

# Unit 9

# What are they doing?

## Lesson 1

1 Look, listen and repeat.



2 Point and say.



What's he/she doing?

He's/She's \_\_\_\_\_.



Work in pairs. Ask your partners what one of your classmates is doing in the classroom.





## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Classroom activities*.
- ask and answer questions about what someone is doing, using *What's he/she doing? He's/She's ...*
- ask and answer questions about what people are doing, using *What are they doing? They're ...*
- pronounce the sounds of the letters **sk** and **xt** in the words *mask* and *text* respectively.

**Warm-up:** Ask pupils to play *Bingo* to revise verbs for learning activities in the classroom (e.g. *read, write, listen, talk*). Follow the procedure in *Games in Introduction*.

### 1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about what someone is doing in the classroom.
- Ask them to look at the four pictures to identify the characters (Mai, Nam, Tom and Peter) and the context in which the language is used. Ask questions such as *Where are they? What are they doing?* (In Picture a, Nam is holding a ball in his hand, standing with Peter and Mai near the door of the classroom. Peter asks Mai where Tom is. In Picture b, Nam asks Mai *What's he doing?* and Mai answers *He's reading*. In Picture c, Nam asks Tom what he is reading. In Picture d, Nam suggests to the boys that they play football and the boys agree.) Remind pupils of the meaning of *be + verb-ing*. Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

**Language note:** *be + verb-ing* is used to express an action happening at the moment of speaking (e.g. *They are making a boat*.)

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what someone is doing.
- Have them look at the bubbles to understand how to use the language. Ask pupils to look at the four pictures to identify what the girl/boy is doing in each picture.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the phrases under the picture. (Teacher: *What's she doing?* Pupil: *She's watching a video*.) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the pictures.
- Select some pairs to role-play the dialogue in front of the class.

**Language note:** Draw pupils' attention to the *ing*-forms of different verbs (e.g. *write* → *writing*).

### Work in pairs. Ask your partners what one of your classmates is doing in the classroom.

- Tell pupils that they are going to practise asking and answering questions about what one of their classmates is doing in the classroom, using *What's he/she doing?* and *He's/She's ...* You may ask pupils to mime different activities (e.g. *reading, listening to music, playing football*).
- Ask them to work in pairs: one pupil asks the question and the other gives the answer.
- Select some pairs to role-play the dialogue.

**3** Listen and tick. 🎧 ✎

- |    |   |  |   |   |                          |
|----|---|--|---|---|--------------------------|
| 1. |  |  |  |   |                          |
| a  | <input type="checkbox"/>  | b  | <input type="checkbox"/>  | c | <input type="checkbox"/> |
| 2. |  |  |  |   |                          |
| a  | <input type="checkbox"/>  | b  | <input type="checkbox"/>  | c | <input type="checkbox"/> |
| 3. |  |  |  |   |                          |
| a  | <input type="checkbox"/>  | b  | <input type="checkbox"/>  | c | <input type="checkbox"/> |

**4** Look and write. 👁️ 📞



1. What's Nam doing?

\_\_\_\_\_.



2. What's Linda doing?

\_\_\_\_\_.



3. What's Phong doing?

\_\_\_\_\_.



4. What's Mai doing?

\_\_\_\_\_.

**5** Let's play. 🎭

What's she doing?

**Charades**

She's reading a book.





**Warm-up:** Spend a few minutes revising the question *What's he/she doing?* and the answer *He's/She's ...* Get pairs to act out the questions and the answers in front of the class.

### 3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about what someone is doing and tick the correct pictures.
- Ask them to look at the pictures to identify the similarities and differences among them (1a. Linda is writing. 1b. Linda is reading. 1c. Linda is listening to music. 2a. Nam is listening to music. 2b. Nam is reading. 2c. Miss Hien is reading and Nam is writing. 3a. Peter is listening to music. 3b. Peter is reading. 3c. Peter is watching a video or playing a game.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct pictures.
- Play the recording again for pupils to check their answers.
- Get pupils to swap their answers before you check as a class.

**Key:** 1 b 2 c 3 a

#### Audio script

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. Tom: Where's Linda?          | 2. Tom: Where's Nam?           |
| Mai: She's in the library.      | Mai: He's in the classroom.    |
| Tom: What's she doing?          | Tom: What's he doing?          |
| Mai: She's reading a book.      | Mai: He's writing a dictation. |
| 3. Tom: Where's Peter?          |                                |
| Mai: He's in the computer room. |                                |
| Tom: What's he doing?           |                                |
| Mai: He's listening to music.   |                                |

### 4. Look and write.

- Tell pupils that they are going to answer the questions about what someone is doing, using the picture cues.
- Ask them to look at the four pictures to identify what the character in each picture is doing. Then ask pupils to read the questions and write the answers. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read the complete questions and answers aloud.

**Key:** 1 He's reading a book. 2 She's writing a dictation.  
3 He's listening to music. 4 She's watching TV/a video.

### 5. Let's play.

- Tell pupils that they are going to play *Charades*. Follow the procedure in *Games in Introduction*.
- Divide them into groups of three. Pupil 1 mimes a classroom activity (e.g. reading a book, listening to music) without making any sounds or lip movements. Pupil 2 points to Pupil 1 and asks *What's he/she doing?* Pupil 3 answers (e. g. *He's/She's reading a book.*)
- The pupils in groups take turns asking and answering the questions. Monitor the activity and offer help, if necessary.

# Lesson 2

## 1 Look, listen and repeat.

What are the pupils doing in the classroom?

Well, at the red table, they're drawing pictures.

At the blue table, they're making a paper boat.

And at the yellow table, they're making a kite.

Are they having an Art lesson?

Yes, they are.

## 2 Point and say.

What are they doing?

They're \_\_\_\_\_.



## 3 Let's talk.

- Where is he/she?
- What's he/she doing?
- Where are they?
- What are they doing?



**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to ask and answer questions about activities happening in the classroom, using *What's he/she doing? He's/She's ...*

### 1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about what pupils are doing in the classroom.
- Ask pupils to look at the pictures to identify the context in which the language is used. Ask some questions such as *Who's the girl/boy? Where are they? What are they doing?* (In Picture a, Tom and Linda are standing near the door of the classroom and are talking. In Picture b and Picture c, Linda talks about what pupils at the red, blue and yellow tables are doing, and Tom asks if they are having an Art lesson.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

**Language note:** *they're = they are*

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what people are doing.
- Have them look at the bubbles to understand how to ask and answer questions about what people are doing, using *What are they doing? They're ...* Ask pupils to look at the four pictures to identify what the pupils are doing in each picture. Teach the phrases *painting masks, making a puppet, playing badminton* and *making paper planes*.
- Point to the first picture and model the task with one pupil, using the sentences in the bubbles and the phrase under the picture. (Teacher: *What are they doing?* Pupil: *They're painting masks*). Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, one asking the question and the other giving the answer, using the prompts in the bubbles and the pictures.
- Select some pairs to demonstrate the task in front of the class.

### 3. Let's talk.

- Tell pupils that they are going to practise asking and answering questions about where their classmates are and what they are doing, using *Where is he/she? What's he/she doing? Where are they?* and *What are they doing?* Remind pupils how to use *be + verb-ing* to ask and answer about what people are doing at the moment of speaking.
- Do the task with one pupil as a model. Put the sentences on the board and do choral and individual repetition.
- Ask pupils to work in pairs, one pupil asking the questions and the other giving the answers about what their classmates are doing at the moment of speaking. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play in front of the class.

4 Listen and number. 🎧 🔊



a ☐



b ☐



c ☐



d ☐

5 Look and write. 👁️ 🗣️



1. What are Nam and Tom doing?

\_\_\_\_\_



2. What are Phong and Peter doing?

\_\_\_\_\_



3. What are Mai and Linda doing?

\_\_\_\_\_



4. What are Mai and Nam doing?

\_\_\_\_\_

6 Let's sing. 🎵

**What are they doing?**

What are they doing?  
What are they doing?  
They are painting a picture.  
That's what they're doing.



What are they doing?  
What are they doing?  
They are making a puppet.  
That's what they're doing.





**Warm-up:** Spend a few minutes revising the previous lesson by asking some pairs to ask and answer about what people are doing, using *What are they doing? They're ...*

#### 4. Listen and number.

- Tell pupils that they are going to listen to a text about what some pupils are doing at break time and number the pictures.
- Ask them to look at the pictures and identify what the characters in each picture are doing (In Picture a, they are playing badminton. In Picture b, they are making paper planes. In Picture c, they are making a kite. In Picture d, they are playing football.) Check understanding.
- Play the recording for pupils to listen and number the pictures.
- Play the recording again for pupils to check their answers.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

**Key:** a 2    b 4    c 3    d 1

##### Audio script

It is break time now.

- |                                   |   |
|-----------------------------------|---|
| 1. The boys are playing football. | 2. The girls are playing badminton in the playground. |
| 3. The girls are making a kite.   | 4. The boys are making paper planes.                  |

#### 5. Look and write.

- Tell pupils that they are going to answer the questions about what the children are doing, using the picture cues.
- Ask them to look at the four pictures to identify what the characters in each picture are doing. Then ask them to read the questions and write the answers, using the picture cues. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

**Key:** 1 They're painting a mask.      2 They're making a kite.  
3 They're making paper planes.      4 They're making a paper house.

#### 6. Let's sing.

- Tell pupils that they are going to sing the song *What are they doing?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- 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 until 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 the class into two groups: one sings the questions and the other sings the answers. The rest of the class sings the song together, clapping hands.



# Lesson 3

## 1 Listen and repeat. 🎧 🐸

sk

mask

He's making a mask.

xt

text

She's reading a text.

## 2 Listen and tick. Then write and say aloud. 🎧 ✅ 🐸 😊

1. She's looking at the \_\_\_\_\_.

a. mask ☐

b. text ☐

2. The \_\_\_\_\_ is long.

a. desk ☐

b. text ☐

3. She's drawing a \_\_\_\_\_.

a. desk ☐

b. mask ☐

4. They're painting a \_\_\_\_\_.

a. desk ☐

b. mask ☐



## 3 Let's chant. 🐸

### What's he doing?

What's he doing?

He's reading a text.

What's she doing?

She's painting a mask.

What are they doing?

They're drawing a desk.



**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *What are they doing?* Have the class listen and clap their hands.

### 1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **sk** and **xt** in the words *mask* and *text* respectively.
- First, put the letters **sk** and **xt** on the board. Play the recording and ask pupils to repeat a few times. Then put the words *mask* and *text* on the board, play the recording and ask pupils to repeat a few times. After that, write the sentences *He's making a mask.* and *She's reading a text* on the board. Play the recording a few times and let pupils say the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sentences in front of the class. Check as a class and correct the pronunciation, if necessary.

### 2. Listen and tick. Then write and say aloud.

- Tell pupils that they are going to listen to the four sentences and tick the correct words.
- Ask them to look at the sentences and guess the words to fill the gaps.
- Play the recording so they can listen and tick the words. Remind pupils to focus on the words with the letters **sk** and **xt** while listening.
- Play the recording again for pupils to check their answers.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.
- Ask pupils to read aloud the sentences.

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

#### Audio script

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. She's looking at the mask. | 2. The desk is long.        |
| 3. She's drawing a desk.      | 4. They're painting a mask. |

### 3. Let's chant.

- Tell pupils that they are going to say the chant *What's he doing?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show pupils how to chant and do actions. Divide the class into groups of four and call two groups of pupils to give a demonstration: one group chants the questions, the other chants the answers.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call three groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



#### 4 Read and tick.

It is Friday today. We are having a break. We are doing exercise in the school playground. Phong is jumping. Linda and Mai are playing badminton. Nam and Tom are skipping. Quan and Peter are playing basketball. We are having a lot of fun here.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. We are doing exercise in the school gym. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Phong is skipping.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Linda and Peter are playing badminton.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Nam and Tom are skipping.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Quan and Peter are playing tennis.       | <input type="checkbox"/> | <input type="checkbox"/> |



#### 5 Write about the picture.



It is Monday today. We are having an Art lesson.

The teacher is \_\_\_\_\_.

The girls are \_\_\_\_\_ and \_\_\_\_\_.

The boys are \_\_\_\_\_ and \_\_\_\_\_.

#### 6 Project

Add a photo of your family. Then tell the class what your family members are doing in the photo.



**Warm-up:** Spend a few minutes 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 actions. Ask the rest of the class to listen and clap their hands.

#### 4. 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 or *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). If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. Provide explanations to the answers, if necessary.

**Key:** 1 F 2 F 3 F 4 T 5 F

#### 5. Write about the picture.

- Tell pupils that they are going to write a short paragraph to describe what the pupils are doing in their Art lesson, using the picture and word 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 girls and the boys are doing.
- Have pupils work in pairs or groups to discuss what they are going to write. Give them enough time to do the task independently.
- Get them to swap their answers before checking as a class. If there is time, ask one pupil to write the answer on the board.

**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.

#### 6. 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 photos and find out what each person is doing. Then they should think of the words needed to describe the picture and make notes, e.g. *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 activity.

**Example:**

*My mum is cooking in the kitchen. My dad is reading in the living room. My sister is learning English in the living room.*

- Call some pupils to the front of the class to describe their photos.

**Key:** Pupils' own answers