

BOOK
4



AWESOME ADVENTURE

series

Level 4

Find ^{Your} the Way



Lesson Plan - Book 4 Unit 10

AAS Level 4 – Book 4 – Next in Line

Next in Line

TL 1

get on the stage	next in line	Show (them) what you can do.	I wanted to be a soccer player.
I climbed up a tree (yesterday).	I got in trouble.	was/were	I didn't know what to do.

TL 2

We were trapped in school.	I could not follow the rules.	It came up through the ground.	It got louder and louder.
We got separated.	filled up with water	I bought some special gills.	fake

Basic Aims:

By the end of the unit the learners will:

BA1: be able to sing the song 'Next in Line'.

BA2: be able to use phrases from the previous units in the past tense.

BA3: be able to use phrases from the song 'Next in Line'.

Advanced Aims:

By the end of the unit the learners will:

AA1: have learned more past tense verb forms.

AA2: have used phrases from the song 'Next in Line' to create an original short story.

Materials

<ul style="list-style-type: none"> • iPad or tablet • Flashcards • Laminated A3 of the 'Next in Line' song • Homework if applicable 	<ul style="list-style-type: none"> • A3 Laminated of 'Make a Story' activity • Tokens for games • Soft ball for games • Cockroach cards
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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:

At the end of this story in the next unit, the main characters are waiting to be thrust on stage to sing a song. This song takes places before their performance and reviews the events and language from across the 'Find Your Way' series. This provides a natural context for exploring the past tense further. In this unit, the Ss will also have the opportunity to make their own stories.

Week 1

Before class	Have the song 'Next in Line' in the background as the Ss come in. Convey to them that you are going to learn this song today.
Create interest	<ul style="list-style-type: none"> • Draw a stage on the board and ask what it is. • Tell the Ss they must do a performance on the stage. • Ask them what they will do: sing, dance, magic show, acrobatics • Have line up with you at the front and tell the Ss you are 'next in line'. Get everyone to shout 'get on the stage' to you. • Do something on 'stage' very quickly for only 5 seconds or so like sing badly. • Make sure you have everyone clap. You should encourage them to do this properly so they each praise each other's efforts later on. • Ask them if they want to do a performance in groups or by themselves. Tell them they have 30 seconds to decide what to do on stage. <p>Silly activities like this can encourage Ss to come out of their shell more and take silly risks in class. Taking risks with these kind of things will make them feel more able to take risks with language. Be sensitive with Ss you know are shy and make sure they are in pairs.</p>
Remember and Review	<p>The song 'Next in Line' reviews the story plot of the entire course up until now. It also goes into the 4th part of the story which is still ahead.</p> <ul style="list-style-type: none"> • Put the Ss in pairs or groups of three. • Have them come up with as many points as possible that they remember from the first three parts of the story. • Give examples to demonstrate: <ul style="list-style-type: none"> - They make a transmitter. - They go to the park. - They take the train. • Have the Ss talk together in their groups and assign points for each thing that they can remember.
Lexis	<p>Start with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p>Show → Show the cards while modeling the language a couple of times. Some of the cards are quite detailed. Draw attention to the images that illustrate the meaning as you go.</p> <p>See the end of the plan for ways to show meaning.</p> <p>Identify → Circle Game (See games.)</p> <p>Straight Choral Drill</p> <p>Drill → Duck</p> <p>CCQ → Clarify the meaning of as much of TL1 as possible (<i>see TL clarification at the end</i>)</p> <p>Produce → Hot Potato Cockroach Game</p>

Song	<p>Receptive activity 1: Have the learners follow along the song with the visual aid in their textbooks.</p> <p>Receptive activity 2: Teach the actions to the first half of the song. See the back of the plan for a TPR sequence for this and tips on how to make this work well.</p> <p>Receptive activity 3: Listen to the song and do the actions together. If the learners seem ready to sing, you could encourage them to sing the choruses.</p>
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Week 2

Before class	Have the song 'Next in Line' in the background as the Ss come in.
Lexis	<p>Continue with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p>Show → Show the cards while modeling the language a couple of times. Some of the cards are quite detailed. Draw attention to the images that illustrate the meaning as you go.</p> <p>Identify → Circle Game (See games.)</p> <p>Straight Choral Drill</p> <p>Drill → Duck</p> <p>CCQ → Continue working through the CCQing of different cards.</p> <p>Produce → Hot Potato Cockroach Game</p>
Song	<p>Receptive review: Quickly review the first 10 actions for the song. Play the song until halfway through and have the learners do the actions along to the music once.</p> <p>Receptive activity 4: Teach the rest of the actions using a TPR procedure as in Week 1.</p> <p>Productive activity 1: Drill/review lines of the chorus. Do the actions as you drill the lines. Focus on quality rather than quantity. Make sure that the learners are saying the lines clearly. Drill chorally and move to <i>some</i> individual drills.</p> <p>Productive activity 2: Drill the lines from the verse boxes.</p> <p>*You may not get through all the lines this week. If the learners start to lose focus you may need to cut it a bit short.</p> <p>Consider back chaining these lines and focusing on pronunciation for this.</p> <p>Productive activity 3: Do the song all together with the actions and singing and the parts they have practiced so far.</p>

Week 3

Before class	Have the song 'Next in Line' in the background as the Ss come in.
Song	Song review. Start where you left off last week with a run-through of the song as far as you have gotten.
Lexis	<p>Start with TL2. This should move quickly as the learners have already practiced most of the language in the song. If you can make it through this quickly you will have more time for the speaking activities at the end.</p> <p>Show → Show the cards while modeling the language a couple of times. Some of the cards are quite detailed. Draw attention to the images that illustrate the meaning as you go.</p> <p>Identify → Hold Up</p> <p>Straight Choral Drill</p> <p>Drill → Sliders</p> <p>CCQ → Clarify the meaning of as much of TL2 as possible.</p> <p>Produce → Stepping Stones</p>
Song	<p>Productive activity 4: Drill the remaining lines of the song.</p> <p>Productive activity 5: Do the song all together with the actions and singing as the parts they have practiced so far.</p>
Activity	<p>Make a Story – First Time</p> <p>Description:</p> <p>This activity reviews and builds on past tense verbs and uses them to make a funny story. By connecting the one red circle, two green circles and one blue circle the Ss can create their own story with a beginning middle and end.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Draw one red circle, two green circles and one blue circle on the board. Make sure they are big enough to write in. 2. In the red circle write the following (spread around): flew, this school, went, Tokyo In the first green circle write this: ate, a pineapple, drank, 100 cokes In the second: did, karate, broke, my pencil In the blue circle: I fell into a hole (draw a picture for this). 3. Focus on the red circle and ask Ss for the verbs; circle them. Now go through the green ones and do the same. 4. Elicit a sentence using a verb and noun from the red circle e.g. I flew to Tokyo. Encourage deviation from simply what's in the box as you go by asking questions e.g. Where in Tokyo? 5. Write 'then' next to the circle and move onto the green circles and repeat the process. 6. Read the whole story with the class and act it out as you go. 7. If you want, do 1 more version as a class and see if there are any volunteers to act it out. 8. Have the Ss turn to p. 6-7 in their textbooks and draw their attention to the circles. Tell them to find all the verbs. Monitor and assist.

9. Now tell them to choose one red circle, two green circles and one blue circle and think of a story. Give them a time limit of 2 minutes or so to think.

Model:

1. Now set up this model using a puppet as your partner or a strong S:

A: Can you tell me a story?

B: Yes! But, you act!

A: OK

B: (Tell story.)

A: (Feedback) Your story was very funny/strange/scary.

B: Thank you!

A: (Question)

B: (Answer)

As always with communicative tasks, monitor and make notes where possible. Conduct some feedback on the board reporting on correct sentences and some that require error correction. Elicit corrections from the Ss where possible.

Have them make lots of stories, switch partners and encourage them to deviate from what's in the circles.

Week 4

Before class	Have the song 'Next in Line' in the background as the Ss come in.
Review	<ul style="list-style-type: none">Do a quick productive review of TL1 and TL2.Pick out the 6-8 most difficult cards and hone in some of their difficulties. Is it pronunciation? Remembering the TL? Depending on the situation, either do a productive game or a drilling game from the games you've introduced during this unit. <p>If they do really well with all of TL1 and TL2 at this stage, simply move on to the song.</p>
Song	<ul style="list-style-type: none">They should be pretty confident with this now, so just do a quick review game for the TPR actions and award points.Chain TPR actions together really quickly and see how fast they can do them. This should create a lot of energy in the room. <p>Do the song.</p>
Activity	Make a Story – Second Time <ul style="list-style-type: none">Ss will get a second opportunity to do the activity. From last week they should have retained some understanding of how to make their stories.You could do one quick model with a strong S as a review and then set them to work again.This week you should focus more on accuracy and making sure they are using language.You can also focus on having them expand their opinions about the stories and work on helping them make questions to ask about their classmates.Pause the game and give them feedback on their language and provide clarification on their errors. Remember to praise good use of language and award points.
Extension Activity	Make a Comic <ol style="list-style-type: none">Draw a 4 panel comic of a story based on available options from p.6-7.Model this interaction as you go: A: First panel, I think, 'I ran to school'. B: OK! You draw it. A: (Draws) OK. Second panel. You choose. B: OK. 'I got in trouble.' A: OK. You draw it.Hand out some paper and have them make their own stories in pairs.As a further extension, you can have them put in speech bubbles about what their characters are saying.Monitor and assist while giving feedback.Have them exchange their stories, comment on it and ask questions.
Unit wrap up	Go through the unit aims with the Ss and have them evaluate themselves.

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.

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 2, you could save some for week 3.

TL1

get on the stage	Draw Ss attention to the stage on the front cover. Pretend to be stepping up onto it.
next in line	Have the Ss make a line in front of you. Tell the S in the front, "It's your turn." Ask, "Who is next in line." Have the first in line throw a ball into a bucket or something and go to the back of the line. Ask again, "Who is next in line?"
Show (them) what you can do.	Tell the Ss, "I'll show you what I can do." Demonstrate some skill of your own.
I wanted to be a soccer player.	"Now it's (YEAR). I am a teacher. In (PAST YEAR), I wanted to be (JOB)."
I climbed up a tree (yesterday).	Act this out and ask them if 'climbed' is past or present.
I got in trouble.	Go to one of the Ss and give them a soft ball. Whisper and tell them to throw it at you when you're writing on the board. Turn around and act out being very angry at them. Get everyone to say, "OOoOooOO, you got in trouble." You can also elicit some things Ss get in trouble for with parents and teachers sometimes.
was/were	Write the following on the board: - I <u>am</u> happy now. - Yesterday, I _____ happy. - You <u>are</u> _____. - Yesterday, you _____ _____. Elicit responses as much as possible. Show the card and demonstrate that 'was' goes with 'I', 'he', 'she' and 'it'. And 'were' goes with 'you', 'we' and 'they'.
I didn't know what to do.	Show the card and act out the situation. "The house is on fire! Oh no! What can I do? I don't know!" Next, draw attention to the word 'didn't and ask if this is past or present.

We were trapped in school.	Show meaning for the word trapped. Mimic being trapped in a cage. Ask the learners, "Can I get out?"
I could not follow the rules.	First clarify 'follow the rules'. Use the flashcard. Focus on the left side. Read the rules to the learners and point to the person and show that he is following the rules. Model 'follow the rules'. Next draw attention to the right-hand side of the card. Ask the Ss, "Does he follow the rules?" Model, 'He could not follow the rules.' Draw attention to 'could' CCQ that this is about the past.
It came up through the ground.	CCQ that 'came' is for past.
It got louder and louder.	CCQ that 'got' is for past.
We got separated.	Put to Ss together side by side. Next, pretend to be angry and separate them.
filled up with water	CCQ that 'filled' is for past.
I bought some special gills.	Draw a fish on the board and draw attention to the gills. CCQ that 'bought' is for past.
fake	With the card ask, "Can you use this money in a store?" "Why not?" (It's fake. It's not real.)

Games and Activities

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.

Duck

Shuffle the cards. Have some of the cards upside down. Drill the cards, and when an upside down card appears, the students have to duck as fast as possible. As a variation, the teacher throws a soft ball at them and they have to avoid getting hit.

Hot Potato Cockroach game

You need a ball, music, and 2 or 3 pictures of a cockroach (you can draw them on scrap paper too). Have all Ss make a circle sitting in chairs. Practice the TL. 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 T gets the card.

This can be run as an individual team or a team game. As a 'productive game' for teams, have the team as a whole produce the card before they are awarded it. If you are unconvinced by their production, the T keeps card and drill the whole class again.

Hold Up

Make a circle and give each learner a card when you call a language item. The person holding the card has to hold it up quickly. Switch cards from time to time so that they have practice with different items. Make sure they hold the cards facing inwards so that they can all see each other's cards.

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.

Stepping Stones

This game works well if you have around 8-10 pieces of TL and have 2 sets of the cards. Lay them out in a line on the floor as shown below:

apple	ninja	pencil	fish	happy	phone	sleep	disco
apple	ninja	pencil	fish	happy	phone	sleep	disco

The aim is for the Ss to remember the pattern of good and bad stones until one S gets to the end. When a S falls, they go to the back of the line. The T should make a note of which of the stones are good or bad. Keep the pattern secret from the Ss, they must remember it as they go. After setting this up, ask a S to choose the first 'stone' to jump to. They should say the TL before jumping. Automatically make the first stone a 'fall stone' and have the S act out falling dramatically. You can do an amusing picture of this on the board too. The T should monitor and make sure that the Ss are producing the TL as they jump and getting the correct pattern.

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.

TPR staging for 'Next in Line' song

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

The following sequence should help you gradually introduce and practice the actions to the song. Gradually increase the pace as the learners gain confidence. The **Show** and **Call** stages should be kept short. The **Mix** stages should gradually get longer.

- 1) **Show** the actions for the first 3-4 lines of the song.
- 2) **Call** the lines from 1. Have the learners respond by doing the actions.
- 3) **Show** the actions for the next 3-4 lines of the song.
- 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 the next 3-4 lines of the song.
- 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 the next 3-4 lines of the song.
- 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.

This will probably take 1 or 2 weeks, 3 maximum. It depends on the song and your individual Ss.