BOOK 2

AWESOME ADVENTURE series

Level 2

AAS PRESS

Change Your SEASON

Lesson Plan - Book 2 Unit 6

AAS Level 2 – Book 2 – The Summer Country Masquerade

Unit 6 – The Masquerade

TL 1

Can I see a guard?	put on	take off	my
your	gloves	sunglasses	skirt

TL 2

Can I have…?	How many?	What color?	Where?
Like this?	on the top	on the bottom	on the side

Basic Aims:

By the end of the unit the learners will:

BA1: be able to follow a partner's instruction to make a mask.

BA2: be better able to use language related to clothing and animal features.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to play the game with a partner in English.

AA2: be able to give instructions on how to decorate a mask.

AA3: be able to ask questions about how to decorate a mask.

Materials

• Textbook • Something to play the song on. • Disguise Cards • A3 Laminate of Activity 1 from p.16-17 • Sample cut outs from p.23	• Small sandwich bags for Ss to put their own cut outs in. • Extra Photocopies – Make a Mask p.19 • Colored pencils for students (red, yellow, green, pink, blue, purple, light green, orange) • Scissors

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 draws on some of the themes and language points that arise in Units 4 and 5. The students will play the role of an animal-person trying to escape Summer City in the aftermath of the story. It builds on some easier activities from earlier in the book and raises the cognitive demands. It also builds on the students' vocabulary related to animal features and clothing. The students will also make a mask for the masquerade party featured in the story. This will give them an opportunity to collaboratively make something using language for instructions.

Week 1

Before class	Have the song 'The Masquerade' playing when the Ss come in. They should be pretty familiar with it since it featured in the comic from Unit 2.
Hide From the Guard	At this point, the Ss should know the guards from Summer City aren't very nice to animal people. This activity will provide further clarity on 'hiding features' to get past the guards. This will aid with understanding of activity 1. • You will need the 'Disguise Cards' • CCQ 'hide'. • Tell the Ss there is a guard in the room (use a puppet if you wish) and you have 'long ears'. Ask them, "How can I hide from the guard?" Elicit 'hat'. • Introduce this model so they can match the animals features: A: How can you hide this (fur/big eyes etc)? B: With this! (take card) A: Nooooo! With this! (take different card) B: Ahhh, OK! Yes!
Lexis	**Start with TL1.** **Show →** Bring the class to order and make sure they are only listening intently, not repeating. **Identify →** Defuse the Bomb (change bomb to Strawberry Cream Heaven Cake for comedy value) **Straight Choral Drill** **Drill Game →** Bowling **CCQ →** See the back of the plan for suggestions **Produce →** Quick Draw
Activity 1	**Get Out of Here! – First Time** **Description:** This activity puts the Ss in the position of animal-person fleeing the masquerade party. Their aim is to make it through columns 1-5 of the city without being discovered as an animal-person by the guards. They have some clothing items they can wear to confused the guards and get past them. **Set Up:** Make sure you have the A3 laminate of the activity as well as the cut outs ready. Start by reviewing the ending of the Summer Country comic and asking some questions: 1. What happens at the masquerade party? (They take off their masks.) 2. Are the guards happy? (No.) 3. What do the guards do? (Ss won't have the language for this, but encourage them to act it out.)

	Instructions: 1. Show the Ss p.16-17 in the textbook. 2. Direct their attention to the left part of the city. You should be able to see colorful tents, lights and music. Tell the Ss this is the masquerade and they are animal people who are running away. 3. Take the character cut outs and show them the 3 characters. Ask the Ss to identify what animal features each character has. 4. Tell them they will choose one animal character. 5. Show them the cut outs of the clothes. 6. Tell them their character will wear all the clothes. Tell them they must wear the clothes to hide that they are animal-people. 7. Show them the guard cut outs. 8. Tell them the guards are in the city, trying to catch them. **Model:** A: Secretly choose 1 character of the 3. **(ICQ)** B: **(Decide where the 3 guards are in column 1 and keep it a secret from A.)** A: I put on my hat. I put on my sunglasses. I put on my mask. I put on my skirt. I put on my shoes and gloves. I put on my shirt. **(Pretend to add the cut outs to the character.)** **(Point to one of the squares in column 1.)** Can I see a guard? B: No you can't. **(A is safe and can move on to column 2)** **(B decides where the guards are in column 2)** A: **(Point to one of the squares in column 1)** Can I see a guard? B: Yes, you can! **(B now acts as the guard.)** Take off your (hat)! A: **(Removes their (hat) card from their character).** B: Do you have big ears!? A: No, I don't. **(Based on the features of their character, they are safe and can move on, but they lose their (hat).)** B: OK… You can go. **Final Advice:** If the guard discovers the character's animal features, it's game over. Model again with your strongest S if you think it needs further clarification. Have the Ss cut out their character pieces quickly and place them in pairs. Start the activity and monitor, taking notes to provide some feedback between games.
Homework	If you are using our downloadable homework, distribute it at this stage. Show the Ss the textbook and direct them to the TL on p.19.

Week 2

Before class	Have the song 'The Masquerade' playing when the Ss come in. If you haven't introduced any of the lyrics or TPR yet, considering doing so at the beginning on class.
Controlled Role Play	This week we are going to continue with the idea of hiding features, this will continue to help the Ss with the language for the activity. • Take the 'Disguise Cards' and a puppet. Review the cards quickly and see if the Ss remember how they match. • Place the animal feature cards face down and choose one. Keep it a secret. • Now choose two clothing cards. One should match the animal feature you have. • Pretend to put on the two clothing items. "I put on my ____ and ____." • Use a puppet to represent a guard and model the following: Guard: Stop! Are you human? Are you an animal? T: I'm human! G: Take off your _____! T: Ok (nervous) G: Do you have _____!? (This question matches the clothing item e.g. mask -> big teeth) • The guard has a 50% chance of asking the Ss to remove the right item of clothing. • You can get some Ss up to roleplay this with you, or each other. • At this stage we can keep it quite teacher centered and controlled if needed, to build their confidence for the activity.
Lexis	**Continue with TL1 and considering subbing in some of TL2 if they are particularly strong.** **Show →** Bring the class to order and make sure they are only listening intently, not repeating. **Identify →** Defuse the Bomb (see games) **Straight Choral Drill** **Drill Game →** Bowling (see games) **CCQ →** See the back of the plan for suggestions **Produce →** Quick Draw (see games)
Activity 1	**Get Out of Here! – Second Time** • Ss will get a second opportunity to do the activity. From last week they should have retained some understanding of how the game is played. • You could do one quick model with a strong S as a review and then set them to work again. • This week you should focus more on accuracy and making sure they are using language. • Pause the game and give them feedback on their language and provide clarification on their errors. • Remember to praise good use of language and award points.
Homework	As usual.

Week 3

Before class	Have the song 'The Masquerade' playing when the Ss come in. Time permitting, continue working on this song at the start of class. You can also do a quick review of previous songs throughout the lesson to raise energy levels if needed.
Lexis	**Do a quick review of TL1 then move on quickly to TL2.** **Show →** Bring the class to order and make sure they are only listening intently, not repeating. **Identify →** Flashcard Hunt **Straight Choral Drill** **Drill Game →** Higher or Lower **CCQ →** See the back of the plan for suggestions **Produce →** Ball Toss
Activity 2	**Make a Mask – First Time** In this activity, the Ss will imagine they are going to the mask store before heading to the masquerade featured in the story. **Instructions:** 1. Tell the Ss that we are going to the masquerade. Ask the Ss what they need for the masquerade. 2. Tell them, yes, we need to go to the mask store. 3. Tell them to go to p.18-19. 4. Ask them what animal features they can have on their mask. 5. Ask them what colors they can use. 6. Ask them what patterns they can use. 7. First, as a whole class activity, as the T you play the role of the shop keeper and crowd sources the making of a mask. Make sure to use as much of TL2 as possible to present Ss with a good model of your expectations. 8. Once finished, you can do a model of two quiet Ss just pointed and grunting at each other. Ask the Ss if this quiet and uncommunicative way of doing the activity is 'OK'. As always, highlight the use of lots of English is the main thing you will reward with points and praise. 9. Set the Ss up in pairs. Shop keeper and customer will be language that is unnecessary to introduce. You can point to the customer/ S and say, "You want a mask." Point to the shop keeper/S and say, "You will make the mask." 10. Get them started, monitor, assist and encourage use of English. 11. Before letting them cut out (which could be time consuming) have them switch roles and make a mask for the other person.
Homework	As usual.

Week 4

Before class	Have the song 'The Masquerade' playing when the Ss come in. Time permitting, continue working on this song at the start of class. You can also do a quick review of previous songs throughout the lesson to raise energy levels if needed.
Lexis	**Review TL2 →** Gauge how much they've retained by showing the cards and getting them to produce. Depending on their production ability, choose where in the 'receptive → productive' (see glossary) staging you should begin. **Show →** Bring the class to order and make sure they are only listening intently, not repeating. **Identify →** Flashcard Hunt **Straight Choral Drill** **Drill Game →** Higher or Lower **CCQ →** See the back of the plan for suggestions **Produce →** Ball Toss
Activity 2	**Make a Mask – Second Time** • Follow the same procedure as the previous week, but be much stricter about the accurate use of TL. • Depending on the level of your class, you may have the chance to introduce more chunks of language. • Make sure you take notes and give some delayed feedback. Drill some of the key TL for the task if needed. • Depending on time, and speed of your Ss, you may be able to give them additional photocopies of mask and repeat the activity multiple times with different pairings.
Extension Roleplay	**Masquerade Roleplay** • In this activity you and the Ss can pretend they are going to the masquerade and dancing. Play music from the album that has been covered in the background. The T can play the role of the master of ceremonies from the comic, who is encouraging the Ss to dance and have fun (using English). Use the comic to highlight your role and keep the Ss investing and engaged with the premise of the roleplay. • While at the party the Ss can imagine they are meeting a new person and having a conversation about their masks. **Model as follows:** A: Hello! B: Hello! Let's dance. A: Yes! Let's dance! B: I like your mask. A: Thank you! What do you like? B: I like (the stars, the blue, the rabbit ears). A: Thank you! I like your mask. B: Thank you! What do you like? (repeat)
Aims	At this stage, if you haven't already, you can go through the aims for the units in the textbook. Have them mark 'I' for 'independently' or 'H' for 'with help'.
Homework	As usual.

Games

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. Make two teams (they are competing against the bomb not each other). Call one of the cards and start erasing the bomb fuse. One learner from each team quickly finds the card and puts it in the bucket. When both of the copies of the card that has been called are in the bucket, stop erasing. Repeat until all of the cards are in the bucket or the fuse runs out and the bomb explodes.

Bowling

Separate the class into two teams. Each team has 4 cups and 4 flashcards (the same flashcards). Make sure the cups are not close together. Each team must try and bowl down a cup-flashcard. When they bowl down a cup they grab the card, come back to their team and the T will drill them on the card. They continue to take turns until they have bowled down all the cups. The first team to bowl all the cards down is the winner. Because you will have probably 8 pieces of TL, you can do 2 rounds of this.

Quick Draw

Have pairs of learners stand back to back. Give each learner a card which they hold at their chest facing outwards. Count to 5 and have the learners take a step away from each other on each count. When you say draw, they have to turn around and say the language on the other student's card. The first one to say it wins.

Flashcard Hunt

Scatter flashcards throughout the room. Put students into teams or play as pairs. The teacher nominates one of the flashcards. The student who taps and the card and says it first wins a point or that card. Have the loser stay and pair them up with the next player.

Higher or Lower - Numbers

Place a set number of playing cards face down on the table in the center of all players. Flip over the first card. Ask the first student if they think the next card will be higher or lower than that card. If they answer correctly give them a point or chip. Repeat the process.

Ball Toss

Have students stand in random places within the room and give them a vocab card to place at their feet. The teacher throws the ball to any student and the student must catch the ball and say their card. If the student is unable to say the vocab, or if they drop the ball, they are out and must sit down on their card. Last person standing wins. Depending on how good your class is, you can up the difficulty by giving them multiple cards. Try and give students cards that they are having trouble remembering, rather than ones they are very good at. If they fail, remember to be careful with their feelings and drill the whole class together to help them retain it.

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 amount of points.

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.

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.

Receptive → Productive: In this context this refers to the idea that we should more of receptive activities to productive activities when introducing new lexis. In layman's terms, let Ss hear and be able to identify new language before asking them to say it themselves. Of course, there is some flexibility with this staging, but if the new language is appropriately challenging for Ss this method should be followed to aid acquisition and build confidence with the language.

S: Student

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.

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

Can I see a guard?	Grab a box and 2 items from the classroom (an eraser/a pencil). Tell the Ss to close their eyes. Secretly put one item in the box (hide the other item). Have the Ss open their eyes. Peek inside the box and close the lid theatrically. Ask them, "Can I see (an eraser)?" Have them guess, then show the contents. Now use the flashcard and draw Ss' attention to the shadowy figure; "Can Roy see a guard, or an old lady?" We don't know the answer.
put on	Model by pretending to put on the clothing items in the flashcard. Play a quick TPR of 'fastest first', having the Ss race to put on an item of clothing.
take off	Link with the above idea.
my	Draw attention to the things in the class that are yours. Pretend to take things from the Ss saying, "My (book)." The Ss will probably scream theatrically at you in disagreement.
your	Contrast with 'my'.
gloves	See flashcard.
sunglasses	You could contrast this with regular glasses.
skirt	See flashcard.

TL 2

Can I have…?	You can use the flashcard and do a little roleplay of the ice cream store example in it. T: What ice cream do you want? S: Can I have (strawberry, vanilla etc)?
How many?	Use various examples with objects from around the room.
What color?	Use various examples with objects from around the room.
Where?	If there's a clock in the classroom, you could take it down and ask for the Ss' advice on where to put it on the wall, using 'where', 'here' and 'there'.
Like this?	Incorporate this into the above clarification.
on the top	For the following 3 propositional phrases you can use this example: Draw a cat on the board and ask where you should put the nose. Have fun with this, making mistakes. See if they can recall the phrase 'in the middle'.
on the bottom	See above.
on the side	See above.

Song Lyrics: Masquerade

Part A

The masquerade, the masquerade.

Come on everybody. Don't be afraid.

The masquerade, the masquerade.

Don't be afraid 'cause

No one knows it's…

Part B X2

...you in a costume.

Put on your shoes.

Put on your mask so

No one knows it's…

Part C

You.

No one knows it's...

No one knows it's...

Part A

Part B X2

Part D

No one knows it's...

No one knows it's...

You.