**Week: 30 Planning date: 20/03/ 2022 Period: 59 Teaching date: /03/ 2022**.

**UNIT 18: WHAT ARE YOU DOING?**

***Lesson 1: Part 1-2-3***

**I. Objectives:**

***1. Knowledge*:** By the end of the lesson Ps will be able to:ask and answer questions about one’s action in progress.

***2. Skills*:**

- Develop Ss speaking and listening skills

***3. Language focus*:**

- Sentence Partners: What are you doing?- I am reading.

- Vocabulary: doing, reading, cooking, listening to music, cleaning the floor

**II. Teaching aids:**

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

*2. Students’*: books, notebooks, workbooks.

**III. Teaching processes:**

***1. Class organization*:**

- Greeting

- Checking for the students' attendance.

***2. Oral test:***

- Have pupils talk about toys they have.

***3. New lesson***

|  |  |
| --- | --- |
| Teacher’s actions | Students’ actions |
|  ***Warm up***: **Read the chant**1. **Look, listen and repeat.**

Ask Ss to identify the characters in the picture on page 52 and what they are saying.Set the scene “you are going to listen to Nam and Hoa ask and answer questions about one’s action in progress.Play the recording and asks Ss to listen to the tape.T asks Ss to listen and repeat in chorus two times.Call on one pair. One repeats Nam’s part, the other repeats Hoa’s part.Have whole class repeat all the phrases a few times to reinforce their pronunciation. **2. Point and say**- Have pupils look at pictures on Page 52. Elicit the characters in the pictures and their names. Teach vocabulary:Doing readingCooking listening to musiccleaning the floorCheck vocab: what and whereModel sentence: What are you doing? - I am reading. Ask pupils to guess and complete the speech bubbles.- Model: Call pairs to practice in front of the whole class. Practice in pairs. Allocate the parts of the characters the boy and the girl to the pupils. Ask them to point the pictures and act out the dialogues. Using the pictures in their books. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary.- Call on some groups to perform their task at the front of the class. The rest of the class observe and give comments.- Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.**3 Let’s Talk**Ask students to look at the pictures in the book. Ask them to identify the characters in the pictures. Ask Ss work in pair to ask and answer questions about one’s action in progress. Call some pairs to act outCorrect their pronunciation***4.Consolidation***Summary the lesson***5.Homework***- Do exercises in workbook, learn by heart the new words | Read the chantLook at the pictures in the bookListen and repeatLook and find out the model sentences Point the pictures and practisePactise in pairsDo exercises in the workbook |

**Week: 30 Planning date: 20/03/ 2022 Period: 60 Teaching date: /03/ 2022**.

**UNIT 18: WHAT ARE YOU DOING?**

***Lesson 2: Part 1- 2-3***

**I. Objectives:**

***1. Knowledge*:**

**-** By the end of this lesson, Students will be able to ask and answer question about someone’s action in progress.

***2. Skills*:**

- Develop Ss speaking and listening skills.

***3. Language focus*:**

- Sentence Partners: What’s he doing? – He’s doing his homework.

- Vocabulary: singing, drawing, playing the piano, watching TV, doing one’s homework

**II. Teaching aids:**

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

*2. Students’*: books, notebooks, workbooks.

**III. Teaching processes:**

***1. Class organization*:**

- Greeting

- Checking for the students' attendance.

***2. Oral test:***

- Ask Ss to ask and answer questions about one’s action in progress.

***3. New lesson:***

|  |  |
| --- | --- |
| Teacher’s actions | Students’ actions |
|  ***Warm up***: talk about Ss’ (in class) action in progress1. **Look, Listen and repeat.**

Have Ss to look at the book at page 54.Elicit the character and have Ss guess what they are saying.Set the scene: we are going to learn new phrases Have Ss listen to the recording as they read the lines in the speech bubblesPlay the recording again for Ss to repeat the lines in the speech bubbles two times.Divide the class into two groups. One repeat Linda’s part and the other repeat his father’s part.Play the recording again for the whole class to repeat each line in the speech bubbles to reinforce their pronunciation.* Teach vocabulary:

Singing drawingplaying the piano watching TVdoing one’s homeworkCheck vocab: Rub out and remember* Elicits the structures

What’s he doing? – He’s doing his homework.**2. Point and say**Have Ss look at the pictures on page 54Elicit the characters in the pictures. Ask Ss to guess and complete the speech bubbles.T models/ allocates the parts of characters the boy and the girl to Ss use structure:  What’s he doing? – He’s doing his homework.Ask them to act out the model dialogue. Repeat the step with some other pairs for pictures Have Ss practice acting out the dialogue point and use the information in picture a, b, c and d in pairs. Monitor the activity and offer held. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary.Call on some pairs to perform the task at the front of the class. The others observe and give comments.Have the whole class repeat all the phrases in chorus to reinforce their pronunciation. **3 - Let’s talk:** Show picture and give task.Have Ps work in pair to ask and answer questions about someone’s action in progress.- Display in class, others commentListen and correct.Have Ps practise ***4.Consolidation***Summary the lesson***5.Homework***- Do exercises in workbook, learn by heart the new words | Individually workLook at the pictures in the bookListen and repeatRead in pairsLook at 4 pictures Point to the pictures and practisePractice in pairsPlay role and speak out.Work in pair practice talking:Do exercises in the workbook |