Date of planning: / /

Date of teaching: / /

**UNIT 17: OUR TOYS**

**( 6 periods)**

1. **Objectives:**

By the end of the lesson, students will be able to:

**1. Knowledge:**

- use the words *car, kite, train, plane* in relation to the topic “*Our toys”;*

- understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys;

- correctly say the words and use *He / She has \_\_\_\_\_\_.* to identify someone’s toys;

- enhance the correct use of *He / She has \_\_\_\_\_.* to identify someone’s toys in a freer context

-Listen to and understand four communicative contexts in which pupils identify someone’s toys and number the correct pictures.

- Correctly four target sentence patterns with the help of picture cues.

- Sing the song *Their toys* with the correct pronunciation and melody.

- use the words *truck, bus, ship, teddy bear* in relation to the topic “*Our toys”;*

- understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys that some people have.

- correctly say the words and use *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have.

- enhance the correct use of *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have in a freer context.

-Listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures.

- Complete four sentences with the help of picture cues.

- Review vocabulary words for toys by playing *Kim’s game*.

- correctly repeat the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy*, and in the sentences *She has a kite*. and *He has a toy.* with the correct pronunciation and intonation.

- identify the target words *kite* and *toy* while listening.

- say the chant with the correct rhythm and pronunciation

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

- read and understand a passage about toys.

- read, understand and complete a paragraph about toys that Lucy has.

- revise the target language by making paper toys and talking about them to the class.

**2. Competences:** Teamwork, work standards, communication

**3. Attributes/ Qualities**:

- Complete learning tasks

- Help partners to complete learning tasks

- collaborate with teachers to enhance language skills

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Week 28- Period 111: Lesson 1**  **\* Warm-up and review: 5’**  **Game: Animals quiz**  Review the previous lesson by having the class play the game, using the words: *bird, parrot, cat, dog, fish, elephant, duck, rabbit.*  **-**Divide the class into 4 teams.  **-**Invite 1 pupil to go to the board choose an animal and say aloud. The one who can make it will have 3 points.  **-**Encourage pupils to join in the game.  - Give points for pupils. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8’)   1. **Goal:** *- Help Ss understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys.* 2. **Set the context:**   - Have pupils look at Pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b.  - Correct their pronunciation where necessary.  **-** Invite a few pairs role play.  **-** Draw pupils’ attention to the sentences *My brother has a car. / My sister has two dolls.* Tell pupils that they are used to identify someone’s toys.  **Vocabulary:**  - car (*picture)*  - kite (*picture)*  - train (*picture)*  - plane (*picture)*  **Check vocabulary:** *Rub out and Remember*  **Model sentence:**  **He/ She has** *\_\_\_\_\_.*  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say. (**9’)  **Goal:** - *To correctly say the words and use He / She has \_\_\_\_\_. to identify someone’s toys*.  **-** Draw pupils’ attention to Pictures **a** to **d**  - Elicit the character and the quantity of toys in each picture  **-**Draw pupils’ attention to the plural form of toys in Pictures **c** (trains) and **d** (planes).  - Check comprehension. Ask pupils to listen to the recording and repeat the words for the toys several times until they feel confident.  - Put pupils into pairs. Tell them to point at the pictures and say the names for the toys in the pictures.  **-** Play the recording for pupils to repeat the sentence a few times  **-** Repeat the same procedure with the other three pictures.  **-** Get them to talk about someone’s toys using the speech bubble and picture cues.  **-** Invite a few pairs to come to the front of the classroom.  **C. PRODUCTION**  **Activity 3. Let’s talk. (**8’)  **Goal:** *- Help ss to enhance the correct use of He / She has \_\_\_\_\_. to identify someone’s toys in a freer context.*  **-** Draw pupil’s attention to the picture. Ask questions to help them identify the context. Have pupils look at the bubble to understand how the sentence pattern is used.  - Have pupils practice identifying someone’s toys in pairs.  **-** Invite some pupils to practice identifying someone’s toys in front of the class  **Game: Who says fast?**   * -Divide the class into four teams. * -Each team has one pupil comes to the board, look at the picture, then read the sentence with a missing word.   -Who can say it fast will get points for the teams | Whole class    Whole class/  Individual work  Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Group work |
| **Fun corner and wrap-up: (**5’)  **Game: Guessing game**  **-**Divide the class into 4 teams.  **-**Invite 1 pupil from each team to come to the front and say aloud the answer. If correct, give points for the teams.  **-**Encourage pupils to practice speaking English.  **-**Give points for pupils.  **Home link:** Learn by heart vocabularies and practice model sentence | Group work  Whole class |

|  |  |
| --- | --- |
| **Week 28- Period 112: Lesson 1**  **\*Warm-up: Play Game “A letter to the Santa Claus**” **(5’)**  Review the previous lesson by having the class play the game, using the words: *kite, car, plane, train.*  **-**Divide the class into 4 teams.  **-**Invite 1 pupil to go to the board, look at the picture, then say aloud what toy the boy wants for Christmas. The fastest pupil gets one points for his/ her team.  **-**Encourage pupils to join in the game.  -Give points for pupils. | Whole class |
| **Activity 4.**  **Listen and number. (8’)**  ***Goals:***  *To listen to and understand four communicative contexts in which pupils identify someone’s toys and number the correct pictures.*  -Draw pupils’ attention to the pictures. Elicit the toys the characters are holding in the pictures.  **-**Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **-** Set a time limit for pupils to swap and check the answers. Correct their answers, if necessary.  **-** Play the recording again for pupils to double-check their answers**-** Repeat with the second dialogue. | Whole class |
| **Activity 5. Look, complete and read. (8’)**  ***Goals:***  *To correctly four target sentence patterns with the help of picture cues.*  - Introduce the task.  **-** Have pupils look at the pictures. Have them identify the characters in the four pictures.  **-** Have pupils look at the first picture. Draw pupils’ attention to the gap in the sentence and say what they have to do.  **-** Model with Picture **1**. Have pupils look at the picture. Ask them what is missing in the answer (*car*). Then have them look at the picture and identify the name of toy. Then have them complete the gap (*He has a car.*)  **-** Give pupils time to complete Sentences **2,** **3** and **4** individually  **-** Ask a few pupils to write the answer on the board and read them aloud.  **\* Key:**   ***1.*** *car* ***2.*** *a kite* ***3.*** *He has* ***4.*** *has two*  **Extension:** If time allows, have Ps play the game “**Guessing Game**”  -Divide the class into four teams.  **-**Invite each pupil from each team to come to the front and say aloud what they can see. The fastest students with the correct answer will get points for their team. | Whole class  Whole class  Whole class  Individual  Pair works  Whole class |
| **Activity 6. Let’s sing. (8’)**  ***Goals:***  *To sing the song Their toys with the correct pronunciation and melody.*  -Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **-**Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.  **-**Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **-**Play the recording all the way through for pupils to sing along.  -Introduce actions for pupils to do while singing along with the recording.  **Moving time: Sing and dance**  **-**Divide the class into 4 teams.  **-**Ask each team to stand up, then sing and dance. The team that sing and dance the most beautiful will get points.  **-**Encourage pupils to join in this activity.  **-**Give points for team. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Group work |
| **\*** **Fun corner and wrap-up:**(5’)  ***Goals:*** *to help students remember the target vocabulary and sentence patterns of this lesson.*  **-** Have Ps play the game **“Spin the Wheel”**  - Divide the class into teams.  - Teacher calls several pupils to complete the sentence “*He/ She has….*”  - Pupils/ Teacher click on the “spin” button to get points.  - Feedback | Group work  Teacher |
| \* Home link:**(1’)**  -Learn by heart vocabulary and sentence patterns  -Prepare Lesson2/ P 1,2,3/ p48 | Individual |

|  |  |
| --- | --- |
| **Week 29- Period 113: Lesson 2**  **\* Warm-up and review: (5’)**  Sing the song *Their toys* in Lesson 1.  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8’)   1. **Goal:** *- Help Ss to understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys that some people have* 2. **Set the context:**   - Have pupils look at Pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b.  - Correct their pronunciation where necessary.  **-** Invite a few pairs role play.  **-** Draw pupils’ attention to the sentences *Lucy and Mary have two cars. /They have three cars.* Tell pupils that they are used to identify someone’s toys that some people have  **1. Vocabulary:**  - truck (*picture)*  - bus (*picture)*  - ship (*picture)*  - teddy bear (*picture)*  **Check vocabulary:** *Rub out and Remember*  **2. Model sentence:**  **They have** *\_\_\_\_\_.*  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say. (**9’)  **Goal:** - *To correctly say the words and use They have \_\_\_\_\_. to talk about the quantity of toys that some people have.*  **-** Draw pupils’ attention to Picture **a**. Elicit the quantity of the toys in the picture (two trucks). Then ask pupils to look at the label *trucks*. Explain the meaning of the label. Check comprehension. Ask pupils to listen to the recording and repeat the words *trucks / two trucks* several times until they feel confident. Repeat the same procedure with Pictures **b, c** and **d**.  - Draw pupils’ attention to the speech bubble. Tell them that *They have \_\_\_\_\_.* is used to talk about the quantity of toys that some people have.  - Ask pupils to look at the bubble and Picture **a**. Play the recording for them to listen to and repeat the sentence several times. Follow the same procedure with the other three pictures.  **-** Tell pupils to point to each picture and talk about the quantity of toys that some people have in the picture in pair  **-** Invite few pairs to come to the front of the classroom.  **C. PRODUCTION**  **Activity 3. Let’s talk. (**8’)  **Goal:** *- To enhance the correct use of They have \_\_\_\_\_. to talk about the quantity of toys that some people have in a freer context.*  **-** Draw pupil’s attention to the picture. Ask questions to help them identify the context. Have pupils look at the bubble to understand how the sentence pattern is used.  - Ask them to talk about the quantity of toys using the speech bubble and picture cues in pair  **-** Invite some pairs go to the front of the class | Whole class    Whole class/  Individual work  Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Group work |
| **Fun corner and wrap-up: (**5’)  **Game: Choose the correct pattern.**  **-**Divide the class into 4 teams  -Invite 1 pupil from each team to come to the board, look and choose the correct answer. If it is correct, give points for the teams.  **-**Encourage pupils to practice speaking English.  **-**Give points for pupils. | Group work  Whole class |
| **Home link (1’)**  Learn by heart vocabularies and practice model sentence |  |

|  |  |
| --- | --- |
| **Week 29- Period 114: Lesson 2**  **\*Warm-up: Play Game: What is missing?** (5’)  Review the previous lesson by having the class play the game with the words: *kite, car, plane, train, truck, ship, bus, teddy bear.*  **-**Divide the class into 4 teams.  **-**Look at the pictures and find out what is missing. Invite pupils to find out which one is missing. The fastest pupils to have the correct answer get points.  -Encourage pupils to join in the game.  **-**Give points for pupils. | Group work |
| **Activity 4.**  **Listen and tick. (8’)**  ***Goals:***  *To listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures.*  - Draw pupils’ attention to the pictures **1a** and **1b**. Elicit the quantity of toys that the boys have in each picture. Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat the same procedure with Pictures **2a** and **2b**.  **-**Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **-**Play the recording again for the pupils to double-check their answers.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Individual |
| **Activity 5. Look, complete and read. (8’)**  ***Goals:***  *To correctly four target sentence patterns with the help of picture cues.*  - Introduce the task.  **-** Have pupils look at the pictures. Have them identify the quantity of toys in the four pictures.  **-** Have pupils look at the first picture. Draw pupils’ attention to the gap in the sentence and say what they have to do.  **-** Model with Picture **1**. Have pupils look at the picture. Ask them what is missing in the answer (*buses*). Then have them look at the picture and identify the name of toy. Then have them complete the gap (*Ben and Nam have three buses.*)  **-** Give pupils time to complete Sentences **2,** **3** and **4** individually  **-** Ask a few pupils to write the answer on the board and read them aloud.  **\* Key:**   **Key: 1.** buses **2.** two ships  **3.** three dolls **4.** have two teddy bears  **Extension:** If time allows, have Ps play the game “**Guessing Game**”  -Divide the class into four teams.  **-**Invite each pupil from each team to come to the front and say aloud what they can see. The fastest students with the correct answer will get points for their team. | Whole class  Whole class  Whole class  Individual  Pair works  Whole class  Group work |
| **Activity 6. Let’s play. (8’)**  ***Goals:***  *To review vocabulary words for toys by playing Kim’s game*  -Elicit the language that pupils need to name the toys. Tell the pupils the goal of the game and how to play it: Pupils should look at the cards carefully and recall their names and positions successfully.  **-**Divide the class into two teams.  **-**Display both sets of cards face up on the board.  -Give pupils two minutes to memories their set. Turn the cards face down on the board.  - Explain that when you say a word, a nominated pupil from each team must run to their set, try to remember which card shows the relevant picture and turn it over to show to their team. A correct card scores one point. When the pupils’ turn is over, they must put the cards back on the board and return to their seats. Remember to nominate a pupil from each team before saying the word.  - Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Group work |
| **\*** **Fun corner and wrap-up:**(5’)  ***Goals:*** *to help students remember the target vocabulary and sentence patterns of this lesson.*  **Game: Making sentences**  **-**Divide the class into 4 teams.  **-**Invite 1 pupil from each team to come to the front, look at the scrambled sentence then rearrange the words in order to make a sentence, then say it aloud. If he/ she says it correctly, his/ her team will have points.  **-** Encourage pupils to practice speaking English.  **-**Give points for pupils. | Group work  Teacher |
| \* Home link:**(1’)**  -Learn by heart vocabulary and sentence patterns  -Prepare Lesson3/ P 1,2,3/ p50 | Individual |

|  |  |
| --- | --- |
| **Week 29- Period 115: Lesson 3**  **Warm- up: (5’)**  *Game:*  **Missing words**  ***Goal:*** *Review the previous lesson by having the class play the game with the words: kite, plane, doll, train, bus, car, ship.*  **-**Divide the class into 4 teams.  **-**Invite 1 pupil to go to the board and look at the picture, then say aloud which one is missing.  **-**Encourage pupil to join in the game.  **-**Give points for pupils.  - Say “Open your book page 50” and look at “*Unit 17, Lesson 3 (1,2,3)”.* | Whole class  Whole class |
| **Activity 1. Listen and repeat (8’)**  ***\*Goals:***  *To correctly repeat the sounds of the letters* ***i*** *and* ***oy*** *in isolation, in the words kite and toy, and in the sentences: She has a kite. and He has a toy. with the correct pronunciation and intonation.*  **\*Procedure:**  **-**Draw pupils’ attention to the letter ***i****,* the word *kite* and the sentence *She has a kite*.  -Play the recording and encourage them to point at the letter / word / sentence while listening.  **-**Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident.  -Correct their pronunciation where necessary, and praise them when their pronunciation is good. Repeat the same procedure with the letters ***oy*** in the second line.  **-**Let pupils work in pairs or groups to pronounce the sounds of the letters ***i*** and ***oy***, say the words *kite* and *toy*, and read the sentences *She has a kite*. and *He has a toy*.  - Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well,. | Whole class  Whole class  Whole class  Whole class  Individual |
| **Activity 2.** **Listen and circle. (8’)**  ***\*Goal:*** *To identify the target words kite and toy while listening*  **-**Draw pupils’ attention to the sentences and the gap-fill options (as mentioned in *Input*).  -Explain what pupils have to do. Check comprehension.  **-**Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **-**Get pupils to swap books with a partner, then check the answers as a class.  -Write the correct answers on the board for pupils to correct their answers.  **-**Play the recording again for pupils to double-check their answers.  ***Key: 1.c 2.a*** | T- Whole class  Whole class  Pair work  Whole class |
| **Activity 3. Let’s chant (8’)**  ***\*Aims:*** *to say the chant with the correct rhythm and pronunciation.*  - Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  - Play the recording for Ss to listen to the whole chant.  -Have them repeat the title and lyrics line by line.  -Draw pupils’ attention to the sounds of the letters ***i*** and ***oy***, the words *kite* and *toy*, and the sentences *Ben has a kite.* and *Ben and Mary have toys*. in the chant*.*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  **\* Fun corner and wrap up (5’)**  - Play game:  **Guessing game** | T- Whole class  Whole class  Whole class  Pair work  Whole class |
| **Home link. (1’)**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 17, Lesson 3 (4,5,6)* |  |

|  |  |
| --- | --- |
| **Week 29- Period 116: Lesson 3**  **\* Warm-up and review: (5’)**  **Game: What’s in the box?**  Review the previous lesson by having the class play the game, using the words: *kite, plane, doll, train, bus, car, ship.*  **-** Divide the class into 4 teams.  **-** Invite 1 pupil from each team to go to the board and look at the toy, then scramble the words by writing on the board and say aloud what the toy is. The fastest will get more points than the rest.  **-** Encourage pupils to join in the game.  **-** Give points for the teams. Lead to the new lesson *“Unit 1, Lesson 3 (4,5,6)”.* | Whole class  Group work |
| **\* New lesson:**  **Activity 1. Read and circle. (**8’)  **Goal:** *To read and understand a passage about toys.*  **-**Draw pupils’ attention to the passage about Linh’s and Lucy’s toys and read it together as a class.  **-**Draw pupils’ attention to the pictures showing their toys. Have pupils spot the differences between the pictures (the quantity of toys in each picture). Check comprehension.  **-**Get pupils to read and circle the correct letter.  **-** Get pupils to swap books with a partner, then check answers together as a class.  ***Key: 1. b 2. a 3. a 4.b***  -Ask pupils to read the sentences again.  **Activity 2. Let’s write. (**8’)  **Goal:** *To read, understand and complete a paragraph about toys that Lucy has.*  -Tell the class the goal of this activity: Pupils read the passage about Lucy’s toys and fill in the gaps.  **-**Have pupils fill in the first gap together as an example. Write the first gapped sentence on the board. Ask them to look at the gap and guess what is missing (the word *She*). Let them write down the word in the gap. Repeat the same procedure with the other incomplete sentences.  **-** Invite a few pupils to read aloud the paragraph they have completed in front of the class.  - Give feedback  ***Key:***  ***1. Pupil’s answer***  ***2. thank you/ thanks***  ***3. Goodbye/ bye***  - Ask a few Ss to stand up and read aloud the paragraph  **Activity 3. Project (**8’)  **Goal:** *To revise the target language by making paper toys and talking about them to the class.*  **-** Elicit the language needed to do the task: *He / She has \_\_\_\_\_.* Write it on the board. Ask pupils to repeat it several times. **-**Ask pupils to work in groups of six. Ask them to show the paper toys that they have made at home, then tell the group about them. Check comprehension.  **-** Give pupils time to do the task. Encourage them to decorate their toys. Go around the classroom to offer help where necessary.  **-** Invite some pupils to show and tell the class about the toys they have made using the language learnt. Have pupils display their toys on the classroom walls.  **-** If there is not enough time, ask pupils to do the project as homework and check by giving pupils time to share their work in the next lesson.  **\* Fun corner and wrap-up: (**5’)  **Game: Look and say.**  **-**Divide the class into 4 teams.  **-**Invite 1 pupil from each team look at the picture and say aloud 3 times. The fastest one with the correct answer will have points for his/ her team.  **-** Encourage pupils to practice speaking English.  **-** Give points for pupils. | Whole class    Individual work  Pair work  Whole class  Whole class/ Individual work  Whole class/  Individual work  Group work    Whole class/  Individual work  Group work  Whole class |
| **\*Home link: (1’)**  Learn by heart vocabulary and practice model sentence |  |

**Comments:**

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….