and TL2 at this stage, simply move on to the activity.
Activity	<p>We're the Best – Second Time</p> <p>You can run the activity the same as in the first week. With younger Ss, depending on the amount of time you have, it may take longer before you get to a stage where they can do the activity with a higher degree of independence.</p>
Extension	<p>Design a New Player/Team</p> <p>For Ts that have more time in class you can have the Ss design a new player for the Lions/Zebras. If you have even longer, you could have them design a whole new team with 5 players. Give the Ss small pieces of a paper that can be placed over the characters on p.19-20.</p> <p>You can introduce a model to share their team/team members with partners or the class. Model 1: This is my new player. He/She is called (Sarah). She plays here. (S can point to where they play in the book). Model 2: This is my team. They are called (The Monkeys). They wear (brown shirts). This is (Bob). He plays here.</p>
Aims	<ul style="list-style-type: none"> ✓ Go to the aims page for this unit and go through them with your class. ✓ 'H' means 'they can do it with help from the teacher' and 'I' means 'independently/without the teacher's help'. ✓ 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. ✓ Have the Ss circle what they think.

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.

Which One? (Team)

Take two sets of cards. Place 3 or 4 cards in front of the two teams. Both teams should have the same cards. Now turn them over so the images and words can't be seen. Tell them you will say a card, then as a team, they must turn over the correct card when you say "Go!" This is a good game which is a little bit of simple communication involved in the decision making.

A: Which one?

B: This one.

C: Yes.

Hold Up

Make a circle and 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. You can also do this with two sets of cards so there is overlap in what they are holding. The game then has a competitive slant.

Kick the Cup

Make two teams. Have them stand in two lines at one end of the room. Lay out two sets of the flashcards face up across from each team. Put a paper cup on each card. Drill an item of lexis. On the count of three, one player from each team races to kick the cup that is on the item that has been called.

Note: To make the game safer/more challenging, have the learners balance a stuffed toy on their head as they do it.

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.

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.

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 Ss make a circle around the cards. Have them put up their hands.

Version 1: Say an item of target language and give the Ss a chance to identify the card. When the T says "Go!" the Ss race to slap the correct card.

Version 2: Once the Ss 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.

Stepping Stones

This game works well if you have around 8-10 pieces of TL and have 2 sets of the cards. Lay them out in a line on the floor as shown below:

apple	ninja	pencil	fish	happy	phone	sleep	disco
apple	ninja	pencil	fish	happy	phone	sleep	disco

The aim is for the Ss to remember the pattern of good and bad stones until one S gets to the end. When a S falls, they go to the back of the line. The T should make a note of which of the stones are good or bad. Keep the pattern secret from the Ss, they must remember it as they go. After setting this up, ask a S to choose the first 'stone' to jump to. They should say the TL before jumping. Automatically make the first stone a 'fall stone' and have the S act out falling dramatically. You can do an amusing picture of this on the board too. The T should monitor and make sure that the Ss are producing the TL as they jump and getting the correct pattern.

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.

Quick Draw (Cowboy Duel)

Have pairs of students stand back-to-back. Give them each a flashcard which they hold at their chest. Have the learners take five paces on the count of five, they turn around and race to say the TL on the other learner's card. The first one to say it wins the duel!

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 engage 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 need 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

Let's take this one.	Place a dinosaur toy (or similar) in front of you. Place two pens (or similar) in front of the dinosaur. Act the following: "I am a dinosaur! These are MY pens! Don't take my pens or I will be VERY ANGRY!" Turn the dinosaur around and beckon two Ss forward. Whisper to them (and the class) they should take one pen. Encourage a discussion of which one to take with the TL 'Let's take this one.'
Good idea.	Get a soft toy and tell the class the toy is hungry. Suggest silly things to feed it and get them to respond with "Good idea." Or "Bad idea."
Let's go here.	Lead Ss around the room with this phrase. Have a Ss be the T and use the phrase.
It's my turn.	Play with a toy. Have Ss use the TL give them the toy and tell them they have 10 seconds to play. Take the next request to play from a volunteer S.
They match.	If you have 2 sets of flashcards this is very easy to convey. If you don't, use pictures/symbols on the board that match or don't match.
They don't match.	See above.
Roll the dice.	Card and dice.
We win.	Make a team with one S and then get one more S. Tell Ss we are going to play rock, scissors, paper. With your partner, whisper and decide which symbol to throw. Play a few times and clarify the difference between "I win." And "We win." You can also introduce 'lose' if you wish.

TL 2

You're right.	<p>Ask some simple questions and hard questions:</p> <ul style="list-style-type: none"> • What is 2+2? • What is this (object)? • What is my middle name? (provide some options on the board) • How do you spell (word)?
You're wrong.	See above.
It's your turn.	Same principle as TL1.
pass	Play with a soccer ball and use the TL.
shoot	Play with a soccer ball and use the TL.
left	<p>Play a game where you give instructions that the Ss must follow. Divide the class into left, right and middle.</p> <ul style="list-style-type: none"> • Jump to the left. • Roll to the right. • Fly to the middle. • Walk to the left. • Run to the right.
right	See above.
Run here.	Same principle as 'Let's go here.'

Song Lyrics – We're the Best

<p>Pre-Chorus Jump, jump, jump. Pass the ball. Run, run, run Over here. Kick, kick, kick. Pass the ball. Slide, slide, slide Over here.</p> <p>Chorus 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>Verse 1 The Lions score. That's one. The Zebras score. One - one The Lions score. Two - one The Lions score again. Three - one</p> <p>Bridge 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>Pre Chorus</p> <p>Chorus</p> <p>Verse 2 The Zebras score. Three - two The lions score. Four - two The Zebras score. Four - three The Zebras score again. Four - four</p> <p>Bridge Five - four! The Lions win!</p>
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