Date of planning: ….. /….. /

Date of teaching: ….. /…../

**UNIT 8: WHAT ARE YOU READING?**

**(6 periods)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions about what story/book someone is reading.

- Sentence Patterns: What are you reading? – I’m reading \_\_\_\_.

- Vocabulary: The Fox and the Crow, The Story of Mai An Tiem, Aladdin and the Magic Lamp, Snow White and the Seven Dwarfs

- Ask and answer questions about what story/book someone is reading.

-Listen and tick the correct story titles.

- Read and fill the gapped conversation, using the words provided.

- Play the guessing Game.

- Ask and answer questions about what the character in a story is like.

- Sentence Patterns: What’s \_\_\_\_\_ like? − He’s / She’s \_\_\_\_\_\_.

- Vocabulary: An Tiem / hard-working, Snow White / kind, The Fox / clever, Tam / gentle 

- Ask and answer questions about what the character in a story is like.

**-**Read each question, listen, and complete the answer with one word.

- Read and number the sentences in the correct order.

- Sing the song Snow White and Aladdin.

- Say the questions and the answers with the correct sentence stress.

'What are you 'reading?  ̶   I’m 'reading The 'Fox and the 'Crow.

'What’s 'Snow 'White 'like   ̶   She’s 'kind.

- Listen and circle the letters showing the correct words filling the gapped answers. Then say the sentences aloud.

- Say the chant What are you reading?

-Pronounce some sentences stress respectively***.***

- Read the paragraph and tick the sentences Yes (Y) or No (N).

- Write about their favourite book, using the writing frame.

- Report the interviews of three classmates about their favourite books and characters.

- Colour the stars showing their English competences.

**2. Skills.**

- Develop listening reading and speaking skill.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- To help Ss loving English.

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem themselves

- Use language to talk about what story/book someone is reading.

**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’) | **Week 12- Period 48: Lesson 1( 1, 2, 3)**  - Get pupils to point at the timetables and say what classes they have.  - Lead into new lesson  *1. Look, listen and repeat. (10’)*  - Ask pupils to look at the picture to point at each character and elicit their answers to the questions:  *Who’s this? Where are they? What are they doing?*  - Play the recording for pupils to listen to the tape.  - Play the recording again and ask them to repeat a few times.  - Explain new word: *ghost.*  - Say aloud the words, then ask pupils to repeat the words a few times  - Have pupils write down the new words into their notebook.  - Play the recording again for them to repeat line by line.  - Ask pupils to practice in pairs to act out the dialogue.  - Go round and check pupils can repeat and understand the dialogue.  - Check some pairs. Ask other pupils to give comments.  - Give comments.  *2. Point and say. (20 minutes)*  - Tell the class that they are going to practice asking and answering questions about how someone learns English, using:  \* Structure:  *What are you reading? I’m reading ...*  - Explain the meaning of the new words*: fox, crow, magic, lamp, dwarf;* then say it aloud for pupils to repeat.  - Read aloud the phrases in each picture for pupils to repeat.  -Ask pupils to write down new words  and the structure in their notebook.  - Have pupils practice asking and answering in pairs.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation.  *3. Let’s talk*  - Tell the class that they are going to practice further by asking and answering questions about what book they are reading.  - Get pupils time to work in pairs to ask and answer, using the structure*.*  - Invite a few pairs to act out their conversations in front of the class.  - Give feedback  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in work book, learn by heart the new words and the structure. | - Point and say  - Look at the pictures and give the answers  - Listen carefully  - Listen and repeat  - Repeat the words.  - Write down  - Listen and repeat.  - Work in pairs.  - Practice in front of class.  - Other give comments  - Listen to the T's instruction.  - Repeat.  - Write down.  - Work in pairs  - Practice in front of the class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen and remember  - Take note. |

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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 13- Period 49: Lesson 1( 4, 5, 6)**  - Invite three pupils to act out the story in activity 1.  - Call two pairs of pupils to ask and answer the question, using: *What are you reading? I’m……*  - Lead into new lesson.  *4. Listen and tick. (10 minutes)*  **-** Tell the class that they are going to listen to the recording and tick the correct answers.  - Ask them to identify the characters  and the titles of the stories.  -Play the recording the second time for pupils to listen and tick the boxes.  - Get them to compare their answers before checking as a class.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  *Key: Nam: The Fox and the Crow Mai: Aladdin and the Magic Lamp*  *Linda: Snow White and the Seven Dwarfs*  *Tom: The Story of Mai An Tiem*  *5. Read and complete. (10 minutes)*  **-** Tell the class that they are going to read the text and fill the gaps with *now, like, reading, free and seven*  *-* Ask pupils to read the text and the words in the box. Remind them to focus on the context to select the appropriate words.  - Give time for pupils to do the task independently.  - Go around and offer help, if necessary.  - Ask pupils to give answers and other pupils to give comments.  - Give correct answers.  *\*Key:*  *1. free 2. reading 3. Snow*  *4. Seven 5. like*  *6. Let’s play (10 minutes)*  - Tell pupils that they are going to play *The Guessing Game* to find out the titles of some famous books/stories for children.  - Divide the class into two groups. One group says three to five sentences (one by one) about a story as clues to help the other group guess what story it is.  The group gets one point if they can guess the story correctly with one sentence, and two points with two sentences, and so on.  - The group with the fewest points at the end of the game wins.  - Each group takes turns giving the clues or guessing.  - The one that gets more points wins.  - Summary the lesson  **-** Tell pupils to do exercises in workbook  - Ask pupils to practice singing at home | - Act out in front of class.  - Ask and answer.  - Listen to the T's instruction.  - Guess  **-** Listen and tick.  - Compare the answers  **-** Give the answers.  **-** Listen and check    - Listen to the T's instruction.  - Read the text  - Do the task  - Give answers and other pupils give comments.  - Listen  - Listen and remember.  - Take note |

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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 13- Period 50: Lesson 2( 1, 2, 3)**  - Have the class play Bingo, using the titles of books/stories learnt in Lesson 1.  - Call two pairs of pupils to ask and answer the question, using:  *What are you reading? I’m reading ...*  - Lead into new lesson  *1. Look, listen and repeat. (10’)*  - Have them look at the pictures and guess what the story is about.  - Check their comprehension by pointing at each picture and eliciting their answers to these questions:  *Who are they? What are they talking about? What are they doing?*  *-* Explain new words: *main, character, generous, borrow.*  - Say aloud the word, then ask pupils to repeat these words a few times.  - Have pupils write down the new words into their notebook  - Play the recording and ask pupils to look at their book and listen to the tape  - Play it again for them to repeat line by line .  - Ask pupils to work in pairs to practice the dialogue.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs.  - Others give comments.  - Give comments.  *2. Point and say. (13 minutes)*  - Tell the class that they are going to practice asking and answering questions about what the character of a book/story is like.  \* Structure: *What’s ... like? He’s/She’s*  *-* Explain new words: hard-working, kind, clever, gentle.  - Say aloud the structure and the words under each picture, then ask pupils to repeat them a few times.  - Call some pupils to read aloud the structure and the words.  - Ask pupils to write down them into their notebook.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the structure.  - Call some pairs to practice in front of the class.  - Give feedback and correct mistakes of pronunciation  *3. Let’s talk (7 minutes)*  - Tell the class that they are going to practice further by talking about books/stories they like reading., using:  *+ Do you like fairy tales/comic books/short stories?*  *🡪Yes, \_\_\_\_\_\_\_. No, \_\_\_\_\_\_\_.*  *+ What book/story are you reading?*  *🡪 I’m reading \_\_\_\_\_\_\_.*  *+ What’s the main character like?*  *🡪 He’s/She’s \_\_\_\_\_\_\_.*  *+ Do you like him/her?*  *🡪Yes, \_\_\_\_\_\_\_. No, \_\_\_\_\_.*  - Set a time limit for the class to practice talking in pairs. Tell them to answer the questions with information about themselves.  - Go around the class and offer help, if necessary.  - Invite a few pairs to ask and answer questions about how and why they learn English in front of the class.  - Give feedback.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the pattern. | - Play game  - Ask and answer the question  - Look and guess.  - Answer the questions.  - Listen and repeat  - Write  - Listen.  - Listen and repeat  - Work in pairs.  - Practice in front of class.  - Give comments  - Listen to the T's instruction.  - Listen and repeat  - Read aloud  **-** Write down  - Work in pairs  - Practice in front of class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen  - Take note |

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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 13- Period 51: Period 2( 4, 5, 6)**  - Get two pairs of pupils to ask and answer the questions: *What’s ……. like? 🡪 He’s/ She’s…..*  - Lead into new lesson  4. Listen and write one word in each blank. (10 minutes)  **-** Tell the class that they are going to listen to Hoa, Phong, Mai and Tony talking about their favourite books/stories.  - Get pupils to pay attention to the main characters of the books/stories.  - Play the recording twice for pupils to listen and write.  - Get them to compare their answers before checking as a class.  - Ask pupils to give answers in front of the class.  - Play the recording again for pupils to listen and check.  - Give correct answers  \* Key: 1. Kind 2. clever  3. hard-working 4. generous  *5. Number the sentences in the correct order. (10 minutes)*  **-** Tell the class that they are going to number the sentences in the correct order.  - Give pupils a few seconds to read the sentences in silence and check their understanding.  - Give pupils time to do the task.  - Get pupils to swap and read their writing.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:  *6. Let’s sing (10 minutes)*  - Tell pupils that they are going to sing the *Snow White and Aladdin* song.  - Get pupils to read the lyrics in silence. Check their comprehension.  - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole song.  - Then have them practice in groups.  - Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms  - Summary the lesson  - Tell pupils to do exercises in workbook at home | - Ask and answer.  - Listen to the T's instruction.  **-** Listen and write.  - Compare the answers.  **-** Give the answers.  **-** Listen and check.  - Listen to the T's instruction.  - Read the sentences  - Do the task  - Read aloud.  - Other pupils give feedback  - Listen to the T's instruction.  - Read  - Listen  - Listen and repeat.  - Listen and repeat once more.  - Work in groups  - Sing and clap the hands at rhythms.  - Take note. |

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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 13- Period 52: Lesson 3( 1, 2, 3)**  - Invite some pupils to sing *Snow White and Aladdin.*  - Have the class listen and clap their hands.  - Lead into new lesson  *1. Listen and repeat. (10 minutes)*  **-** Tell the class that they are going to practice saying the sentences, paying attention to sentence stress.  - Play the recording all the way through for pupils to listen first.  - Play the recording again for them to repeat the sentences twice  - Ask pupils to read the sentences until pupils feel confident.  - Get some pupils to say the words and sentences in front of the class.  - Correct mistakes of pronunciation.  *2. Listen and circle a or b. Then say the sentences aloud.(10 minutes)*  **-**Tell pupils that they are going to listen to the recording, circle a or b to complete the sentences.  - 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, circle a or b.  - Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.  - Give the correct answers.  \* Key: 1 a 2 b 3 a 4 b  *3. Let’s chant (10 minutes)*  *-* Tell pupils that they are going to say the chant: *What are you reading?*  - 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.  - Summary the lesson  - Tell pupils to practice chanting again at home. | - Sing.  - 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 and guess  - Listen and circle.  - 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 |

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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 14- Period 53: Lesson 3( 4, 5, 6)**  - Have the class say the chant: *What are you reading?*  *-* Lead into new lesson  *4. Read and tick Yes (Y) or No (N). (10 minutes)*  **-** Tell pupils that they are going to read about Tom’s favourite book and tick Yes or No.  - Explain the meanings of *schoolboy* and *police*.  - Tell pupils to read the five sentences first, then read the passage to look for the information needed.  - Set a time limit for pupils to read the text again and do the task.  - Go around the class and offer help, if necessary.  - Ask pupils to compare their answers before checking as a class  - Call four pupils to write their answers on the board.  - Give feedback and correct mistakes  \* Key:1 Y 2 N 3 Y 4 N 5 Y  *5. Write about your favourite book. (10 minutes)*  **-** Tell pupils that they are going to write about their favourite books.  - Give them time to read and complete the gapped sentences.  - Ask pupils to do the task independently.  - Get them to swap and read their writing in pairs.  - Call some pupils to read their answers in front of the class.  - Give feedback.  Key:  *6. Project (10 minutes)*  *-* Tell the class that they are going to interview three of their classmates about their favourite books and characters.  - Ask pupils to copy the table below and take notes:   |  |  |  | | --- | --- | --- | | Name | Name of book | Main character(s) | | 1 |  |  | | 2 |  |  |   - Give pupils time to complete the table.  - Invite two pupils to report the results to the class.  - Give feedback  *7. Colour the starts.*  -Have the class read the statements and check their comprehension  - Give the time to colour the star and invite a few pupils to read the statement aloud  - Give further support to pupils who find it difficult to achieve certain objectives.  - Summary the lesson  - Tell pupils to do exercises in workbook. | - Chant  - Listen to the T's instruction.  - Read.  - Do the task  - Compare the answers  - Write the answers on the board.  - Listen to the T's instruction.  - Read and complete  - Do the task  - Read the answers.  - Listen to the T's instruction.  - Copy the table  - Complete the table  - Present in front of class. - Colour the starts.  - Listen and remember  - Take note |