


Unit 15 Do you have any toys?



Lesson 1

1 Look, listen and repeat.   

a



What's that?

It's my robot.
Do you have a robot?

No, I don't.

b



Do you have a teddy bear?

Yes, I do.

2 Point and say.  



Do you have ___?

No, I don't.

Yes, I do.

a



a doll/yes

b



a car/yes

c





a robot/no

d



a puzzle/no

3 Let's talk.  



Do you have a ___?

Yes, ___.

No, ___.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Toys*.
- ask and answer questions about toys, using *Do you have + (word for toys)?*
- ask and answer questions about toys, using *Does he/she have + (word for toys)?*
- pronounce the sounds of the letters *pl* and *sh* in the words *plane* and *ship* respectively.

Warm-up: Spend a few minutes revising the previous unit by saying the chant *How many desks?* Draw pupils' attention to the title and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.



- Tell pupils that they are going to talk about the toys they have, using *Do you have any toys?* Give a few seconds for pupils to look at the first picture and elicit what the characters are saying. Check comprehension. Repeat the procedure with the second picture. Give the meaning of unfamiliar words and have pupils repeat the text in the bubbles a few times.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions using *Do you have a + (word for toys)?* Point to the each picture and check comprehension. Give feedback and have pupils repeat the words under each picture a few times. Point to Picture *a* and elicit the words. Put them on the board and have pupils repeat each of the sentences a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check comprehension by pointing to each toy and elicit the word. Ask pupils to prompt the words to fill the gapped sentences in the bubbles. Put the question and the answers on the board for pupils to repeat a few times. Call a pair to give a demonstration before starting the activity.
- Have pupils work in pairs as the characters in the picture. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and write.  



My toys

These are my toys on the shelf. I have a

(1) _____. It is red. I have a

(2) _____. It is blue. And I have

a pretty (3) _____. It is Lucy. I like

my toys very much. (4) _____ you

have any toys? What are (5) _____?

6 Let's write. 

1. Do you have a doll/car/teddy bear?

_____.

2. What colours are your toys?

_____.

3. Where is your doll/car/teddy bear?

_____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Chinese whispers*, using the words for toys previously learnt. When the game is over, point to each word and ask the class to drill the question and the answer with *Do you have a + (word for toys)?*

4. Listen and number.

- Tell pupils that they are going to listen to the recording and number the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a3 b4 c1 d2

Audio script

- | | |
|--|--|
| 1. Nam: Do you have a puzzle?
Mai: Yes, I do. | 2. Mai: Do you have a yo-yo?
Peter: No, I don't. I have a robot |
| 3. Mai: Do you have a ball?
Nam: Yes, I do. | 4. Mai: Do you have a car?
Tony: No, I don't. I have a yo-yo. |

5. Read and write.

- Tell pupils that they are going to look at the picture and read the text in silence. Check comprehension and give feedback. Elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Ask pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud the text.

Key: 1 car 2 ball 3 doll 4 Do 5 they

6. Let's write.

- Tell the class this is a personalized activity in which pupils use real facts in their writing. Give pupils a few seconds to read the questions in silence. Call one pupil to the front of the class to give a demonstration as an example.
- Give pupils time to do the task. Go around to offer help with the writing, if necessary.
- Get a few pupils to read their writing to the class. Then call a few pupils to write their answers on the board. Correct spelling and grammatical errors, if necessary.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.   

a Does your brother have a robot?



b Does he have a puzzle?



2 Point and say.  

Does he/she have ____?

Yes, he/she does.



No, he/she doesn't.



a yo-yo/yes



a ship/yes



a plane/no



a kite/no

3 Let's talk. 



Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Bingo*, using the vocabulary related to toys that pupils have learnt. Then have some pairs ask the question *Do you have a + (word for toys)?* and use the words in the game to answer.

1. Look, listen and repeat.

- Tell the class that they are going to practise asking and answering about someone's toys. Draw pupils' attention to the first picture and elicit the names of the characters and explain what they say. Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions, using *Does he/she have ... ?* Give a few seconds for pupils to look at the pictures and the words. Teach the new vocabulary. Have pupils repeat each word a few times. Point to Picture *a* and elicit the word to fill the gap. Put the question and the answers on the board. Have pupils repeat each of them a few times.
- Do choral and individual repetition, using the cued words or pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell the class that they are going to practise more with their friends, using their own names. Give a few seconds for pupils to look at the picture and check comprehension by eliciting the names of the characters and the toys in the picture. Ask pupils for the words to fill in the question and the answers in the bubbles. Put them on the board and have pupils repeat each of them a few times. Call a pair to give a demonstration of the interaction before starting the activity.
- Get pupils to work in pairs, using the picture in the book. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and tick.  



	True	False
a.	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>

5 Read and write.  

I am Phong. Peter, Mai, Nam, and Linda are my friends. We have a lot of toys. Peter has a robot and a ball. Mai has a teddy bear and a doll. Nam has a car and a plane. Linda has a yo-yo and a puzzle. I have a plane and a ship.



1. What does Peter have? He has a _____.
2. What does Mai have? She _____.
3. Does Nam have a car and a plane? _____.
4. What does Linda have? _____.
5. Does Phong have a kite? _____.

6 Let's sing. 

Linda has a little doll



Linda has a little doll,
Little doll, little doll.
Linda has a little doll.
Its dress is white and brown.



Everywhere that Linda goes,
Linda goes, Linda goes.
Everywhere that Linda goes,
That doll is sure to go.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Pelmanism*, using the cards related to the words that pupils have learnt about toys. Read the *Activities Bank* in the *Introduction* for more activities. Then call a few pairs to the front of the class to ask and answer questions about their toys.

4. Listen and tick.

- Tell pupils that they are going to listen and tick “True” or “False” in the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a T b F c T d T

Audio script

- a. *Boy:* Does Mai have a skipping rope?
Girl: Yes, she does.
- b. *Girl:* Does Peter have a yo-yo?
Boy: No, he doesn't.
- c. *Girl:* Does Nam have a teddy bear?
Boy: No, he doesn't. But he has a kite.
- d. *Boy:* Does Linda have a puzzle?
Girl: Yes, she does.

5. Read and write.

- Tell the class that they are going to look at the picture and read the questions in silence. Check comprehension and give feedback. Call a pupil to answer the first question as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call some pupils to read aloud the completed sentences.

Key: 1 robot and a ball 2 has a teddy bear and a doll 3 Yes, he does.
4 She has a yo-yo and a puzzle 5 No, he doesn't

6. Let's sing.

- Tell pupils that they are going to sing the song *Linda has a little doll*. Play the recording for pupils to sing the song all the way through. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read each line of the song and check comprehension. Then sing each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, give a demonstration of the song and do the actions.
- Ask pupils in every two rows to sit face to face and practise singing and doing the actions.
- Ask a group of six to the front of the class to sing the song. Have the class accompany them in the last four lines.
- Have the whole class sing the song *Linda has a little doll* to reinforce learning.

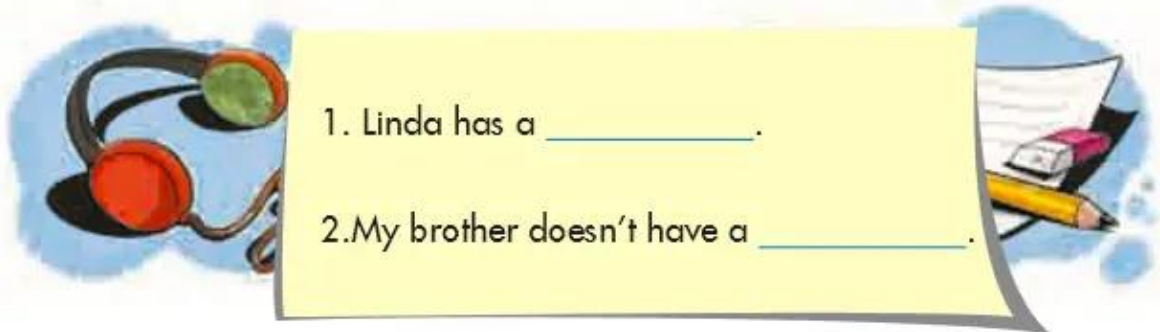
Lesson 3

1 Listen and repeat.

pl **plane** She has a **plane**.

sh **ship** Do you have a **ship**?

2 Listen and write.



1. Linda has a _____.

2. My brother doesn't have a _____.

3 Let's chant.



Do you have a doll?

Do you have a doll?	Yes, I do. Yes, I do.
Do you have a car?	No, I don't. No, I don't.
Does he have a puzzle?	Yes, he does. Yes, he does.
Does he have a plane?	No, he doesn't. No, he doesn't.
Does she have a robot?	Yes, she does. Yes, she does.
Does she have a teddy bear?	No, she doesn't. No, she doesn't.

Warm-up: Spend a few minutes revising the previous lesson by getting the class to sing the song *Linda has a little doll*.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters *pl* and *sh* on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 ship 2 plane

Audio script

1. Linda has a ship.

2. My brother doesn't have a plane.

3. Let's chant.

- Tell pupils that they are going to read the chant *Do you have a doll?* Give a few seconds for pupils to read the chant in silence. Read each line and check comprehension. Give feedback. Say the chant or play the recording all the way through. Then get pupils to read each line a few times. Show pupils how to say the chant and do the actions before starting the activity.
- Ask groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions: one group chants the questions and the other chants the answers. The rest of the class claps along to the rhythm.

4 Read and complete. 🤖 🤖

ship green toys two orange

My brother has some (1) _____. He has three robots. They are (2) _____, black and red. He has (3) _____ cars. They are blue and brown. He has a (4) _____. It is (5) _____.



5 Write about you. 🗨️

1. Do you have any toys? _____.
2. I have a _____, a _____ and a _____.
3. Does your friend have any toys? _____.
4. She/He has a _____, a _____ and a _____.

6 Project 🎨

Make a paper toy.

Do you have a _____?

_____.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups of six to the front of the class to say the chant *Do you have a doll?*

4. Read and complete.

- Tell pupils that they are going to look at the picture and complete the text. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task independently. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pairs to read aloud the exchanges.

Key: 1 toys 2 orange 3 two 4 ship 5 green

5. Write about you.

- Tell pupils that this is a personalized activity in which pupils write their answers, using real facts. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Call a pupil to do the first question as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to ask and answer the questions.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to make a paper toy that they like, for example, a ship, or a plane or a bird. Then they will give a presentation of their work to the class. Check understanding.
- Give pupils time to do the project. Encourage them to decorate their paper toy. If there is not enough time, ask pupils to finish the project as homework.
- Have pupils work in pairs to ask and answer questions about their toys.
E.g. *Do you have a paper toy?*
Yes, I do. This is my paper plane.
It's big / small.
It's white / green.
- Have pupils sing the song *Linda has a little doll* and say the *Do you have a doll?* chant to end the class.