

BOOK  
**3**



# AWESOME ADVENTURE

series

Level **4**

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



Lesson Plan - Book 3 Unit 9

## Find Your Way – Level 4 – Book 3 Unit 9 – What's in the Maze?

### TL 1

smaller/bigger/scarier	more/less	Should we go to... or...?	Maybe we should go here.
How much is it?	Do they have it?	Yes, they have it. / No, they don't have it.	Let's go this way.

### TL 2

wear/wore	go/went	buy/bought	have/had
meet/met	drink/drank	drop/dropped	take/took

### Basic Aims:

By the end of the unit the learners will:

**BA1:** be able to ask questions about the past.

**BA2:** be able to talk about the past.

**BA3:** be able to compare characters.

### Advanced Aims:

By the end of the unit the learners will:

**AA1:** sing the song 'Skills for Sale'.

**AA2:** be able to use the past tense to compare pieces of evidence and notes to find out more about characters in the story 'Maze Life'.

**AA3:** have identified a character out of a list of similar characters by using comparatives and other language.

### Materials

<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Tablet or something to play music on</li> <li>• Flashcards</li> <li>• A3 Laminate of Activity 1</li> </ul>	<ul style="list-style-type: none"> <li>• Photocopies of Activity 2</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 consists of tasks which give the learners the opportunity to apply a lot of the language they have been exposed to/studied previously in the course. They will be required to talk about the past and make comparisons between characters from the Maze Life story. Younger learners are always more likely to want to experiment with and use language if the activity is presented in an engaging way. The most important part is always how the teacher sets up the activity and creates interest. Lesson plans are not a silver bullet; talk to your colleagues and share your ideas for engagement. Activity 1 asks the students to make decisions about where to go and then make comparisons to find the location of 'seeds'. Activity 2 is an information gap activity focusing on past simple verb forms but focusing on the strange characters of the Maze.

## Week 1

<b>Before Class</b>	Have the <b>'Skills for Sale'</b> song playing in the background. Learners should have some exposure to it at this stage as you may have worked on it in Unit 8. Encourage learners to sing along as they prepare for class to begin.
<b>Lexis</b>	<p><b>Start with TL1.</b> 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> → Model the target language for TL1.  <b>Identify</b> → Paper Ball Throw (See end of plan for games.)  <b>Drill</b> → Wheel of Misfortune  <b>CCQ</b> → See end of lesson plan  <b>Produce</b> → Janken Challenge</p>
<b>Activity 1</b>	<p><b>Mushroom Train – First Time</b>  <b>Description:</b>  The mushroom people have stolen some the seeds of characters from the stories! (See p.19) One team hides the seeds in the different mushroom towns on p.16-17. The team must travel around the game board on a train and retrieve the seeds. If the team who is looking for the seeds is in the wrong town, the other team must provide a hint in the form of a comparative sentence. This game works well as a race between teams or with a time limit.</p> <p><b>Materials:</b>  Pencil, eraser, paper, textbook</p> <p><b>Set up:</b></p> <ol style="list-style-type: none"> <li>1. Tell the Ss to turn to p.19 and direct their attention to the seeds.</li> <li>2. Ask them what they see. (The seeds of different characters).</li> <li>3. Tell them the mushrooms stole the seeds. You can act this out so they understand it conceptually.</li> <li>4. Tell Ss to go to p.16-17 and direct their attention to the different stations, towns and mushrooms. Explain to them the different towns have different mushroom people.</li> <li>5. Go back to p.19 and show them the different descriptors for mushrooms. Go through the table with them and fill in the comparative forms of the adjectives.</li> <li>6. Give the class the A3 laminate of the activity (depending on how big your class is) Tell them to decide which mushroom town took the seed keep it secret from you. They can write it down on a piece of paper.</li> </ol> <p><b>Model:</b></p> <ol style="list-style-type: none"> <li>1. Get a puppet and play the role of the team who is trying to find the Kahlo seed.</li> <li>2. A: What seed should we look for?  B: We should look for Kahlo's seed. Where should we start?  A: Let's start here; number 8.  B: OK. Do they have it? (Asking the Ss in the class).</li> <li>3. Have the other team respond using TL1.</li> <li>4. Now tell the Ss they have to give you a hint to where Kahlo's seed is. If they can't immediately give you an answer elicit from them by asking some questions; "The mushrooms who have Kahlo's seed... are they bigger?"</li> <li>5. Elicit the structure 'They are bigger/scarier/cuter.'</li> <li>6. Run this a few times and make sure they are giving you proper hints.</li> <li>7. Continue until you find the seed and you're sure they understand the core game mechanics.</li> <li>8. For this week, you can stick with these simple rules of one team hiding one seed and the other team trying to find where they put it.</li> </ol>

## Week 2

<b>Before class</b>	Have the 'Skills for Sale' song playing in the background. Continue to work on this song at the beginning of class, time permitting.
<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>Show →</b> Model the target language for TL1.  <b>Identify →</b> Paper Ball Throw  <b>Drill →</b> Wheel of Misfortune  <b>CCQ →</b> See end of lesson plan  <b>Produce →</b> Janken Challenge</p>
<b>Activity 1</b>	<p><b>Mushroom Train – Second Time</b></p> <p>There are a few different ways to extend this activity and challenge your Ss. Depending on the level of your class, choose the most appropriate extension for this week.</p> <ol style="list-style-type: none"> <li>1. Have one team hide a greater quantity of seeds at the outset.</li> <li>2. Have the Ss design their own seeds and incorporate that into the game. You can see there is a blank seed on p.19.</li> <li>3. Increase the language demands on the Ss by having them use more of TL1 and feeding in more language for making decisions.</li> <li>4. Introduce money into the game. They only have a limited amount of money to move around the track which forces them to consider the more efficient route more carefully. This is increasing the cognitive and language demands on the Ss so should be reserved for stronger classes.</li> </ol> <p><b>'Train Money' Extension</b>  Every time the Ss pass through a station it costs them \$1. In the event they run out of money, they have to make money again. Ss must be quizzed on changing the adjective to the comparative form to make money again.</p> <p><b>Set Up:</b></p> <ol style="list-style-type: none"> <li>1. Tell the Ss they are going to play the game again, but this time, they have to pay for the train.</li> <li>2. Demonstrate on the laminate that they have \$10 down the bottom.</li> <li>3. Using a marker, show them moving through the train stations to move from point A to point B.</li> <li>4. Demonstrate how they have to mark down the money as they go with a pencil.</li> <li>5. When you get down to \$0 indicate your distress and ask the Ss how you can get more money.</li> </ol> <p><b>Model:</b>  Tell the Ss they must do an adjective quiz.  Seed Team: Oh no! We have no train money!  Mushroom Team: OK, let's do the quiz.  ST: OK.  MT: big  ST: bigger</p> <p>The Seed Team must not look at p.19. They can do up to a maximum of \$10 assuming they are at \$0 at the time. Then they play again. This additional aspect of the game should force them to think about the most efficient route and provide a more natural context for the use of TL such as 'Maybe we should go here/this way.'</p> <p>As with all activities, once they start running well, encourage the use of more language and pause the game for feedback on the board on good use of language and error correction. Take notes as you monitor and assist.</p>

### Week 3

<b>Before class</b>	Have the 'Skills for Sale' song playing in the background. Continue to work on this song at the beginning of class, time permitting.
<b>Lexis</b>	<p><b>Start with TL2.</b> Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p><b>Show →</b> Model the target language.</p> <p><b>Identify →</b> Defuse the Bomb</p> <p><b>TPR →</b> Introduce TPR actions for the different verbs which should clarify the meaning. Call out the verbs and have them do the associated action.</p> <p><b>Drill →</b> Sliders</p> <p><b>Produce →</b> Mustache Robot</p>
<b>Activity 2</b>	<p><b>Maze Detective – First Time</b></p> <p><b>Description:</b> This activity is an information gap using some of the inhabitants of the maze. The Ss will exchange information based on the pictures they have available and correct the sentences they have. The two parts of this activity are features on p.18 and p.20. This activity allows the Ss to practice not only language for information exchange but also a range of past simple constructions.</p> <p><b>Materials:</b> Textbook, pencil</p> <p><b>Set up:</b></p> <ol style="list-style-type: none"> <li>1. Draw/show a picture of a detective and ask what they are. Elicit some famous detectives from the Ss.</li> <li>2. Tell the Ss they are detectives in the maze. Ask the Ss who is in the maze (kazoo, fairies, mushrooms, walley walkers, the characters). Tell Ss we are going to learn about some of the characters in the maze by being detectives.</li> <li>3. Have them turn to p.18 in the textbook. Direct their attention to Kazoo and the Mushrooms. Ask them which characters are on the top half of the page.</li> <li>4. Direct their attention to the 'clues' below. Ask them if it is information on Kazoo or the mushrooms. (No, it isn't.)</li> <li>5. Have them turn to p.20 and show them the information for the clues for those characters are on a different page.</li> <li>6. Assign one S as Detective A and one as Detective B</li> </ol> <p><b>Model:</b> In the text on p.18, you will see the first example for Kazoo is 'He ate his coat'. Help the Ss through the model and make sure they are looking at the same parts as you.</p> <p>A: Did Kazoo eat his coat? B: (Act out checking the picture.) No, he didn't. He ripped his coat. A: Thank you. (Pretend to change the information in the 'Correct Information' column.) B: Did the fairies go to a party on Friday night? A: (Act out checking the picture.) No, they didn't. They went on Saturday night. B: Thank you. (Pretend to change the information in the 'Correct Information' column.)</p> <p>Assign the Ss as As and Bs and tell them continue. Stand back and take notes on their mistakes converting to the question form of the past simple. Conduct some feedback on the board after they have done 'Kazoo' and 'The Fairies'. Have them move on to the next one.</p>

## Week 4

<b>Before class</b>	Have the song 'Next in Line' playing in the background. This is the song for Unit 10.
<b>Lexis</b>	<p><b>Review TL2.</b> Review TL2 quickly and see what the Ss have retained, you may wish to reduce the number of cards to focus on this week.</p> <p><b>Show →</b> Model the target language.</p> <p><b>Identify →</b> Defuse the Bomb</p> <p><b>TPR →</b> Continue with the TPR actions from the previous week. Call out the verbs and have them do the associated action.</p> <p><b>Drill →</b> Sliders</p> <p><b>Produce →</b> Mustache Robot</p>
<b>Activity 2</b>	<p><b>Maze Detective – Second Time</b></p> <p>Change the pairs from the previous week and hand out fresh photocopies of the activity if needed.</p>
<b>Self-assessment</b>	<ul style="list-style-type: none"> <li>• Leave yourself enough time to go through the aims with the learners. Have the Ss tick off either 'H' for 'can do with help' or 'I' for 'can do independently'.</li> <li>• Ideally, you should have your learners choose which one they think is appropriate.</li> </ul>
<b>My Character</b>	<ul style="list-style-type: none"> <li>• On p.27 you will find the 'My Character' cut outs.</li> <li>• They can roll for experience points again at the end of this book. It is recommended that they gain no more than 1200exp.</li> <li>• They can use their exp to update their stats on their Book 1 character use it for buying items on p.27 which they can stick to their character page.</li> </ul>
<b>Aims</b>	Go over the aims of the unit and have students self-assess.

## 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.

**Word cline:** A scale of language items that goes from one extreme to another.

## TL 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 3 (for TL2), you could save some for weeks 2 and 4 respectively.

### TL1

smaller/bigger/scarier	Use the card.
more/less	Use the card.
Should we go to... or...?	Write some fun locations in the local area on the board. Ask the Ss where they want to go using the structure.
Maybe we should go here.	Draw a word cline from 0-100% on the board and CCQ where 'maybe' falls on it.
How much is it?	Do a little quiz asking them how much different things are.
Do they have it?	Ask for a volunteer and have them come to the front of the class. Show that S a small object, then ask them to close their eyes. Give the object to one person in the class and keep it secret. Have the S use the TL to find out where the object is.
Yes, they have it. / No, they don't have it.	Use this TL in conjunction with the above suggestion.
Let's go this way.	Draw a house and two roads leading to it. One road should be direct, one should be indirect and pointless. Have the Ss tell you which route to take.

### TL2

wear/wore	TPR game.
go/went	TPR game.
buy/bought	TPR game.
have/had	TPR game.
meet/met	TPR game.
drink/drank	TPR game.
drop/dropped	TPR game.
take/took	TPR game.



## Games and Activities

### Paper Ball Throw

Have the Ss make some paper balls. Stick the cards up around the room. Have the Ss stand at FIXED positions. ICQ: Do we move from here?

Call out a card and have them aim to hit it with their balls. First S or team to hit it gets a point.

### Wheel of Misfortune

Draw a circle and cut the circle into eighths. Choose 3 of the spaces and mark them as safe spaces to land on, 4 of the spaces as bad spaces, and 1 space with a heart/+1 point space. Give each team 5 points to start with. Teams take turns to roll a dice and go around the circle. Drill the Target Language between turns.

### Janken Challenge

Place 5 or so flashcards on the table face up. Make teams and give those teams 4 or so colored chips. Team 1 is red, Team 2 is blue, Team 3 green, etc.

First player nominates a card and places his or her chip on that card. Second team does the same. When a player places his or her chip on a card that is already occupied by another player, janken is played, with the loser of the battle losing his or her chip. The game ends when Ss have used all their chips.

### 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. Call one of the cards and start erasing the bomb fuse. One learner quickly finds the card and puts it in the bucket. When the card that has been called is in the bucket, stop erasing. Repeat until all of the cards are in the bucket or the fuse runs out and the bomb explodes.

### Sliders

Put a set of cards face up across the room. Have the learners repeat a language item a few times. On the count of three, have them slide a magnet or block to the appropriate card. The learner who gets their magnet the closest wins.

### Mustache Robot

Make 2 or 3 teams. Draw a robot on the WB 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." or for lower groups "Erase this."

## Song Lyrics: Skills for Sale

### Chorus

Skills for sale,  
I've got skills for sale.  
Skills for sale,  
Come on and get in line.

### Verse 1

What kind of skills  
Are you looking to buy?  
Can you teach me  
How to dance in the sky?  
All that you need  
Are these fancy dancy pants.  
Just give me that seed  
And you'll be the  
King of the dance.

### Chorus

### Verse 2

What kind of skills  
Are you looking to buy?  
Can you teach me  
How to breathe under water?  
All that you need  
Are these silly frilly gills.  
Just give me that seed  
You'll swim right under the hills.

### Chorus

### Verse 3

What kind of skills  
Are you looking to buy?  
Can you teach me  
How to walk through a wall?  
All that you need  
Is this Walley Walker doll.  
Just give me that seed  
And you'll walk right to the hall.

### Chorus