

BOOK  
**2**



# AWESOME ADVENTURE

series

Level **4**

Find <sup>Your</sup> the Way



Lesson Plan - Book 2 Unit 5

## Find Your Way – Level 4 – Book 2 Unit 5 – The Way Academy

### TL 1

the best in the world	not allowed to	always/never	transmitter
circuit board	auditorium	send	find/found

### TL 2

be punished	basement	see/saw	break/broke
steal/stole	behind	follow the rules	remember

### Basic Aims:

By the end of the unit the learners will:

**BA1:** be able to understand the story 'What's That Sound?'

**BA2:** be able to answer basic questions about the story 'What's That Sound?'

**BA3:** be able to use words and phrases from the story 'What's That Sound?'

### Advanced Aims:

By the end of the unit the learners will:

**AA1:** be able to talk about the rules in the story and at their schools.

**AA2:** be able to work with a partner to plan a route out of a flooding building.

### Materials

<ul style="list-style-type: none"> <li>• Textbook</li> <li>• iPad or tablet</li> <li>• flashcards</li> <li>• A3 copy of the story 'What's That Sound?'</li> <li>• Story summary of 'Always Watching'</li> </ul>	<ul style="list-style-type: none"> <li>• Sticky Balls</li> <li>• A3 laminated copy of Unit 5 Activity 'Get to the Roof!'</li> <li>• Copies of Guided Discovery – Rules</li> <li>• Copies of Guided Discovery</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 based around the story 'The Way Academy'. The story follows directly from the song 'Just Like in the Videos' and the story 'Always Watching' and recycles the language introduced in Book 1 in a new context. The vocabulary introduced in this unit helps Ss with comprehension of the story and will gradually build their confidence as they understand more and more of the story each week. The story also has a focus on skills the characters can draw on to solve a problem. The final activity also draws on a plot point of the characters wanting to send a signal for help. This puts the Ss in the position of the characters and has them not only use language, but also engage their brains to work out the best plan.

**Week 1**

<b>Before Class</b>	Have the 'Stop Right There' song playing in the background. Show the comic and let the learners know that this is the theme of the month. Have learners self-assess from the Unit 4 aims if not already done.									
<b>New Unit Talk</b>	On the white board write 'rules at school' at the top. Under this draw a table with two categories. <table><tr><td>We are not allowed to:</td><td></td><td>We are allowed to:</td><td></td></tr><tr><td>-</td><td></td><td>-</td><td></td></tr></table>		We are not allowed to:		We are allowed to:		-		-	
We are not allowed to:		We are allowed to:								
-		-								
<b>Alternate task</b>	Elicit some things learners 'are not allowed to' and 'are allowed to' do at school. Have them ask each other, "What are you allowed to do at school?" and respond with "Me too." or "Oh, really?" Repeat for 'not allowed to' Note: The use of the 'ok' and 'not ok' symbols are optional.									
<b>Lexis</b>	Review what happened in the last story. Show the <b>A3 laminate of Always Watching</b> . Have the learners in pairs talk about the different characters together using the pictures for ideas. Use this as an opportunity to get extra practice on the past simple.									
<b>Story BA1 Live Reading</b>	Start with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression of receptive to productive.  Show → Show the cards while modeling the language a couple of times. Identify → Listen and Touch TPR → Introduce actions for the different cards. Have the learners do the actions all together as you say the language. CCQ → See CCQ page for T/L 1. Drill → Snakes and Ladders Produce → Mustache Robot									
<b>Homework</b>	What's That Sound – First Reading <ul style="list-style-type: none"><li>Do a straight reading of the comic. Follow guidance given for live reading as in the Unit 2 Lesson Plan.</li><li>There is only one task in the story. It comes in the middle of page 15. Expect this to take up quite a bit of time. The learners will most likely not clear it until the second week.</li><li>Clarify the four parts of the plan, ask questions to check comprehension.</li><li>Write the character names on a board and clarify that they need to send two characters for each part of the plan, meaning each character is used twice.</li><li>Using the language on page 15, model how pairs should achieve the task. Have learners drill in pairs as appropriate.</li><li>Once they have decided on which characters to send to each of the four parts, direct them to the answer key on page 27 of the comic and demonstrate how to use it.</li></ul>									

## Week 2

<b>Before class</b>	Same as Week 1 – If you have time, you can teach some of this song. Introduce TPR actions for parts of the song. See <b>Appendix 2</b>
<b>Unit Talk</b>	Consider redoing the Week 1 <b>Unit Talk</b>
<b>Lexis Learner Training</b>	Draw attention to the QR code on the first page of the textbook. Show the learners how they can practice the vocabulary at home. The tracks take the learners through a basic receptive sequence. Follow it up by going back to track 9 and have the learners repeat along with the audio.
<b>Lexis</b>	<p><b>Review TL1</b> 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.</p> <p><b>TPR</b> → Continue to introduce actions for the different cards. Have the learners do the actions all together as you say the language.</p> <p><b>Drill Game</b> → Snakes and Ladders</p> <p><b>CCQ</b> → Continue working through the CCQing of different cards.</p> <p><b>Produce</b> → Memory Challenge</p> <p><b>Produce</b> → Janken Challenge</p>
<b>Story Summary Activity</b>	<p>Show the <b>Story Summary activity</b> on p.10-11.</p> <ul style="list-style-type: none"> <li>• Ask Ss, “Where are the kids?”</li> <li>• Have learners work in pairs recalling the rules of The Way Academy</li> <li>• If you finished the activity in the comic in Week 1, ask learners what each character did to help with the plan to send the signal for help.</li> </ul>
<b>Guided Discovery - 1</b>	<p>Give the Ss the ‘Guided Discovery 1 – Rules’ worksheet.</p> <p>The aim of this worksheet is to help the Ss articulate different ways to indicate prohibition, permission and obligation.</p> <ul style="list-style-type: none"> <li>• Section one: Sort different rules into appropriate categories</li> <li>• Section two: Learners write their own school rules</li> </ul>
<b>Story - Live Reading</b>	<p><b>What’s That Sound? – Second Reading</b></p> <p>Do a reading of the story as per Week 1. Ask learners the following comprehension questions at the appropriate parts:</p> <ul style="list-style-type: none"> <li>• Where is the teacher’s computer?</li> <li>• Where is the speaker?</li> <li>• Where do the teachers go? p.19</li> <li>• Where is Declan’s game station?</li> </ul>
<b>Homework</b>	Same as Week 1.

### Week 3

<b>Before class</b>	Continue with 'Stop Right There' - See <b>Appendix 2</b> for TPR sequence.
<b>Lexis</b>	<p><b>Start with TL2.</b> The Ss should be reasonably ok with TL1 now, but you could do a very quick review if needed.</p> <p><b>Show →</b> Just show the cards while modeling the language a couple of times. See the end of the plan for suggestions on how to show meaning.</p> <p><b>Identify →</b> Listen and say the number</p> <p><b>CCQ →</b> Continue working through the CCQing of different cards. See CCQ page for T/L 2</p> <p><b>Drill →</b> Snakes and Ladders</p> <p><b>Produce =&gt;</b> Flood</p>
<b>Guided Discovery 2</b>	<p><b>Note for Part 1:</b></p> <p>For stronger learners/groups have them answer first, then listen and check.</p>
<b>Story</b>	<p><b>Always Watching – Third Reading (What's Next!?)</b></p> <ul style="list-style-type: none"> <li>• Do another reading of the story, but occasionally stop and ask the Ss, "What's next?"</li> <li>• Hide the story from them at this stage.</li> <li>• Award points for trying to express themselves, not accuracy.</li> </ul> <p>Set these questions after you finished telling the story:</p> <ol style="list-style-type: none"> <li>1) Why do they go to the auditorium?</li> <li>2) How do Nina and Taylor get out?</li> <li>3) What did Declan do?</li> </ol>
<b>Homework</b>	Check last week's homework. You can do a quick drill of the lines if you wish.

#### Week 4

<b>Before class</b>	See Week 1.
<b>Review</b>	Quickly review TL1 and TL2 with a production game of your choice. Make sure you keep this snappy and make the main focus on this class the activity.
<b>Activity - Get to the Roof!</b>	See Appendix 1.
<b>Story</b>	<b>What's That Sound? – Fourth Reading</b>  Repeat either week 3 reading approach if time permits using different points. Ask questions about the characters and the situations that happen and keep the Ss engaged. Encourage use of T/L and the past simple.
<b>Awesome Verb Log review</b>	Have learners take out their awesome verb logs. See how much progress they made since they were encouraged to continue filling it out independently, also check for accuracy! Award points where appropriate. You may want to remind them/walk them through filling out the table as they may have not done it for some time. <ul style="list-style-type: none"><li>• The following online dictionary shows the -ing form and past for of verbs: <a href="https://kids.wordsmyth.net">https://kids.wordsmyth.net</a></li></ul>
<b>Homework</b>	Hand out and demonstrate how to complete the homework and give stickers as usual.

## Games

### Listen and Say (Identify)

Number the flashcards. Say the card. The winner is the one who produced the number fastest.

### Snakes and Ladders (drilling)

Draw a really simple 5x5 grid with some snakes and ladders. Number the squares. You could separate the Ss into 2 teams and each time they roll drill a card. Or you could do Ss v T. Keep it snappy.

### Mustache Robot (produce)

Make 2 or 3 teams. Draw a robot on the whiteboard for each team. Make each robot out of a particular shape, for example: the square robot, the rectangle robot and the triangle robot

Give each robot a mustache. Show a card, and have the learners put up a hand if they know it. The first team to be able to say the TL get to erase a part from one of the other robots. Use language such as: "Erase the triangle robots mustache/arm/leg."

### Memory Challenge (produce)

Take a number of cards (4 is usually good) and have them face up. Have the Ss close their eyes/turn away. Turn over one card so only the back can be seen. Tell them to turn around. The fastest student to produce the turned over card is the winner.

### Flood (produce)

Show an image of a flood to clarify meaning. Assign each player or teams magnets or something to mark their chosen location. Number the images and put them on the whiteboard. Indicate that each is a safe space. Show that each turn a random space will be covered with water. Do this by drawing water all around the card. Each turn the learners are allowed to move one space horizontally, vertically or diagonally. The winner is the S or team that survives the flood.

**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

the best in the world	Point to the people on the card and ask "Is he/she the best in the world." Point to number two ask is he good? Then contrast: "Is he the best in the world?"
not allowed to	"Is it okay to kick your friend here?"
always/never	"Can you sometimes take off your seatbelt when the car is moving?" Ls: "No!" "Good! When the car is moving ,always wear your seatbelt. Never take it off!"
transmitter	Elicit examples of transmitters. (radio, cell phone, satellite)
circuit board	"Where can we show circuit boards?" Show pictures of internal parts of PCs, phones etc.
auditorium	Show pictures of auditoriums. Draw one on the whiteboard if you can't.
send	Get a volunteer and say "Go to the front desk and get a pen! Go go go!" Once they leave: "I sent (name) to get a pen"
find/found	Pretend to look for your pen. Say "Can you find my pen?" get everyone to help look. Tell everyone to stop. Hold up your pen and say "I found it."

### TL 2

be punished	Elicit some punishments at their schools or homes
see/saw	See should be familiar just concept check that saw is the past form. I _____ every day. I _____ yesterday.
always/never	"Can you sometimes take off your seatbelt when the car is moving?" Ls: "No!" "Good! When the car is moving ,always wear your seatbelt. Never take it off!"
break/broke	Same as above.
steal/stole	Pretend to steal something from one of the learners. Model the word steal. Clarify the past form as above.
follow the rules	Say some rules. Follow the rules and ask: "Is this following the rules?" Break the rules and repeat" This could be a good time to introduce the opposite: "break the rules".

## Guided Discovery 2

### Simple Past

#### Part 1

Listen to the song Stop Right There and circle the correct words.

For stronger learners/groups have them answer first, then listen and check.

1) I didn't (break / broke) it. It's not my fault.  Oh yes you (break / broke) it. And now you have to pay.	3) I didn't (spill / spilled) it. It's not my fault.  Oh yes you (spill / spilled) it. And now you have to pay.	5) I didn't (steal / stole) it. It's not my fault.  Oh yes you (steal / stole) it. And now you have to pay.
2) I didn't (lose / lost) it. It's not my fault.  Oh yes you (lose / lost) it And now you have to pay.	4) I didn't (rip / ripped) it. It's not my fault.  Oh yes you (rip / ripped) it. And now you have to pay.	6) I didn't (drop / dropped) it. It's not my fault.  Oh yes you (drop / dropped) it. And now you have to pay.

#### Part 2

Is the person talking about yesterday or right now?

1) You broke it!

A) Yesterday

B) Now

2) I didn't break it.

A) Yesterday

B) Now

3) You are breaking it!

A) Yesterday

B) Now

## Song Lyrics: Stop Right There!

### Chorus

Hey you! (Who me?)  
Stop right there! (No!)  
Where are you going?  
I'm getting out of here.

### Verse 1

I didn't break it.  
It's not my fault.

Oh yes you broke it,  
And now you have to pay.

I didn't lose it.  
It's not my fault.

Oh yes you lost it,  
And now you have to pay.

Come on, come on,  
Catch me if you can!

### Chorus

Hey you! (Who me?)  
Stop right there! (No!)  
Where are you going?  
I'm getting out of here.

### Verse 2

I didn't spill it.  
It's not my fault.

Oh yes you spilled it,  
And now you have to pay.

I didn't rip it. It's not my fault.

Oh yes you ripped it,  
And now you have to pay.

Come on, come on,  
Catch me if you can!

### Chorus

Hey you! (Who me?)  
Stop right there! (No!)  
Where are you going?  
I'm getting out of here.

### Verse 3

I didn't steal it.  
It's not my fault.

Oh yes you stole it,  
And now you have to pay.

I didn't drop it.  
It's not my fault.

Oh yes you dropped it,  
And now you have to pay.

Come on, come on,  
Catch me if you can!

### Appendix 1 - Unit 5 Activity: Get to the Roof! FLOOOOOD!

**Description:** Students start at the bottom of the student dormitory in the basement. Suddenly, the pipes burst! The students must get to the roof. On their travels, they decide they must save as much food as possible (you know, in case they get trapped there for days).

As the flood water rises, they have limited time to grab ingredients. Once they make it to the roof, by happy coincidence, there's an Italian chef-bird who will fly them to safety in return for ingredients to make one of three recipes (spicy pasta, pizza, lasagna). If the students don't have all the ingredients for his chosen recipe, they will have to use the scuba equipment to go back into the flooded school and retrieve the missing ingredients.

#### Instructions:

1. Draw a basic picture of a school on the board and tell the SS the school is flooding – indicate this by drawing water moving up.
2. Ask SS what they have to do to be safe: (get to the roof)
3. Ask SS how they will get off the roof. Reject all of their ideas unless they say, "An Italian chef-bird will fly us to safety."
4. Tell them to open their books and point to the bird. Show/tell the SS that the bird will fly them down.
5. Ask the SS if the bird wants 'money' in return for flying them down. Tell the SS to look at the page and find out what the bird wants. They may work out from the game page that the bird wants 'ingredients' for the 3 recipes below.
6. Tell the SS as they escape, they must collect the food.
7. Draw SS attention to the numbers up and down the sides of the dorm. Show that the horizontal line represents movement with a die and that the vertical line represents increase in water level with a die. Each turn the SS move by rolling 2 x 6 sided dice and then the water level increases by 1 die. If they get trapped under water, they have 1 turn to get to the next level before they drown. Use a small coin (or something) to indicate the position of the student.
8. Model picking up the ingredients and getting to the top and the chef-bird asking for the recipe that has all the ingredients they have. Tell the SS they win and the bird carries them to safety.
9. Model it again, without the correct ingredients. Show that the dorm is completely filled with water and now they have to use the scuba equipment to go back down using the RED pipes only. They must use the GREEN pipes to get back up.
10. They can move 100 spaces with the oxygen in their tank. (the game is essentially designed so getting 1 ingredient should be doable, getting 2 ingredients is very hard and getting 3 is almost impossible).
11. Before letting them do the game, draw a picture of the bird and write the 3 recipes on some paper. Show you are choosing 1 recipe the bird is going to ask for. Make a show of keeping it a secret.
12. It's a team game, so put the SS in pairs and have them discuss the process together. Remember to allow discussion to flow naturally while giving reminders of the language from the course that could be useful or seem appropriate to use in context:
  - Let's get...
  - We have...
  - Let's go this way
  - Good idea/bad idea etc.
  - What do we have... ?
  - plus, there's a lot of incidental vocabulary for ingredients, buildings/rooms and navigation related lexis here

## Appendix 2 - Suggested TPR sequence for Stop Right There!

The following is a guide to how you could break up the TPR sequence.

1 Hey you	4 I'm getting out of	7 Oh yes you broke it	10 Lose/lost
2 Stop right there.	here	8 And now you have to pay	11 Spill/spilled
3 Where are you going?	5 I didn't break it	9 Catch me if you can!	12 Rip/ripped
	6 It's not my fault		13 Steal/stole
			14 Drop/dropped

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 'Hey you', 'Stop right there', and 'Where are you going?'. 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 'I'm getting out of here', 'I didn't break it', and 'It's not my fault'.
- 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 'Oh yes you broke it', 'And now you have to pay' and 'Catch me if you can!'
- 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 'Lose/lost', 'Spill/spilled', 'Rip/ripped', 'Steal/stole' and 'Drop/dropped'
- 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.