

BOOK  
1



# AWESOME ADVENTURE series

Level 4

Find <sup>Your</sup> ~~the~~ Way



## Lesson Plan - Book 1 Unit 1

## Find Your Way – Level 4 – Book 1 Unit 1

### Just Like in the Videos

#### TL 1

play too much	always watching	I'll meet you at the park.	I'll never give up.
I can't (play guitar) yet.	talk about (sports)	not good enough	set up (our things)

#### TL 2

(dance) in the mirror	be like	make videos	before / after school
famous	I'm going to be...	I'm never going to be...	pretend

#### Basic Aims:

By the end of the unit the learners will:

**BA1:** be able to use vocabulary and phrases related to hopes and dreams

**BA2:** be able to sing the song 'Just Like in the Videos'

**BA3:** have used phrases from the song 'Just like in the Videos' to play a board game

#### Advanced Aims:

By the end of the unit the learners will:

**AA1:** be able to use 'like' to compare people and things

**AA2:** be able to sing 'Talk About Us'

#### **Materials**

Homework (if applicable)	Tokens or other counters
Music player (iPad, tablet...)	Ball
Flashcards	Box
'Just Like in the Videos' Visual Aid	Balloon
'Careers' Visual Aid	Guided Discovery Activities 1 and 2

#### **About this unit:**

In this unit, the learners will learn the song 'Just Like in the Videos' which introduces the main characters and their desires to be like their idols they see on YouTube. It introduces useful language for expressing those wants to others and aims to get the learners developing a 'growth mindset' which is of great important to language learners. The unit is rounded out with a language practice board game; learners race to build experience points to become 'just like in the videos' themselves.

## Week 1

<b>Before class</b>	Have the song 'Just Like in the Videos' in the background as the learners come in. Convey to the learners that you are going to learn some of it today.
<b>Icebreaker</b>	<b>Bonk Game</b> → See instructions at the end of the plan.
<b>Talk</b>	<ul style="list-style-type: none"> <li>✓ Put the following questions on the board.  <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span><i>Do you like to watch YouTube videos?</i></span> <span><i>What kind of videos do you watch?</i></span> </div> </li> <li>✓ Model them a few times and elicit a few answers.</li> <li>✓ Have the students mingle and ask each other the questions.</li> </ul>
<b>Introduce theme</b>	<ul style="list-style-type: none"> <li>✓ Use the '<b>Careers</b>' visual aid.</li> <li>✓ Ask the learners 'What do you want to be in the future?'</li> <li>✓ Model an answer.</li> </ul>
<b>Lexis</b>	<p><b>Start with Target Language 2 (not TL1).</b> This TL relates to the song 'Just Like in the Videos'. Feel free to substitute the activities below with some of your own favorites. Be sure to follow an appropriate progression from receptive to productive activities.</p> <p><b>Show</b> → Show the cards while modeling the language a couple of times. See the end of the plan for suggestions on how to show the meaning of language that the images don't fully convey.</p> <p><b>Identify Group</b> → Slap / Karuta</p> <p><b>Identify Individual</b> → Circle game</p> <p><b>CCQ</b> → See the end of the plan for examples of concept checking questions (CCQs). You can have the learners respond 'Yes/No' physically (step on or off of cushions, stand up or crouch down, etc.)</p> <p><b>Drill</b> → Hurricane game</p> <p><b>Produce</b> → Hot potato cockroach</p>
<b>Song</b>	<p><b>Setting context:</b> Give the learners a minute to look at the images from the comic lyric sheet on p.6-7. Ask the learners some questions to help raise schemata and prepare them to better understand the song.</p> <p><b>Receptive activity 1:</b></p> <ul style="list-style-type: none"> <li>✓ Play the song and have the learners follow along with the visual aid by touching the images as they listen.</li> <li>✓ Play through the entire song without stopping so the learners can become familiar with the tune.</li> </ul> <p><b>Receptive activity 2 (TPR):</b></p> <ul style="list-style-type: none"> <li>✓ Teach the actions to the song. See the end of the plan for the procedure.</li> </ul> <p><b>Productive activity:</b></p> <ul style="list-style-type: none"> <li>✓ Drill the first lines of the song. Do the actions as you drill the lines. See the end of the plan for the lyrics.</li> <li>✓ Focus on quality rather than quantity. Make sure that the learners are saying the lines clearly.</li> <li>✓ Drill chorally and move to some individual drills.</li> <li>✓ Be strict on pronunciation to an extent but <i>be sensitive</i>! It is the first lesson of the course after all!</li> </ul>

## Week 2

<b>Before class</b>	Have the song 'Just Like in the Videos' playing in the background. Take every opportunity to get the song stuck in their heads!
<b>Speaking warm up</b>	<ul style="list-style-type: none"> <li>✓ Elicit things the learners can or can't do, and put them onto the board.</li> <li>✓ Teach '<b>me too</b>' by demonstrating it and drilling a couple of times.</li> <li>✓ Have the learners work in pairs to find three things that are the same.</li> </ul> <p style="text-align: center;">A: I can _____.</p> <p style="text-align: center;">B: Me too! / Oh, I can't _____.</p> <ul style="list-style-type: none"> <li>✓ Follow this up by eliciting a couple of things the learners can both do. Model with 'Both of us can _____.'</li> </ul> <p>*Remember to assign points for independently using English. Ensure that the learners are aware of the reason why you gave them a point.</p>
<b>Lexis</b>	<p><b>Stick to TL2.</b> Or take out a couple of cards they know well and add in some new ones from TL1. You should generally stick to working with 8-10 cards for the best retention.</p> <p><b>Test</b> → Show the cards and have the learners put up their hands if they can say the target language.</p> <ul style="list-style-type: none"> <li>• Adjust the set of cards accordingly.</li> <li>• Only replace cards that <b>all of the learners</b> know. It's best to have them raise their hands rather than shout out the TL as you will better be able to judge whether all of the learners know the language and are not just shouting along.</li> </ul> <p><b>Drill</b> → 1, 2, 3 game</p> <p><b>Language clarification</b> → Give the learners <u>Guided Discovery Activity 1</u> to clarify the usage of 'too much/not enough'. The sheet focuses only on the usage of these as adverbials.</p> <p><b>Produce</b> → Hot Potato Cockroach</p>
<b>Song</b>	<ul style="list-style-type: none"> <li>✓ Review the actions from the song that you introduced in Week 1.</li> <li>✓ Practice singing the lines introduced in the first week.</li> <li>✓ Introduce the actions for the rest of the song (see the TPR procedure at the end of the plan)</li> <li>✓ Continue drilling and practicing the rest of the lines of the song.</li> </ul> <p>*Tip: Consider back chaining or front chaining longer lines to make it more manageable and to allow the learners a better chance to produce the lines accurately.</p> <ul style="list-style-type: none"> <li>✓ Do a run-through of the song with the music, going as far as you can.</li> </ul>

### Week 3

<b>Before class</b>	At this point you have 'Just Like in the Videos' and 'Talk About Us' playing in the background.
<b>Song</b>	<p>At this point hopefully you've been encouraging the learners to listen to the song at home and that in combination with the previous 2 weeks has yielded some positive results. With this in mind, we'll go straight into practice this week.</p> <p><b>Practice</b> the song 'Just Like in the Videos'. Possible activities:</p> <ul style="list-style-type: none"> <li>• Drilling new lines without music.</li> <li>• Drilling lines they already know to work on accuracy of pronunciation.</li> <li>• Practicing full run-throughs of the song</li> </ul>
<b>Lexis</b>	<p><b>Start with TL1.</b> This TL actually relates to the second song in the series 'Talk About Us' which features in the comic book that accompanies Unit 2.</p> <p><b>Show →</b> Just show the cards while modeling the language a couple of times</p> <p><b>Identify – Group →</b> Slap (Karuta)</p> <p><b>Identify – Individual →</b> Circle game</p> <p><b>CCQ →</b> See the end of the plan.</p> <p><b>Drill →</b> Hurricane game</p> <p><b>Produce →</b> Hot Potato Cockroach game</p>
<b>Activity</b>	<p><b>I Want to Be Famous</b></p> <p>This activity requires the use of key grammar points from the song and throughout the unit. The aim of this activity is to collect experience points (exp) without landing on the 'NEVER' symbol which ruins their dreams. This activity is designed to make the learners think about the importance of self-belief in achieving what they want.</p> <ol style="list-style-type: none"> <li>1) Show the learners p.8-9</li> <li>2) Tell them you want to be a gamer/singer/scientist/soccer player.</li> <li>3) Ask them what they want to be.</li> <li>4) Demonstrate moving around the board by rolling a die. They have to choose the route before they roll by saying, "I'm going this way."</li> <li>5) As they land on the different parts, show them the results.</li> <li>6) Example:             <ol style="list-style-type: none"> <li>a. They land on 'I want to be...' they can choose one profession of the 4.</li> <li>b. Each box they tick gives them 5 experience points which they can mark off at bottom of the page. Show this.</li> </ol> </li> <li>7) When they collect all 3 boxes for a particular celebrity, they can land on the bonus squares e.g. If they get the 3 boxes for 'The Meerkats Bem', they can also get 5 bonus exp if they land on 'play an e-sports tournament' or 'get 10,000,000 views on YouTube'. Demonstrate getting all 3 and then collecting the bonus points.</li> <li>8) Now show the results of landing on 'NEVER'. If this happens, they must give up one of the aspirations/professions. This obviously means they will no longer be able to collect exp for that particular thing.</li> </ol> <p>Encourage the use of the TL on the page and negotiation if they are playing in teams.</p>

## Week 4

<b>Before class</b>	Have the songs playing in the background.
<b>Lexis</b>	<p><b>Continue with TL1.</b> Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression. You may want to mainly do the production games as the learners should be ready at this point.</p> <p><b>Test</b> → Do a slow reveal to see how much they know. Adjust the set of cards accordingly.</p> <p><b>Drills</b> → 1, 2, 3 game</p> <p><b>Language clarification</b> → Give the learners <u>Guided Discovery 2</u>.</p> <ul style="list-style-type: none"> <li>✓ Work through the first example all together.</li> <li>✓ Let the learners work through the rest of it on their own. It's a good thing to separate the learners so that they engage their brains and don't just copy each other.</li> <li>✓ Be prepared to ask questions to help guide them to the correct answer.</li> </ul> <p><b>Produce</b> → Hot potato cockroach game</p>
<b>Song</b>	<p>Hopefully your learners are able to sing the whole song with a degree of confidence at this point. Target some of the lyrics the learners have trouble with and have them practice before doing the whole song. Make sure to leave enough time for the activity.</p> <p>At this point, you can introduce the new song 'Talk About Us' and start introducing a little of the chorus and some TPR actions. You could even show them a sneak preview of the comic for Unit 2 and show them the song pages that feature inside.</p>
<b>Activity</b>	<ul style="list-style-type: none"> <li>✓ Play the activity on pages 8-9 once again. The students can accumulate more experience points this time and it should flow more.</li> <li>✓ Be sure to add in chunks of useful language and give the students feedback on their language. They'll want to communicate, they just may not have the confidence or language to express what is happening as they plan.</li> </ul>
<b>Unit wrap up</b>	<ul style="list-style-type: none"> <li>✓ Go through the unit aims on p.4 with the learners and have them evaluate themselves.</li> <li>✓ The dual purpose of the 'can do' aims is to boost the learners' confidence and to give an honest progress report to their parents.</li> <li>✓ Have the learners check the 'I' circle if they feel they can do it independently.</li> <li>✓ Have them check the 'H' circle if they think they need a bit of help.</li> <li>✓ If you have not attempted one or more of the aims, leave them blank.</li> <li>✓ The learners may need some training to understand how to self-evaluate as this could be a new concept to them. It is OK to use a bit of Japanese here. They will get better at this throughout the year.</li> </ul>

## TL Clarification

### Showing Meaning – TL1

<b>play too much</b>		He plays for 5 hour. studies for 10 minutes then plays 7 hours and 50 minutes. Is this OK? No. he plays too much.
		"He plays 1 hour a day. Is that 'too much?' He plays 10 hours a day is that 'too much'"
<b>always watching</b>		Demonstrate with a stuffed animal or puppet. Have it doing different activities and demonstrate staring at it. Each time say "I'm watching".
		Draw a cline, at the top draw eyes with 100% in the middle draw eyes with 50% and at the bottom draw eyes with 0%. Ask the learners "Is this always watching?" and point to the different percentages.
<b>I'll meet you at the park</b>		Point to the characters on the card and model them making plans to meet at the park.
<b>I'll never give up</b>		First demonstrate the meaning of give up. Pretend to try to lift a chair and fail. Say "Oh well, I can't do it. I give up. Next repeat the example but say "I'll never give up and keep on trying".
		Pretend to try to lift a chair and fail. Ask "I give up? or I'll never give up?"
<b>I can't (play guitar) yet</b>		Point to the image of the boy now. Can he play guitar now? Then point to 2030. Can he play guitar in 2030? Again point to 'now' and model "He can't play guitar yet."
		Using the card, ask the learners "Can he play guitar now?" Will he play guitar in the future. Point to the future and ask "He can't play guitar yet?". Point to the present and ask again.
<b>talk about (sports)</b>		Model conversations between two people about different topics. For example A) "How's the weather?" B) "It's sunny." A)"yes! It's hot too!" B) "I like sunny and hot weather." Model the target language "talk about the weather" Follow up with other examples if needed.
<b>not good enough</b>		Point to the different cakes and ask is this one good? is it OK? point to the ones below the lines and say "not good enough"
		Point to the different cakes and ask is this one good? is it OK? point to the ones below the lines and say "not good enough"
<b>set up (our things)</b>		Point to the different actions and say what they are. gesture to all of them and say "set up"
		"plug in" is this "set up"? "eat lunch" is this "set up?"

## Showing Meaning – TL2

<b>be like</b>		Draw two circles on the board. Point to them and say “the same”. Next, draw a circle and a square. Point to them and say “different”. In between these two sets, draw a circle and a slightly more elongated circle. Ask “Are they the same? No, they are a little different. This one is like this one.
		Draw two circles on the board. Point to them and ask “Is this like this?”. Next, draw a circle and a square. Point to them and say ask “Is this like this?”. In between these two sets, draw a circle and a slightly more elongated circle. Ask “Is this like this?”
<b>before/after school</b>		Elicit times for before and after school.
		Say different times and have the learners respond “before school” or “after school”
<b>famous</b>		Name some famous people that your learners will know. For example “Doraemon is famous.”
		Are you famous? “Is Doraemon”, etc
<b>I’m going to be...</b>		“Draw a timeline. Show now and the date. Draw a character. Draw a though bubble leading to the future. Draw the same character dressed as a doctor. Draw a speech bubble and write “I’m going to be a doctor.”
		“Draw a timeline. Show now and the date. Draw a character saying I’m going to be a doctor. Ask the learners pointing at the different points on the time line “Is this now? In the future? in the past?
<b>I’m never going to be...</b>		Using the same time line as for “I’m going to be...”, This time draw the doctor image in the future and cross it out. Further in the future draw the doctor and cross it out again repeat this a couple of times and then write in the speech bubble “I’m never going to be a doctor.”
		Follow the same procedure as above but ask about various points in the future?
<b>pretend</b>		Act like a chicken (or other animal) say “I’m pretending to be a chicken” follow up with other example if needed.
		Ask the learners to pretend to be different things. You could turn this into a game like Simon Says if time allows.



## Games and activities

### Bonk

Blow up a balloon. Make a circle with the learners. Then, have all of the learners say their names. Next, stand in the middle of the circle and call a student's name. Move towards the student whose name was called, making a show out of the fact that you are about to hit them on the head with the balloon. Indicate that they should say another student's name. When they do so, change directions and head towards the student whose name they called. Repeat a few times. Once they have gotten the gist, gently hit one of the students on the head with the balloon before they are able to name another student. That student then needs to come into the middle of the circle with the balloon. Repeat the process a few times. This game works best with more than 4 students.

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

Version 1: Say an item of target language and 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.

### Circle Game

Make a circle. Give out 2 cards per student. Students place the cards in front of them. Place 2 tokens in front of each card. The teacher starts by nominating a card other than your own. The objective is for the listeners to snatch the token in front of the nominated card, while the player who owns the nominated card must protect the token by covering it with his or her hand. When both tokens have been snatched, the player is out but can still try to take the other students tokens.

### 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.

### Hot Potato Cockroach Game

You 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.

### 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 student 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.

### Just Like in the Videos – Lyrics

#### Verse 1

I want to sing like Angie Liger.  
I'm going to sing just like her.  
I'm never going to sing like Angie Liger.  
But I can pretend and sing in the mirror.

#### Chorus x2

I want to be just like in the videos.  
I'm never going to be just like in the videos.

#### Verse 2

I want to play piano like Blue Bird Jim.  
I'm going to play a solo just like him.  
I'm never going to be a famous player.  
But I can pretend and play in the mirror.

#### Chorus

#### Verse 3

We want to be gamers like the Meerkats Bem.  
We're going to make videos just like them.  
We're never going to be famous gamers.  
But we can pretend and play in the mirror.

#### Chorus

## Just Like in the Videos – TPR

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

The following sequence should help you gradually introduce and practice the actions to the song with your learners. Gradually increase the pace as they gain confidence. The **show** and **call** stages should be kept short. The **mix** stages should gradually get longer.

- 1) **Show** the actions for '*I want to sing*', '*like Angie Liger*', and '*I'm going to sing*'. Have the learners do them with you.
- 2) **Call** the lines from 1. Have the learners respond by doing the actions.
- 3) **Show** the actions for '*just like her*', '*I'm never going to be*', and '*I can pretend*'.
- 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 '*sing in the mirror*', '*just like in the videos*' and '*play piano*'.
- 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 '*like Blue Bird Jim*', '*play a solo*', and '*be a famous player*'.
- 10) **Call** the lines from 9. Have the learners respond by doing the actions.
- 11) **Mix** all lines introduced up to now.
- 12) **Show** the actions for '*gamers*', '*like the Meerkats Bem*' and '*make videos*'.
- 13) **Call** the lines from 12. Have the learners respond by doing the actions.
- 14) **Mix** all lines introduced up to now.

Try to do all of the actions for the song in order.