



Lesson 1



1 Look, listen and repeat.   

a That's my dog.

Wow! He's cute!

b Do you have any pets?

Yes, I do. I have two dogs.

2 Point and say.  

Pet Shop

Do you have any ___?

Yes, I do.

No, I don't.

a

cats/yes

b



parrots/no

c

rabbits/no

d

goldfish/no

3 Let's talk.  

Do you have any ___?

Yes, ___.

 a goldfish → two goldfish

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Pets*.
- ask and answer questions about pets, using *Do you have any + (word for pets)?*
- ask and answer about the location of pets, using *Where are the + (word for pets)?*
- pronounce the sounds of the letter **o** in the words **dog** and **parrot** respectively.

Warm-up: Spend a few minutes revising the previous unit by having the class sing the song *Linda has a little doll* and say the chant *Do you have a doll?* Draw pupils' attention to the title of the unit 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 pets they have, using *Do you have any pets?* Give a few seconds for pupils to look at the first picture and elicit what the characters are saying. Check comprehension. Give the meaning of unfamiliar words and give feedback. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- 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 about the pets they have, using *Do you have any ...?* Point to the each picture and check comprehension.
- Give feedback and have pupils repeat each word a few times. Elicit the words to fill the questions. Put them on the board and have pupils repeat them a few times.
- Do choral and individual repetition, using the pictures or words 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. Give feedback and elicit the words to fill 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 tick. 🎧 ✎

1.



a



b

2.



a



b

3.



a



b

5 Look and write. 👁️ ✎

I have a lot of pets. I have one (1) _____
and three (2) _____. I have four
(3) _____ in the cage and five
(4) _____ in the fish tank. Do you have a pet?



6 Let's write. ✎

1. What pets do you have? _____.
2. Where are your pets? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Slap the board*, using the words for pets learnt in the last lesson. Read the *Activities Bank* in the *Introduction* for more activities. When the game is over, point to each word and ask the class to drill the questions and the answers with *Do you have any + (word for pets)?*

4. Listen and tick.

- Tell pupils that they are going 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: 1b 2a 3b

Audio script

- | | |
|---------------------------------------|---------------------------------------|
| 1. Mal: Do you have any pets? | 2. Tom: Do you have any dogs? |
| Peter: Yes, I do. I have three birds. | Quan: No, I don't. But I have a bird. |
| 3. Nam: Do you have any cats? | |
| Linda: No, I don't. But I have a dog. | |

5. Look and write.

- Tell pupils that they are going to look at the pictures 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 the text aloud.

Key: 1 dog 2 cats 3 birds 4 goldfish

6. Let's write.

- Tell pupils that they should use the real facts in their writing. Give pupils a few seconds to read the questions in silence. Call one pupil to give a demonstration as an example.
- Give pupils time to do the task. Go around to offer help with the writing.
- Get a few pupils to read their writing to the class. Then call a few pupils to write their answers on the board and correct the spelling, if necessary.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.

a Where are my cats, Mum?



They're over there, under the table.

Is the dog there with the cats, Mum?



No. He's in the garden. Look! He's there.

2 Point and say.

Where are the cats?



They're _____.

a  next to/flower pot

b  under/table

c  behind/TV

d  in front of/fish tank

3 Let's talk.

Where is/are the _____?

It's _____.

They're _____.



Warm-up: Spend a few minutes revising the previous lesson by having some pairs ask and answer the questions about the pets they have, using *Do you have any pets?* and *What pets do you have?*

1. Look, listen and repeat.

- Tell pupils that they are going to practise speaking about where their pets are. Draw pupils' attention to the first picture and elicit the names of the characters and the text in the bubbles. Check comprehension, give feedback and have pupils repeat the text 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 the question *Where are my cats? They're + (place)*. Give a few seconds for pupils to look at the pictures and read the words. Teach the new vocabulary. Have pupils repeat each word a few times. Point to Picture *a* and elicit the words to fill the gap. Put the questions 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.

Language note: Draw pupils' attention to the prepositions: *on, in, under, next to, behind, in front of* and give some examples using these prepositions.

3. Let's talk.

- Tell pupils that they are going to look at the picture. To check understanding, elicit the names of the pets and where they are. Remind pupils of the different use of *is* and *are* in questions with *Where*. Give some examples before asking pupils to fill the words in the questions and the answers. Put the questions and the answers on the board and have pupils repeat each of them a few times. Call a pair to give a demonstration of the dialogue 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 number.  



a



b



c



d

5 Read and write.  

Hi! My name is Nam. I have a lot of pets. This is my cat. It is on the bed. And that is my dog. It is there, under the table. I also have two parrots and a rabbit. They are all in the garden.

- Nam has a lot of _____.
- He has a _____. It is _____ the bed.
- He has a _____. It is _____ the table.
- He has two _____ and a _____. They are in the _____.

6 Let's sing. 

Do you have any pets?

Do you have any pets?

Yes, I do.

I have a rabbit and its name is Boo.

Do you have any pets?

Yes, I do.

I have a goldfish and its name is Blue.

Do you have any pets?

Yes, I do.

I have a parrot and its name is Sue.

I have a rabbit. He has a goldfish.

She has a parrot. What about you?

I have a rabbit. He has a goldfish.

She has a parrot. What about you?



Warm-up: Spend a few minutes revising the previous lesson by conducting a game of *Slap the board* using the vocabulary related to pets. Read to the *Activitys Bank* in the *Introduction* for more activities. Then call a few pairs to the front of the class to ask and answer the questions with *Where's/Where are ...?* using the words in the game and the picture in section 3.

4. Listen and number.

- Tell pupils that they are going 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: a2 b1 c4 d3

Audio script

1. Mal: Do you have any pets?
Peter: Yes, I do. I have a cat, a dog and a parrot.
2. Phong: Where's my cat, Mum?
Mother: It's here, on the bed.
3. Nam: Where is your dog?
Tony: It's under the table.
4. Linda: I have two rabbits.
Quan: Where are they?
Linda: They're in the garden. Come and see them!

5. Read and write.

- Tell pupils that they are going to read the gapped sentences. Check comprehension and give feedback. Complete the first sentence as the example.
- Give pupils time to do the task. Go around to offer for help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call some pupils to read the completed sentences aloud.

Key: 1 pets 2 cat, on 3 dog, under 4 parrots, rabbit, garden

6. Let's sing.

- Tell pupils that they are going to sing the song *Do you have any pets?* Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Sing or play the recording for pupils to sing the song all the way through. Then read each line of the song and check comprehension. Sing each line of the song and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song while doing the actions.
- Ask pupils in every two rows to sit face to face and practise singing and doing the actions.
- Tell pupils to swap and check their answers before calling different pairs to act out their work.
- Ask a group of four to the front of the class to sing the song and ask the class to accompany them in the last two lines.
- Have the whole class sing and clap the song to reinforce learning.

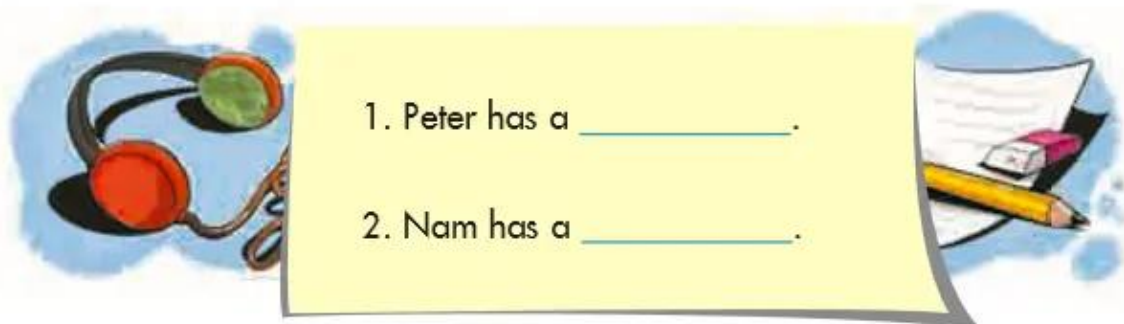
Lesson 3

1 Listen and repeat.

◦ **dog** Where is your dog?

◦ **parrot** My parrot is in the garden.

2 Listen and write.



1. Peter has a _____.

2. Nam has a _____.

3 Let's chant.



Do you have any cats?

Do you have any cats?	Yes, I do. Yes, I do.
Do you have any dogs?	Yes, I do. Yes, I do.
Do you have any birds?	Yes, I do. Yes, I do.
Do you have any rabbits?	No, I don't have any.
Do you have any parrots?	No, I don't have any.
Do you have any goldfish?	No, I don't have any.

Warm-up: Spend a few minutes revising the previous lesson by getting the class to sing the song *Do you have any pets?*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letter, words and sentences in the book. Put two instances of the phonics letter **o** on the board and write **dog** and **parrot** under them respectively. Say the two sounds of **o** a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the different pronunciations of **o**. 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 parrot 2 dog

Audio script

1. Peter has a parrot.

2. Nam has a dog.

3. Let's chant.

- Tell pupils that they are going to read the *Do you have any cats?* chant. Give a few seconds for pupils to read the chant in silence. Read each line and check comprehension. Give feedback and get pupils to read each line a few times. Show pupils how to say the chant while doing the actions.
- Ask group 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 match.

- | | |
|-----------------------------|---|
| 1 Do you have any pets? | a It's in the garden, on the tree over there. |
| 2 Do you have any goldfish? | b They're in the yard. |
| 3 Where's your cat? | c Yes, I do. I have two dogs and a cat. |
| 4 Where are your dogs? | d No, I don't. |

5 Read and write.



Hi! My name is Mai. I am eight years old. I have a dog, two goldfish and two parrots. This is my dog. It is at the door. These are my goldfish. They are in the fish tank. And those are my parrots. They are in the cage. I love my pets very much.

- | | |
|-----------------------------|-----------------|
| 1. How old is Mai? | She is _____. |
| 2. Does she have any pets? | Yes, _____. |
| 3. What pets does she have? | She has _____. |
| 4. Where is her dog? | It is _____. |
| 5. Where are her goldfish? | They are _____. |

6 Project

Draw a picture of your pet and tell your class about it.



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 any cats?* One group chants the questions and the other chants the answers.

4. Read and match.

- Tell pupils that they are going to 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: 1c 2d 3a 4b

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. Give the answer to the first question as the 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.
- Do choral and individual repetition of the text.

Key: 1 8 years old

2 she does

3 a dog, two goldfish and two parrots

4 at the door

5 in the fish tank

6. Project

- Tell pupils that they are going to draw the pet(s) they have or like. Then they will write sentences describing it/them and give a presentation of their work to the class. Check understanding.
- Give pupils time to do the project. Encourage them to draw as many pets as possible. If there is not enough time, give the project as homework.
- Have pupils work in pairs to ask and answer questions about their pets.
E.g. *This is my dog. It's in the garden. Do you have any pets?*
- Have pupils sing the song *Do you have any pets?* and say the chant *Do you have any cats?* to end the class.