BOOK 2

# AWESOME ADVENTURE series

Level 2

AAS PRESS

## Change Your SEASON

# Lesson Plan - Book 2 Unit 4

**AAS Level 2 – Book 2 – The Festival Is Coming**

**Unit 4 – Are You an Animal?**

**TL 1**

| | | | |
|---|---|---|---|
| What are you? | Are you (human/an animal)? | You have long ears. | people |
| Step to the left/right. | Get out of my sight! | Do you have ___? | Yes, I do. \| No, I don't. |

**TL 2**

| | | | |
|---|---|---|---|
| fur | a long tail | big teeth | wings |
| big ears | four legs | Get out of here! | You're an animal. |

**Basic Aims:**

By the end of the unit the learners will:

**BA1:** be able to sing the song 'Are You an Animal?'

**BA2:** be able to use words and phrases from the song 'Are You an Animal?'

**BA3:** be able to answer 'Yes / No questions' about features animals have.

**Advanced Aims:**

By the end of the unit the learners will:

**AA1:** be able to ask questions about the features an animal has.

**Materials**

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| • Textbook<br>• Something you can play the song on<br>• Song VA | • he/she/it cards<br>• Guided Discovery |

**About this unit:**

In this unit, the learners are introduced to the song 'What Are You?' At the gates of Summer Country, the guards segregate the human men, human women and 'animal-people' into different areas of the city. This unit will help learners understand core aspects of the story and introduces useful phrases for asking what someone's appearance is like.

**Week 1**

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| **Before class** | Have 'Are You an Animal?' playing, the new song for Unit 4. |
| **Warm Up – Pronoun Review** | ✓ On the board, write 'he' 'she' 'it'. Ss should have some familiarity with these pronouns by now.<br>✓ Take the 'he/she/it Cards' and run through them, asking what the people are.<br>✓ You should leave the 'ambiguous' animal people for last and see if you get mixed answers.<br>✓ Tell the Ss we should ASK the animal-person. "Are you 'he', 'she' or 'it?" Drill the line. Act as the person in the card and do a funny voice; "I'm 'he'/'she'." Tell the Ss to remember the characters' pronouns.<br>✓ Play a quick game where you run through the cards and do some TPR. Assign silly poses or faces for he/she/it when they see each card and do a fastest first game, assigning points. |
| **Lexis** | **Start with TL1.**<br><br>**Show →** Go through TL1 and pronounce it clearly. Make sure you have silence and make sure students are listening closely and not repeating (ICQ this).<br>**Identify Individual →** Circle game (*see end of plan*)<br>**Drill →** Dodge the Bomb (*see end of plan*)<br>**CCQ →** Clarify the meaning of as much of TL1 as possible (*see TL clarification at the end*)<br>**Produce →** Cup Shuttle Run (*see end of plan*) |
| **Title** | **Setting Context:**<br>Give the Ss a minute to look at the images of the comic lyric sheet on p.4-5 of the textbook. Ask the learners some questions to help raise schemata and prepare them to better understand the song.<br><br>**Receptive Activity 1:**<br>Have the learners follow along the song with the VA or with their textbooks and touch the images as they listen. Play the song the whole way through the first time without stopping so the learners can become familiar with the tune.<br><br>**Receptive Activity 2:**<br>**TPR** Teach the actions to the song (see TPR page).<br>You can gamify this element if you wish; call out some of the lines and have the Ss race to do the action. Award lots of points and speed up/chain as your Ss get better throughout this unit.<br><br>**Productive Activity 1:**<br>Drill the first lines of the song. Do the actions as you drill the lines. Focus on quality rather than quantity. Make sure that the learners are saying the lines clearly. Drill chorally and move to *some* individual drills. Be strict on pronunciation to an extent but BE SENSITIVE. (See the lyrics page in this plan or look in the textbook on p.22)<br><br>**Productive Activity 2:**<br>Just simply play the song this time. Encourage them to sing and do the TPR for the bits they can do and award points based on effort for the individual, not their ability to 'be the best'. When it gets to parts of the song |

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| | they don't know yet, with actions they don't know, as the T you can just do the actions and sing anyway. If you've done a good job of bring humor and fun to the class, they should be pretty relaxed now and Ss may just start giving the lines/unintroduced TPR an attempt without prompting.<br><br>Tell the Ss you'll learn those new lines and TPR next week. |
| **Homework** | Hand out and demonstrate how to complete the homework and give stickers as usual. |

**Week 2**

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|---|---|
| **Before class** | Have 'Are You an Animal?' playing. |
| **Warm Up – Pronoun Review** | ✓ This week you could introduce this simple model so they can do the activity independently:<br>A: (takes a card)<br>B: Are you 'he', 'she' or 'it'?<br>A: I'm ____. (shows card)<br>B: Ok! (takes new card) |
| **Lexis** | **Start with TL1.** Review TL1 quickly and see what the Ss have retained. Put aside any TL they are very confident with. Substituted in some new pieces of language from TL2.<br><br>**Show →** Any new cards, same procedure as Week 1.<br>**Identify Individual →** Slap<br>**Drill →** 1, 2, 3 Game<br>**CCQ →** Continue working through the CCQing of different cards. (*See end of plan*)<br>**Produce →** Hot Potato Cockroach |
| **Song** | **Receptive Activity 1:**<br>Do a quick review of the TPR you introduced last time. Do this is a quick fastest first game.<br><br>**Receptive Activity 2:**<br>**TPR** Teach the actions to the song (see TPR page).<br>Add in some new actions from where you were last week.<br><br>**Productive Activity 1:**<br>Drill some new lines, so procedure as last week.<br><br>**Productive Activity 2:**<br>Same procedure as last week. You should see them gain confidence. You can stop the song in certain places as well and ask them, 'What's next?' |
| **Homework** | Hand out and demonstrate how to complete the homework and give stickers as usual. |

**Week 3**

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|---|---|
| **Before class** | Have 'Are You an Animal?' playing. |
| **Guided Discovery 1** | ✓ Show the Guided Discovery and the examples.<br>✓ Tell them to take out their pencils and match the pictures to the he/she/It bubbles.<br>✓ Tell them they have 2 minutes to draw a character and write below "He/She/It is + (name). He/She/It likes + (vegetable)."<br>✓ If they can't write a name or vegetable, help them and write it on the board so they can copy.<br>✓ This is a good point to introduce some good classroom language: "How do you write ____?" |
| **Lexis** | **Start with TL2.** Substitute in some TL2 cards if they seem to have any language thoroughly acquired.<br><br>**Show →** Bring the class to order and make sure they are only listening intently, not repeating.<br>**Identify Individual →** Circle game<br>**Drill →** Dodge the Bomb<br>**CCQ →** Continue working through the CCQing of different cards.<br>**Produce →** Cup Shuttle Run |
| **Song** | **Are You an Animal?**<br><br>**Receptive Activity 1:**<br>Review previous TPR again.<br><br>**Receptive Activity 2:**<br>**TPR** Hopefully you should be almost done with this!<br>Add in some new actions from where you were last week.<br><br>**Productive Activity 1:**<br>Drill some new lines, same procedure as last week.<br><br>**Productive Activity 2:**<br>Same procedure as last week. You should see them gain confidence. You can stop the song in certain places as well and ask them, 'What's next?'<br><br>This section should go a lot faster because of the routine. In addition, they should be very comfortable with a lot of the song now, especially if you've been asking them to listen to the song at home the first 2 weeks. |
| **Homework** | Hand out and demonstrate how to complete the homework and give stickers as usual. |

**Week 4**

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|---|---|
| **Before class** | Have 'Are You an Animal?' playing. |
| **Review** | 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, either do a productive game or a drilling game from the games you've introduced during this unit. If they do really well with all of TL1 and TL2 at this stage, simply move on to the song. |
| **Song** | They should be pretty confident with this now, so just do a quick review game for the TPR actions and award points. Chain TPR actions together really quickly and see how fast they can do them. This should create a lot of energy in the room. Do the song. |
| **Activity** | **Are You an Animal?**<br><br>This activity puts the Ss in the position of characters who could exist in the 'Change Your Season' world and be outside the gates of Summer City. One S chooses one of the characters (1-8) and the other plays the role of a guard.<br><br>1. Start by interrogating the Ss like guard in a comedic way; "Are you an animal!?" If they say no, act in a friendly way and say, "Welcome to Summer City." If they say yes, shout, "Get out of here!"<br><br>2. Show them the VA or the textbook (p.6-7)<br><br>3. Ask them what they see on the bottom left (a guard).<br><br>4. Ask them what they see above: long tail, 8 legs, big ears etc<br><br>5. Show them the characters. Focus on number 1.<br>"Look, an animal-person. He, she or it? (response)."<br>"What does (he/she/it) have?" (a long tail)<br><br>6. Get two puppets. Tell them:<br>"This one is the guard, this one is an animal-person."<br>"The guard can ask 3 questions."<br>"3 'nos' – no no no… you can go into Summer City!"<br>"1 'yes'… (pretend to be an angry guard) GET OUT OF HERE!"<br><br>7. Model as follows:<br>Animal-Person: (choose an animal-person in secret) OK! Hello!<br>Guard: GRRRR! Do you have (_____)?<br>AP): No, I don't! |

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| | G: Do you have (____)?<br>AP: Yes, I do. (look scared)<br>G: Get out of here! You're an animal!<br><br>8. Model again with 3 'nos' and getting into the city:<br>G: Welcome to Summer City! (friendly)<br><br>ICQs<br>The guard asks 5 question? (no)<br>How many? (3)<br>(Pretend to choose an animal and show everyone) Is this ok? (no)<br><br>You may need to drill the lines or put a model on the board.<br><br>9. Put the learners in pairs and assign roles as the animal-person or guard.<br>10. Encourage and assist.<br>Tip: Put distance between learners so they have to raise their voice. This will prevent mumbling in the L1 to each other. |
| **Homework** | Hand out and demonstrate how to complete the homework and give stickers as usual. |

## Games and Activities

**Circle Game**

Give two cards to each student. The students place cards in front of them. Make a circle. Place 2 tokens above each student's card. The teacher starts by nominating a card other than their own. The objective is for the listeners to snatch the chip in front of the nominated card, while the player who owns the nominated card must protect the chip by covering it with his or her hand.

**Dodge the Bomb Drill**

Designate one card as a bomb. Go through the cards and drill the language question form and answers. When the bomb card comes up grab a (soft) ball and throw it at the learners who have to duck. In order to ensure the game is safe, don't let them scramble. Demonstrate just ducking.

**Slap**

This is one of the simplest games and straightforward games. It's fast-paced and enables you to get a lot of receptive exposures in in a short period of time. Lay the cards down face up in the middle of the room or on a table. Have the learners make a circle around the cards. Have them put up their hands.

Version 1: Say an item of target language, give the learners a chance to identify the card. When the teacher says "go" the learners race to slap the correct card.

Version 2: Once the learners 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.

**1,2,3 game.**

Put two sets of cards face up in front of the white boar or a container. On the other side of the room have two teams line up with a set of magnets (or counters of some other sort in front of them. Drill one item of the target language. on the count of three have one member of each team: 1) run and get the appropriate card, 2) run back and get a magnet, and 3) run back a gain and put the card on the boar with the magnet. (If you don't have a WB have them just put the counter and the card in the container.

**Hot Potato Cockroach**

Need a ball, music, and 3 or so pictures of a cockroach (you can draw them on scrap paper too).

Have all students make a circle sitting in chairs. Practice the Target Language. Place cards in the center of the circle, with the cockroach pictures randomly placed underneath. Play the music and have students pass the ball around. When the music stops, the person holding the ball chooses a card. If they choose a non-cockroach card, they keep the card and place it under their chair. If a cockroach is chosen then the teacher gets the card. Student with the most cards wins.

## Glossary

**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! :D

**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!

**L1**: This refers to a S's first language. L2 would be their second language (in this context, the target language).

**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.

**Ss**: Student(s)

**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.

**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 methodology of teaching language 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.

**TPR staging for 'Are You an Animal?' song**

**Tip:** This will have the best chance of running well if you make sure you have practiced the actions by yourself beforehand to make sure it goes smoothly.

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. It depends on the song and your individual Ss.

## Language 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 2, you could save some for week 3.

**TL 1**

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|---|---|
| What are you? | Draw a cat and a human on a board. Ask the Ss the question. Cat? Human? |
| Are you (human/an animal)? | Lead into the next one and ask these closed questions. |
| You have long ears. | Draw a rabbit with long ears. Get everyone to say the TL at it. Have Ss pretend to have long bunny ears and say the TL at them. |
| people | Draw one person. Ask, "People?" (no, person)<br>Draw two. Ask, "People?" (yes)<br>Draw three, etc. |
| Step to the left/right. | Model. |
| Get out of my sight! | Do I like you? (no)<br>Do I want to see you? (model binoculars and look at the students) (no) |
| Do you have ___? | Put a pencil in front of you.<br>Do I have a pencil? (yes)<br>Do you have a pencil? (no)<br>Continue asking these kind of questions until you're convinced they get the concept. |
| Yes, I do. No, I don't. | Link to question above. |

**TL2**

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| fur | Contrast a furry animal with a hairy animal and a human. Ask closed questions to confirm understanding. |
| a long tail | CCQ long by gesturing various lengths and asking. |
| big teeth | Draw a person on the board, draw small teeth, normal teeth, big teeth. |
| wings | Card. |
| big ears | Card. |
| four legs | What has 2/4/6/8 legs? |
| Get out of here! | The only difference with the TL1 card is my sight vs here. Contrast 'here' with 'over there' or 'outside the classroom'. Here = the classroom. |
| You're an animal. | Pretend to be an animal.<br>Am I an animal? (yes)<br>Get the Ss to shout the TL at you.<br>See if other Ss want to pretend to be an animal. Repeat. |

**Song Lyrics – Are You an Animal?**

**Chorus**

What are you?

Are you human?

Are you an animal?

‘Cause you have long ears and a long, long tail.

People,

Step to the right.

Animals,

Get out of my sight.

**Verse 1**

Do you have fur?

No, I don’t.

Do you have a tail?

No, I don’t.

Do you have big teeth?

Yes, I do.

Get out of here, you’re an animal.

**Chorus**

**Verse 2**

Do you have wings?

No, I don’t.

Do you have big ears?

No, I don’t.

Do you have four legs?

Yes, I do.

Get out of here, you’re an animal.