

BOOK
4



AWESOME ADVENTURE

series

Level 4

Find ^{Your} the Way



Lesson Plan - Book 4 Unit 11

Find Your Way – Level 4 – Book 4 Unit 11 – Be Yourself

TL 1

exit	gather round	know everyone's secrets	untie
tight	return	He agreed to (wash the dishes).	escape

TL 2

find our way	The price is going to go up.	deal	valuable
breathe under water	silly frilly gills	hobby	introduce

Basic Aims:

By the end of the unit the Ss will:

BA1: be able to understand the story 'Be Yourself'

BA2: be able to answer basic questions about 'Be Yourself'

BA3: be able to use key words or phrases from 'Be Yourself'

Advanced Aims:

By the end of the unit the Ss will:

AA1: be able to use images to talk about the story.

AA2: be able to work with a partner to make a silly short story.

Materials

<ul style="list-style-type: none"> • Textbook • iPad or tablet • Flashcards • A3 laminate of 'Be Yourself' story • A3 Story Summary of 'Be Yourself' 	<ul style="list-style-type: none"> • A3 laminate of the activity 'Crazy Stories' • Extra A4 photocopies of 'Crazy Stories'
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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

In this final part of the series, the characters once again find themselves racing against the clock to meet up for a performance just like in the beginning. After the intense journey full of teamwork and overcoming obstacles, what have the characters learned? Are they still trying to be just like in the videos? This unit gives the learners the opportunity to consider how their efforts to overcome challenges in life help to develop their character. It also carries the message that they don't need to compare themselves to images in the media of celebrities. In terms of language aims, you should look for your students to be using past tense structures and language from the series to make their own stories and express themselves.

Week 1

Before Class	Have the 'Be Yourself' song playing in the background. Show the comic and let the Ss know that this is the theme of the month. Have Ss self-assess from the Unit 10 aims if not already done.
Create Interest	<ul style="list-style-type: none"> Review what happened in the last story by flicking through the previous comics and eliciting where possible. Show the manga cover and tell the Ss they are going to hear the next part to the story.
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. Draw attention to the images that illustrate the meaning as you go. Most of the words can be demonstrated at this stage.</p> <p>Identify → Call the Number (see end of plan)</p> <p>Straight Choral Drill</p> <p>Drill → Ball Toss</p> <p>CCQ → (see end of plan)</p> <p>Produce → Don't Take It</p>
Story Summary	<p>Speculate</p> <ul style="list-style-type: none"> Remind them where the two sets of characters were at the end of comic 3. Have the Ss turn to the Story Summary on p.10-11. Have the Ss talk together and speculate on the order of the story. Take feedback from the class and agree on a speculative order. Keep a record of what the class predictions were and come back to it later to see if they were right.
Story - Live Reading	<p>Be Yourself – First Reading</p> <ul style="list-style-type: none"> Do a straight reading of the story. Be sure to have a good read through the comic before telling the story to ensure you will be able to tell the story confidently and with appropriate voices. The audio for the comic is accessible via the QR code in the comic. It may provide you with a good source of ideas. Ask questions as you go to check comprehension.
Story Interactive Elements	<p>Kazoo's Elevator Quiz</p> <ul style="list-style-type: none"> When you get to p.21, follow the instructions and do the activity with the Ss. You may not get to this interactive element in the first week.

Week 2

Before class	Have the 'Skills for Sale' song playing in the background. If you have time, you can teach some of this song with TPR.
Lexis	<p>Review TL1 Review TL1 quickly and see what the Ss have retained. Put aside any TL they are very confident with. Substitute in some new pieces of language from TL2.</p> <p>Show → Any new cards, same procedure as Week 1.</p> <p>Identify → Bum Races</p> <p>Straight Choral Drill</p> <p>Drill Game → Shark Bridge</p> <p>CCQ → Continue working through the CCQing of different cards.</p> <p>Produce → Take Away</p>
Story Summary Activity	<ul style="list-style-type: none"> • Show the Story Summary on p.10-11. • Ask the Ss what they remember about the story from the previous week. Have them use the story summary for support. • Have them check off the things they've already seen and compare the order to their guesses from last week. • If you didn't finish the story last week, as you go through the story in the next section, have them check off the things they see as they go.
Story – Live Reading	<p>Maze Life – Second Reading (with Mistakes)</p> <p>Make some simple errors as you tell the story, and have the learners stop you when you make a mistake. If the learners are capable, have them give you the correct sentence.</p>

Week 3

Before class	Have the 'Be Yourself' song playing in the background. If you have time, you can teach some of this song with TPR.
Lexis	<p>Start with TL2. The Ss should be reasonably competent with TL1 now, but you could do a very quick review if needed.</p> <p>Show → Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p>Identify → Call the Number (see end of plan)</p> <p>Straight Choral Drill</p> <p>Drill → Ball Toss</p> <p>CCQ → (see end of plan)</p> <p>Produce → Don't Take It</p>
Story – Audio Recording	<p>Third Reading (What's Next!?)</p> <ul style="list-style-type: none"> You can use the audio recording this week for the story, but occasionally stop and ask the Ss, "What's next?" Hide the story from them at this stage. You can put some vocabulary and sentence starters on the board to help them express what's next. Be careful to choose only parts of the story you think the Ss could realistically be expected to have a good attempt at. Remember, you can also get the Ss to act out what's next and feed them the language. Award lots of points for this.
Activity	<p>Crazy Stories – First Time</p> <p>You may not have a lot of time to finish the activity, but consider setting it up and continuing it in the following week if needed. The activity is fairly simple to set up but it is very possible that it will take time as it requires a certain amount of coming up with ideas.</p> <ul style="list-style-type: none"> Have Ss turn to p.12-13. Draw their attention to the A and B as well as the two story paragraphs. Explain that they will use these boxes to make some funny and crazy stories. Acting as two Ss model the following: A) Give me (a funny name). B) OK! Ummm... (Mr Noodle Eyes) A) What!? How do you spell that? If your Ss are not strong at reading and writing they will require extra support and monitoring. Make sure they are comfortable with asking, "How do you spell....?" and "How do you read this?" After your Ss have asked each other the questions have them read their stories to each other and decide which one is sillier. For the first time of doing this, as the T, you could act out their stories. Some Ss won't have the strongest ability to visualize the stories they are hearing, so this will help connect the meaning to the written form of the word.

Week 4

Before class	Have the 'Be Yourself' song playing in the background. If you have time, you can teach some of this song with TPR.
Review - Lexis	Quickly review TL1 and TL2 with a production game of your choice and work on Ss weaknesses.
Activity	Crazy Stories – Second Time <ul style="list-style-type: none">• Run the activity again and mix up the pairs.• This time you can have the pairs read their stories and they have to act them out as they read.• Alternatively, you could have a pair read stories and another pair has to act it out.
Story	Maze Life – Fourth Reading <p>Repeat the week 2 or 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.</p>
Extension Activity	Crazy Comic <ul style="list-style-type: none">• Have the Ss split some paper into 6 sections and ask them to make their own crazy story as a comic.• It's a good idea to model this on the board first and do your own while crowd sourcing some elements.• Encourage them to write where possible.• If done to a high standard, this can be a very time consuming activity, you could have them finish for homework if needed.• Have them share their comics with another pair.
Aims	Go through the aims on p.8 and have Ss self-assess.

Games Glossary

Call the Number

Put between 3-6 cards on the whiteboard and assign numbers to them. Call out a card's target language and have the Ss hold up the number of fingers or call out the correct number.

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.

Don't Take It (Old Maid)

Draw a cockroach or some other unpleasant thing on one or two of the flashcards. Deal out the cards to everyone and have them keep them secret. They have to say one of their cards before taking a card from the person to their right. They can shuffle their cards before the next person takes. Set a timer to dictate the end of the game.

Bum Races

Good game for younger students. Practice the Target Language. Have the kids lined up at one end of the room sitting down on their bums. Make a goal not too far away on the other side of the room. Ready... GO! Kids must slide on their bums to the other side of the room. First to reach the goal is the champ.

As an 'identify' game, have two sets of flashcards at the end of the room and have 2 players race and touch the correct card.

Shark Bridge

Draw a bridge between two cliffs with 13 spaces. The middle space has a hole in it. Under the bridge, draw water and a shark. Assign teams a magnet and put them at either side of the bridge. Do a slow reveal of the vocabulary. The first team to answer stays in place while the other team moves forward. The first team to reach the hole in the center falls into the water and is eaten by the shark. You can make the game more even by having the team that moves forward decided by rock paper scissors.

Take Away

Put 4 cards on the board and give the learners 10 seconds to remember them. Have them close their eyes and remove one of the cards. When they open their eyes, they have to race to say the card that is missing. Increase the number of cards and reduce the amount of time they have to see the cards for each successive round to increase the difficulty.

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 Ss 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 Ss 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

exit	Ask the Ss where the exit to the room is. If your room has a window which is an inappropriate exit, ask if that is a good exit.
gather round	Make a hugging/coming together gesture for 'gather' and a circle gesture for 'round'. Draw a diagram of a classroom with dots representing the T and Ss in the class. Draw some scenarios where the dots are around the T and some where the Ss are more spread out. CCQ accordingly; "Are the students gathered around?"
know everyone's secret	Use the flashcard and ask what each person's secret is in turn: 1. He has a rabbit 2. He is a super hero 3. She is a pop star/famous singer
untie	Get some string, put the Ss in pairs. Have one Ss tangle up some string. ICQ "Do with do this?" – Tie it really tight. (no) Have the other half of the pair race to untie it against other Ss.
tight	Tie a loose knot. Tie a tight knot. Ask which is tight.
return	Hand Ss a soft toy. Ask them to return it.
He agreed to (wash the dishes).	Ask Ss to do various things and see if they agree to do it. Give them to the option of saying yes or no. Use the TL and address the class as they make their decisions. "Can you put your hands on your head?" "Yes." "Ah! He agreed to do it." "Can you jump out the window?" "No!" "She didn't agree to do it."
escape	Use the flashcard and additional images on a tablet of prison escapes etc.

TL 2

find our way	Draw a simple maze and say, "Let's find out way." Do this collaboratively with the class.
The price is going to go up.	Use the card. "Is the price \$7 now?" (no) "Is it \$5 tomorrow?" (no) "Is it \$7 tomorrow?" (yes)
deal	Tell the Ss you want to make a deal. Tell them you will give them you will give them \$1 for their pencil case. They will likely reject this. Ask how much they want. Negotiate with them and use the TL to show it means an agreement has been reached.
valuable	CCQ with various objects around the classroom.
breathe under water	CCQ by asking about various animals and their ability to breathe underwater. You can also ask how fish breathe underwater.
silly frilly gills	Deal with the meaning of each word. Silly – Make a silly face and show silly behavior (CCQ if needed) Frilly – Show a frilly dress picture Gills – Show different types of gills
hobby	"Is my hobby 'being a teacher'?" (no) "Is my hobby (cooking)?" "Is homework your hobby?" (no) "What's your hobby?"
introduce	Invite an easygoing S up to the front and introduce them. Ask them to introduce you. Give them a model if needed. Draw an audience on the board and draw someone in front of the audience. "Do they know this person?" (no) "They need to introduce themselves." Draw a speech bubble above the head and act out the person's self-introduction. "Do they know this person now?" (yes) "Yes. They introduced themselves."

Song Lyrics: Be Yourself

Verse 1	Be yourself,	We don't have to be
He's stronger than me	(stronger, smarter, faster, better)	Like anybody
But I'm smarter than him	Better together than by ourselves	We just want to be
He's got a fancy bike	Be yourself	The best we can be
And he's always at the gym	Be yourself	
		Chorus
I don't have to be	Verse 2	
Like anybody	She's taller than me	We don't have to be
I just want to be	But I'm faster than her	Like anybody
The best I can be	She's got fancy shoes	We just want to be
	And a coat made of fur	The best we can be
Chorus	I don't have to be	
Be yourself,	Like anybody	Chorus
(stronger, smarter, faster, better)	I just want to be	
You don't have to be	The best I can be	
Anyone else		
	Chorus	
Be yourself,		
(stronger, smarter, faster, better)	Verse 3	
You don't have to be	They're better gamers than us	
Anyone else	But we're happier than them	
	They've got a lot of views	
	And a box full of gems	