**Week: 15 UNIT 9: WHAT ARE YOU DOING?**

 **Lesson 2 (4,5,6)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about what people are doing.

- Listen and number the pictures in the correct order.

- Read the questions and write the answers, using the pictures.

- Sing the song What are they doing?

**-** SentencePatterns: Revision

- Vocabulary: Revision

**2. Skills:**

- Listening, reading and speaking.

**3. Attitudes/ Quality:**

- Love their class

- United friend

**4. Forming competence:**

- To know talk about their class

 - Practise in pairs

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Revising the previous lesson by asking some pairs to ask and answer about what people are doing, using what are they doing ?They are………*Task 1. Listen and number:*- Tell ps that they’re going to listen to a text about what some pupils are doing at breaktime and number the picture.- Ask them to look at the pictures and identify what the characters in each picture are doinga: They are playing badmintonb : They are making paper planec : They are making a kite- Play the recording- Play it again- Monitor the activities and offer help if necessary\* Key : A.2 B.4 C.3 D.1*Task 2. Look and write:*- Tell pupils that they are going to answer the questions about the what children are doing, using the picture cues.- Ask them to look at four pictures to identify what the characters in each picture are doing.- Ask them to read the questions and write the answers, using picture cues- Get pupils to work in pairs, if necessary - Control the class and offer help if necessary.- Get them to swap their answers before checking as a class- Invite some pairs to act out the dialogues (if there is enough time)*Task 3. Let’s sing:* What are they doing?- Tell pupils that they are going to sing the song what are they doing?, teach the song follow the procedure in teaching the unit components in in production- Have them read each line of the lyrics aloud. Check comprehension- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line un til they get familiarized with the pronunciation, the stress, the rhythm and the tune of the song- Play the recording again and get pupils to sing along with the recording- Divide class in to two groups: One sing the questions and the other sing the answers. The rest of the class sings the song together, clapping hands- Show all the picture in part 3 & 4 pupils look at these and make question and answers.- Retell the content of the lesson.- Do exercises in the workbook. Learn by heart the new words and structures again | - Look at the pictures and answer the questions- Listen to the teacher and look at the pictures in the book -Who are they?-What are they doing?- Listen and number-Checking answers-Swap and check each other- Listen to the teacher- Look at the pictures and identify who and what are they doing?- Find out the answers for each picture- Pair work- Swap and check each other- Correct if necessary- Listen to the T’s instruction- Read the song- Look at the book and listen to the recording then repeat in choral and individual- Sing along- Sing in the groups- Find out questions and answers, copy the sentence pattern in the notebook |

**Week15 UNIT 9: WHAT ARE YOU DOING?**

 **Lesson 3 (1,2,3)**

**I. Objectives:**

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

**1. Knowledge:**

- Pronounce the sound of the letters sk and xt in the words mask and text respectively.

- Listen and tick the correct words filling the gapped sentences. Then complete the sentences and read them aloud.

- Say the chant What’s he doing?

**-** SentencePatterns**:** Revision

**-** Vocabulary: Revision

**2. Skills:**

- Develop Ss listening, speaking skills,

**3. Attitudes/ Quality:**

- Confident when talking English

- United friend

**4.Forming competence:**

- Know how to practise some sounds

- Practise in pairs

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III.Preparation.**

1. Teacher’s: student’s and teacher’s book, cassette.

2. Students’: books, notebooks, workbooks.

**IV.Procedures.**

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Have Ss play the game: **Lucky numbers.**+ Ask ss to choose the number.1. listening 6. painting2. making 8. cooking4. playing 3, 5,7: Lucky numbers*Task 1. Listen and repeat.* **-** Tell pupils that they are going to practice saying the sounds of the letters **sk** and **xt** in the words **mask** and **text** respectively.-Put the phonics letters **sk** and **xt**on the board and tell them a few times.- Ask pupils to look at their book, then play the recording for pupils to listen and repeat.- Ask pupils to read the letters, words and sentences until pupils feel confident. - Get some pupils to say the letters, words, and sentences in front of the class. - Correct mistakes of pronunciation.*Task 2. Listen and tick. Then write and say aloud***-** Tell pupils that they are going to listen to the recording and tick the correct boxes.- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps. - Play the recording twice for pupils to listen and tick.- Have them swap their answers- Play the recording again for pupils to listen and check. - Ask pupils to read aloud the sentences.\* Key: 1 a 2 a 3 a 4 b*Task 3. Let’s chant* *-* Tell pupils that they are going to say the chant: ***What’s he doing?*** - Play the recording all the way through for pupils to listen and follow in their books.- Play the recording again, pausing after each line for pupils to repeat.- Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions- Get pupils to work in pairs to practice chanting and doing the action.-Invite some pairs to say the chant and do actions in front of the class-Give feedback.-Ask the whole class to say the chant and clap along to the rhythm of the chant. - Retell the content of the lesson.- Do exercises in the workbook. Learn by heart the new words and structures again | - Work in groups to play the game.- Listen to the T's instruction.- Listen to the recording and repeat- Read individual- Practice in front of class- Listen to the T's instruction.- Read - Listen and tick. - Swap the answers- Listen and check, then read the sentences aloud.- Listen to the T's instruction.- Listen and follow in the book- Listen and repeat - Listen, repeat and do the actions- Chant in pairs- Chant in front of class- Say and clap along to the rhythm of the chant-Listen and remember- Take note |

**Week15 UNIT 9: WHAT ARE YOU DOING?**

 **Lesson 3 (4,5,6)**

**I. Objectives:**

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

**1. Knowledge:**

- Read the paragraph, and tick the sentences T (True) or F (False).

- Write about the picture, using a writing frame.

- Show the family photo, and tell the class what the family members are doing in the picture.

**-** SentencePatterns: Revision

**-** Vocabulary: Revision

**2. Skills:**

- Develop Ss listening, speaking and reading skills.

**3. Attitudes/ Quality:**

- Confident when talking English

- United friend

**4.Forming competence:**

- Know how to practise some sounds

 - Practise in pairs

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III.Preparation.**

1. Teacher’s: student’s and teacher’s book, cassette.

2. Students’: books, notebooks, workbooks.

**IV.Procedures.**

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| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | -Revising the previous lesson. Get three groups of four to go to the front of the class to say the chant What’s he doing? and do action. Ask the rest of the class to listen and clap their hands*Task 1. Read and tick:* - Tell pupils that they are going to read the text about what the pupils are doing and tick T for true statements and F for false statements- Ask them to look at the statements first and then read the text, focusing on the information they need to do the task- What the characters are doing?- Get pupils to work in pairs or small groups - Give ps times to do the task independently - Go around offering help- Get them to swap their answers before checking as a class - Provide explanations to the answers (if necessary)Key: 1F 2 F 3 F 4T 5 F*Task 2. Write about the picture*- Tell pupils that they are going to write a paragraph to describe what the pupils are doing in their Art lesson, using words cues.- Have them look at the given words and guess what they are going to write. Then ask them to look at the picture and find out what the teacher, the girl and the boys are doing.- Have pupils work in pairs or groups to discuss what they are going to write- Swap their answers before checking as a class- Key: The teacher is drawing a mask on the board.- The girls are making puppets and painting masks.- The boys are making a kite and painting houses*Task 3. Project:*- Tell pupils that they are going to choose a photo of their family and describe what each of the family members is doing in the photo- Ask them to look at their photo and find out what each person is doing. Then they should think of the words needed to describe the picture and make notes, eg. Mum – cooking, kitchen; dad – reading, living room; sister – learning English, living room - Get some pupils to do a demonstration in front of the class as an example before starting the activityExample:- My mum is cooking in the kitchen. My dad is reading in the living room. My sister is learning English in the living room- Key: Pupils ‘own answers-To express the activities is happening now of the speaking we use sentence patterns.- Retell the content of the lesson.- Do exercises in the workbook. Learn by heart the new words and structures again | - Sing and do actions- Listen to teacher’s instructions- Read the text - Look at the text and do your task- Pairs or groups work - Do the task- Swap and check- Take note if necessary- Look and listen- Look at the given words and do the task- Work in pairs or group to discuss what they are going to write- Swap and check each other- Take note and repair (if necessary)- Listen to the teacher’s instruction- Look at the photo and brainstorm to say out activities of each family’s member is doing- Repeat in chorus - Some pupils go to the class and demonstrate their photosWhat is he/ she doing?He/she is + V + ingWhat are they doing?They’re + V + ing. |

**Week 15 UNIT 10. WHERE WERE YOU YESTERDAY?**

 **Lesson 1(1,2)**

**I. Objectives:**

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

1. **Knowledge:**

- Pupils can ask and answer questions about where the other speaker was the day before.

- Sentence Patterns: Where were you yesterday? −  I was \_\_\_.

-Vocabulary:at home, at the zoo, on the beach, in the school library

1. **Skills:**

- Listening and speaking.

**3. Attitudes/ Quality:**

- Love English

- United friend

**4.Forming competence:**

- To know talk about where they were.

- Practise in pairs

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III.Preparation.**

1. Teacher’s: student’s and teacher’s book, cassette, projector

2. Students’: books, notebooks, workbooks.

**IV.Procedures.**

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Ask S to tell what their family members are doing now.*Task 1. Look, listen and repeat*- Tell Ss that they are going to find out about how to ask and answer questions about where someone was yesterday- Have them look at the pictures and discuss the context- Play the recording for S to listen and repeat for a few times- Ask S to role play- Call some pairs of S to role play in front of the class*Task 2. Point and say*- Tell S that they are going to practice asking and answering questions about where someone was in the past- Have them look at the bubbles and identify where the people were yesterday- Teach how to use “to be” with the past*Was* is used with singular pronoun*Were* is used with plural ones- Teach the phrases: at home, at the zoo, on the beach, in the school library- Point to the first picture and teach them sentence pattern: *Where were you yesterday?- I was at home.*- Get them to practice asking and answering with the words given- Call on some pairs to act out the dialogues in front of the class\* Work in pairs:- Ask S to work in pairs: ask your partners where they were yesterday- Select some pairs to demonstrate the task in front of the class- In this lesson, S have learnt about *past activities* and asking- answering *Where were you yesterday?*- Practice singing the song at home | E.g: My mother is working in the hospitalMy father is playing chess-Listen to the teacher- Look at the pictures- Listen and repeat- Role play- Write new phrases and sentence pattern in the notebooks- Read new words- Practise- Read the lyrics- Learn to sing the song |