

**Vocabulary:**

soccer ball, football, baseball, basketball, photo

**Structure:**

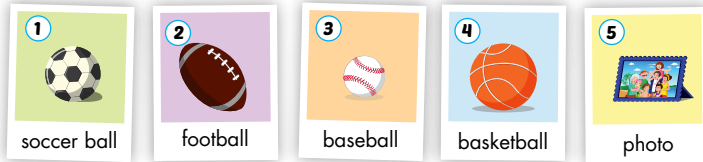
Put \_\_\_ in the \_\_\_\_.

Put \_\_\_ on the \_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.**



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation

**Track 20**

1. M: Soccer ball.
2. M: Football.
3. M: Baseball.
4. M: Basketball
5. M: Photo.

when needed.

4. Play the "Word Tennis" game. Have one student come to the front and play "Tennis" with you.
5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
6. Divide students into pairs and have them play with each other. Have some pairs demonstrate in front of the class.

**B 1. Listen and read.**



1. Review the story from the previous lesson "The children were playing."
2. Now introduce the situation "It's time to clean up..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and (✓) the box.**

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and (✓) the box.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.**

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 21 - 22**

Narrator: It's time to clean up...

Narrator: Look at the pictures. Listen. There is one example.

1. Ann: Oh, Tom. Put the basketball in the box.

Tom: OK, mom. (Sound of basketball bouncing in the box)

Narrator: Can you see the tick? This is an example.

Now listen and tick the box.

2. Ann: Tom, put the baseball in the bag.

Tom: Yes, mom. (sound of Tom putting the baseball inside the bag)

3. Ann: Go outside and play, kids.

(Sound of kids running outside)

Tom: OK, Alfie. Now, put the soccer ball in the net.

(Whip...)

Alfie: Yay!

All kids: Yay, Alfie. You did it! (Applauses sound)

Lucy: Let's take a photo. (Click sound)

**STRUCTURE**

Put the **basketball** in the **box**.

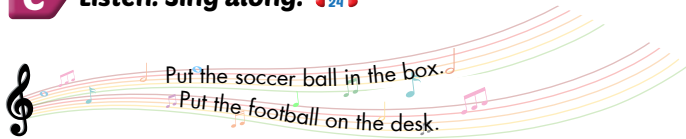
Put the **photo** on the **desk**.

**Track 23**

W: Put the basketball in the box.

W: Put the photo on the desk.

**C Listen. Sing along.**



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

**Track 24**

Put the soccer ball in the box.      baseball, basketball,  
Put the football on the desk.      photo

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

**Pronunciation tip**

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

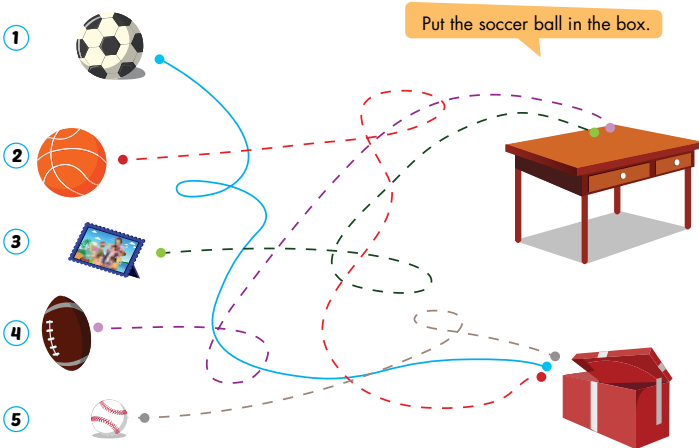
**Track 25**

G: Put the pen in the pencil case.  
B: Put the pen in the pencil case.  
M: Put the pen in the pencil case.

**PRONUNCIATION TIP**

Focus on "P" (not "B"). "Put the..."

**D Trace lines. Practice. Point and say.**



**Trace lines.**

1. Have students call out the objects and words they can see.
2. Demonstrate the activity using the example.
3. Have students trace lines.
4. Check answers as a whole class.

**Practice.**

5. T: I say "basketball" and "on the desk." You say, "Put the basketball on the desk."
- T: I say "soccer ball" and "in the box." You say, "Put the soccer ball in the box." OK?
- T(to class): Basketball, on the desk.
- Class: Put the basketball on the desk.
- T(to class): Soccer ball, in the box.
- Class: Put the soccer ball in the box.

**Continue whole class/group/individual drills, with:**

- baseball/in the cupboard
- ruler/on the desk
- boat/in the bag
- doll/in the box

**Point and say.**

6. Divide students into pairs.
7. Have student point to the objects and say, e.g. "Put the photo on the desk."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

**E Play the "Teacher says" game.**



1. Have the class stand up.
2. Play the role of "teacher", and give commands to the class.
3. Start some commands with the phrase "Teacher says..."
4. If the command starts with "Teacher says" students do the action.
5. If the command does not start with "Teacher says" students do not do the action.
6. Have students take turns to be "Teacher".