

UNIT 12 - LESSON1		
TARGET LANGUAGE		
<i>There'sa (towel) (on) the (chair).</i>		
<i>There'sa (cat) (in) the (living room).</i>		
VOCABULARY		
<i>living room, dining room, bathroom, kitchen, bedroom, garage</i>		
PHONICS	letters	sounds
short vowels	o, u, e, a, i	/ɒ/, /ʌ/, /e/, /æ/, /ɪ/
consonants	b, f, g, l, c, s, n, t, p, r, m, h, k, d	/b/, /f/, /g/, /l/, /k/, /s/, /n/, /t/, /p/, /r/, /m/, /h/, /k/, /d/,
consonant blends	lf	/lf/
example three-letter combinations	lug, lof, ulf, olf, kus, kis, kas, pet, put, pit, hem, him, hum, tip, buf, bof	
example four-letter combinations	golf	
example five-letter combinations	habit, latin	
RESOURCES		
Student notebook		
Wow! 2 flashcards: Rooms (<i>living room, dining room, bathroom, kitchen, bedroom, garage</i>)		
Wow! 1 flashcards: Domestic items (<i>a brush, a comb, a mirror, a toothbrush, a towel</i>)		
A selection of flashcards or realia of known items (two or more for each item)		
Phonics flashcards: <i>a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t</i>		
Lower case magnetic letters (two sets): <i>a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t</i>		
Classroom realia, Plastic fruit / food		

ENTRANCE

- Conduct an orderly **Entrancedrill**.

REVIEW

- Line game** Place a number of flashcards or items in a line on the table. Place the students in two teams. One team asks *How many (nouns) are there?* and an individual from the other team answers. If the individual cannot answer the team should be given the chance to answer for fewer points. Extend to include colours: *How many (colour) (nouns) are there?*
- TPR prepositions** Review the prepositions *in, on, under,* and *next to* by saying, e.g. *Under the table,* and having the students get under the table with you while repeating the language. After a few rounds, students can take turns 'being teacher'.

PRESENTATION

Vocabulary (rooms)

- Introduce the new vocabulary using flashcards.

PRACTICE

- Model** the new *rooms* vocabulary.
- Drill** the new vocabulary using a **Triple drill, Hi drill, Low drill, Loud drill** and **Quiet drill**. Follow up with individual practice via a **Chain drill** and an **Individual drill**.
- Stations** Stick the room flashcards around the classroom. Call out *Let's go to the living room!* and the students repeat the instruction, hurry to stand under the living room flashcard and say *living room* three times. After you have been through the different rooms a few times, nominate students to take the role of teacher, starting with the more confident ones and working down.

PRESENTATION

There'sa (towel) (on) the (chair).

- Review the domestic items (*brush, comb, mirror, toothbrush, towel*) from Unit 12 of Wow! 1 with flashcards.
- Next, use classroom realia or draw, for example, a book next to a chair and say *There's a book next to the chair*. Point at the nouns and repeat. Draw or use realia and say *There's a pencil in the cup*. Point to the nouns and repeat.
- Draw or use realia to create more scenarios and elicit the statements from the students.

PRACTICE

- Model** the target language. Concentrate on the contraction *there's* and the articles *'a'* and *'the'*.
- Drill** the target language using **Triple drill, High drill, Low drill, Loud drill** and **Quiet drill**.
- Substitution drill**. Change the nouns and prepositions.
- Dribble drill**.
- Back to back** Put the students into pairs, back to back, with one of each pair facing the whiteboard and the other facing away. Draw a simple picture on the whiteboard, e.g. a comb next to a mirror. The student facing the board then describes the picture to their partner, who draws the picture into their notebook. Set a time limit (make it very short) then change 'describers' and pictures.

LISTEN AND READ

EXERCISE 1, AUDIO TRACK 68

- Using **audio track 68**, follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Track 68 Script

Narrator: <i>Tracks sixty-eight.</i>	<i>There's a towel on the chair.</i>
<i>Listen and read.</i>	Ben: <i>There is, There's</i>
Ben: <i>This is the bathroom.</i>	

PHONICS

- Review the phonic values of *a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s,* and *t* via a game of **Slap** or **Touch**.
- Letter order:** Divide the class into two and give each group a set of magnetic letters. Say a three-, four- or five-letter combination e.g. */lɒp/ (lop), /gʌlf/ (gulf), /hæbɪt/ (habit)*, etc.. The students race to create that sound combination with their letters, say *Finished* and name the sound combination. The first group to finish and correctly say the sound wins a point.

CHECK HOMEWORK

WORKBOOK UNIT 11, EXERCISE B, AUDIO TRACK 67 AND EXERCISE C

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

SET HOMEWORK

WORKBOOK UNIT 12, EXERCISE A, AUDIO TRACK 69 WRITE NEW VOCABULARY IN NOTEBOOKS (ROOMS)

- Do the first question of exercise A together and assign the rest for homework.
- Also ask the students to use their notebook to write down the new rooms vocabulary from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

Track 69 Script

Narrator: <i>Tracks sixty-nine.</i>	3. Alice: <i>/hʌm/ (hum)</i>
<i>Workbook. Unit twelve, A.</i>	4. Alice: <i>/tɪp/ (tip)</i>
<i>Listen, circle and write.</i>	5. Alice: <i>/bʌf/ (buf)</i>
1. Alice: <i>/kæs/ (kas)</i>	6. Alice: <i>/bɒf/ (bof)</i>
2. Alice: <i>/pet/ (pet)</i>	

FINAL ACTIVITY

- Whispers** Put the students into two teams. At the front of the class arrange classroom realia and plastic fruit / food etc.. The students place their fingers in their ears. The teacher whispers

There's a lemon next to the book, to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the statement to them, and so on to the last student who then rushes to put a lemon by the book, saying the target language. The first student to complete the action and say the target language wins a point for their team.

EXIT

- Line the students up at the door. Name two categories (e.g. rooms, food, drink, sports, colours). Each student names three objects from each category.

UNIT 12 - LESSON 2		
TARGET LANGUAGE		
<i>There are (four) (chairs) (in) the (dining room).</i>		
<i>There's a (towel) (on) the (chair).</i>		
<i>There's a (cat) (in) the (living room).</i>		
VOCABULARY		
<i>living room, dining room, bathroom, kitchen, bedroom, garage</i>		
PHONICS	letters	sounds
short vowels	o, u, e, a, i	/ɒ/, /ʌ/, /e/, /æ/, /ɪ/
consonants	b, f, g, l, c, s, n, t, p, r, m, h, k, d	/b/, /f/, /g/, /l/, /k/, /s/, /n/, /t/, /p/, /r/, /m/, /h/, /k/, /d/,
consonant blends	lf	/lf/
example three-letter combinations	lug, lof, ulf, olf, kus, kis, kas, pet, put, pit, hem, him, hum, tip, buf, bof	
example four-letter combinations	golf	
example five-letter combinations	habit, latin	
RESOURCES		
Student notebook		
Wow! 2 flashcards: Rooms (<i>living room, dining room, bathroom, kitchen, bedroom, garage</i>)		
Wow! 1 flashcards: Domestic items (<i>a brush, a comb, a mirror, a toothbrush, a towel</i>)		
Phonics flashcards: <i>a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t</i>		
Classroom realia, plastic fruit / food		

ENTRANCE

- Conduct an orderly **Entrancedrill**.

REVIEW

- Stations** Review the room vocabulary with flashcards, then stick these around the classroom. Call out *Let's go to the living room!* and the students repeat the instruction, hurry to stand under the living room flashcard and say *living room* three times. After you have been through the different rooms a few times, nominate students to take the role of teacher, starting with the more confident ones and working down.
- TPR prepositions** Review the prepositions *in, on, under,* and *next to* by saying, e.g. *Under the table,* and having the students get under the table with you while repeating the language. After a few rounds, students can take turns 'being teacher'.
- Whispers** Put the students into two teams. At the front of the class arrange classroom realia and plastic fruit / food etc.. The students place their fingers in their ears. The teacher whispers *There's a lemon next to the book,* to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the statement to them, and so on to the last student who then rushes to put a lemon by the book, saying the target language. The first student to complete the action and say the

target language wins a point for their team.

PHONICS

- Review the phonic values of *a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s,* and *t* via a game of **Slap** or **Touch**.
- Noughts and crosses** Draw a traditional noughts and crosses grid on the board. Fill each square with three- to five-letter combinations, with gaps where vowels should go, e.g. *_lf, s_b, b_f_t*, etc.. Put students in teams. Play rock, paper, scissors to see which team goes first.
- The winning team decides which square of the grid it is going to shoot for, picks the required number of vowels for the combination in the square, then throws the sticky ball. If they land on the correct square, they win it and gain points by using the vowels they chose to make a sound with the letters in the square. If they miss the square, they can still get points by using their vowels to make a sound with the letters in the square they do land on (but they don't win the square).

PRESENTATION

There are (four) (chairs) (in) the (dining room).

- Draw a picture of four chairs in a dining room and say *There are four chairs in the dining room*. Point to the nouns and repeat. Draw a picture of 3 balls in a kitchen and say *There are three balls in the kitchen*. Point to the nouns and repeat. Continue drawing scenarios and elicit the statements from the students.

PRACTICE

- Model** the target language. Concentrate on the pronunciation of *there are (/ðəə/)*.
- Drill** the target language using **Triple drill, Hi drill, Low drill, Loud drill** and **Quiet drill**.
- Substitution drill**. Change the nouns and prepositions.
- Dribble drill**.
- Back to back** Put the students into pairs, back to back, with one of each pair facing the whiteboard and the other facing away. Draw a simple picture on the whiteboard, e.g. two cats next to a chair in the kitchen. The student facing the board then describes the picture to their partner, who draws the picture into their notebook. Set a time limit (make it very short) then change 'describers' and pictures.

LISTEN AND READ

EXERCISE 2, AUDIO TRACK 70

- Using **audio track 70**, follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Track 70 Script

Narrator: <i>Track seventy.</i>	Ben: <i>There are two toothbrushes next to the mirror.</i>
<i>Listen and read.</i>	

LISTEN

EXERCISE 3, AUDIO TRACK 71

- Students listen to **audio track 71** and complete the activity.

Track 71 Script

Narrator: <i>Track seventy-one.</i>	4. Alice: <i>There are two dolls in the bedroom.</i>
<i>Listen.</i>	5. Alice: <i>There are three balls in the kitchen.</i>
1. Alice: <i>/lɪg/ (lug)</i>	6. Alice: <i>There's a kite in the dining room.</i>
2. Alice: <i>/bɪf/ (olf)</i>	
3. Alice: <i>There's a cat in the living room.</i>	

LOOK AND SAY

EXERCISE 4, AUDIO TRACK 72

- The students listen to **audio track 72** and repeat.
- Pairwork** Divide the class into pairs. Using the pictures as prompts, the students take it in turns to make statements about what is in the rooms.

Track 72 Script

Narrator: Track seventy-two. Look and say. Practice.	the dining room.
Ben: There's a cat in the living room.	Narrator: living room, dining room, bathroom, kitchen, bedroom, garage
Alice: There are four chairs in	

CHECK HOMEWORK

WORKBOOK UNIT 12, EXERCISE A, AUDIO TRACK 69

WRITE NEW VOCABULARY IN NOTEBOOKS (ROOMS)

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

SET HOMEWORK

WORKBOOK UNIT 12, EXERCISE B, AUDIO TRACK 73 AND EXERCISE C

- Do the first question of each exercise in class and assign the rest for homework.

Track 73 Script

Narrator: Track seventy-three. Workbook. Unit twelve, B. Listen and tick.	garage.
1. Ben: There's a sandwich in the kitchen.	4. Alice: There's a ball in the bedroom.
2. Alice: There are four chairs in the dining room.	5. Ben: There are three kites in the living room.
3. Ben: There's a kite in the	6. Alice: There are two cups in the bathroom.

FINAL ACTIVITY

- **Whispers** Put the students into two teams. At the front of the class arrange classroom realia and plastic fruit / food etc.. The students place their fingers in their ears. The teacher whispers *There's a lemon next to the book*, to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the statement to them, and so on to the last student who then rushes to put a lemon by the book, saying the target language. The first student to complete the action and say the target language wins a point for their team.

EXIT

- Show the students that you have a room flashcard and six object flashcards in your hand (singular and plural). Line the students up at the door. The students have to guess what flashcards you have by making a statement such as *There's (a cat) in the living room*. You should answer *Yes, there is*, or *No, there isn't*. If the answer is *no*, the student keeps guessing.