

4

In the house

Unit overview

Unit goals

Students will be able to:

- Use prepositions of place
- Talk about household items
- Recognize and produce the sound of -o-e

Unit language

New vocabulary	on, under, next to, computer, TV, lamp, clock, phone, stereo
New structure	The (lamp)'s/It's (next to) the (chair).
Recycled vocabulary	in, sofa, bed, bathtub, table, chair, box, window, cat, sofa, robot, boat, pencil, pencil case, teddy bear, happy, room, puzzle, book, 1-40, mop, nose, clothes, pot, those
Recycled structure	Where's the (chair)?
Phonics	-o-e bone, rose, smoke, globe

Unit materials

Activity Sheets

Activity Sheet 13 (Where's the book?) p. 88 Activity Sheet 14 (Bingo) p. 89
 Activity Sheet 15 (Disney story) p. 90 Activity Sheet 16 (Rhyming puzzles) p. 91

Teacher Cards

Prepositions: (56) in, (57) on, (58) under, (59) next to
 Household items: (60) computer, (61) TV, (62) lamp, (63) clock, (64) phone, (65) stereo

Photocopiable Student Cards pp. 214 & 215

Prepositions: (56) in, (57) on, (58) under, (59) next to
 Household items: (60) computer, (61) TV, (62) lamp, (63) clock, (64) phone, (65) stereo

Phonics Picture and Word Cards

-o-e: (15) bone, (16) rose, (17) smoke, (18) globe

Photocopiable Phonics Cards p. 203

-o-e: (15) bone, (16) rose, (17) smoke, (18) globe

Unit 4 Test p. 191

Aladdin



Storyline

Aladdin is the story of a poor but resourceful boy named Aladdin, who dreams of a better life. He lives on the streets of Agrabah, the great Sultan's city. One day, Aladdin rescues a beautiful girl in the marketplace and they fall in love. The girl turns out to be the Sultan's daughter, Princess Jasmine, and Aladdin is soon found and taken away by the Sultan's guards.

Eventually, Aladdin is released by a mysterious old man, who tricks Aladdin into stealing a magic lamp for him. When Aladdin finds the lamp, he realizes that the old man is actually the Sultan's evil advisor in disguise, Jafar, and escapes from him. Aladdin unknowingly releases Genie from the lamp, who grants him three wishes. Using one of the wishes, Aladdin becomes a prince and plans to marry Princess Jasmine. But first, he must fight Jafar and his sidekick bird Iago, who still want to control Genie.

Student Book p. 5



A4

CD Script

Iago, Jafar, Genie, Aladdin, Princess Jasmine

4

Lesson

1

Disney scene: In this scene from *Aladdin*, we can see the many rooms in the Sultan's palace. Genie is pouring water on Jafar, while outside, Aladdin and Jasmine fly on their magic carpet.

In the scene: magic carpet, fly, palace, curtains, sofas, mirror, tower, chimney, smoke

Lesson summary

Learn prepositions of place

New language

on, under, next to

Recycled language

in

Warm-up

- Draw the outline of a house on the board and label the rooms. Name a household item, e.g., *bathtub*. Have Ss tell you where it should go, e.g., *It's in the bathroom*. Then draw the bathtub in the bathroom. Continue with other household items, e.g., sofa, table, bed and sink.

Student Book pp. 30 & 31

1 A56 Listen.

- Hold up the book and focus Ss' attention on the Disney scene. Try to elicit key words, e.g., *palace, living room, bedroom, bathroom and kitchen*.
- Point to the Disney characters from *Aladdin*. Ask if Ss know them. Say, *This is Aladdin and Princess Jasmine on the magic carpet. In the living room, we can also see Jafar, Iago and Genie.*
- Say, *Open your books to page 30. Cup your hand behind your ear and say, Listen.* Play the CD and have Ss listen to the scene introduction.

CD Script *Welcome to Jafar's palace. This is the living room. This is the bedroom. This is the bathroom and this is the kitchen. See the chairs, the tables, the bathtub and the bed? Look! Aladdin and Princess Jasmine are on the magic carpet! Hey! There's Genie! And Jafar, too! But where's Iago? Can you find him?*

- Ask questions to check understanding, e.g., *Where are the characters? (in the palace) and What are Aladdin and Princess Jasmine doing? (flying).*

2 A57 Listen and say.

- Play the CD and have Ss point to each picture.

CD Script *a. in b. on c. under d. next to*

- Play the CD again and have Ss hold up their books for you to see if they are pointing to the correct picture. Have Ss repeat the prepositions.

3



Listen, find and write T = True or F = False.

- Focus Ss' attention on the Disney scene. Play the CD and have Ss write a *T* in the box if the statement is true or an *F* if it is false.

- CD Script**
1. *Princess Jasmine is next to Aladdin.* [2x]
 2. *Aladdin is on the magic carpet.* [2x]
 3. *Genie is in the living room.* [2x]
 4. *Jafar is next to Genie.* [2x]
 5. *Iago is under the chair.* [2x]

- Check that Ss have written a *T* or an *F* in the correct boxes. (1. T 2. T 3. T 4. F 5. F)

Activities

Match the cards

[Activity Sheet 13 (one cut-up copy per student)]

- Divide Ss into groups of four. Hand out a set of cards to each student. Have Ss put them into two piles: words and pictures. Ask them to shuffle the cards in each pile.
- Ss take turns turning over a card from each pile. If they get two matching cards, they make a sentence with the preposition, e.g., *The book is in the box.* and keep them. Congratulate the Ss with the most cards.

Find the pen

- Show Ss a pen. Ask a student to leave the room while the rest of the class hides it. He/She returns and tries to guess where the pen is, e.g., *Is it under the chair?* The class answers, *Yes, it is!* / *No, it isn't!* Play the game with different items or until all Ss have had a chance to find the pen.

Phonics

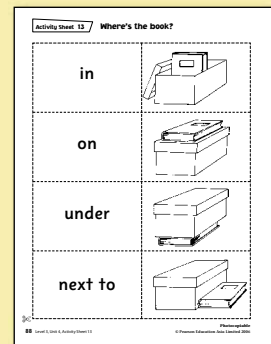
[Phonics Picture Cards 15–18, Photocopiable Phonics Cards 15–18 (one set per student)]

- Introduce the *-o-e* sound by playing the phonics chant (CD track A65 in Lesson 6) and holding up the Phonics Picture Cards. Ss listen and repeat the words. Put the cards on the board. Play the chant again, pausing after each word. Have Ss take turns to run to the appropriate card.
- Hand out the Photocopiable Phonics Cards and play the CD again. Ss hold up the corresponding card and say the sound and word.

Wrap-up

- Play Simon says, using the prepositions. Use simple instructions, e.g., *Simon says, "Put your pen in your bag."* or *Put your hands on your desk.* If you say, *Simon says*, Ss should do what you say. If you don't, Ss should stay still. If a student makes a mistake, he/she has to sit down. Continue the game until about half of the Ss have sat down or set a time limit.

Materials



Activity Sheet 13



Phonics Picture Cards 15–18

Photocopiable Phonics Cards 15–18

4

Lesson 2

Lesson summary

Learn to use prepositions of place to ask and answer questions

New language

It's (next to) the (table).

Recycled language

in, on, under, next to, brown, green, pink, yellow, box, bathtub, chair, table, bed

Where's the (green) (chair)?



Warm-up

[blank paper]

- Before the lesson, draw a house with four rooms on a piece of paper, each room containing at least one common household item, e.g., a table, a chair, a bed, a sofa, a bathtub and a sink. Make two copies of the drawing.
- Divide Ss into two groups. Have a student from each group go to the board. Then hand out a copy of the drawing to each group. Make sure that the Ss at the board can't see the drawing.
- Each group describes the drawing to their group member at the board, who tries to draw the same picture. Ss can give instructions such as *The table is in the living room.* or *The bed is in the bedroom.*
- Once Ss have finished their drawings on the board, go through them as a class. Ask, e.g., *Where's the bed?* (It's in the bedroom.) The class can decide which student has drawn the most accurate picture.

Student Book pp. 30 & 31

4 Listen and say.

- Focus Ss' attention on you. Hold up four different colored pens. Place one pen under the desk, one on the desk, one next to a book and another in your pencil case. Point to each pen in turn and ask, *Where's the (blue) pen?* Elicit the correct preposition and say, e.g., *That's right. The blue pen is on the desk.*
- Say, *Open your books to page 31.* Focus Ss' attention on the characters' conversation. Have Ss listen to the CD and repeat the conversation.

CD Script *Where's the green chair?*
It's next to the table. [2x]

- Put Ss into pairs. Play the CD again and have Ss practice until they become confident.

5 A60 Listen. Then practice.

- Have Ss listen to the CD as a model of the conversation.

CD Script 1. *Where's the brown box? It's in the bathtub.*

- Play the CD again and have Ss repeat the conversation.
- Put Ss into pairs and have them take turns asking and answering questions about the remaining three boxes. (2. *Where's the green box? It's next to the chair.* 3. *Where's the pink box? It's under the table.* 4. *Where's the yellow box? It's on the bed.*) Have Ss change partners. Walk around the class and monitor.

Activities

Memory quiz

- Put Ss into pairs and assign the roles of Aladdin and Genie. Have Ss memorize the position of the objects in the Disney scene. Set a one-minute time limit.
- Ask them to close their books. Ss take turns asking each other where the objects are, e.g., *Where's the brown box?* (It's in the bathroom.) After Ss have practiced asking and answering as one character, have them swap roles.

Build together

[Teacher Cards 56–59]

- Divide Ss into groups. Hold up a preposition card and have each group demonstrate the meaning of the preposition. For example, Ss may demonstrate *in* by placing a ruler in a pencil case. Ask, *Where's (the ruler)?* The group should answer, *It's (in) (the pencil case).*

★ **TIP:** Award a point for each correct answer. Encourage Ss to be as creative as possible.

Phonics

[Phonics Picture Cards 15–18]

- Hold up each card, say the word, e.g., *bone* and have Ss repeat.
- When all the words have been introduced and practiced, use pairs of words to check Ss' recognition of *-o-e*. Say, e.g., *bone* and *Bob*, *robe* and *rob*, *mope* and *mop*. Ask, *Do they have the same sound?* Point out the different vowel sounds and have Ss distinguish between the long *o* and the short *o*.

Wrap-up

- Ask Ss to look around the room to see where things are. Then point to an object and ask S1, e.g., *Where's the table?* If S1 answers correctly, e.g., *It's next to the door.*, then it is his/her turn to ask S2 a question about another object, e.g., *Where's the chair?*
- Continue until everyone has had a chance to ask and answer at least one question.

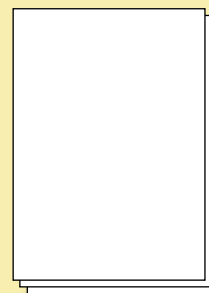
Materials



Teacher Cards 56–59



Phonics Picture Cards 15–18



blank paper

4

Lesson 3

Lesson summary

- Learn household vocabulary
- Practice prepositions of place

New language

computer, TV, lamp, clock, phone, stereo

Recycled language

in, on, under, next to, table, box, window, cat, chair, sofa, robot, boat, bathtub, teddy bear, pencil, pencil case

6 Listen and say.

7 Read and say.

Unit language

Where's the TV? It's on the table.

8 Listen. Then practice.

Number 4. Where's the lamp? It's in the box.

32 vocabulary practice

Warm-up

[10 items in various colors]

- Place the items around the room in/on/under/next to chairs, tables or boxes. Then ask, e.g., *Where's the blue ball?* Ss should answer, e.g., *It's under the chair.*
- Hand out the items to a few Ss. Let Ss place them around the room. Have Ss ask and answer questions about the items.

Student Book p. 32

6 A61 Listen and say.

[Teacher Cards 60–65]

- Place the cards on the board in the same order as in the book. Point to each card and ask, *What's this?* Try to elicit the names of the items.

- Say, *Open your books to page 32.* Focus Ss' attention on the pictures at the top of the page. Play the CD, have Ss point to the pictures and repeat.

CD Script a. computer b. TV c. lamp d. clock e. phone f. stereo

- Divide Ss into six groups. Hand out a card to each group. Play the CD again and have Ss hold up the correct card.

7 Read and say.

- Focus Ss' attention on the Unit language box. Point out that *where's* is the contraction of *where is*.
- Read out the structures and have Ss follow in their books. Then read them again and have Ss repeat.

8 A62 Listen. Then practice.

- Focus Ss' attention on the game board. Remind Ss of previously taught classroom and household items, e.g., *table, window, chair, cat, box, sofa, robot, boat, teddy bear, bathtub, bed, pencil and pencil case.* Have Ss look at number 4 and ask, *Where's the lamp?* Elicit *It's in the box.*
- Play the CD as a model of the conversation and have Ss repeat.

CD Script Number 4. *Where's the lamp? It's in the box.*

- Put Ss into pairs and have them take turns asking and answering questions about the other pictures.
- When Ss have finished, check the answers. (Number 1. Where's the phone? It's on the table. Number 2. Where's the clock? It's next to the window. Number 3. Where's the cat? It's under the chair. Number 5. Where's the TV? It's on the table. Number 6. Where's the lamp/sofa? It's next to the sofa/lamp. Number 7. Where's the robot?

It's on the stereo. Number 8. Where's the TV? It's on the table. Number 9. Where's the boat? It's in the bathtub. Number 10. Where's the teddy bear? It's in the box. Number 11. Where's the phone? It's on the bed. Number 12. Where's the pencil? It's in the pencil case.)

Activities

Room race

- On the board, draw the outline of a house, labeling the four rooms Ss are familiar with. Ss line up in two groups, on either side of the board.
- Set a one-minute time limit for the game. Say, *Three, two, one, bedroom! Go!* The first student in each group runs to the board and writes the name of a household item found in a bedroom. Then they run back and the next two Ss run up to write another word each.
- Continue with the other rooms and after one minute check all the words. Congratulate the group with the most accurate words.

Bingo

[Activity Sheet 14 (one copy per student), Teacher Cards: (Level 2) 74–79, (Level 3) 60–65]

- Put the cards with the word side up on the board as a reference. Give out the Activity Sheets. Have Ss complete the empty squares using the vocabulary on the cards. Ask Ss to draw pictures.
- Call out the words at random. Have Ss cross off the items on their bingo sheet. The first student to cross off three squares in a row horizontally, vertically or diagonally should call out, *Bingo!* Ask him/her to call out his/her answers to verify them. Continue until all Ss have crossed off three squares in a row.

Phonics

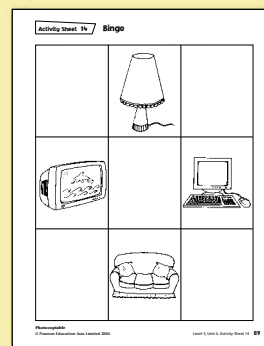
[Phonics Word Cards 15–18]

- Write *-o-e* on the board and say the letter sound. Have Ss repeat. Write *bone* on the board and say the word. Have Ss repeat. Remind Ss that when *o* is followed by a consonant, then an *e*, the *e* is silent and makes the *o* long, so it sounds like its letter name.
- Hold up the *bone* card and model sounding out the word. Say, *b, one, bone*, pointing to the corresponding parts of the word. Have Ss repeat in the same way. Continue with the other words.

Wrap-up

- On a table at the front of the class, arrange common classroom items in a way that demonstrates the prepositions *in*, *on*, *under* and *next to*.
- Divide Ss into groups of three. Have Ss look at the table for 15 seconds, then cover it. Give time for Ss in their groups to agree on the position of the items. Then ask questions, e.g., *Where's the black pen?* (It's in the bag.)
- Rearrange the items and repeat the activity.

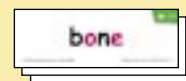
Materials



Activity Sheet 14



Teacher Cards:
(Level 2) 74–79,
(Level 3) 60–65



Phonics Word Cards 15–18



10 items in various colors

4

Lesson

4

Disney story: In this story from *Aladdin*, Jafar and his bird, Iago, are trying to find the magic lamp. They don't know that the magic lamp is already with Aladdin and Genie wants to stay with him. He has used his magic to trick Jafar and Iago. When Iago opens the box, he finds a lot of lamps. Jafar insists that Iago rub all the lamps. Meanwhile, Genie and Aladdin laugh as they look on from the window, outside the palace.

In the story: magic lamp, rub, magic carpet

Lesson summary

Understand a story about a trick Aladdin and Genie play on Jafar

Recycled language

lamp, box, happy

(The genie's) (in) the (magic lamp).

4 Listen. Listen and circle. Then role-play.

ⓐ Does Jafar want the magic lamp? (Yes, he does. / No, he doesn't.)
 ⓑ Does Iago have the magic lamp? (Yes, he does. / No, he doesn't.)
 ⓒ Is the magic lamp in the box? (Yes, it is. / No, it isn't.)
 ⓓ Is Aladdin happy? (Yes, he is. / No, he isn't.)

scripting 33

Warm-up

[Activity Sheet 15 (one cut-up copy per pair)]

- Put Ss into pairs. Hand out a set of the cut-up story frames to each pair. Tell Ss that they should try to arrange the story in a logical order.
- Give a time limit for this activity, e.g., five minutes. Walk around the class and monitor. After the time is up, ask a few pairs to read out their stories and discuss as a class.

Student Book p. 33

9 A63-64 Listen. Listen and circle. Then role-play.

- Hold up the book and focus Ss' attention on the Disney story. Ask, *Who's this?* and *What's he/she doing?* for each character. Try to elicit key words, e.g., *palace*, *box* and *magic lamp*.
- Say, *Open your books to page 33. It's story time. Listen.* Play CD track A63 and encourage Ss to follow in their books.

CD Script

- The genie's in the magic lamp. I want the lamp!*
- The lamp's in the box.*
- Oh, no! Two lamps!*
- Lots of lamps! Ten, twenty, thirty, forty ... aah!*
- Find the magic lamp!*
- Ha, ha, ha!
This is fun!*

- Say, *Let's read the story together.* Read the story with the class.
- Focus Ss' attention on the questions at the bottom of the page. Play CD track A64 and have Ss listen to the questions.

CD Script

- Does Jafar want the magic lamp?* [2x]
- Does Iago have the magic lamp?* [2x]
- Is the magic lamp in the box?* [2x]
- Is Aladdin happy?* [2x]

- Play the CD again and have Ss circle the answers. Check that Ss have answered correctly. (a. Yes, he does. b. No, he doesn't. c. No, it isn't. d. Yes, he is.)

Role-play

- Divide Ss into groups of four and assign the roles of Jafar, Iago, Aladdin and Genie.
- Have Ss practice speaking in their groups with the books open. Encourage Ss to use appropriate intonation and tone of voice.
- Have each group come to the front and perform their role-play.

Activities

Jigsaw story

[Activity Sheet 15 (one cut-up copy per pair)]

- Before the lesson, cover some of the words, e.g., *in*, *want*, *box*, *lamps* and *lamp* on the Activity Sheet. Then make copies for Ss and cut them up.
- Put Ss into pairs and hand out a set of the cut-up story frames to each pair. With their books closed, have Ss put the frames in the correct order to match the story.
- Play CD track A63 and have Ss check that they have ordered the story correctly.
- Have Ss complete the lines with the correct words. Play CD track A63 again so that Ss can check their answers.

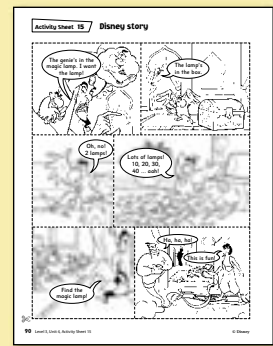
Phonics

[Phonics Word Cards: (Level 2) 13–15 & 22–24, (Level 3) 15–18]

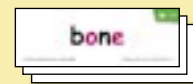
- If Level 2 cards are not available, make word cards for *hot*, *pot*, *dot*, *hop*, *pop* and *top*. Place the cards face up on a table. Write *o* and *-o-e* on the board.
- Say the words on the cards at random and have Ss come to the table, find the correct card and place it under the correct vowel on the board.
- After all the cards have been used, have Ss read the words.

Wrap-up

- Say, e.g., *Put your hand on your head*. Explain to Ss that they should not follow this instruction until they have heard the second one, e.g., *Put your book under your chair*. At this instruction, Ss should put their hands on their heads. Ss have to remember the second instruction and carry it out when they hear the third one, e.g., *Put your pen in your bag*. At this instruction, Ss should put their books under their chairs. Continue with other instructions using different prepositions.
- Have Ss play this game like Simon says until one student is left or set a time limit.



Activity Sheet 15



Phonics Word Cards:
(Level 2) 13–15 & 22–24,
(Level 3) 15–18

4

Lesson

5

Lesson summary

Personalize new language to talk about household items

Recycled language

in, on, under, next to, room, computer, book, box, stereo, table, bed

(Kate's book) is (next to) the (computer).



Warm-up

[Activity Sheet 13 (one cut-up copy per student, pictures only)]

- Put Ss into pairs and hand out the picture cards. Have them put the cards in a pile face down. They take turns flipping over a card. If the top card is the same as the previous card, the first student to slap the pile of cards and make a sentence, e.g., *The book's in the box.* takes the two cards.
- Ss play until all the cards are gone from the pile.

Student Book p. 34

10 Write.

- Say, *Open your books to page 34.* Focus Ss' attention on the picture at the top of the page. Put Ss into pairs and have them work out where the things are. Have Ss write the answers in the spaces.
- Check that Ss have answered correctly. (next to, stereo, in)

11 Draw 4 things. Then ask a friend and draw.

- On the board, draw a simple bedroom like the one in the book. Draw in the lamp, TV, phone and clock. Then ask, e.g., *Is the lamp on the table?* Elicit, e.g., *No, it isn't. It's next to the table.* Continue with the other items until Ss are confident with the question and answer.
- Have Ss draw the four items in the picture labeled *My room*. Encourage Ss to place the items where they want. Set a time limit.
- Put Ss into pairs and have them sit back to back. Have S1 ask S2 questions about the items in S2's room. When S1 finds out where an item is, he/she should draw it in the picture labeled *My friend's room*. After a few minutes, have Ss swap roles. Walk around the class and monitor.

12 Tell the class.

- Choose some Ss to come to the front and tell the class about their friend's room, e.g., *Mary's lamp is on the table. Her TV is next to the stereo.*

Activities

Crossword puzzle

- Write a long word from the unit on the board, e.g., *computer*. Ss take turns adding words vertically and horizontally, as in the example below.

```

          S
        C   N E X T
        L           E
    C O M P U T E R
        C   H       E
        K   O       O N
          N
        B E D R O O M
  
```

- Continue until all Ss have had a turn.

Word scramble

- Divide Ss into two groups. Write a scrambled sentence on the board, e.g., *is, Where, ?, lamp, the*. A student from each group races to the board, unscrambles the words and writes a complete sentence.
- Continue with more scrambled sentences until all Ss in both groups have had a turn.

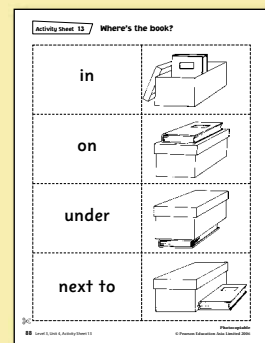
Phonics

[Activity Sheet 16 (one copy per student), scissors]

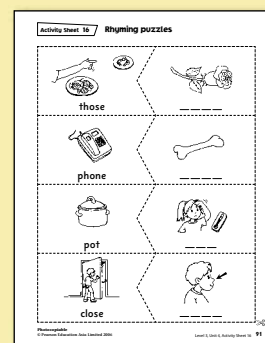
- Divide Ss into groups and hand out the Activity Sheets. Call out a word, e.g., *rose* and have Ss find the matching picture. Have Ss write the word. Continue with the words *bone*, *hot* and *nose*.
- Have Ss cut out the cards and place them face down on a table. Ss take turns turning over two cards. If the two words rhyme, Ss keep the two cards. If the words are the same or do not rhyme, they put them back face down.
- Have Ss play the game until all the cards have been taken.

Wrap-up

- Put Ss into pairs and have them ask their partners questions about their own bedrooms, e.g., *Do you have a TV in your bedroom?* (Yes, I do. / No, I don't.) Then Ss can follow up with another question, e.g., *Where's the TV in your bedroom?* (It's on the table.)



Activity Sheet 13



Activity Sheet 16



scissors

4

Lesson 6

Lesson summary

- Learn the sound of **-o-e**
- Singing the *In the house song*

Phonics

-o-e bone, rose, smoke, globe

Recycled language

stereo, box, chair, puzzle, mop, nose, clothes, pot, those

The (stereo)'s (in) the (box).

Unit 4

12 Listen and chant.

13 Listen and write the words with **o** or **-o-e**.

1 ph_____ 2 n_____ 3 n_____

4 cl_____ 5 p_____ 6 th_____

Unit wrap-up

13 Listen and write. Then sing. (See p. 71)

- 1 The stereo's _____ the box.
- 2 The chair's _____ the table.
- 3 The table's _____ the puzzle.
- 4 Puzzle, table, chair and _____.
- 5 And the stereo's _____ the box.

phones: song 35

Warm-up

[blank paper (one piece per pair)]

- Put Ss into pairs and have them draw their dream bedrooms. Give a time limit of three minutes. Collect the pictures, shuffle them and then hand them out to different pairs. Ss have to work out whose picture they have by asking questions, e.g., *Do you have a big stereo in your room?* (Yes, I do. / No, I don't.)

Student Book p. 35

13 Listen and chant.

- Say, *Open your books to page 35.* Focus Ss' attention on the letters at the top of the

page. Point to **-o-e**, say the sound and have Ss repeat. Then point to each picture, say the word and have Ss repeat.

- Cup your hand behind your ear and say, *Listen to the chant.* Play the CD.

CD Script -o-e, -o-e, bone [2x] -o-e, -o-e, rose [2x]
 -o-e, -o-e, smoke [2x] -o-e, -o-e, globe [2x]

- Play the CD again and have Ss join in with the chant. Encourage Ss to clap along.

14 Listen and write the words with **o** or **-o-e**.

- Have Ss look at number 1. Play the CD and have Ss listen. Pause it after number 1. Then elicit *phone*. Have Ss write **-one** in their books.
- Have Ss listen to the other words and write in the correct letters.

CD Script 1. phone [2x] 2. mop [2x] 3. nose [2x]
 4. clock [2x] 5. pot [2x] 6. those [2x]

- Play the CD again and have Ss check that they have written in the correct words. Then have Ss read the words.

Unit wrap-up

15 Listen and write. Then sing. (See Student Book p. 71)

- Focus Ss' attention on the Unit wrap-up section of the page. Ask, e.g., *Where's the stereo?* (in the box) and *Where's the box?* (on the chair). Review the rest of the unit language with Ss.
- Have Ss look at the incomplete sentences and play CD track A67.

CD Script *The stereo's in the box
And the box is on the chair.
The chair's on the table
And the table's over there.
The table's on the puzzle
And the puzzle's on the floor.
Let's sing the song once more.
Puzzle, table, chair and stereo
Puzzle, table, chair and stereo
Puzzle, table, chair and stereo
And the stereo's in the box.*

[repeat all]

*Puzzle, table, chair and stereo
And the stereo's in the box.*

- Play the CD again and have Ss fill in the missing words. Check that Ss have answered correctly. (1. in 2. on 3. on 4. stereo 5. in)
- Have Ss turn to p. 71. Play CD track A67 and have Ss read the words to the song.
- Play CD track A68 (karaoke version) and sing the song as a class.

Activities

Phonics mime

[Phonics Picture Cards 7–18]

- Jumble the cards and put them on the left-hand side of the board. On the right-hand side of the board, draw a chart with the headings *-a-e*, *-i-e* and *-o-e*.
- Mime the meaning of one of the pictures on the board. When a student guesses the meaning, he/she runs to the board, touches the card and says the word. Then have him/her write the word in the chart under the correct sound.

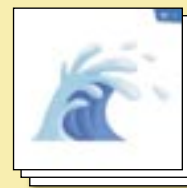
Let's sing!

- Divide Ss into groups. Ask each group to come up with a variation of the song, keeping to the original rhythm, but changing some of the words, e.g., *box* becomes *clock* or *fox*, *chair* becomes *square* or *hair*.
- Have the groups sing their song to the class.

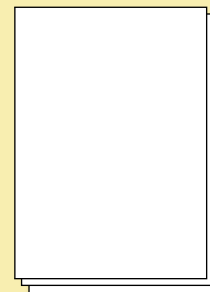
Assessment

[Unit 4 Test (one copy per student)]

- Now that Ss have completed this unit, they can take the Unit Test, starting with the listening activity (Teacher's Book Test CD track 7). Refer to the Test Notes on p. 184.



Phonics Picture Cards 7–18



blank paper

Unit 4 Test