

**UNIT 10 - LESSON1**  
**TARGET LANGUAGE**  
*I'm (preposition) the (noun).*  
*The(noun) is(preposition) the (noun).*

**VOCABULARY**  
*ball,box,house,roof,tree*  
*in,on,under,next to*

PHONICS	letters	sounds
short vowels	Aa,Ee,Ii	/æ/, /e/, /ɪ/
consonants	Bb, Cc, Dd, Ff, Gg, Hh, Jj, Kk, Ll, Mm, Nn, Pp	/b/, /k/, /d/, /f/, /g/, /h/, /dʒ/, /k/, /l/, /m/, /n/, /p/

**REVIEWED LANGUAGE**  
Language from Units 1 to 9

**RESOURCES**  
Wow! 1 flashcards: school (*eraser,student,teacher,ruler,pen,pencil case*)  
Wow! 1 flashcards: house and garden (*a house,a roof,a tree*)  
Wow! 1 flashcards: *a robot*  
Wow! 3 flashcards: *next to*  
FABYellow flashcards: preposition set (*box,in,on,under*)  
FABBlue flashcards: number words  
Beach ball, box  
Prepare stations: *Yes,he is./ Yes,she is./ Yes,it is./ No,he isn't./ No,she isn't./ No,it isn't./ Yes,I am./ No I'm not.*

**ENTRANCE**

- Conduct an orderly **Entrancedrill**.

**REVIEW**

- Chain drill** *Hi,I'm (name). What'syour name? - My name's(name). How are you? - I'm fine,thank you.And you? Fine,thank you. - Howold are you? I'm (age).*
- Stations**Using the stations you prepared,ask the questions *Are you a (noun)?Ishe / she/ it a (noun)?*(from Unit 9).Use flashcards (*an eraser,a student,a teacher,a ruler,a robot,a pen,a pencil case*), to prompt the responses.Thestudentsrun to stand under the correct station and call out the answer.
- Slap** Number words.

**REVIEW**

- Review the phonic value of *a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n,* and *p* via a game of e.g.**Slap** or **Run and touch**.
- Further phonics practice with e.g.**Run and circle**(teacher calls out a phonic value,students run and circle the correct letter).

**PRESENTATION**

- Introduce the target vocabulary (*house,roof,tree*)using flashcardsor board drawings.
- Choral drill**
- Chain drill**

**PRESENTATION**

- Draw a picture of a house and a tree on the board and draw a picture of yourselfnext to the house.
- Choral drill** *I'm next to the house*.Repeatthis process for the remaining prepositions (*in,on,under*) and nouns (*roof,tree*).
- TPR**Get chairs from the table and physically model the prepositions,e.g.*I'm on the chair*.Students physically copy you and call out the same sentence when they have done so.For *on the chair,DO NOT* stand on the chair.Sit or kneel on it.

**PRESENTATION**

- Reading**Write the target prepositions on the board and drill. Leavethe words on the board.
- Memory game** Get the students to close their eyes.Ruboff

one of the words and when the students open their eyesat your prompt,they tell you which one hasbeen erased.

- Writing** Write the prepositions on the board and get the students to copy these into their notebooks and draw diagrams to illustrate them.

**LISTEN AND READ**

**EXERCISE1, AUDIO TRACK46**

- Using the Wow! 1 audio,follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.
- Pairwork role play** Assign each student a character or characters.Getthem to stand up to do this activity.

**Track 46 Script**

<b>Narrator:</b> <i>Trackforty-six. Listen and read.</i>	<b>Ben:</b> <i>I'm next to the house.</i>
<b>Ann:</b> <i>I'm in the house.</i>	<b>Ann:</b> <i>I am, I'm.</i>

**PRESENTATION**

- Use flashcards or realia (a ball and a box are good) and place them in different positions while modelling the target language.
- Choral drill** *The(noun) is(preposition) the (noun).*
- Chain drill** *The(noun) is(preposition) the (noun).* Passthe two items around the table.
- Triple drill** *The(noun) is(preposition) the (noun).*

**PRACTICE**

- Picture dictation** Students draw pictures in their notebooks at your prompts using the target language *The(noun)is (preposition) the(noun)*.Encourage the students to give suggestions.

**LISTEN AND READ**

**EXERCISE2, AUDIO TRACK47**

- Using the Wow! 1 audio follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.
- Pairwork role play** Assign each student a character or characters.Getthem to stand up to do this activity.

**Track 47 Script**

<b>Narrator:</b> <i>Trackforty-seven. Listen and read.</i>	<b>Alice:</b> <i>The robot is under the tree.</i>
<b>Dave:</b> <i>The ball is on the roof.</i>	

**LOOK AND SAY**

**EXERCISE3, AUDIO TRACK48**

- Look and say**.Thestudents listen to the Wow! 1 audio and repeat.
- Choral drill** the target language.
- Pairwork** Demonstrate that students should take turns pointing at and describing the pictures.

**Track 48 Script**

<b>Narrator:</b> <i>Trackforty-eight. Look and say. Practice.</i>	<b>Dave:</b> <i>The ball is under the box. under,on,next to,in</i>
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**CHECKHOMEWORK**

**WORKBOOKUNIT 9, EXERCISEBAUDIO TRACK45 AND EXERCISEC**

- For script,please see the notes for the previous lesson.

**SET HOMEWORK**

**WORKBOOKUNIT 10, EXERCISEA**

- Do **exercise A (1)** together in classas an example.Assign the rest for homework.

**FINAL ACTIVITY**

- Run and draw** *The(noun) is(preposition) the (noun)*.In teams, students run and draw appropriate pictures in responseto prompts from teacher.
- Students can take the role of teacher.

**EXIT**

- Say *Goodbye,see you next week* and get the students to repeat after you.

**UNIT 10 - LESSON2**  
**TARGET LANGUAGE**  
*I'm (preposition) the (noun).*  
*The(noun) is(preposition) the (noun).*

**VOCABULARY**  
*ball,box,house,roof,tree*  
*next to,in,on,under,*  
*ink, jet, jacket, king, queen, question, key*

PHONICS	letters	sounds
short vowels	Aa,Ee,Ii, Oo	/æ/, /e/, /ɪ/, /ɒ/
consonants	Qq, Ff, Bb, Cc, Dd, Ff, Gg, Hh, Jj, Kk, Ll, Mm, Nn, Pp	/kw/, /r/, /b/, /k/, /d/, /f/, /g/, /h/, /dʒ/, /k/, /l/, /m/, /n/, /p/,

**REVIEWED LANGUAGE**  
Language from Units 1 to 10.

**RESOURCES**

Wow! 1 flashcards: school items (*an eraser,a student,a teacher, a ruler,a pen,a pencil case*)  
Wow! 1 flashcards: house and garden (*a house,a roof,a tree*)  
Wow! 1 flashcards: *a robot*  
Wow! 3 flashcards: *next to*  
FABYellow flashcards: preposition set (*box,in,on,under*)  
FABRed audio: *Welike to walk*  
Prepare stations (written forms):*in,on,under,next to*

**ENTRANCE**

- Conduct an orderly **Entrancedrill**.

**REVIEW**

- Chain drill** *Hi,I'm (name). What'syour name? - My name's(name). How are you? - I'm fine,thank you.And you? Fine,thank you. - Howold are you? I'm (age).*
- Stations**Reviewthe written form of the prepositions with the stations cards you prepared beforehand.Place these around the room.Draw a picture or use two items to illustrate a sentence using the target language from Unit 10 week 1 (*The(noun)is (preposition)the(noun)*).Students run to the correct station and chorally produce the full target sentence.

**PHONICS**

- Introduce the new vocabulary (*question,queen*).
- Choral drill** *question, roof,robot*
- Model** the phonics *q – /kw/ – question, r – /r/ – roof* etc..
- Choral drill** the target phonics.

**PRESENTATION**

- Writing** Demonstrate how to write the letters *Q,q, R and r*. Have students practise writing the letters in their notebooks.

**PRACTICE**

- Ball toss**alphabet (*a to r*) and phonics.Get the first student to saythe letter and throw the ball.The next student says the phonic value and the third student says a corresponding item of vocabulary.Repeat from *a to r*.
- Picture dictation** Say a phonic value (*/æ/ to /r/*) and the students write the corresponding letter and draw an item of vocabulary in their notebooks.

**LISTEN**

**EXERCISE4, AUDIO TRACK49**

- Students listen to **track 49** and complete the activity.

**Track 49 Script**

<b>Narrator:</b> <i>Trackforty-nine. Listen.</i>	3. <b>Dave:</b> <i>The boy is next to the house.</i>
1. <b>Dave:</b> <i>/r/</i>	4. <b>Dave:</b> <i>The fish is in the cat.</i>
2. <b>Dave:</b> <i>The bird is under the tree.</i>	5. <b>Dave:</b> <i>The boy is on the roof.</i>
	6. <b>Dave:</b> <i>Alice is under the box.</i>

**FOLLOW-UP ACTIVITY**

- Rub and write** statements with prepositions.Students could draw pictures to illustrate the statements after they have rewritten them.

**CHECKHOMEWORK**

**WORKBOOKUNIT 10, EXERCISEA**

**SET HOMEWORK**

**WORKBOOKUNIT 10, EXERCISEBAUDIO TRACK50 AND EXERCISEC**

- Introduce / Review the uppercase and lowercase *l,i,j,j,k* and *k* letters and the pictures *ink,in, jet,jacket,king* and *key* using board drawings or flashcards.Get the students to match the letters and the pictures.
- Check that students understand the difference between the *yes* and *no* boxes in **exercise B**.
- Do the first question of **exercise B** in class as an example.Set the rest for homework.
- Do the first letter of **exercise C** together as an example.Set the rest for homework.

**Track 50 Script**

<b>Narrator:</b> <i>Track fifty. Workbook. Unit ten, B. Listen and tick.</i>	4. <b>Emma:</b> <i>Alice is under the box.</i>
1. <b>Emma:</b> <i>/r/</i>	5. <b>Emma:</b> <i>The cat is on the book.</i>
2. <b>Emma:</b> <i>/m/</i>	6. <b>Emma:</b> <i>The pencil is next to the bag.</i>
3. <b>Emma:</b> <i>The boy is in the house.</i>	

**FINAL ACTIVITY**

- TPR** Actions (*run,jump,walk,skip,hop,go to sleep,wake up*)
- Charades** Actions.
- Song** FABRed: *Welike to walk*. Students do the actions in the song.

**EXIT**

- Say *Goodbye,see you next week* and get the students to repeat after you.