BOOK 2

AWESOME ADVENTURE series

Level 4

Find ~~the~~ Your Way

AAS PRESS

Lesson Plan - Book 2 Unit 4

Find Your Way – Level 4 – Book 2 Unit 4

What's That Sound

TL 1

Did you hear that?	Is it coming from outside?	Where is it coming from?	What's that sound?
I can feel it.	I can hear it.	It's coming up through the floor.	It's getting louder.

TL 2

I can't take it.	I can't… anymore.	Open your drawers.	Sweep the floor.
day by day	I can't ignore it.	It's not my fault.	I can't stop moving.

Basic Aims:

By the end of the unit the learners will:

BA1: be able to sing the song 'What's That Sound?'

BA2: be able to use vocabulary and phrases related to the song 'What's That Sound?'

BA3: have used phrases from the song 'What's That Sound?' to play a board game.

Advanced Aims:

By the end of the unit the learners will:

AA1: have practiced using idioms that use 'can't'.

AA2: have practiced using a range of questions in different tenses to search for a sound.

Materials

Song Visual Aid (VA)	Guided Discovery Activity
Flashcards	Counters/tokens
Cockroach cards	Music player
Homework	Paper batons
	Paper cups

Week 1

Before class	Have the song 'What's That Sound' in the background as the learners come in. Convey to the learners that you are going to learn some of it today.
Talk	✓ Put these questions below on the board: *Where do you go to school?* *Who is your favorite teacher?* *What does he/she teach?* *Do you wear a uniform?* *What color is it?* *Do you like it?* ✓ Model them a few times and elicit a few answers. ✓ Have the students mingle and ask each other the questions.
Lexis	**Start with TL1.** Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression. **Show →** 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. **Identify Group →** Circle game **Language Clarification →** (see end of plan) **Drill →** Hurricane game **Produce →** Hot potato cockroach
Song	**Setting context:** Give the learner a minute to look at the images from the comic lyric sheet on p.4-5. Ask the learners some questions to help raise schemata and prepare them to better understand the song. **Receptive activity 1:** ✓ Play the song and have the learners follow along with the visual aid by touching the images as they listen. ✓ Play through the entire song without stopping so the learners can become familiar with the tune. **Receptive activity 2 (TPR):** ✓ Teach the actions to the song. See the end of the plan for the procedure. **Productive activity:** ✓ Drill the first lines of the song. Do the actions as you drill the lines. See the end of the plan for the lyrics. ✓ 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*! It is the first lesson of the course after all!
Homework	Hand out and demonstrate how to complete the homework and give stickers as usual.

Week 2

Before class	Have the song 'What's That Sound' in the background as the learners come in.
Speaking warm up	✓ If you Ss didn't do enough independent mingling last week, repeat the Week 1 activity.
Lexis	**Stick to TL1.** Or take out a couple of cards they know well and add in some new ones from TL2. **Review →** Show the cards and have the learners put up their hands if they can say the target language. • Adjust the set of cards accordingly. • Only replace cards that **all of the learners** 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. **Drill →** 1, 2, 3 game **Language Clarification →** (see end of plan) **Produce →** Soccer Star
Guided Discovery	✓ Use the Guided Discovery sheets to clarify aspects of the song language with your Ss.
Song	✓ Review the actions from the song that you introduced in Week 1. ✓ Practice singing the lines introduced in the first week. ✓ Introduce the actions for the rest of the song (see the TPR procedure at the end of the plan) ✓ Continue drilling and practicing the rest of the lines of the song. *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. ✓ Do a run-through of the song with the music, going as far as you can.
Homework	Assign homework and give stickers as usual.

Week 3

Before class	Have the song 'What's That Sound?' in the background as the learners come in.
Lexis	**Start with TL2.** Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression. **Show →** Just show the cards while modeling the language a couple of times **Identify – Group →** Slap (Karuta) **Identify – Individual →** Circle game **Language Clarification →** (see end of plan) **Drill →** Hurricane game **Produce →** Hot Potato Cockroach game
Song	**Practice** the song. Possible activities: • Drilling new lines without music. • Drilling lines they already know to work on accuracy of pronunciation. • Practicing full run-throughs of the song
Activity	**Find Your Instrument** **Description:** A bully has taken a student's musical instrument and hidden it somewhere in the school. One Ss plays the role of the bully who will answer questions as to the proximity of the instrument. The other S will play the role of the bullied student who is looking for it and asking if they are closer. Consider this a game of 'hotter and colder'. At a certain range, they can 'hear' the instrument and when they get closer, they can 'feel' the instrument. **Instructions:** 1. Draw a bubble with 'instruments' in the middle and elicit from the Ss. 2. Find out who plays an instrument. If they don't find out what they'd like to play. 3. Ask Ss to turn to p6-7. 4. Direct their attention to the Kahlo and the bully in the top right. Act at the situation by asking one S to be Kahlo, the T plays the role of the bully. Pretend to steal 'Kahlo's instrument' and dig a hide it. 5. Run through the names of the buildings. **Model:** 6. Model the activity as follows: - Pretend to take one of the learners instruments as the bully and pretend to hide it somewhere on the map (not showing them where). - Draw a 5x5 grid on the board and demonstrate that you can 'hear' the instrument within this range

	- Draw a 3x3 grid – they can 'feel' within this range - Use a coin (or similar) to mark the Ss' starting position - Ask one of them to roll and them to move somewhere on the map - Wherever they stop, model the phrase, "Can I hear it?" and get them to ask you. - You should respond, "No, you can't (feel it)." Do this the first time regardless of where you've pretended to hide it. - Get them to move again and ask the same question. This time respond "Yes, you can (feel it)." - The Ss roll again and find the location where they can 'feel it' (3x3 area around it). - When they've found the 'feel' area, then they can ask the following question: "Is it coming from inside or outside the (main building/gym/auditorium)?" - After this question they can ask specific questions as to the location: Did you hide it here? Did you hide it by the cherry blossom tree? Did you hide it here in the bedroom? *Note: Learners' ability to produce detailed guesses about the specific location will vary depending on their level, but you should encourage them to do this. This is area to make notes of the learners' communication to later conduct feedback on the board.* **Instructions (cont.):** 7. Do some ICQs to make sure they understood key parts of the model. 8. Write the sentence starters on the board: - Can I ____ it? - Is it coming from _____? - Did you hide it _____? 9. Put the Ss into pairs and assign one as the 'student' and one as the 'bully'. 10. For added drama – tell the learners band practice starts in 10 minutes (or whatever time works best) and tell them they have to find their instrument before then. Set a timer.
Homework	Assign homework and give stickers as usual.

Week 4

Before class	Have the song playing in the background.
Lexis	**Continue with TL2.** 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.
Song	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.
Activity	**Find Your Instrument** Repeat/continue Week 3.
Unit wrap up	✓ Run through the aims on p2 with your Ss.
Homework	Assign homework and give stickers as usual.

Target Language Clarification

TL1

Did you hear that?	Set your phone or other alarm to make one beep. React to it. When it's not ringing gesture listening and say "Did you hear that?"
Is it coming from outside?	Outside - Point outside and say outside. Point inside and say inside. Play some music on a phone. Hide it in the room somewhere. Search for it saying "Where is it coming from?" Next point to specific locations and ask "is it coming from..."
Where is it coming from?	As above.
What's that sound?	Use a SFX generator on a tablet or your phone. Play various sounds and ask the learners, "What's that sound?"
I can feel it.	Use card.
I can hear it.	Use card.
It's coming up through the floor.	Put your phone, playing music under the table. Indicate that the table represents the floor.
It's getting louder.	Play music that is already loud and ask the learners "It's getting louder?" (no)

TL2

I can't take it.	Play some annoying music. Act annoyed at it. Little by little get more annoyed until you explode and turn it off saying "I can't take it anymore." * The holding your breath example on the flashcard illustrates the point well but you may want to avoid having your learners enter a hold your breath competition. Though this is normal behavior for many children, children with anemia or other health conditions could pass out as a result.
I can't… anymore.	Mimic using a pencil and writing. Pretend the led breaks but sharpen the pencil and say. "I can still write. Repeat this a few times until the pencil is too small. Say "I can't write anymore."
Open your drawers.	Combine this with the concept of "getting louder/bigger" Draw a calendar and a child getting bigger every day.
Sweep the floor.	Use the card and act it.
day by day	Combine this with the concept of 'getting louder/bigger'. Draw a calendar and a child getting bigger every day.
I can't ignore it.	The meaning the needs to be clarified here is specifically for the word ignore. Have the learners ask you a question or try to get your attention. Ignore them!
It's not my fault.	Demonstrate breaking something on purpose. It IS my fault. Next, have a learner pretend to break something and say "It's not my fault! It's his fault!"
I can't stop moving.	Wiggle your finger. Pretend to be annoyed and try to stop it unsuccessfully with your other hand. Say, "I can't stop moving my finger."

Games and activities

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.

Soccer Star

Show a card, have them produce the TL. If they can't, drill it with them and get them repeating it to themselves under their breath. Give them the card they couldn't produce and send them to the back of the line. If they can produce it, they can kick the ball at some different plastic cups in the room. You could assign points values for the difficulty of the shot.

What's That Sound – Lyrics

Chorus
What's that sound?
I can feel it.
It's coming up up
Up through the floor

What's that sound?
I can hear it.
It's getting louder.
I can't take it anymore.

Verse 1
Did you hear that?
Close the window
Shut the door
Get back in your row

What's that sound?
Open your drawers
If it's yours
Sweep the floors.

Bridge
There is a sound
and I can feel it.
It's coming up
Through the floor

There is a sound
and I can feel it.
It's coming up
Through the floor

Chorus

Verse 2
It's getting louder
Day by day
I cant ignore it
Anymore

I can't stop moving
It's not my fault.
The beat is rocking me
Out the door

Chorus

What's That Sound – 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 –"What's that Sound?" –"I can feel it." and –"It's coming up up up…" have the learners do them along with you.
2) **Call** the lines from 1. Have the learners respond by doing the actions.
3) **Show** the actions for –"up through the floor." –"I can hear it." –"I can't take it anymore."
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 "Did you hear that?" –"Close the window." and – "Shut the door."
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 pace
9) **Show** the actions for "Open your drawers" –"If it's yours" –"sweep the floors."
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 –"There is a sound and I can feel it" -"It's getting louder." and –"day by day" have the learners do them along with you.
13) **Call** the lines from 12. Have the learners respond by doing the actions.
14) **Mix** all lines introduced up to now.
15) **Show** the actions for –"I can't ignore it anymore" -"I can't stop moving." and –"It's not my fault." have the learners do them along with you.
16) **Call** the lines from 15. Have the learners respond by doing the actions.
17) **Mix** all lines introduced up to now.
18) **Show** the actions for –"The beat is rocking me" and "Out the door." Have the learners do them along with you.
19) **Call** the lines from 18. Have the learners respond by doing the actions.
20) **Mix** all lines introduced up to now.

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