

BOOK
2



AWESOME ADVENTURE

series

Level **3**

Back to Save
the Earth!



Lesson Plans - Book 2 Unit 5

AAS Level 3 – Book 2 – The Mystery of the Big Black Building

Unit 5 -- Into the Earth

TL 1

Walk down the road	dirty	take a break	follow
hide	look in/next to/under	It's really strange.	always/sometimes/never

TL 2

I can't... anymore.	recharge	go out the back door	go through the forest
go into the tunnel	glowing	lava	Turn left/right.

Basic Aims (BA):

By the end of the unit the learners will:

BA1: be able to understand the story 'Into The Earth'

BA2: be able to answer basic questions about 'Into The Earth'

BA3: be able to the target language from the story 'Into The Earth'

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to retell sections of the story 'Into The Earth'

AA2: be able to follow directions on a map.

Materials

iPad / tablet Flashcards A deck of playing cards Extra copies of the map on p.12-13 List of places A and B	A3 laminate of Book 1 – Story summary 'It's really strange' VA Guided discovery – Always / Sometimes / Never Textbook audio accessible via QR code
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About this Unit

This unit is based around the story 'Into the Earth'. The main characters Mia and Noa, much like the characters featured in the Unit 4 song summary, have noticed the robots are doing something strange. The story recycles the target language from Book 1 and Unit 4 and builds the excitement and mystery of the story. The context of the story lends itself to exploiting language for giving and following directions. The Ss will have the opportunity to practice this skill receptively and productively in this unit. It's especially important to make 'mundane tasks' like giving and listening to instructions fun for young learners.

Week 1

Before class	<p>Play the song 'Find Them' in the background. Check homework. Give out the new comic reader.</p> <p>Have learners self-assess aims from Unit 4 if not already done.</p>
Create interest	<ul style="list-style-type: none"> ✓ Show the manga cover and tell the learners they are going to hear the next part of the story. ✓ Review what happened in the last story. "What do you remember?" ✓ Show the A3 laminate of the story summary from Unit 2. Have the learners order the pictures.
Lexis BA1, 2, 3	<p>Start with TL1.</p> <p>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. A bit of extra work may be needed for 'It's really strange'. Use the VA to demonstrate. For 'always / sometimes / never', give an example. 'I always wake up in the morning. I never swim in my house. I sometimes eat sushi.'</p> <p>Identify → Swat</p> <p>Identify Individual → Kick the Cup</p> <p>CCQ → Tell the learners to cheer 'Yes!' or angrily shout 'No!'. Check instructions with a couple of basic examples, such as 'My name is banana'. Next, demonstrate the words like in the show stage, correctly or incorrectly say the language in a rising intonation to check comprehension. Assign points for correct responses.</p> <p>Drill → Touch Your Head / Clap Three Times</p>
Story BA1	<ul style="list-style-type: none"> ✓ Have the learners look at the story summary and speculate on the order of the first four images. ✓ For the first reading, a straight reading will work well. The interactive elements of the story should make it engaging enough. It could be helpful to have the learners compare the pictures of Mia and Noa from the previous manga and the new one and have them speculate about their ages. ✓ 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. Make sure you understand how the interactive element, where the learners need to say the password, works. ✓ The audio for the comic can be accessed via the QR code in the book. It may provide you with a good source of ideas. ✓ Do a reading of the story and have the learners check their guesses afterwards.
Homework	<ul style="list-style-type: none"> ✓ Hand out and demonstrate how to complete the homework.

Before class	Have 'Find Them' playing in the background. Check homework if needed.
Talk	<ul style="list-style-type: none"> ✓ Put up the following questions on the board: <ul style="list-style-type: none"> ○ <i>Where do you usually go shopping?</i> ○ <i>What do you usually buy?</i> ✓ Clarify meaning and elicit answers. ✓ Have the learners mingle and ask each other the questions. ✓ Assign points for successful exchanges and effort.
Lexis Learner Training BA1, 2, 3	<ul style="list-style-type: none"> ✓ Draw attention to the CD and track list at the back of the textbook. ✓ Use the QR code in the book to 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 18 and have the learners repeat along to the audio. <p>Produce → Pass the bomb</p> <p>CCQ → Use the guided discovery activity with the learners to focus on the meaning of 'always / sometimes / never'</p>
(Optional) <i>If time allows</i> Story BA1 Learner Training	<ul style="list-style-type: none"> ✓ Use the story summary and ask the students what they remember from last week. ✓ Have the learners speculate on the order of the last 4 images from the story summary. ✓ Using a copy of the manga, scan the QR code and show learners that they can also listen to the story at home. Have the learners use their comics if they have them or the A3 laminate of the comic to follow along with the story. ✓ Afterwards, ask the learners to listen to it at home. ✓ Follow up by letting the learners see if their guesses for the last 4 images of the story summary are correct or not.
Homework	<ul style="list-style-type: none"> ✓ Assign homework and give stickers as usual.

Week 3

Before class	Have 'Find Them' playing in the background. Check homework.
Lexis BA1, 2, 3	<p>Go straight into the lexis in order to save time to fit in a song activity as well as a reading of the story.</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>For example: 'I can't (eat) anymore.' Demonstrate with other actions such as 'walk' or 'jump'. 'recharge': Demonstrate using your phone. Say 'Oh no! No power!' Mimic plugging in your phone and being relieved.</p> <p>TPR → Introduce the actions three at a time. Build up until the learners can do them all on command. See the end of the plan or the video for an example of the procedure.</p> <p>Drill → Pelmanism (AKA concentration)</p> <p>Drill the language for each card that is turned over.</p> <p>Produce → Slow Reveal</p>
Song AA2	<p>Show the map on page 12 and 13.</p> <ul style="list-style-type: none"> ✓ Ask the learners to find: the school / the red station / the blue station / the forest / the police station / the big black building / the factory. ✓ Have the learners race to find the different things. The first one to find it shouts "I found it!" ✓ Show the learners where Noa and Mia's house is, which is the starting point for the song. It's the house with the smoking chimney in the bottom left corner. <p>Play the song</p> <ul style="list-style-type: none"> ✓ Play the song and have the learners follow along on the map. ✓ Stop and confirm as you go if necessary.
Story BA1, 2, 3 AA1	<ul style="list-style-type: none"> ✓ If you haven't gotten through the full story in previous weeks, be sure to go at a pace that will allow you to do so. ✓ If time allows, have the learners help you tell various parts of the story.
Homework	<ul style="list-style-type: none"> ✓ Assign homework if needed.

Week 4

Before class	Have 'Find Them' playing in the background. Check homework if needed.
Lexis BA1, 2, 3	<p>Go straight into the lexis in order to save time to fit in a song activity as well as a reading of the story.</p> <p>Test → 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 to have a set of 8 cards.</p> <p>Produce → Pass the Bomb</p>
Story BA1, 2, 3 AA1	<p>✓ Tell the story, asking questions about what happens next. Consider starting halfway through the story or going at a faster pace in order to save time for the speaking activities at the end.</p> <p>✓ You could skip the story this week in favor of saving time for the speaking activity.</p>
Song / Activity AA2	<p>✓ Drill the chorus and the first lines of the song while showing it on the map on page 13.</p> <p>✓ Have the learners sing along to the song as they follow along on the map.</p> <p>✓ Put the learners in pairs.</p> <ul style="list-style-type: none"> • Assign one person as the direction giver and the other as the direction follower. • Show that Mia and Noa's house is the starting point. • Give the learners a fairly simple goal to start: How do you get to the mall/the school? • Model and demonstrate the task as two students. Use simple language. <p style="margin-left: 40px;">A: Walk down the road. B: OK</p> <p style="margin-left: 40px;">A: Turn left. B: OK</p> <p style="margin-left: 40px;">A: It's there. B: The City!</p> <p>✓ Have them switch and repeat.</p> <p>Challenge</p> <p>If the learners are ready for a challenge, give them the 'List of places - Checklist A'. Have them work together to give each other directions to the places. They can tick off the places when they have succeeded.</p> <p>Make this even more interesting (but challenging) by giving them separate lists (the 'List of places - Checklist A' and the 'List of places - Checklist B', telling them that they can't say or show the name of the place they are giving directions to. The direction follower has to listen and find out where their destination is.</p>
Homework	✓ Assign homework and give stickers as usual.

Games and activities

Swat

This is a simple standard identify game. Use the batons made of rolled up card. Lay out the cards. Have the learners make a circle around the cards. Call one of the vocabulary items, then say 'one, two, three, go!'. Only then, do they try to hit the card. Take away points for jumping the gun.

Touch your Head/Clap Three Times

You need a deck of playing cards. Deal all of the cards. Don't let the learners look at the cards. On the count of three, the learners turn over a card from their pile. If two cards are the same, they have to touch their heads. If a king or Joker is turned over, they have to clap 3 times. The first person to do the action takes all of the cards on the table. Drill the target language between turns.

Kick the Cup

Make two teams. Have them stand in two lines at one end of the room. Lay out two sets of the flashcards face up across from each team. Put a paper cup on each card. Drill an item of lexis. On the count of three, one player from each team races to kick the cup that is on the item that has been called.

*** to make the game safer/more challenging, have the learners balance a stuffed toy on their head as they do it.

Pass the Bomb

Have the learners stand in a circle. Give each learners a card. Have them put it at their feet. Set a timer to about 20 seconds. Have the learners pass the ball around randomly. Each time they throw the ball, they have to say the language on their card. When the time is up, yell 'BOOM!'. The learner holding the ball is eliminated.

Find Them Lyrics

Chorus 1

Where did they go now?
We have to find them.
Where did they go now?
We have to find them.

Verse 1

Walk down the road.
Turn left at the big tree.
Go into the school.
Go out the back door.

Chorus 1

Verse 2

Take the first right.
Go into the station.
Get on the red train.
Go to the blue station.

Chorus 1

Verse 3

Get off the train.
Go through the forest.
Go into the tunnel.
Ahh! The robots are there!

Chorus 2

Run away. Run away.
We have to run away.
Run away. Run away.
We have to run away.

Verse 4

Turn around.
Go back to the station.
Go back to the school.
Go back to the house.

Chorus 2

Verse 5

Go inside the house.
Lock the door.
Close the windows.
Don't make a sound.