

BOOK  
**2**



# AWESOME ADVENTURE

series

Level 3

Back to Save  
the Earth!



Lesson Plans - Book 2 Unit 4

**AAS Level 3 – Book 2**  
**Unit 4 - The Big Black Building**

**TL 1**

Where do they go?	What do they do?	Why do they...?	every day
the big black building	They go to...	sit in chairs	I don't know.

**TL 2**

go shopping	buy hamsters	dig tunnels	in the ground
go into the ground	take over	We're the masters.	No one has (an apple).

**Basic Aims (BA):**

By the end of the unit, the learners will:

**BA1:** be able to sing the song "Big Black Building"

**BA2:** understand that the present simple is used for routines

**BA3:** be able to answer 'where' questions

**Advanced Aims:**

By the end of the unit, the learners will:


**AA2:** be able to ask "why" questions about routines

**AA3:** be able to ask "what" questions about routines.

**Materials**

iPad / tablet / CD player	Ball
Song visual aid	Glue sticks
Big black building / hamsters visual aid	Scissors
Flashcards	Laminated page of Activity 2
Homework	Guided discovery 1 – What Where Why
Paper crown	Guided discovery 2 – Present Simple

## Week 1

<b>Before class</b>	Have the song playing in the background as the learners come in. Convey to them that you are going to learn this song today. Give the learners their new textbooks and the Book 1 textbooks back.
<b>Create interest</b>	<ul style="list-style-type: none"> <li>✓ Show a VA of The Big Black Building. Ask what it is. Ask questions to get the learners to think about what is in the big black building: “Do you remember? What is in the big black building?”</li> <li>✓ Is the scientist good or bad? Show the hamster pictures. There are hamsters in the big black building and robots. Ask why, but don’t expect an answer.</li> </ul>
<b>Lexis</b> <b>BA1</b> <b>AA1, 2, 3</b> 	<p><b>Start with TL1.</b></p> <p>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> 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. For example, say “What do they do?”. Point at the question mark. Next point at the different activities and say with raising intonation “Play tennis? Do homework? Watch TV?” Repeat the question “What do they do?”</p> <p><b>Identify →</b> Point/The Robots are Coming (<i>see end of plan</i>)</p> <p><b>Identify Individual →</b> Bum Races (<i>see end of plan</i>)</p> <p><b>CCQ →</b> Tell the learners to stand up for “yes” and sit down for “no”. Check instructions with a couple of basic examples, such as ‘My name is banana’. Next, model question and answers that are correct or incorrect, such as “What do they do? They study English.” or “Where do they go? They play video games”. Assign points for correct response.</p> <p><b>Drill →</b> Kim’s Game (<i>see end of plan</i>)</p>
<b>Song</b> <b>BA1</b>	<p><b>Receptive activity 1:</b> Have the learners follow along the song with the visual aid in their textbooks.</p> <p><b>Receptive activity 2:</b> Teach the actions to the song. See the back of the plan for a TPR sequence for this and tips on how to make this work well. You can also find a video of this on the website that demonstrates the sequence as well as some suggested actions. This will be one of the main stages of the lesson. Be prepared to spend some time on this.</p> <p><b>Receptive activity 3:</b> Listen to the song and do the actions together.</p> <p><b>Productive activity 1:</b> Drill 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 some individual drills. Be strict on pronunciation to an extent but be sensitive. Don’t mimic bad pronunciation or focus on just one learner for too long.</p>

<b>Before class</b>	Have the song playing in the background as the learners come in. Check homework.
<b>Talk</b> <b>BA3</b> <b>AA3</b>	<ul style="list-style-type: none"> <li>✓ Put up the following questions on the board: <ul style="list-style-type: none"> <li>○ <i>What do you do every day?</i></li> <li>○ <i>Where do you go every day?</i></li> </ul> </li> <li>✓ Clarify meaning and elicit answers.</li> <li>✓ Have the learners mingle and ask each other.</li> <li>✓ Assign points for successful exchanges.</li> </ul>
<b>Lexis</b> <b>BA1</b> <b>AA1, 2, 3</b>	<p><b>Continue with TL1.</b></p> <p>Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p><b>Test</b> → Show the cards one by one. Have the learners put up their hands if they know how to say it. Take out cards they are able to produce and add in new cards from TL2 shoot to have a set of 8 cards.</p> <p><b>Drill</b> → Dodge the Bomb (<i>see end of plan</i>)</p> <p><b>CCQ</b> → Use the guided discovery activity with the learners that focuses on the meaning of ‘What’ ‘Where’ and ‘Why’</p>
<b>Song</b> <b>BA1</b>	<p><b>Receptive review:</b> Quickly review the actions for the song. Have the learners do the actions along to the music once.</p> <p><b>Productive activity 1:</b> 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><b>Productive activity 2:</b> Drill the lines:</p> <ul style="list-style-type: none"> <li>• “They go to the big black building.”</li> <li>• “They sit in chairs.”</li> <li>• “Why do they...”</li> <li>• “I don’t know.”</li> <li>• “No one knows.”</li> <li>• “They go shopping in the city.”</li> <li>• “They buy a lot of hamsters.”</li> </ul> <p><b>Productive activity 3:</b> Do the song all together with the actions and singing as the parts they have practiced so far.</p>

### Week 3

<b>Before class</b>	Have the song playing in the background as the learners come in.
<b>Lexis BA1</b>	<p><b>Start with TL2.</b></p> <p>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><b>Show →</b> 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. For example:</p> <p><u><b>No one has an apple.</b></u> “Does he have an apple?” “Does she have an apple?” “Does he have an apple?” “No! <i>No one</i> has an apple”</p> <p><u><b>We’re the masters.</b></u> Use a puppet or just gesture to the card “Sit down” “OK” “Stand up!” “OK” etc. “We’re the masters”.</p> <p><u><b>Take over:</b></u> Again, use a puppet or drawing if necessary. “He is the king, but!” show the other character beating the old king. “Now <i>he</i> is the king!” Then, model the TL ‘take over’.</p> <p><b>Identify →</b> Point/The Robots are Coming</p> <p><b>Drill →</b> Hurricane Game</p> <p><b>CCQ/TPR →</b> Put on a paper crown. Say: “Sit down! Stand up! Sit down! Close your eyes! open your eyes!” “Ha ha ha! I am the ....” → elicit ‘master’.</p> <ul style="list-style-type: none"> <li>✓ Nominate one student to be the master.</li> <li>✓ They command the class with ‘stand up, sit down, etc.’ Next, say “(Kento) take over.”</li> <li>✓ Have (Kento) take the crown and assume the role of master. Repeat a few times.</li> <li>✓ Next, CCQ ‘no one’ by saying “No one is the master.” They respond by putting down the crown. Cycle through ‘...is the master.’ ‘..., take over.’ and ‘no one is the master’</li> </ul>
<b>Song BA1</b>	<ul style="list-style-type: none"> <li>✓ Drill the remaining lines of the song. <ul style="list-style-type: none"> <li>• “They dig tunnels in the ground.”</li> <li>• “They go down, down, down.”</li> <li>• “They go into the ground.”</li> <li>• “The robots are taking over”</li> <li>• “Now, we’re the masters.”</li> </ul> </li> </ul>
<b>Activity 1 AA1, 2, 3 BA3</b>	<p>***Set up the activity before the learners take out their textbooks to ensure they focus on instructions and don’t stare at the book.</p> <ul style="list-style-type: none"> <li>✓ For weaker classes, limit the activity to just ‘What’ and ‘Where’ questions.</li> <li>✓ Show ‘The Frog Brothers’ grid on page 6. Ask questions about the grid to clarify how it is organized: “Where do they go on Saturday?” etc. Make sure the learners know all of the vocabulary.</li> <li>✓ Show ‘The Evil Frog Brothers’ grid on page 23. Demonstrate that some things are the same and that some are different.</li> <li>✓ Model the task as two people or with a puppet. A) “What do they do on Saturday?” B) “They go shopping” A) That’s the same/different.</li> <li>✓ Drill the lines a couple of times. Start the activity. Circulate and help as necessary</li> </ul>

## Week 4

<b>Before class</b>	Have the song playing in the background as the learners come in.
<b>Lexis AA1</b>	<p><b>Continue with TL2.</b> You may want to do mainly produce games as the learners should be ready at this point.</p> <p><b>Test →</b> Do a slow reveal to see how much they know. Adjust the set of cards accordingly.</p> <p><b>Drill →</b> 1, 2, 3 Game</p> <p>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 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.</p> <p><b>Language Clarification →</b> Draw a calendar on the board. Establish the concepts of 'every day', 'every Saturday (or other day)', 'yesterday', 'tomorrow'. Show that we can only use the present simple questions and statements introduced in the unit with things done regularly, and we can't use them for future or past. Use the guided discovery worksheet to help clarify the usage of the present simple.</p>
<b>Song</b>	Drill any lines you think your learners need to go over again. Sing the song all together.
<b>Activity 1 or 2 BA2, 3 AA1, 2, 3</b>	<p>✓ At this point you will need to decide whether to continue Activity 1 from the previous week or to move on to Activity 2. As the learners have already worked on Activity 1, it won't require much setting up. It will also reinforce what they practiced the week before.</p> <p>✓ If you choose to do activity 2, bear in mind that it will take at least 20 minutes. It would be best not to try to rush through it.</p> <p><b>1) Show the learners the grid on page 7.</b></p> <ul style="list-style-type: none"> <li>✓ Show them the cut outs on page 25.</li> <li>✓ Tell them to cut out only 2. ICQ that they can only have 2.</li> <li>✓ ICQ that they shouldn't show each other what characters they chose.</li> </ul> <p><b>2) Demonstrate how to glue them into the grid.</b></p> <ul style="list-style-type: none"> <li>✓ ICQ that they have to fit the characters into the grid, and not outside.</li> <li>✓ ICQ that they shouldn't show each other where they're gluing their characters.</li> <li>✓ Give the learners a 1-minute time limit to glue their characters. ICQ that they have to go fast.</li> </ul> <p><b>3) Show that they have to find their partner's characters on the grid by asking them questions.</b></p> <ul style="list-style-type: none"> <li>✓ Model the task as two people using samples (make 2 copies of the activity page and glue some characters on one of the copies.</li> </ul> <div style="display: flex; justify-content: space-between;"> <p>A: Do they dig tunnels at 6pm?</p> <p>A: Do they take out the trash at 10am?</p> </div> <div style="display: flex; justify-content: space-between;"> <p>B: No.</p> <p>B: Yes! You found one!</p> </div> <ul style="list-style-type: none"> <li>✓ ICQ that they should keep their characters' locations secret by asking 'Can you show each other?'</li> </ul> <p><b>4) Show how to keep track of the hits and misses.</b></p> <ul style="list-style-type: none"> <li>✓ For example, draw a circle when it's a hit, and draw an X when it's a miss.</li> </ul>
<b>Unit wrap-up</b>	<p>✓ Go through the unit aims with the learners and have them evaluate themselves. The dual purpose of the 'can do' aims is to boost the learners' confidence and to give an honest progress report to their parents. If time is short, consider doing it the next week. It is OK to use a bit of L1 (first language) here as the concept of self-evaluation may be unfamiliar and difficult.</p>

## Games and activities

### **Point/The Robots are Coming**

Put the cards up on the wall. Designate an area from which the learners can't leave. Call the target language and have the learners point all together at the appropriate card. When you yell "The robots are coming!", the learners have to squat down and cover their head. If you manage to touch any of the learners before they squat and cover their heads, they get a robot head demerit point next to their name. If they get three, they are out. Gradually increase the pace of the game to maintain interest.

### **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.

### **Kim's Game**

Put 4 cards on the board or on the floor face up. Drill each item. Have the learners cover their eyes. Turn over one card and move the cards around. Tell them to open their eyes. Increase the number of cards to increase the difficulty. Repeat as necessary.

### **Dodge the Bomb Drill**

Designate one card as a "bomb" Go through the cards and drill the language question form and answers. When the bomb card comes up grab a (soft) ball and throw it at the learners who have to duck. In order to ensure the game is safe, don't let them scramble. Demonstrate just ducking.

### **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 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.