

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Location*.
- ask and answer questions about locations, using *Where's the + noun (singular)?* and *Where are the + noun (plural)?*
- pronounce the sounds of the letters **ch** and **wh** in the words **chair** and **where** respectively.

Warm-up: Spend a few minutes revising the language learnt by playing a game of *Bingo* using the vocabulary learnt. 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 the location of things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of each character and explain what they say. 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 character 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's the + (noun)?* Give a few seconds for pupils to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the words. Explain the new vocabulary and have pupils repeat each word a few times. Use the first picture as an example and put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the falling intonation of the questions with **Where** and the answers. Draw arrows to show the intonation.







Where's my book?  It's here.  It's there. 

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each thing the picture and elicit its name and location. Use one of the things as an example (e.g. *picture*) and put the question and answer on the board and have pupils repeat them a few times. Call a pair to do a demonstration of the dialogue 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.

Language note: Tell pupils that **Where's** is the contracted form of **Where is**, and is used in speaking.

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 complete.  

here there

- This is my bed.
It is _____.
- This is my desk.
It is _____, next to the bed.
- These are my school bags and books.
They are _____, on the desk.
- Those are posters, pictures and maps.
They are _____, on the wall.

a 

b 

c 

d 

6 Let's sing. 

The poster and the ball

The poster's on the wall.	The ball's under the bed.
The poster's on the wall.	The ball's under the bed.
E-I-E-I-O.	E-I-E-I-O.
The poster's on the wall.	The ball's under the bed.



Warm-up: Spend a few minutes revising the language learnt by playing a game of *Spelling and writing* (see *Activities Bank* in the *Introduction*) using the words learnt. Then call a few pairs to the front of the class to ask and answer the question *Where's the...?*

4. Listen and tick.

- Tell pupils that they are going to listen and tick the boxes. Give a few seconds for them 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: 1a 2b 3a

Audio script

- | | |
|---------------------------------|-------------------------------------|
| 1. Nam: Where's my poster? | 2. Peter: Where's my ball? |
| Mary: It's there, on the table. | Tony: It's here, on the chair. |
| Nam: Oh, I see. Thanks. | Peter: Thanks. Let's play football! |
| 3. Mai: Where's my coat? | |
| Mum: It's here, on the chair. | |
| Mai: Thanks, Mum. | |

5. Read and complete.

- Tell pupils that they are going to look at the pictures, read the sentences and complete them. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback. Elicit the word to fill the first gap as an example before starting the activity.
- 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 pairs to read the completed sentences aloud.

Key: 1 here 2 here 3 here 4 there

Language note: Explain the difference in meaning between **here** and **there**. Draw pupils' attention to the fingers in the pictures.

6. Let's sing.

- Tell pupils that they are going to sing the song *The poster and the ball*. Read the lyrics and check comprehension. Sing the song or play the recording all the way through. Sing each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call two groups of six to the front of the class to sing: one group sings the first two lines and the other group sings the third, and the two groups sing the last line. The remaining of the class claps along to the song.
- Have the whole class sing the song again to reinforce learning.
- Repeat the procedure with the second stanza.

Lesson 2

1 Look, listen and repeat.



a Where are my posters, Mum?

I don't know, dear. Look in your bedroom.

b Oh, they're under my bed. Thanks, Mum.

2 Point and say.



Where are the ___?

They're ___.

a

near/table

b

under/bed

c

on/wall

d

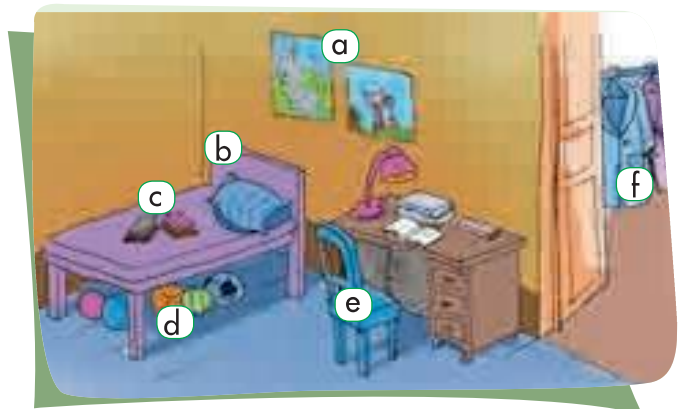
behind/door

3 Let's talk.



Where ___?

_____.



Warm-up: Spend a few minutes revising the language learnt by having the class sing the song *The poster and the ball*. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about things in the room. Give a few seconds for pupils to look at the first picture and elicit the name of each character and what they say. Give feedback and explain 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.

2. Point and say.

- Tell the class that they are going to practise asking and answering the question *Where are the + noun (plural)?* Point to each picture and elicit the meaning of each word under the picture. Give feedback and have pupils repeat each word a few times. Point to the first picture and prompt pupils to say the words. Write the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. 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. Elicit the words for the things in the room. Prompt pupils to say the words to fill the gap for item *a* in the picture. Write the question and answer on the board and have pupils repeat them a few times. Call a pair to give a demonstration of the dialogue 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.

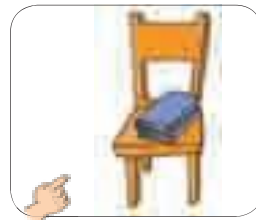
4 Listen and number.  



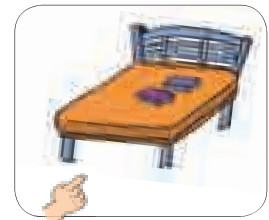
a



b



c



d

5 Read and complete.  



Hello! My name is Phong. Here is a picture of my room. This is my bed. My coat is on the bed. There are three balls under the bed. There are two chairs near the desk. There are four books and a photo on the desk. There are three posters on the wall.

- | | |
|---|-----------------|
| 1. Where is Phong's coat? | It is _____. |
| 2. Where are the balls? | They are _____. |
| 3. Where are the chairs? | They are _____. |
| 4. Where are the books and Phong's photo? | They are _____. |
| 5. Where are the posters? | They are _____. |

6 Write about your bedroom. 

There is _____, _____,
 _____, _____, and _____.

There are _____, _____,
 _____, _____, and _____.

Warm up: Spend a few minutes revising the language learnt by calling a few pairs to the front of the class to do the dialogue in Exercise 3. Then have the class sing the song *The poster and the ball*.

4. Listen and number.

- Tell pupils that they are going to listen and number the boxes. Give a few seconds for pupils to look at the pictures and check comprehension. 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 b4 c1 d3

Audio script

1. Nam: Where are my books?
 Mai: They're there, on the chair.
2. Mai: Where are my books?
 Nam: They're here, on the desk.
3. Peter: Where are my books?
 Linda: They're there, on the bed.
4. Linda: Where are my books?
 Peter: They're there, under the desk.

5. Read and complete.

- Tell pupils that they are going to read the text and write answers. 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 question as an example before starting the activity.
- 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.

Key: 1 on the bed 2 under the bed 3 near the desk
 4 on the desk 5 on the wall

6. Write about your bedroom.

- Tell pupils that they are going to read and write some facts about their own rooms. Give a few seconds for pupils to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Get pupils to work in pairs.
- Tell pupils to swap and check their writing before calling a few pupils to read their writing aloud.
- Call a few pupils to write their text on the board. Correct the spelling and grammatical errors, if necessary.

Lesson 3

1 Listen and repeat.

ch

chair



It's under the chair.

wh

where

Where's the ball?

2 Listen and write.



1. _____ the book?

2. The book is on the _____.

3 Let's chant.

Where's the book?

Where's the book?

Here! Here!

It's here!

Where's the ball?

There! There!

It's under the chair.

Where are the posters?

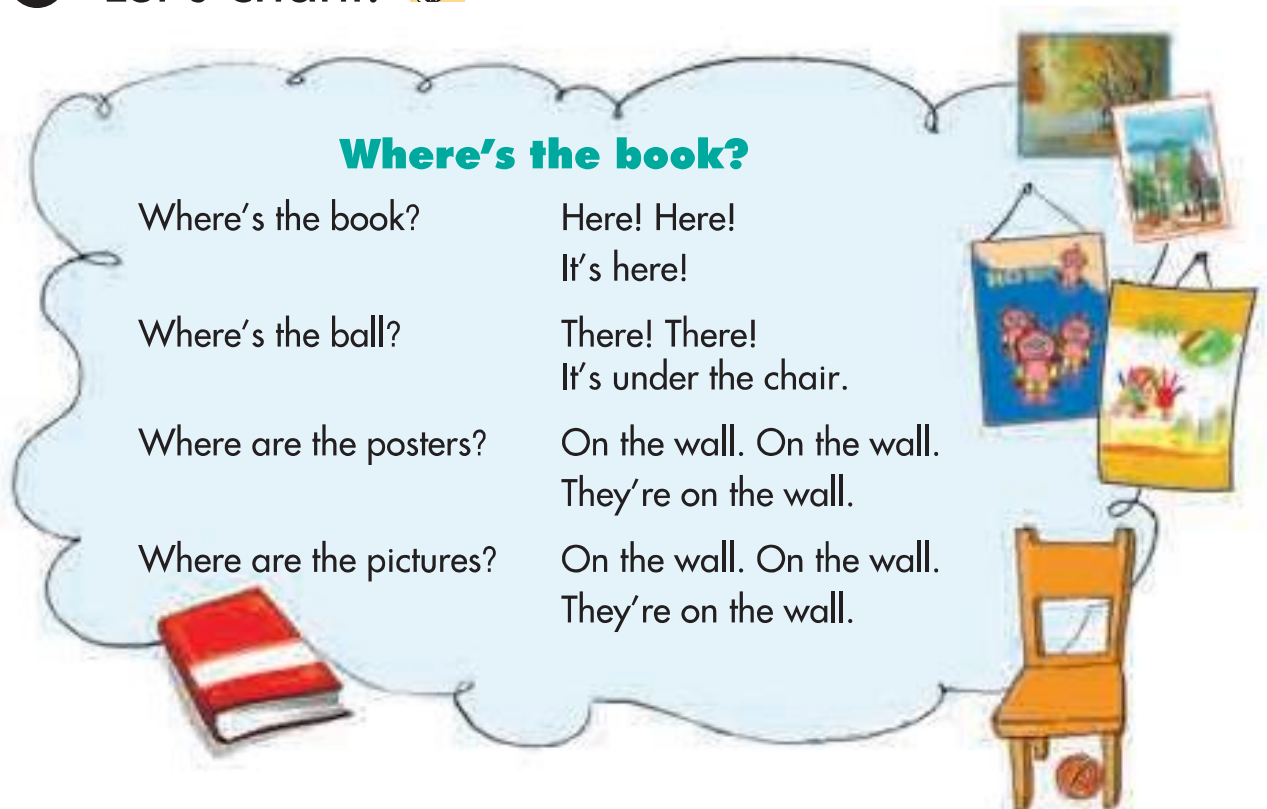
On the wall. On the wall.

They're on the wall.

Where are the pictures?

On the wall. On the wall.

They're on the wall.



Warm-up: Spend a few minutes revising the language learnt by getting pupils to play *Kim's game* (see *Activities Bank* in the *Introduction*) using the vocabulary learnt.

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 **ch** and **wh** 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 Where's 2 chair

Audio script

1. Where's the book?
2. The book is on the chair.

3. Let's chant.

- Tell pupils that they are going to say the chant *Where's the book?* Read each line of the chant and check comprehension. Give feedback. Say the chant or play the recording all the way through. Say each line of the chant and have pupils repeat it a few times. Show pupils how to say the chant and do the actions.
- Get 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 of six to the front of the class to chant and do the actions: the first group chants the questions and the other chants the answers. Have the remainder of the class clap along to the chant.

4 Read and tick.  

This is my room. There is a table and there are two chairs. There is a poster on the wall. There is a ball under the table. There are three books on the table.



5 Read and write.  

You: Look! This is a picture of my bedroom.

Your friend: It's nice. Tell me about the things in your room.

You: OK. Well, there's a _____ and two _____.

Your friend: What about books and posters?

You: _____.

6 Project 

Draw your bedroom and describe it to your classmates.



Warm-up: Spend a few minutes revising the language learnt by getting two groups of six pupils to the of the class to sing the song *The poster and the ball* and say the chant *Where's the book?* Read the *Activities Bank* in the *Introduciton* for more activities.

4. Read and tick.

- Tell pupils that they are going to read the text and tick the correct picture. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- 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.

Key: c

5. Read and write.

- Tell pupils that they are going to read the text and complete the conversation about their own bedrooms. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback.
- Role-play the dialogue with a pupil, where you play "your friend".
- Give pupils time to do the task. Go around to offer help, if necessary.
- Call a few pupils to write their answers on the board. Correct the spelling and grammatical errors, if necessary.
- Do choral repetition of the sentences on the board.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to draw their own bedrooms and describe them to the class. Get pupils to prepare the necessary school things to carry out the project (coloured pencils, crayons, etc.)
- Give pupils time to do the project in class. If there is not enough time, ask pupils to finish the project as homework.
- Call a few pupils to the front of the class to show their pictures and describe them. Using the sentence patterns learnt. Have the pupils stick their drawings on the walls of the classroom for display.
- Get the class to say the chant *Where's the book?* and sing the song *The poster and the ball* to end the class.



Lesson 1

1 Look, listen and repeat.   

a 

This is a picture of my room.

Are there any chairs in the room?

Yes, there are.

b 

Are there any posters in the room?

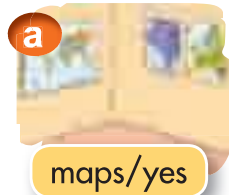
No, there aren't.

2 Point and say.  

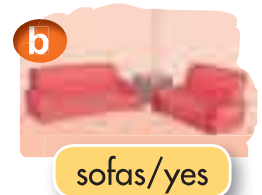
Are there any _____ in the room?

Yes, there are.

No, there aren't.

a 

maps/yes

b 

sofas/yes

c 

wardrobes/no

d 

cupboards/no

3 Let's talk.  

Are there any _____?

Yes, _____.

No, _____.



 there aren't = there are not

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Things in a room*.
- ask and answer questions about things in a room, using *Are there any + thing (plural) + location?*
- ask and answer questions about the quantity of things in a room, using *How many + thing (plural) + are there?*
- pronounce the sounds of the letters **a** and **u** in the words **fan** and **cup** respectively.

Warm-up: Spend a few seconds revising the previous unit by having pupils sing the song *The poster and the ball* and say the chant *Where?* 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 the class that they are going to ask and answer questions about things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of the characters and what they say. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture. Point to the things in the pictures and teach pupils the new words: *map, cupboard, sofa*.
- 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 things in a room. Give a few seconds for pupils to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the words under it. Give feedback and have pupils repeat them a few times. Use the first picture as an example and put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

Language notes:



- Remind pupils of the differences in pronunciation of the final **s** in **posters, sofas, cupboards, wardrobes** and **maps**. Have pupils practise identifying and pronouncing the sounds /s/ and /z/.
- Have pupils practise saying the two words **are** and **aren't** a few times.



3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each thing in the picture and elicit the name of the thing. Have pupils repeat the words a few times. Use one thing in the picture as an example (e.g. *beds*) and put the question and answer on the board and have pupils repeat them a few times. Call a pair to give a demonstration of the dialogue 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.

Language note: Draw pupils' attention to the plural nouns after **Are there any...?**

4 Listen and tick.  

1.  **a**  **b**

2.  **a**  **b**

5 Look, read and write.   



1. This is a living room.
2. There is a TV on the _____ in the room.
3. There are four pictures and a big _____ on the wall.
4. There are four _____ near the table.

6 Let's write. 

1. Are there any wardrobes in your bedroom? _____.
2. Are there any sofas in your living room? _____.
3. Are there any cupboards in your dining room? _____.
4. Are there any pictures or maps in your bedroom? _____.

Warm-up: Spend a few minutes revising the language learnt by having the class do a dictation (see *Activities Bank* in the *Introduction*), using the vocabulary and sentence patterns learnt.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give pupils a few seconds to look at the pictures. Elicit the names of the things in each picture 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: 1a 2b

Audio script

1. Peter: This is a picture of my living room. It's large.
Mai: Are there any maps in the room?
Peter: Yes, there are two.
2. Mary: This is a picture of my bedroom.
Nam: Are there any sofas in the room?
Mary: No, there aren't any.

5. Look, read and write.

- Tell pupils that they are going to look at the picture and complete the sentences. Give a few seconds for pupils to look at the picture and the text. Check comprehension. Elicit the word to fill the first gap as an example.
- Give pupils time to do the task. Get pupils to work in pairs.
- Ask 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 the sentences aloud.

Key: 2 cupboard 3 map 4 chairs

Language note: Tell pupils that *aren't* is the contracted form of *are not* and is used in speaking.

6. Let's write.

- Tell pupils that they are going to write about their own rooms. Give pupils a few seconds to read the questions. Check comprehension. Call a pupil and ask him/her the first two questions as examples.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before calling a few pupils to read the answers.
- Ask two pupils to write their answers on the board. Correct the spelling and grammatical errors, if necessary.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.

a How many chairs are there?



Let's count them. One, two, three, ... There are eight.

b And how many cups are there?



There are six.

2 Point and say.

How many ___ are there?



There are ___.



3 Let's talk.

How many ___?



___.



Warm-up: Spend a few minutes revising the language learnt by playing a game of *Bingo*, using the vocabulary learnt. Then call a few pairs to the front of the class to ask and answer questions with the words on the board, using *Are there any* + thing (plural) + location?

1. Look, listen and repeat.

- Tell the class that they are going to practise asking and answering questions about the number of things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of each character 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 the class that they are going to practise asking and answering questions, using *How many* + thing (plural) + *are there?* Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback. Point to the pictures and have pupils repeat the word under each picture a few times. Use the first picture as an example and put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the 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. Give a few seconds for pupils to look at the pictures and elicit the name of each room and the number of things in the room. Point to the beds in the first picture and prompt pupils to say the words to fill the gaps. Put the question and answer on the board and have pupils repeat them a few times. Call a pair to give a demonstration of the dialogue 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. 🎧 🎧



5 Read and write. 🧐 🧐

This is my living room. There are many things in the room. There are two windows and one door. There are a sofa, a desk and eight chairs. There is a lamp on the desk and a TV on the cupboard. There are four pictures and two fans on the walls.

- 1. How many doors are there in the living room? _____.
- 2. How many windows are there? _____.
- 3. How many chairs are there? _____.
- 4. How many pictures are there? _____.
- 5. How many fans are there? _____.

6 Let's play. 🧑🧑🧑

Spot the differences.



Warm-up: Spend a few minutes revising the language learnt by calling a few pairs to the front of the class to do the dialogue in Exercise 3. Read the *Activities Bank* in the *Introduction* for more activities.

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 picture. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers. When playing for the second time, pause after each sentence for pupils to number the picture.
- Get pupils to swap and check their answers before checking as a class.

Key: 1 bed 2 desk 3 two chairs 4 TV

Audio script

This is my bedroom. There's a bed in the room. There's a desk. There are two chairs. There's also a TV on the desk, but there aren't any wardrobes in my bedroom.

5. Read and write.

- Tell pupils that they are going to read the text and answer the questions. Give a few seconds for pupils to read the text in silence. Check comprehension and explain the new vocabulary. Ask pupils to read each question and underline the key words. Then read the text to scan for the answers. Discuss the first question with pupils and give the answer 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 a few pairs to ask and answer the questions.

Key: 1 There is one door. 2 There are two windows. 3 There are eight chairs.
4 There are four pictures. 5 There are two fans.

6. Let's play.

- Tell the class that they are going to play a game of *Spot the differences* (see *Activities Bank* in the *Introduction*).
- Describe how to play the game and check understanding. Say some model sentences and have pupils repeat them a few times (e.g. In Picture *a* there are two chairs behind the table. In Picture *b* there are two chairs near the door).
- Set the time and get groups of pupils to sit face to face and start the game.
- Ask the winning group to report the differences to the class.

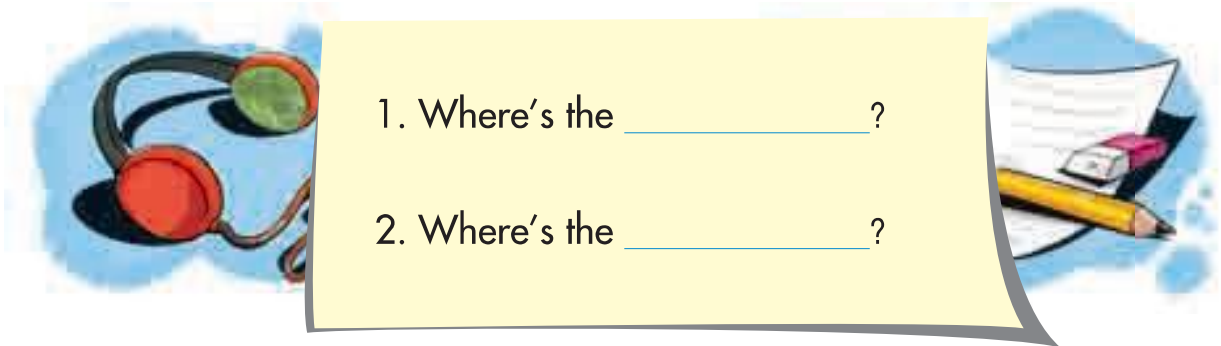
Lesson 3

1 Listen and repeat.

a **fan** There's a **fan** on the wall.

u **cup** There's a **cup** on the table.

2 Listen and write.



1. Where's the _____ ?

2. Where's the _____ ?

3 Let's chant.

How many desks?

How many, how many,
How many desks are there? One, one, there's one.
How many, how many,
How many maps are there? Two, two, there are two.
How many, how many,
How many lamps are there? Three, three, there are three.



Warm-up: Spend a few minutes revising the language learnt by getting a few pairs of pupils to do the dialogue in Lesson 2, Exercise 6. Read the *Activities Bank* in the *Introduction* for more activities.

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 **a** and **u** 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 cup 2 fan

Audio script

1. Where's the cup? 2. Where's the fan?

3. Let's chant.

- Tell pupils that they are going to say the *How many desks?* chant. Say the chant or play the recording all the way through for pupils to listen. Check comprehension and give feedback. Read each line of the chant and have pupils repeat it a few times. When pupils are familiar with the rhythm, show them how to say the chant and do the actions.
- Get 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 of six to the front of the class: one group chants the questions and the other chants the answers. Have the remainder of the class clap along to the rhythm.

4 Read and circle.

1. (*Is / Are*) there any cupboards in the living room?
2. There (*is / are*) one wardrobe in the bedroom.
3. How many (*lamp / lamps*) are there on the cupboard?
4. There are four (*chair / chairs*) next to the desk.
5. There are two posters (*on / in*) the wall.

5 Read and write.



This (1) _____ a dining room. It is large. There is a table and there are six (2) _____ in the room. There is a (3) _____ on the cupboard. There are three (4) _____ on the wall.

6 Project

Interview your friends and complete the table.

How many tables are there in your house?

There are two.



Name	Doors	Windows	Tables	Chairs	Cupboards	Wardrobes
Nam			2			
You						

Warm-up: Spend a few minutes revising the language learnt by getting the class to say the chant *How many desks?* Read the *Activities Bank* in the *Introduction* for more activities.

4. Read and circle.

- Tell pupils that they are going to read the sentences and circle the correct words. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Do the first sentence with pupils 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.
- Do choral and individual repetition of the sentences.

Key: 1 Are 2 is 3 lamps 4 chairs 5 on

5. Read and write.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension. Fill the first gap with pupils 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 answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 is 2 chairs 3 TV 4 posters

6. Project

- Tell pupils that they are going to interview their friends about their houses and take notes, then report their work to the class. Check understanding. Get a group of four to give a demonstration of the interview before starting the activity.
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary.
- Call a few pupils to the front of the class to report their work.
- Have pupils stick their notes on the walls of the classroom for display.
- Have the class sing the song *The way I clean my house* and say the *How many desks?* chant to end the class.

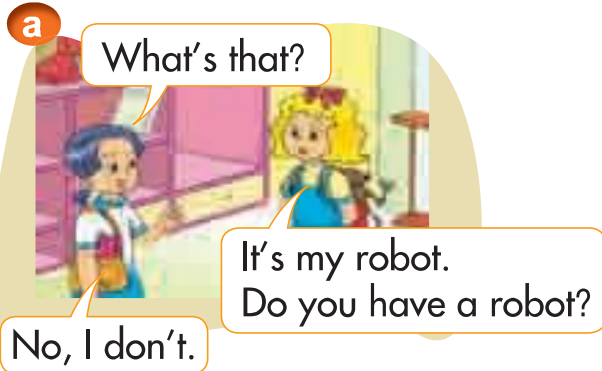


Unit 15 Do you have any toys?






Lesson 1

1 Look, listen and repeat.   


a 

b 

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. 



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.

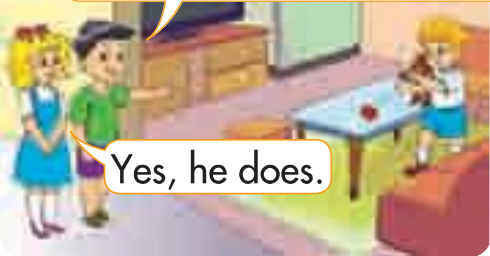
- Tell the class this is a personalized activity in which pupils use real facts in their writing. Give pupils a few seconds to read the questions in silence. Call one pupil to the front of the class to give a demonstration as an example.
- Give pupils time to do the task. Go around to offer help with 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

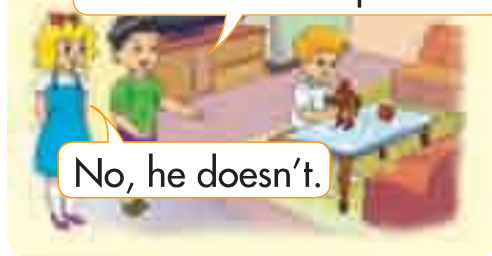
Lesson 2

1 Look, listen and repeat.

a Does your brother have a robot?
Yes, he does.





b Does he have a puzzle?
No, he doesn't.



2 Point and say.

Does he/she have ____?
Yes, he/she does.
No, he/she doesn't.



a 
a yo-yo/yes

b 
a ship/yes

c 
a plane/no

d 
a kite/no

3 Let's talk.

Does he/she have ____?
Yes, ____.
No, ____.



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.

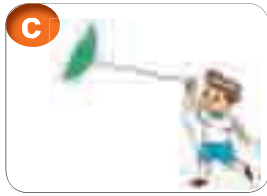
- Tell pupils that they are going to practise asking and answering questions, using *Does he/she have ... ?* Give a few seconds for pupils to look at the pictures and the words. Teach the new vocabulary. Have pupils repeat each word a few times. Point to Picture *a* and elicit the word to fill the gap. 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.

b.

c.

d.

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

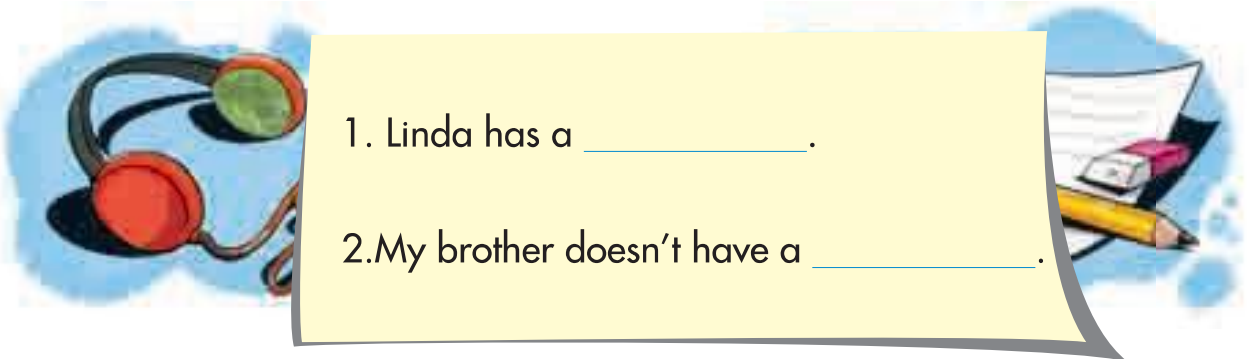
She has a plane.

sh

ship

Do you have a ship?

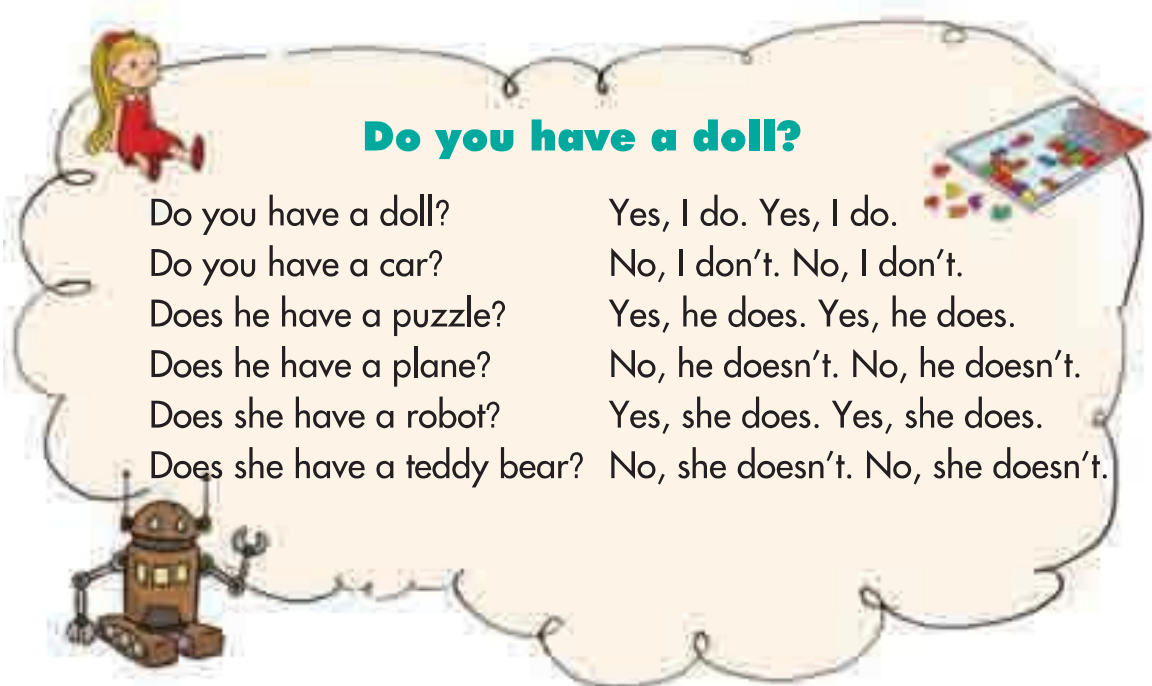
2 Listen and write.



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.

Review 3

1 Listen and tick.  



a



b



a



b



a



b



a



b



a



b

2 Listen and number.  



a



b



c



d

Objectives

By the end of this unit, pupils can

- listen and identify specific information.
- read and identify specific information.
- read and identify general ideas.
- read, listen and understand a short story.

1. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give pupils a few seconds to look at the pictures. Check comprehension and elicit information in the pictures 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. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: 1a 2a 3b 4b 5a

Audio script

1. *Peter:* Who's that? 2. *Mai:* This is my bedroom. 3. *Nam:* Where's your yo-yo?
Mai: That's my father. *Linda:* Oh, it's nice. *Tony:* It's there, on the shelf.
4. *Tony:* Are there any maps in your classroom? 5. *Tony:* Do you have a robot?
Mai: Yes, there are two. *Mai:* No, I don't. But I have a doll.

2. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give pupils a few seconds to look at the pictures. Check comprehension and elicit information in the pictures and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and correct their answers before checking as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: a3 b4 c1 d2

Audio script

1. *Tony:* I have a new toy. 2. *Mai:* That's the garden. Come and have a look.
Mai: What is it? *Linda:* Oh, it's beautiful.
Tony: It's a kite.
3. *Peter:* Where's your sister? 4. *Tony:* How many posters are there in your room?
Nam: She's in the kitchen with my mother. *Nam:* There are two.

3 Read and complete.

small bedrooms there they house bathroom

This is my (1) house. It is big. There is a living room, a kitchen, three (2) _____ and a garden. There is a (3) _____ inside each bedroom. This is my bedroom. It's (4) _____. There is a bed, a desk, a chair, and a bookcase. (5) _____ is a big poster on the wall. Look! I have three balls. (6) _____ are under the bed.

4 Read and match.

- | | |
|---|----------------------|
| 1 How old is your father? | a Yes, I do. |
| 2 Do you have any toys? | b Yes, there is. |
| 3 Who's that? | c He's thirty-seven. |
| 4 Is there a balcony in your classroom? | d It's my sister. |

5 Look and say.



1. Who are they?



2. What room is it?



3. Are there any sofas/tables/
chairs/pictures?
How many are there?



4. Where's the chair/school bag?
Where are the balls/books/posters?

3. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for pupils to read the text in silence. Check comprehension.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition of the text.

Key: 2 bedrooms 3 bathroom 4 small 5 There 6 They

4. Read and match.

- Tell pupils that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Give a few seconds for pupils to read in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- Have a few pairs act out the dialogues.

Key: 1c 2a 3d 4b

5. Look and say.

- Tell pupils that they are going to answer the questions. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and elicit the words to answer the questions and give feedback.
- Get pupils to work in pairs. Go around to offer help, if necessary.
- Call a few pairs to answer the questions. Give feedback and praise pupils who did well and encourage pupils to listen and make improvement.

Key:

1. It's Mai's/Phong's family.

2. It's a bedroom.

3. Yes, there is a sofa.

Yes, there are two tables.

Yes, there are eight chairs.

Yes, there are two pictures.

4. The chair is next to the desk.

The schoolbag is on the desk.

The balls are under the bed.

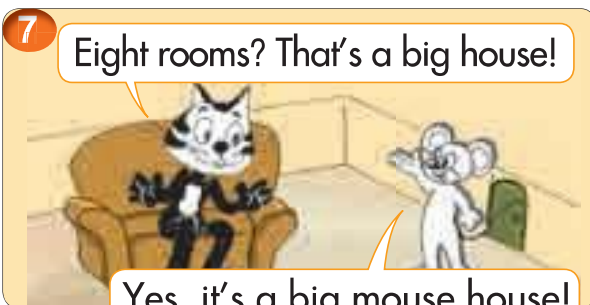
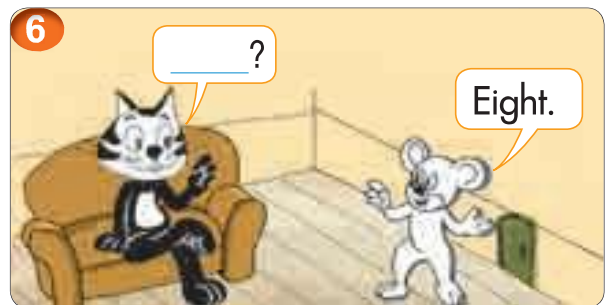
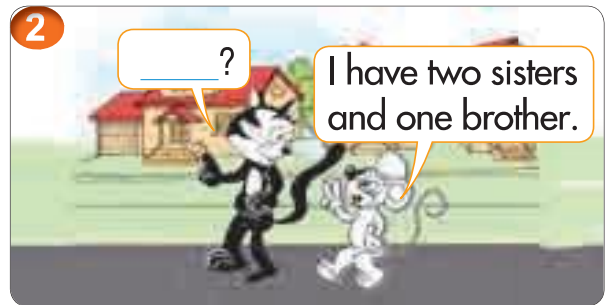
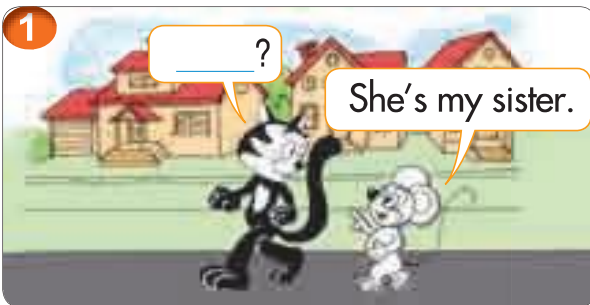
The books are on the desk.

The posters are on the wall.

1 Read the story. Put these lines in the correct bubbles.

Then listen and check.   

- a. How many rooms are there in your house?
- b. How many brothers and sisters do you have?
- c. Where are they?
- d. Who is Mimi?



1. Read the story. Put these lines in the correct bubbles. Then listen and check.

- Tell pupils that they are going to read the story and put the four questions in the correct bubbles.
- Ask pupils to work in small groups. Then play the recording for them to check their answers.

Picture 1 d

Picture 2 b

Picture 3 c

Picture 6 a

Audio script

Miu: Who's Mimi?
Chit: She's my sister.

Miu: How many brothers and sisters do you have?
Chit: I have two sisters and one brother.

Miu: Where are they?
Chit: They're here.

Chit: This is my sister Mimi and this is my sister Nini.
Miu: Hello!
Mimi and Nini: Hello!

Chit: And that's my brother, Jack.
Miu: Hello!
Jack: Hello!

Miu: How many rooms are there in your house?
Chit: Eight.

Miu: Eight rooms? That's a big house!
Chit: Yes, it's a big mouse house!

Miu: A big mouse house! That's nice!
Chit: Yes, it is!

2 Correct the answers. 

1. How many sisters does Chit have?

He has one sister. *No, he* _____.

2. How many brothers does he have?

He has two brothers. _____.

3. What's the name of Chit's brother?

John. _____.

4. How many rooms are there in the mouse house?

There are six. _____.

3 Unscramble these words from the conversation. 

a. erstis sister

b. rothbre _____

c. eshou _____

d. sorom _____

e. lohel _____

f. usemo _____

4 Complete the conversation between Miu and Mimi. 

Miu: Hello, my (1) _____ Miu. What (2) _____ that?

Mimi: My (3) _____ Mimi.

Miu: Nice (4) _____, Mimi.

Mimi: (5) _____ too, Miu.

2. Correct the answers.

- Tell pupils that they are going to read the questions and correct the answers. Give them time to read the questions and underline the key words in the questions. Then ask them to read the story again and find out what is wrong with the answers, and correct them.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Ask a few pairs to read aloud the questions and answers.

Key: 1 He has two sisters.

2 He has one brother.

3 Jack.

4 There are eight.

3. Unscramble these words from the conversation.

- Tell pupils that they are going to put the letters in the correct order to make words, and that they can find the words from the story. Do the first word as an example.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Ask a few pairs to read aloud the correct words.

Key: a brother b house c rooms d hello e mouse

4. Complete the conversation between Miu and Mimi.

- Tell pupils that they are going to read the text and fill the gaps. Give them a few seconds to read the text and check comprehension.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Assign a few pairs to read aloud the dialogue.

Key: 1 name's 2 your name 3 name's 4 to meet you 5 Nice to meet you

Audio script

Miu: Hello, my name's Miu. What's your name?

Mimi: My name's Mimi.

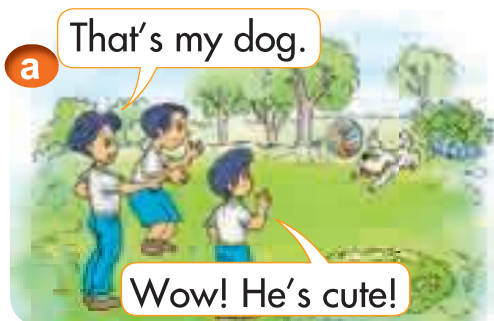
Miu: Nice to meet you, Mimi.

Mimi: Nice to meet you too, Miu.

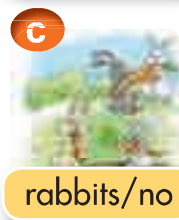
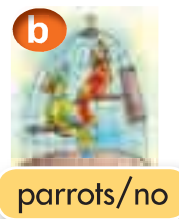
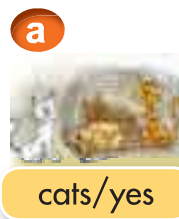


Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



 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 *Activitys 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. Mai: 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.


b 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?



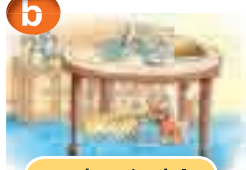
They're _____.

a



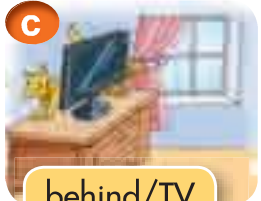
next to/flower pot

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.

1. Nam has a lot of _____.
2. He has a _____. It is _____ the bed.
3. He has a _____. It is _____ the table.
4. 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 *Activities 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. Mai: 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.

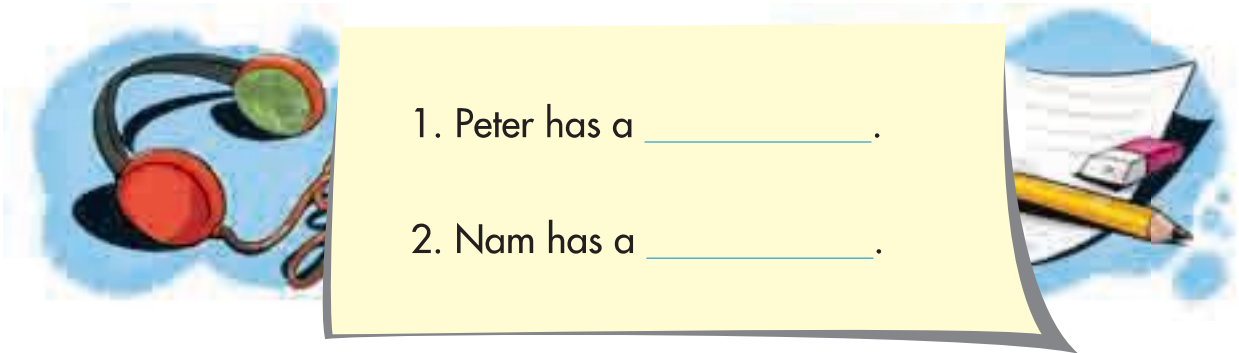
Lesson 3

1 Listen and repeat.

o **dog** Where is your **dog**?

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

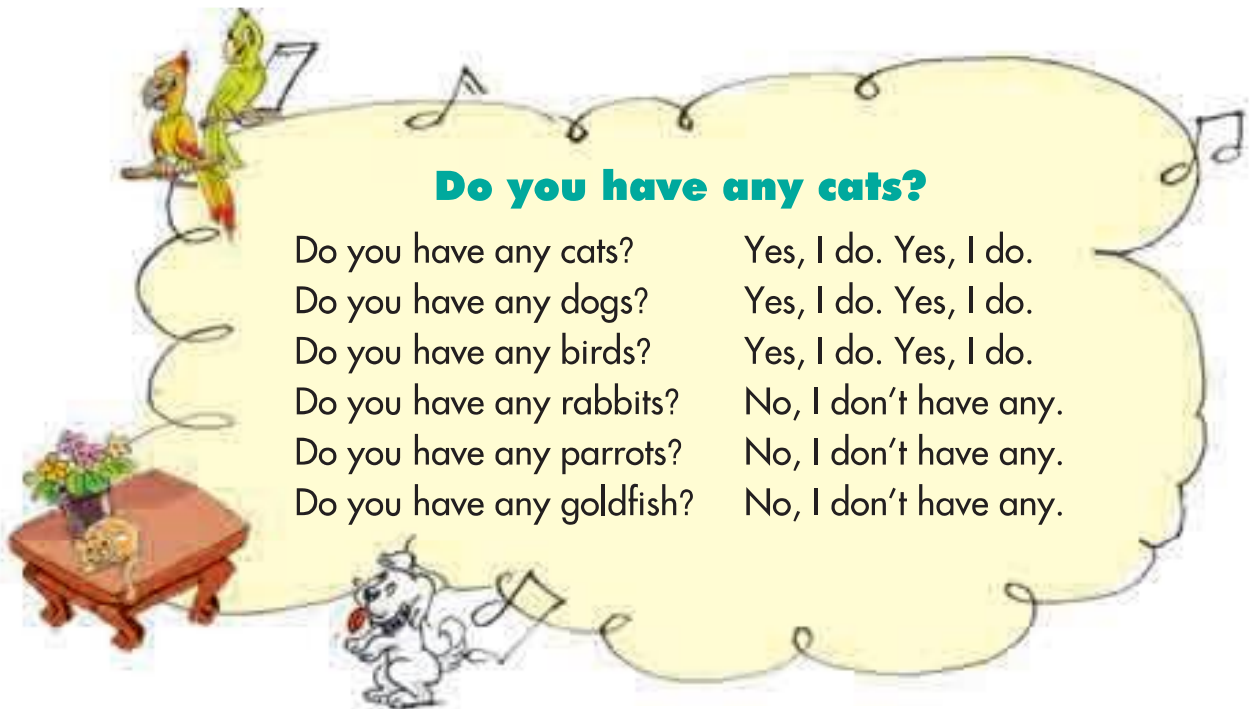
2 Listen and write.



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.

What toys do you like?

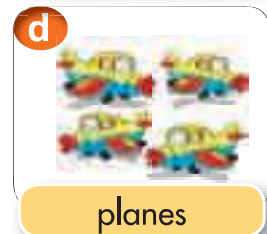
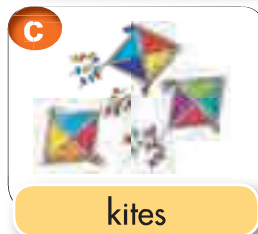


Lesson 1

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 ***i-e*** and ***i*** 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

- | | |
|---|---|
| <p>1. Mai: Do you like toys?
Nam: Yes, I do.
Mai: What toys do you like?
Nam: I like planes.</p> | <p>2. Nam: Do you like robots?
Mai: No, I don't.
Nam: What toys do you like?
Mai: I like kites.</p> |
| <p>3. Nam: Do you like ships?
Tony: No, I don't.
Nam: What toys do you like?
Tony: I like trucks.</p> | |

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.

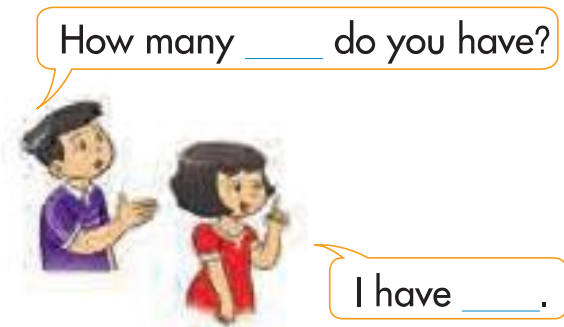
Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat. 🧐 🎧 🗨️



2 Point and say. 📖 🗨️



3 Let's talk. 🗨️ 🗨️

