

BOOK  
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# AWESOME ADVENTURE series

Level 4

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



Lesson Plan - Book 1 Unit 3

## AAS Level 4 – Book 1 Unit 3 – My Character

### TL 1

tell jokes	problems	draw a portrait	solve problems
How often do you...?	Is this like you?	How much do you like...?	hum

### TL 2

Can you show me how to (play piano)?	I'll show you how to play soccer.	I'm not good at/good at/very good at...	I'm going to be late.
a lot/a little/not much/not at all	play an instrument *	I don't care about (sports). *	How fast do you...? *

\*This lexis is relevant to Activity 1 of the Unit.

### Basic Aims:

By the end of the unit the learners will:

**BA1:** have completed a questionnaire with a partner about their personality.

**BA2:** have made a graph with the results of the questionnaire.

**BA3:** have made a character avatar for the course.

**BA4:** be able to talk about what they are good at/not good at yet.

### Advanced Aims:

By the end of the unit the learners will:

**AA1:** be able talk about what they want to get better at.

**AA2:** know about different kinds of intelligence.

### Materials

<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Something to play songs</li> <li>• A3 laminate of page 18, 19, 20-21, 27</li> <li>• Extra copies of pages 18-19, 24-25</li> </ul>	<ul style="list-style-type: none"> <li>• Something to use as game pieces</li> <li>• Dice (6-sided)</li> <li>• Become an Online Star – Conditions for Victory</li> <li>A3 laminate, Player Boards, Challenge 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. 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 is a collection of tasks which give the learners the opportunity to apply a lot of the language they have been exposed to/studied previously. The learners should enjoy working independently. The learners will have varying abilities to do so. Clear instructions and thorough instruction checking will help the activities to run as you hope.

Younger learners will typically try to complete tasks with the most minimal use of language possible or by switching to L1. Demonstrate what not to do when setting up the tasks and check that the learners understand. This will help you get the learners to make more effort to produce fuller sentences. Also be sure to praise early attempts by the learners to use/experiment with English. This is a very powerful tool to build their confidence and willingness to take risk.

## Week 1

<b>Before Class</b>	Continue playing the song featured in the comic of Unit 2.
<b>Songs</b>	You can review the song from Unit 1 and continue working on the Unit 2 song from the comic.
<b>Lexis</b>	<p><b>Start with TL1.</b></p> <p>Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression of receptive to productive.</p> <p><b>Show →</b> Bring the class to order and make sure they are only listening intently, not repeating.</p> <p><b>Identify →</b> Defuse the Bomb (see games)</p> <p><b>Straight Choral Drill</b></p> <p><b>Drill Game →</b> Bowling (see games)</p> <p><b>CCQ →</b> See the back of the plan</p> <p><b>Produce →</b> Quick Draw (see games)</p>
<b>Activity 1</b>	<p><b>Questionnaire and Personality Graph - Part 1</b></p> <ol style="list-style-type: none"> <li>Put the learners in pairs.</li> <li>Go through the questions and clarify their meanings.</li> <li>Demonstrate have to ask each other the questions.</li> <li>Demonstrate that they must write the score for their own answer in their book, not their partner's. ICQ this to ensure it is done correctly.</li> <li>Once they've got all their scores model this and then have the Ss share their answers: <ul style="list-style-type: none"> <li>A: What score did you get for sports?</li> <li>B: I got (12). What score did you get?</li> <li>A: I got (10). That's different/the same.</li> </ul> </li> </ol>
<b>Homework</b>	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.17.

## Week 2

<b>Before Class</b>	Continue playing the song featured in the comic of Unit 2.
<b>Songs</b>	You can review the song from Unit 1 and continue working on the Unit 2 song from the comic.
<b>Lexis</b>	<p><b>Continue with TL1 and considering subbing in some of TL2 if they are particularly strong.</b></p> <p><b>Show →</b> Bring the class to order and make sure they are only listening intently, not repeating.</p> <p><b>Identify →</b> Defuse the Bomb</p> <p><b>Straight Choral Drill</b></p> <p><b>Drill Game →</b> Bowling</p> <p><b>CCQ →</b> See the back of the plan</p> <p><b>Produce →</b> Quick Draw</p>
<b>Activity 1</b>	<p><b>Questionnaire and Personality Graph - Part 2</b></p> <ol style="list-style-type: none"> <li>Demonstrate how to put the results of their questionnaire into the graph on p.19. Note: If you had missing Ss from the week before, you can get them to fill out the graph based on their own opinions about themselves.</li> <li>Indicate to Ss that the numbers don't mean they are better or worse at different things it just shows their personality and what they like.</li> <li>Have the learners show each other their graphs and talk about how they are similar or different.</li> <li>Model the following conversation/mingle and encourage the use of language like this: <ul style="list-style-type: none"> <li>A: Hello!</li> <li>B: Hi!</li> <li>A: Can I see your graph?</li> <li>B: Sure, can I see yours?</li> <li>A: OK! 😊</li> <li>A: Sports is my highest number/ I got 8 for sports.</li> <li>B: Ah, I am like you/ I am not like you. I got 2 for sports.</li> <li>A: How about music?</li> <li>B: For music I got 4.</li> <li>A: We are a bit different/ We are the same!</li> </ul> </li> <li>Put useful language on the board beforehand and clarify it as needed.</li> <li>Have them walk around and share their results. As T, monitor and assist and also write some of their errors and good English down for delayed written feedback.</li> <li>Call the class to order and provide some feedback on the board and do some error correction.</li> <li>Run the activity again. The more you repeat it and the more you provide feedback, the more improvement you should see.</li> </ol>
<b>Homework</b>	Same as Week 1.

### Week 3

<b>Before Class</b>	Continue playing the song featured in the comic of Unit 2.
<b>Songs</b>	You can review the song from Unit 1 and continue working on the Unit 2 song from the comic.
<b>Lexis</b>	<p><b>Do a quick review of TL1 then move on quickly to TL2.</b></p> <p><b>Show →</b> Bring the class to order and make sure they are only listening intently, not repeating.</p> <p><b>Identify →</b> Flashcard Hunt</p> <p><b>Straight Choral Drill</b></p> <p><b>Drill Game →</b> Higher or Lower</p> <p><b>CCQ →</b> See the back of the plan</p> <p><b>Produce →</b> Ball Toss</p>
<b>Activity 2</b>	<p><b>Become an Online Star – Part 1</b></p> <p>The objective of this game is for the Ss to make a team that has all 5 skills: art, music, math, communication, sports. For the first attempt at this activity, we will confine our ambition to making sure the Ss understand the mechanics of the game before introducing a more complex element for the second attempt.</p> <p>Ss must move around the board with a die and do challenges (on p.27 of the textbook) to learn the skills and obtain their challenge tokens. Once the team collectively has all the tokens, they can go to the middle of the game board and perform in the treehouse. There are two levels of challenge for each skill, you can choose to do the level 1 challenge, or the level 2 challenge.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the Ss what skills they can see on game board of p20-21.</li> <li>2. In the middle of the board there are people performing. Tell the Ss they want to online stars. To become online stars and they need practice at the treehouse. Ask them to find the treehouse on their boards.</li> <li>3. Show them the player boards.</li> <li>4. Explain they are a team and as a team they need all these skills before going to the treehouse.</li> <li>5. Show the A3 laminate for page p27 and get them to go to p27 in their books. Use sports as a model and show them how they can acquire the skills as they go around the board. Explain they can choose which challenge they want to do.</li> <li>6. Show them the A3 'Conditions for Victory' laminate. Direct their attention to the 'week 3' conditions and CCQ the following: <ul style="list-style-type: none"> <li>- Do we need all the skills to win? (yes)</li> <li>- Can A have 'level 1 math' and B have 'level 2 math'? (yes)</li> <li>- Can A have 'level 1 math' and 'level 2 math'? (yes)</li> </ul> <p>Note: These conditions for victory are simpler, because anyone can have anything essentially</p> </li> <li>7. Do a quick model with the group with you involved, then remove yourself and let them play independently (monitor and assist).</li> </ol>

	<p><b>Additional Game Rules:</b></p> <p>Some extra rules that will come up in the course of the game:</p> <ol style="list-style-type: none"> <li>1. 'Speed up' means they can roll again if their turn ends there.</li> <li>2. 'Teleport' means they can move to any of the other teleport spots if their turn ends there.</li> </ol> <p><b>Useful Language</b></p> <p>As they play the game with these rules, this kind of language will be useful to feed in:</p> <ul style="list-style-type: none"> <li>- My turn.</li> <li>- We need (art) skill.</li> <li>- Do the level (1) challenge!</li> <li>- Which challenge should we do?</li> <li>- We have (sports) skill.</li> <li>- What do we need?</li> <li>- We have/don't have everything.</li> <li>- Let's go to the middle/treehous</li> </ul>
<b>Homework</b>	Same as week 1.

## Week 4

<b>Before Class</b>	Continue playing the song featured in the comic of Unit 2.
<b>Songs</b>	You can review the song from Unit 1 and continue working on the Unit 2 song from the comic.
<b>Lexis</b>	<b>Do a quick review of TL1 and TL2 and do a productive game with the cards you think need more work.</b>
<b>Activity 2</b>	<p><b>Become an Online Star – Part 2</b></p> <p>This playthrough is similar to Week 3, but this time we want to show that the conditions for victory are different for Week 4. Now, before going to the tree house, the challenge tokens for each skill must be held by one person, and not split between two team members. This means they can win more quickly if they teach each other skills they acquire as they play, and give each other their tokens. This changes the language which can be useful. In addition, setting a timer for this game is a good idea. 15 minutes is recommended from the point start the activity proper.</p> <ol style="list-style-type: none"> <li>Based on the A3 'Conditions For Victory' laminate, CCQ the following: <ul style="list-style-type: none"> <li>- Do we need all the skills to win? (yes)</li> <li>- Can A have 'level 1 math' and 'level 2 math'? (yes)</li> <li>- Can A have 'level 1 math' and B have 'level 2 math' to win? (NO)</li> <li>- Do we need all the skills? (yes)</li> <li>- Does everyone need all the skills? (no)</li> </ul> </li> <li>Introduce the idea that we can teach and learn skills from each other.</li> <li>Model landing on (art). <p>A: (asking Ss) Level 1 or level 2? (see what the class consensus is)</p> <p>A: Ok, level 1! (do the level 1 challenge and ask Ss if you did a good job)</p> <p>A: Who wants (art)?</p> <p>B: Can you show me how to (draw the teacher)?</p> <p>A: Ok! I'll show you. (shows)</p> <p>A: Next, who wants (art)?</p> <p>C: I don't care about (art).</p> <p>Note: Theoretically the Ss could teach everyone in their team each of the skills and each of the challenges, however, this would be very time consuming.</p> </li> <li>ICQ the following: <ul style="list-style-type: none"> <li>- Can we teach everyone? (yes)</li> <li>- Can we teacher everyone at the same time? (mimic being a teacher and teaching everyone on the board) (no)</li> </ul> </li> </ol>

	<p>5. Dramatically introduce the timer element of the game and show them they only have 15 minutes to meet the conditions for victory and get to the middle.</p> <p>- Is teaching everyone a good idea? (no!) (act out that it uses too much time)</p> <p>6. Make the teams and start the timer. You can use a bomb timer to make it more dramatic.</p>
<b>Design a Character</b>	<p>On p24-25 you will find an additional element which is built into this course in all 4 books; 'experience points' and 'designing your own character'. Ss can upgrade their character with new items which match their skills and abilities throughout the course.</p> <p>This week, concern yourself with assigning some exp for their work on Book 1. You can assign exp based on rolling dice, their performance on the final activity or via self-evaluation of themselves for this book. It's recommended you only provide a maximum of 1000exp for this first book.</p> <p>Have them decide where to add them exp below the character on p24 and then cut out the different elements of their character from p25. If time is short in class, have them do this for homework.</p>
<b>Self-Evaluation</b>	Go through the aims on p16 and have Ss mark H for 'with help from the teacher' and I for if they thought they could do it without the T's help.
<b>Homework</b>	Same as week 1.

## 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 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.

**Circumlocution:** Circumlocution strategies are the strategies that you use to describe a word or phrase when you don't know it in English. If you have good circumlocution strategies they will stop you hesitating too much or getting blocked when you are speaking. This can mean using simpler language or more broadly it can also mean non-verbal ways of communicating what you mean.

**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.

**Realia:** Real objects used in the classroom rather than say, an image of something

**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

tell jokes	When you say something funny and people laugh, It is a joke. Is this a Joke "I like pizza." => no, its not funny. Eliciting a yes answer may be more challenging. You know your class and what makes them laugh. You could also just use the example of the joke that Taylor tells in the story.
problems	Present this with the 'solve problems' card.
draw a portrait	Draw a picture of a monster. (pretend to be thinking) CCQ: Is this a portrait? (no) Draw a picture of a S in the class. (be sensitive and make it obvious who you are drawing) CCQ: Is this a portrait? (yes)
solve problems	Present this with the 'problems' card.
How often do you...?	Clarify this with the guided discovery worksheet.
Is this like you?	Draw various pictures of yourself on the board and ask the learners, "Is this like me?"
How much do you like...?	Draw different things on the board and use the flashcard to clarify meaning. E.g. draw a pizza, draw a cat, snake, school
hum	hum

### TL 2

Can you show me how to (play piano)?	Start by asking "Can you (make a paper airplane)?" questions and elicit some of the Ss' skills. Next ask them, "Can you show me how to make a paper airplane?" and have the learners teach you how.
I'll show you how to...	With the previous clarification, you elicited some things the Ss couldn't do. Show them how to do one of the things they can't do. If you don't have one, here are some ideas: <ul style="list-style-type: none"> <li>- Flip a coin</li> <li>- Draw an owl</li> <li>- Make a shadow puppet</li> </ul>
I'm not good at/good at/very good at...	Give examples of different things you can do and how well you can do them while demonstrating. For example: "I'm good at drawing cats, but I'm not good at drawing dogs."

get better at	Use the flashcard.
a lot/a little/not much/not at all	Clarify this with the guided discovery worksheet.
play an instrument	Ask what instruments each of the people are playing.
I don't care about (sports).	<p>Use the flashcard and ask if he likes sports. Is he interested? (no). He doesn't care about sports.</p> <p>Ask the Ss what if they care about:</p> <ul style="list-style-type: none"> <li>- Soccer</li> <li>- K-Pop</li> <li>- Anime</li> </ul>
How fast do you... ?	<p>Use the flashcard. CCQ the following:</p> <ul style="list-style-type: none"> <li>- How fast is a rocket? (very fast)</li> <li>- How fast is a turtle? (very slow)</li> <li>- How fast do you run? (very fast, fast, normal, a little slow, slow, very slow)</li> <li>- How fast do you write? (very fast, fast, normal, a little slow, slow, very slow)</li> </ul>