

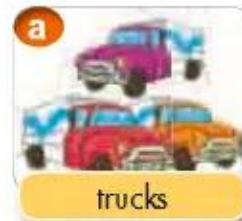




Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



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 *What toys do you like?*
- ask and answer questions about the quantity of pets, using *How many + (word for pet) + do you have?*
- pronounce the sounds of the letters *l-e* and *l* in the words *kite* and *ship* respectively.

Warm-up: Spend a few minutes revising the previous unit by having the class say the chant *Do you have any cats?* and sing the song *Do you have any pets?* 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 practise asking and answering questions about toys. Give a few seconds for pupils to look at the pictures and elicit the names of the characters and what they say. Give feedback and teach the new vocabulary. 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 for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What toys do you like?* Give a few seconds for pupils to look at the pictures and read the words under the pictures in silence. Elicit the meanings of the words and have pupils repeat each of the words a few times. Point to each picture and ask pupils to fill the missing words. Put the question and the answer on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words and picture cards as prompts.
- Get pupils to work in pairs. Check as a class.




Language note:

- Draw pupils' attention to the pronunciation of the ending *s* in *toys, ships, trucks, kites* and *planes*. Have pupils practise identifying and saying these words a few times.
- Focus on the falling intonation of *Wh*-questions and have pupils practise saying the rising intonation *Do you like + (word for toy)?*  and the falling intonation *What + (word for toy) + do you like?* 

3. Let's talk.

- Tell pupils that they are going to practise more with their friends, using their own words. Give pupils a few seconds to look at the picture and check comprehension by pointing to each toy and elicit the word for it. Ask pupils to fill in the words to complete the question and the answer. Have pupils repeat them a few times. Call a pair to give a demonstration of the interaction before starting the activity.
- Get pupils to work in pairs. 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 <input type="checkbox"/>		b <input type="checkbox"/>
2.		a <input type="checkbox"/>		b <input type="checkbox"/>
3.		a <input type="checkbox"/>		b <input type="checkbox"/>

5 Read and write.  

Hi. My name is Nam. I am in the playroom with my friends. I like planes. Mai likes dolls. Quan and Phong like ships. Linda likes kites. Peter and Tony like trucks. We have a lot of fun in the playroom.

- The children are in the _____.
- Nam likes _____.
- Mai likes _____.
- Quan and Phong like _____.
- Linda likes _____.
- Peter and Tony like _____.



6 Let's write. 

- What toys do you have? _____.
- Do you like trucks/ships/kites/planes? _____.
- Where do you keep your toys? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Bingo*, using the words for toys that pupils have learnt in this unit and Unit 15. Then call a few pairs to the front of the class to ask and answer the question *What toys do you like?*, using the words used in the game.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes next to the pictures. Give a few seconds for pupils to look at the pictures in silence. 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. Mai: Do you like toys? | 2. Nam: Do you like robots? |
| Nam: Yes, I do. | Mai: No, I don't. |
| Mai: What toys do you like? | Nam: What toys do you like? |
| Nam: I like planes. | Mai: I like kites. |
| 3. Nam: Do you like ships? | |
| Tony: No, I don't. | |
| Nam: What toys do you like? | |
| Tony: I like trucks. | |

5. Read and write.

- Tell pupils that they are going to look at and complete the sentences about Nam, Mai, Quan, Phong, Linda and Peter, and the toys they like. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback. Do the first gap filling as the example. Remind pupils to underline the key words when reading the text to use for the answers.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before calling pupils to read their answers aloud. Write the answers on the board for pupils to copy down into their notebooks.
- Do choral repetition of the completed sentences.

Key: 1 playroom 2 planes 3 dolls 4 ships 5 kites 6 trucks

6. Let's write.

- Tell pupils that this is a personalized activity in which pupils write their answers using real facts. Give pupils a few seconds to read the questions in silence. Call a pupil to give a demonstration of all questions before starting the activity.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before checking as a class. Call two pupils to write their answers on the board and correct the spelling and grammatical errors, if necessary.

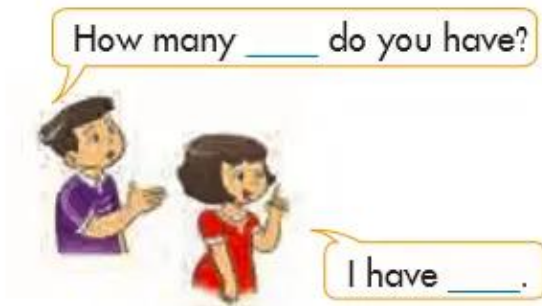
Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat. 🗣️ 👂 🗣️



2 Point and say. 🖱️ 🗣️




3 Let's talk. 🗣️ 🗣️



Warm-up: Spend a few minutes revising the previous lesson by getting a few pairs to the front of the class to ask and answer the question *What toys do you like? - I like ...*, using real facts. Then have the class sing the song *Do you have any pets?*

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about a number of pets and toys. Give pupils a few seconds to look at the pictures and read the text in silence. Elicit the names of the characters and what they say. Give feedback and teach the new vocabulary. 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.

Language note: Remind pupils of the falling intonation in: *How many ... do you have?* 

2. Point and say.

- Tell pupils they are going to practise asking and answering the question about the number of pets using *How many + (word for pet) + do you have?* Point to each picture and elicit the word. Then have pupils repeat each a few times. Point to Picture *a*, asking pupils to fill in the missing words. Put the question and the answer on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or picture cards as prompts.
- Get pupils to work in pairs. Check as a class.

Language note:

- Draw pupils' attention to the unchanged spelling in the plural form of *goldfish*
E.g. *a goldfish, two goldfish*
- Remind pupils to use the plural form of a noun after the question *How many*.
E.g. *How many pets/ toys/ parrots/... do you have?*

3. Let's talk.

- Tell pupils that they are going to practise more with their friends, using their own words. Give pupils a few seconds to look at the pictures and check understanding by eliciting the words for pets. Point to the cats and ask pupils to fill in the word to complete the question and the answers in the bubbles. Call them to the board and have pupils repeat each of them a few times. Call a pair to the front to give a demonstration of the interaction before starting the activity.
- Get pupils to work in pairs. 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 complete. 🧐 🗣️

Nam, Linda and Mai like pets. They have different pets. Nam has two dogs and three parrots. Linda has three cats and one dog. Mai has four goldfish.



1. Nam has two _____ and three _____.
2. Linda has three _____ and one _____.
3. Mai has four _____.

6 Let's write. 🗣️

1. Do you like pets? _____.
2. What pets do you have? _____.
3. How many _____ do you have? _____.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures in silence. 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

- | | |
|--|--|
| <p>1. Nam: Do you have any goldfish?
Mai: Yes, I do.
Nam: How many goldfish do you have?
Mai: I have four.</p> | <p>2. Mai: Do you have any cats?
Nam: No, I don't.
Mai: How about dogs?
Nam: Yes, I do.
Mai: How many dogs do you have?
Nam: I have one dog.</p> |
| <p>3. Nam: Do you have any cats?
Mai: Yes, I do.
Nam: How many cats do you have?
Mai: I have three.</p> | <p>4. Mai: Do you have any parrots?
Nam: Yes, I do.
Mai: How many parrots do you have?
Nam: I have two.</p> |

5. Read and complete.

- Tell pupils that they are going to read and complete sentences about Nam, Linda and Mai, and the pets they have. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback. Remind pupils to underline the key words while reading the text to use in answering the questions.
- 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 read aloud the questions and the answers.

Key: 1 dogs, parrots 2 cats, dog 3 goldfish

6. Let's write.

- Tell pupils that this is a personalized activity in which pupils write the answers using real facts. Give pupils a few seconds to look at the picture and read the questions in silence. Check comprehension and teach the new vocabulary. Call a pupil to answer the questions as the examples.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before calling a few individuals to read aloud their writing.
- Call two pupils to write their answers on the board and correct the spelling and grammatical errors, if necessary.

Key: Pupils' own answers

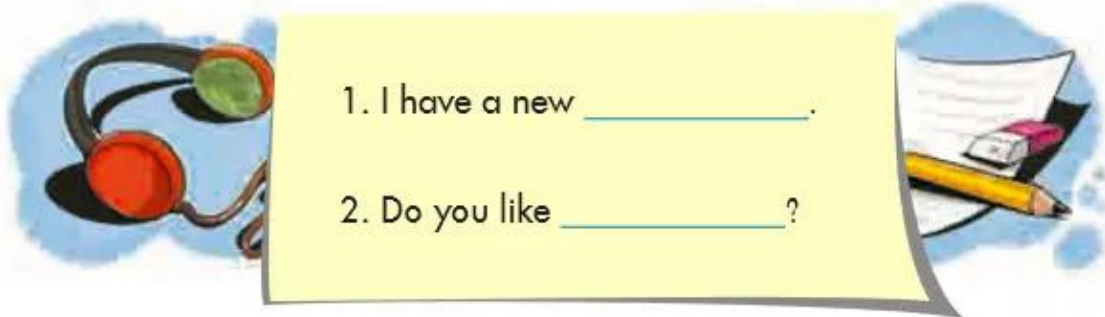
Lesson 3

1 Listen and repeat.

i-e **kite** This is my kite.

i **ship** I like ships.

2 Listen and write.



1. I have a new _____.

2. Do you like _____?

3 Let's chant.

Do you like toys?

Do you like toys?	Yes, I do. Yes, I do.
Do you like trucks?	No, I don't. No, I don't.
What toys do you like?	I like ships. I like ships.
How many ships do you have?	I have four. I have four.
Do you like pets?	Yes, I do. Yes, I do.
Do you like dogs?	No, I don't. No, I don't.
What pets do you like?	I like cats. I like cats.
How many cats do you have?	I have two. I have two.



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class and ask and answer the questions *Do you have any pets? How many + (word for pet) + do you have?* Then have the class sing the song *Do you have any pets?*

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 *I-e* and *I* 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 kite 2 ships

Audio script

1. I have a new kite.

2. Do you like ships?

3. Let's chant.

- Tell pupils that they are going to say the *Do you like toys?* chant. Get pupils to follow the procedure in *Teaching the unit component* in the *Introduction*.
- Read each line and check comprehension. Give feedback and have pupils repeat each line of the chant.
- Play the recording three times for pupils to do choral and individual repetition.
- Ask pupils to sit face to face to practise chanting and doing the actions.
- Call two groups of six to the front of the class saying the chant: one group chants the questions and the other chants the answers. The class claps the rhythm.

4 Read and match.

- 1 Do you like toys?
 - 2 What toys do you like?
 - 3 What pets do you like?
 - 4 How many cats do you have?
- a Robots.
 - b Nine.
 - c Yes, I do.
 - d Cats.

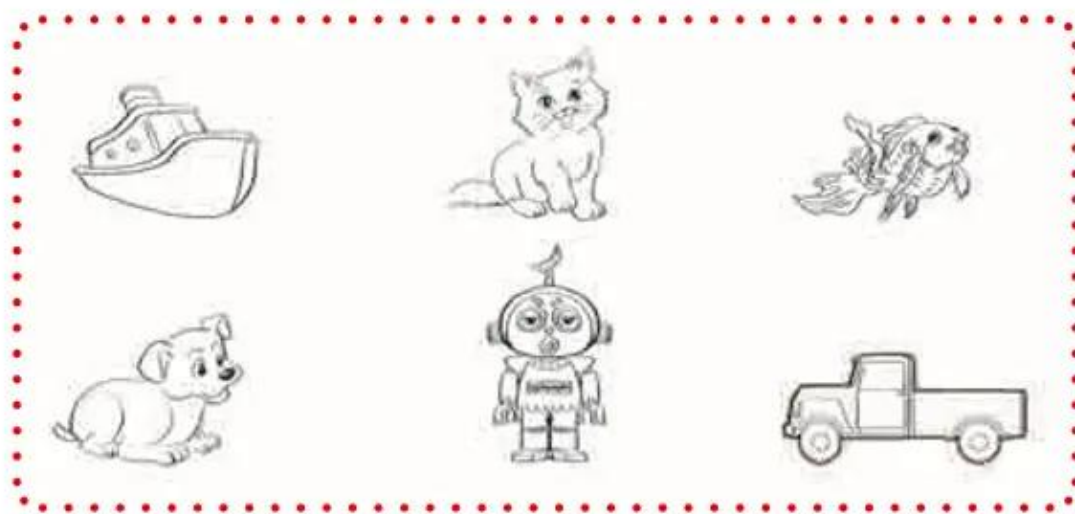
5 Read and complete.

like has trucks How ten cats

I have many toys. I have five (1) _____, three planes, and (2) _____ yo-yos. My friend Mary has some pets. She (3) _____ two dogs and three (4) _____. What about you? What toys do you (5) _____? (6) _____ many pets do you have?

6 Project

Draw and colour your toys or pets.
Talk to your classmates about them.



4. Read and match.

- Tell pupils that they are going to read and match the questions on the left with the answers on the right by drawing a line between them. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give time for pupils to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition of the exchanges.

Key: 1c 2a 3d 4b

5. Read and complete.

- Tell pupils that they are going to read and fill in the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around offering help, if necessary.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud the questions and the answers.

Key: 1 trucks 2 ten 3 has 4 cats 5 like 6 How

6. Project

- Tell pupils that they are going to copy and colour a favourite toy and pet they like. Check understanding. Get pupils to prepare necessary items (paper, pens, coloured pencils, scissors, glue, etc.).
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary. If there is not enough time, give the project as homework.
- Call several pupils to the front of the class to give a presentation of their work.
- Have pupils work in pairs to ask and answer questions about their drawing.

E.g. - *What toys / pets do you like?*

- *I like ...*

- *What colour is it?*

- *It's ...*

- Have the rest of the pupils stick their paintings on the walls of the classroom and choose the five best.
- Have the class say the *Do you like toys?* chant and sing the song *Do you have any pets?* to end the class.