



Lesson 1

1 Look, listen and repeat.



2 Point and say.



What are you doing?

I'm _____.



3 Let's talk.



What are you doing?



read + ing = reading

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Indoor activities*.
- ask and answer questions about what someone is doing, using *What are you doing?* and *What is he/she doing?*
- pronounce the sounds of the letters **ea** and **aw** in the words **reading** and **drawing** respectively.

Warm-up: Spend a few minutes revising the previous unit by playing a game of *Slap the board*, using the vocabulary learnt. Then have pupils say the chant *Do you like toys?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about indoor activities. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What are you doing?* Point to each picture and elicit the meanings of the verbs. Give the meanings, if necessary. Point to Picture *a* and elicit the words to fill the gaps in the answer. Put the sentences on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to look at the picture and check comprehension by eliciting what each character in the picture does. Call a pair to give a demonstration of the exchange before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and tick.  

1.



a



b

2.



a



b

3.



a



b

5 Read and write.  

Today Mai's family is at home. Mai's father is in the living room. He is reading. Mai's brother is listening to music. Mai and her mother are in the kitchen. They are cooking.

What are they doing?

1. Mai's father is _____.
2. Her brother _____.
3. Mai and her mother _____.

6 Let's write. 

1. What are you doing? _____.
2. What is your father doing? _____.
3. What is your mother doing? _____.

Warm-up: Give pupils a few minutes to revise the vocabulary they have learnt in the previous lesson by calling a few pairs to act out the questions and the answers *What are you doing? I'm + (V-ing)* in front of the class.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2a 3b

Audio script

- | | |
|------------------|-------------------------|
| 1. Hoa's mother: | Where are you, Hoa? |
| Hoa: | I'm in my room. |
| Hoa's mother: | What are you doing? |
| Hoa: | I'm reading. |
| 2. Nam's mother: | Where are you, Nam? |
| Nam: | I'm in the living room. |
| Nam's mother: | What are you doing? |
| Nam: | I'm watching TV. |
| 3. Mai's mother: | Where are you, Mai? |
| Mai: | I'm in the kitchen. |
| Mai's mother: | What are you doing? |
| Mai: | I'm cooking. |

5. Read and write.

- Tell pupils that they are going to read the text in silence and complete the sentences. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read the text and the completed sentences aloud.

Key: 1 reading 2 is listening to music 3 are cooking

6. Let's write.

- Tell pupils that they are going to write the answers, using real facts. Call a pupil to the front to share his/her answers before starting the activity.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call some pupils to read their answers aloud or to write their answers on the board. Correct the spelling or grammatical errors, if necessary.

Key: Pupils' own answer.

Lesson 2

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



Warm-up: Spend a few minutes revising the previous lesson by conducting a game of *Bingo* with the verbs learnt in the previous lesson. Then call a few pairs to the front of the class to ask the question *What are you doing?* and use the verbs in the game to answer.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about what someone is doing. Draw pupils' attention to the first picture, elicit the names of the characters and explain what they say. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question, using *What is he/she doing?* Give pupils a few seconds to look at the pictures and read the words. Point to each picture and check comprehension. Teach new words and have pupils repeat each of them a few times. Point to Picture *a* and elicit the word to fill the gap. Put the questions and the answers on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text in silence. Check understanding by pointing to each person and elicit what he/she is doing. Get a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🎧 🎧



a



b



c



d

5 Read and match. 🧐 📖

- 1 What are you doing?
- 2 What's Mai doing?
- 3 What's Peter doing?
- 4 What are Tony and Linda doing?

- a He's watching TV.
- b I'm playing the piano.
- c They're skating.
- d She's cooking.

6 Let's sing. 🎵

I love my parents

I love you, Mummy. I love you, Mummy.
I love you so much. Do you know that?
You never know how much I love you.
Oh, Mummy! I love you so much.

I love you, Daddy. I love you, Daddy.
I love you so much. Do you know that?
You never know how much I love you.
Oh, Daddy! I love you so much.



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class to act out the dialogues with *What is he/she doing?* using the picture in section 3.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures. Elicit the information in each picture and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a3 b1 c4 d2

Audio script

- | | |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. Nam: Where's Tony?
Mai: He's in the living room.
Nam: What's he doing?
Mai: He's watching TV. | 2. Tony: Where's Mai?
Linda: She's in her bedroom.
Tony: What's she doing?
Linda: She's drawing a picture. |
| 3. Nam: Where's Peter?
Linda: He's in the garden.
Nam: What's he doing?
Linda: He's listening to music. | 4. Hoa: Where's Linda?
Tony: She's in the kitchen.
Hoa: What's she doing there?
Tony: She's cooking. |

5. Read and match.

- Tell pupils that they are going to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral repetition of the questions and answers.

Key: 1b 2d 3a 4c

6. Let's sing.

- Tell pupils that they are going to sing the song *I love my parents*. Read the lyrics and check comprehension. Sing the song or play the recording all the way through. Sing each line and have pupils repeat it a few times. When pupils are familiar with the tune, give a demonstration of the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of four pupils to the front of the class to sing the song. The rest of class claps along to the song.

Lesson 3

1 Listen and repeat.

ea

reading

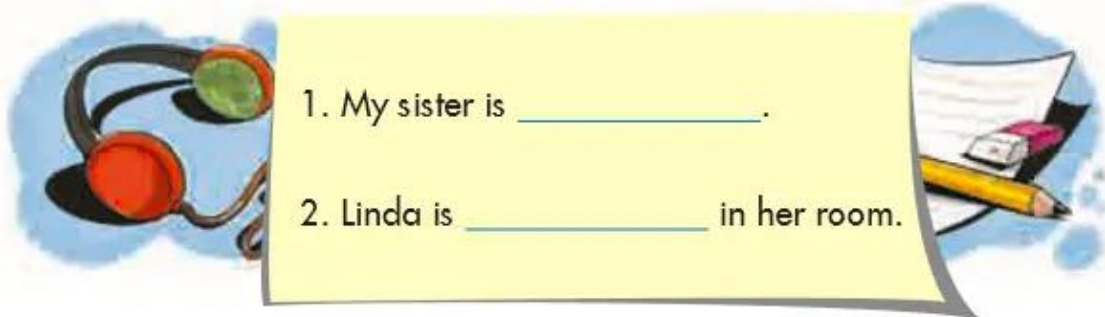
He's **reading**.

aw

drawing

She's **drawing** a picture.

2 Listen and write.



1. My sister is _____.

2. Linda is _____ in her room.

3 Let's chant.

What are you doing?

What are you doing?

I'm drawing. I'm drawing.

What is she doing?

She's singing. She's singing.

What is he doing?

He's reading. He's reading.

What are they doing?

They're dancing. They're dancing.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to sing the song *I love my parents*. Call a group of six to the front of the class to sing. The class claps along to the song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ea** and **aw** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 reading 2 drawing

Audio script

1. My sister is reading. 2. Linda is drawing in her room.

3. Let's chant.

- Tell pupils that they are going to read the chant *What are you doing?* Say the chant or play the recording all the way through. Read each line and check comprehension. Have pupils repeat each line of the chant. When they get familiar with the rhythm, show pupils how to say the chant while doing the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Divide the class into two groups to say the chant: one group chants the questions and the other chants the answers. The two groups swap their roles after the first round.

4 Read and complete.  

watching is listening playing in

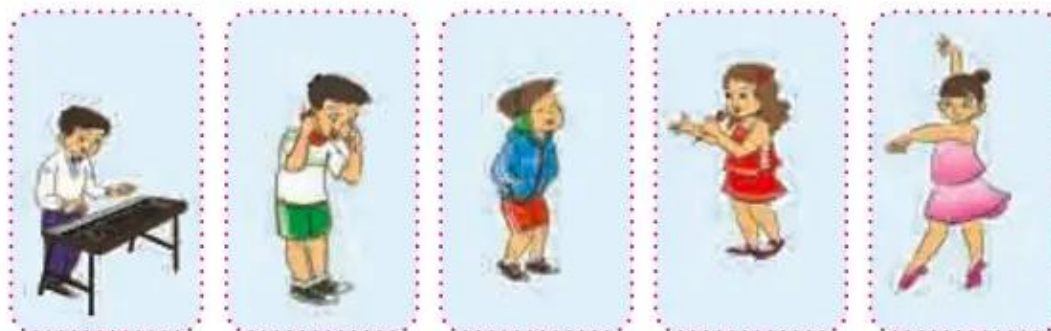
My name is Quan. Today my family (1) _____ at home. We are (2) _____ the living room. My father is (3) _____ TV. My mother is (4) _____ the piano. My brother is (5) _____ to music and I am singing.

5 Let's write. 

1. Where is Quan's family? _____
2. What is his father doing now? _____
3. What is his mother doing now? _____
4. What is his brother doing now? _____
5. What is Quan doing now? _____

6 Project 

Tell your classmates what they are doing.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups to the front of the class to chant *What are you doing?*

4. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps with the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board. Ask pupils to copy down the sentences into their notebooks.
- Call some pupils to read the text and the completed sentences aloud.

Key: 1 is 2 in 3 watching 4 playing 5 listening

5. Let's write.

- Tell pupils that they are going to write the answers. Give a few minutes for pupils to read the text again. Call a pupil to give the answer of the first gap before starting the activity.
- Give pupils time to do the task. Get pupils to work in pairs. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud their writing.

Key: 1 His family is at home.
2 His father is watching TV.
3 His mother is playing the piano.
4 His brother is listening to music.
5 He is singing in his room.

6. Project

- Tell pupils that they are going to look at the pictures and tell what the children are doing. Then pupils will give a presentation of their work to the class. Check understanding.
- Give pupils time to do the project in class. Go around to offer help, if necessary.
- Call several pupils to the front of the class to give a presentation of their work. If there is not enough time, give the project as homework.
- Have pupils draw one of the pictures and work in pairs to ask and answer questions about their picture.
E.g. *This is my friend. Her name is Lan. She is listening to music. What is your friend doing?*
- Have pupils sing the song *I love my parents* or read the *What are you doing?* chant to end the class.