

# MAJOR STARS



## TEACHER'S GUIDE



### TOUR OF A UNIT

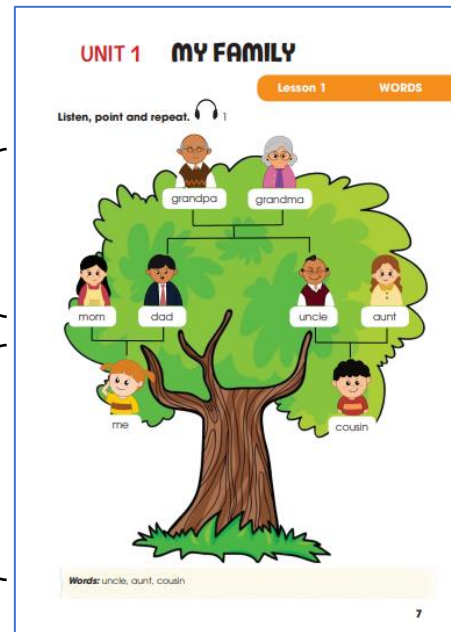
#### LESSON 1

##### WORDS

The first part of “WORDS” teaches the new vocabulary of the Unit. It also provides pictures to demonstrate the new knowledge.

This provides the new vocabulary for the unit. The teacher can reinforce it with flashcards.

The demonstration pictures of the new vocabulary. It helps students to visualize and remember it easily.



#### LESSON 2

##### GRAMMAR

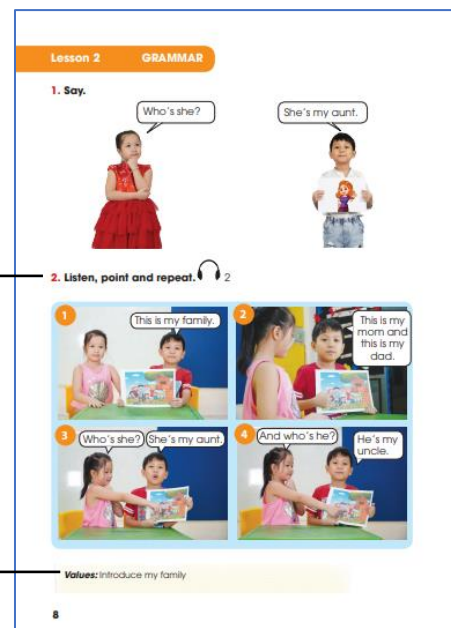
This part provides a short story that includes the vocabulary and the application of the knowledge in the unit to real-life situations.

An introduction to a core grammar

Students listen to the recording of the story

The story with real-life characters and situations. Students can follow the story and act it out.

Values are the moral message of the story



### LESSON 3

#### PHONICS







In this part, phonics are presented with examples. Moreover, exercises are also given to help students practice the new phonics.

New phonics with examples







Exercises for students to practice.

Lesson 3 PHONICS





1. Listen, point and repeat.

<b>Nn</b>  <b>night</b>  <b>numbers</b>	<b>Oo</b>  <b>octopus</b>  <b>ostrich</b>	<b>Pp</b>  <b>piano</b>  <b>picture</b>
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2. Look and circle the correct sound.

1.  n o p	2.  n o p	3.  n o p
4.  n o p	5.  n o p	6.  n o p

3. Write the letters: n, o or p.

1.  o ctopus	2.  _ icture	3.  _ ight	4.  _ strich
--	---	---	---

Phonics: Nn - night, number; Oo - octopus, ostrich; Pp - picture, piano

9

### LESSON 4

#### INTERNATIONAL EXAMS – CAMBRIDGE STARTERS

There is an international exam to help students enhance English skills (Listening, Reading, Writing, Speaking) with various kinds of exercises.

English skills

Exercises for students to practice.


Lesson 4 INTERNATIONAL EXAMS – CAMBRIDGE STARTERS

Listening  
Part 1

- 5 questions -

Listen and draw lines. There is one example. Audio 1

Matt	Alex	Pat
------	------	-----



Don	Mark	Lucy
-----	------	------

10

### UNIT 1: MY FAMILY

#### Lesson 1: Words

##### OBJECTIVES

**Knowledge:** Students will be able to

- Learn new words about family.
- Look at the family tree and point out the member of the family.

**Vocabulary:** *uncle, aunt, cousin*

**Listening:** Listen to the new words, point and read the word heard in the audio

**Reading:** Look at the family tree and understand the family tree level.

##### MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

##### WARMER

Let the class by musical pause game. Have the whole class sitting in circle. Play any ambient, background video music, or teacher sings a popular nursery rhyme. When the music started, have the whole class pass an object (sticky ball, marker.). When teacher stop the music, that student has to introduce himself/herself to the whole class with a basic format (Name? Age? School?).

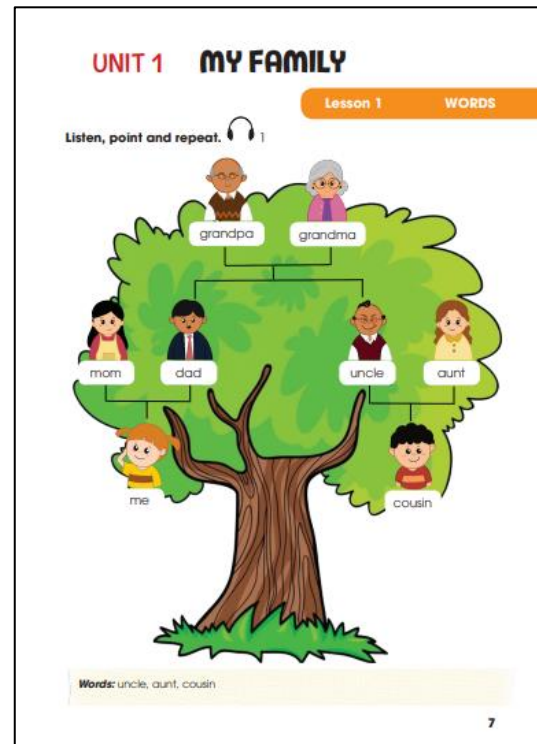
##### LEAD IN

Teacher will ask students about their families "How many people are there in your family?" and talk about them. (Who are they? What are their names?,...)

##### MAIN CONTENT

**Listen, point and repeat.** 

- Ask students to look at the pictures of a family tree, play the recording for children to point out the family member in the picture.
- Then play the recording again for students to repeat.
- Play the recording a third time for students to listen, point and repeat the family member.
- Hold up the flashcard random order and ask the class to say the words.



##### Track 1

Family tree

Grandpa – Grandpa

Grandma – Grandma

Dad – Dad

Mom – Mom

Uncle – Uncle

Aunt – Aunt

Cousin – Cousin

##### Extra activity

- Let students prepare a piece of drawing paper.
- Students have to draw their own family member and family tree in the paper.
- Students must use the new words they learned today and write the names of family member below.
- Teacher picks some students and call them to board, stick the paper on board, point to the member and read out the words.



### Lesson 2: Grammar

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn the grammar of how to introduce people from a picture
- Ask and answer questions about who someone is in a picture.

**Grammar:** *Who's she- he? / He- She is my ...*

**Listening:** Listen to short conversation

**Speaking:** Talk about people from picture using **This is my/She is my/ He is my**

#### MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

#### WARMER

**What's missing:** Show the class a set of Picture Cards and a family tree. Then put the cards of family member on the tree and remove one. Set the remaining cards where everyone can see them. When students have decided which card is missing, they raise their hands and identify the missing card.

#### LEAD IN

- Ask students to look at the pictures and discuss the questions in groups
- Ask students to look at the pictures and discuss the questions in groups

#### MAIN CONTENT

##### 1. Say.

- Ask students to look at page 8 and the picture on the boys' hand.
- Tell students that because it's a girl picture, use "she", if that's a boy's picture, use "he".
- Teach students to use "Who's" to ask about a person they don't know.
- Read the 2 sentences first and students listen. Read each sentence the second time, and students repeat the sentence after each time.
- Ask them with mom and dad, we use "he" or "she" to ensure they understand the grammar.
- Check the student's pronunciation and intonation if necessary.

##### 2. Listen, point and repeat.

- Talk about each frame with the class
- Point at each speech bubble and reads the sentences in the speech bubbles.



- Play the audio for the first time and students follow in their books.
- Replay the audio and pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board, students read out loud the sentences.
- Check the students' pronunciation and

#### Track 2

1. Boy: This is My family.
2. Boy: This is my mom and this is my dad.
3. Girl: Who's she?  
Boy: She's my aunt.
4. Girl: And who's he?  
Boy: He's my uncle.

#### Extra activity

- Give flashcards to some students.
- Show the flashcard to the students and says: "She/He is my (family member in the picture)".
- Students with flashcards show them to their friends and say "She/He is my (family member in flashcard)" as teacher said.
- Students without flashcards point to someone who has a flashcard and ask "Who's he/she (family in in the flashcard)".
- Students with flashcards point to their own flashcard and says "She/He is my (person in the flashcard)".

### Lesson 3: Phonics

#### OBJECTIVES

**Knowledge:** Students will be able to:

- Pronounce the words correctly
- Find more words with the phonics they learned

**Vocabulary:** Nn – night, number; Oo – Octopus, ostrich; Pp – piano, picture.

**Listening:** Listen to the words with the given phonics

**Speaking:** Pronounce the words with the given phonics

#### MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

#### WARMER

**Memory game:** Lay all flashcards on the floor, or on the board. Let the students memorize in 30 seconds. Have the whole class close their eyes. Remove 1 flashcard and have them guess, which one is missing. Which student guess it correctly, gets 1 point. Whoever make it to 5 points first, wins.

#### LEAD IN

- Write letters “n”, “o”, and “p” on the board.
- Ask the students to give some words beginning with the letters.
- The students read out loud the words.

#### MAIN CONTENT

##### 1. Listen and repeat.

- Ask the students to open their books and look at the letter in their books.
- Tell the students that they are going to listen to an audio of sounds that the letters make at the beginning of the words.
- Point at the words and reads first, the students follow in their book.
- Play the audio the first time. The students follow and point at the words in their books.
- Play the audio for the second time and pause after each word for the students to repeat the words 2 or 3 times.
- Check the student's pronunciation when they say the words.

#### Track 3



n – n – night

n – n – numbers



Lesson 3 PHONICS

1. Listen, point and repeat. 3



## Nn

 night  
 numbers


## Oo

 octopus  
 ostrich


## Pp

 piano  
 picture


2. Look and circle the correct sound.

1 


☐ n ☐ o ☐ p

2 


☐ n ☐ o ☐ p

3 


☐ n ☐ o ☐ p

4 

☐ n ☐ o ☐ p


5 

☐ n ☐ o ☐ p


6 

☐ n ☐ o ☐ p

3. Write the letters: n, o or p.

1 

o ctopus    \_ icture

2 

\_ ight    \_ strich

Phonics: Nn – night, number; Oo – octopus, ostrich; Pp – picture, piano

9

o – o – octopus

o – o – ostrich

p – p – piano

p – p – picture

##### 2. Look and circle the correct sound.

- Ask students to look at the picture in page 9. Ask them all the picture “What is it?”
- Teacher helps them with unknown words, student then finish the task, teacher check their answers
- Teacher reads all the words again for students to listen and repeat and correct if they made mistake.

**Answer:**

1. n    2. p    3. o    4. p    5. o    6. n

##### 3. Write the letter n, o, or p.

- Shows 4 pictures and students follow in their books.
- Points at the pictures and the students say what the pictures are.
- Calls the students to come up to the board and write the word for each picture, then read the word and choose the phonics o, n, or p for each word.

**Answer:**

1. o    2. p    3. n    4. o

### Lesson 4: International exam

#### OBJECTIVES

**Knowledge:** Students will be able to:

- Be ready to do the Cambridge Starter
- Practice a full Cambridge Starter questions list.

**Listening:** Listen and match, write the missing information, tick correct answer and coloring pictures as required.

**Reading and Writing:** Read tick, choose yes or no, choose the correct answer. Fill in the blank and answer questions.

**Speaking:** Realize objects and point out.

#### MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

#### WARMER

**Counting Members:** The object of the activity is for each group calculate how many brothers, sisters, cousins they have in the group. Put students in groups of three or four. Ask them to complete the following group totals: In our group we have (x) brothers, sisters, cousins. Collect up totals from each group when they have finished.

#### LEAD IN

- Show the students a general view of all pages about International Exam in this section.
- Ask students to have a quick look at the picture before teacher starts.

#### MAIN CONTENT

**Listening Part 1. Listen and draw lines.**  Audio 1

- How the students a picture and some names above and below the picture. Students look at the picture in their books.
- Ask the students what they can see in the picture.
- Students listen to an audio about the people and their activities in the picture, then draw lines from the names to the correct person in the picture.
- Play the audio twice. After listening, T points at each person on the board and ask some students to stand up and tell what the person's name is.
- If the answer is correct, ask if the student can tell what the student heard in the audio that shows the person's name.



#### Answer



#### Audio 1

**Part 1: Listen and draw lines. There is one example.**

*Look at part 1. Now, look at the picture. Listen and look. There is one example.*

A: Hello! I'm Mark. This is my family. We're at the beach.

B: Are you drinking orange juice, Mark?

A: Yes. I'm drinking orange juice. It's so yummy.

Can you see the line? This is an example.  
Now, you listen and draw lines.

- 1) A: There's my mom, Pat.  
B: What's she doing?  
A: She's reading a book.
- 2) B: Where's your sister, Lucy?  
A: Lucy is playing with the sand.  
B: Well, I see.
- 3) B: Look, the boy is swimming in the water. Who's he?  
A: He's my cousin, Dan. B: Sorry. What's his name?  
A: His name's Dan.
- 4) A: There's Alex.  
B: Which boy is Alex?  
A: The boy's playing with a ball.  
B: I see him now.
- 5) B: Look! The man is flying a kite.  
A: Who's he?  
B: He's Matt, my dad.  
A: I see.

Now listen to part 1 again.

**(The recording is repeated)**

That is the end of part 1.

- Ask students to look at the picture on page 11.
- Ask students with the questions "How old", "How many" and "What", we use number or word to answer. Remind them to use only 1 word or number.
- Play the audio for the first time for students to write their answers.
- Play the audio twice. After that, calls some students up to answer.
- Show the correct answer for the students to check in their books again.

### Answer

1. Kim    2. 6    3. 2    4. 20    5. Lucy

### Audio 2

**Part 2: Read the question. Listen and write a name or a number.**

Look at the picture. Listen and write a name or a number. There are two examples.

- A: What's your name?  
B: I'm Bill.  
A: Can you spell your name, Bill?  
B: Yes, it's B-I-L-L.  
A: Great, thanks.  
B: And how old are you, Bill?  
A: I'm 7.  
B: Seven?  
A: Yes.


Can you see the answer? Now, you listen and write a name or a number.


- 1) A: Who's she, Bill?  
B: She's my sister, Kim.  
A: Can you spell her name?  
B: It's K-I-M.  
A: Thank you.
- 2) A: How old is your sister, Bill?  
B: She's 6.  
A: Six years old?  
B: Yes, she is.
- 3) A: Bill, how many sisters do you have?  
B: I have 2 sisters.  
A: Do you have any brothers?  
B: No, I don't. I only have 2 sisters
- 4) A: How many children are there in your class?  
B: There are 20 children  
A: 12?  
B: No, 20 children

### Listening Part 2. Listen and write. Audio 2

**Part 2**  
- 5 questions -

**Read the questions. Listen and write a name or a number.**

**There are two examples.**  Audio 2



**Examples**

What is the boy's name? ..... Bill .....

How old is he? ..... 7 .....

**Questions**

1. What is Bill's sister's name? .....
2. How old is his sister? .....
3. How many sisters does Bill have? .....
4. How many children are there in Bill's class? .....



5) A: Who's your teacher?

B: Mrs. Lucy.

A: Can you spell her name?

B: L-U-C-Y.

Now listen to part 2 again.

**(The recording is repeated)**


That's the end of part 2

**Listening Part 3. Listen and tick (✓) the box. There**

**is one example.**  Audio 3

**Part 3**

- 5 questions -

**Listen and tick (✓) the box. There is one example.**  Audio 3

Who is Anna's sister?



A. ☐



B. ☒



C. ☐

1. What animal does Tom like?



A. ☐



B. ☐



C. ☐

2. What's Jill's favorite toy?



A. ☐



B. ☐



C. ☐

3. Where's grandpa?



A. ☐



B. ☐



C. ☐

4. What does Nick want?



A. ☐



B. ☐



C. ☐

5. What does May have for breakfast?



A. ☐



B. ☐



C. ☐

- Ask the students to look in their books. Explain the exercise to the students.
- Ask some students to read the 5 questions first.
- Teacher plays each 5 audios.
- Students can write keywords for each picture, which they think might be mentioned in the dialogue.
- Play each audio twice. Students raise their hands to get a chance to choose the correct picture. If the answer is correct, show the answer and the conversation for the students to check. If the answer is incorrect, another student answers.

**Answer**

1. B    2. C    3. C    4. C    5. C

**Audio 3**

**Part 3: Listen and tick (✓) the box. There is one example.**

Look at the pictures. Now listen and look. There is one example.

Who's Anna's sister?

Ben: Anna, which girl is your sister? Is she eating a cupcake?

Anna: No, she isn't.

Ben: Is she eating an ice-cream?

Anna: Yes, she is.

Can you see the tick? This is an example. Now you listen and tick the box.

**1) What animals does Tom like?**

Mary: Tom, look at these pictures. Do you like the hippo and the crocodile?

Tom: No, I don't. They're so big.

Mary: So, do you like the bird?

Tom: Yes, I do. It's beautiful.

**2) What's Jill's favorite toy?**

James: Jill, do you want to play with a ball?

Jill: Yes, I do. I want to play with a train, too.

James: What's your favorite toy, Jill?

Jill: My favorite toy is a robot.

**3) Where's grandpa?**

Sam: Mom, where's grandpa?

Mom: Is he in the living room?

Sam: No, he isn't.

Mom: Look, he's in his bedroom.

**4) What does Nick want?**

Nick: Mom, do we have any fruit?

Mom: Yes, we do, Nick. Do you like a pear or an apple?

Nick: No, thanks. I'd like an orange, please

Mom: Here you are.

**5) What does May have for breakfast?**

Dad: May. Let's have breakfast. We'll have sandwiches and milk.

May: Thank you, Dad. Can I have an apple, please?


Dad: Here you are.


May: Thanks. Now, I have a sandwich, milk and an apple.

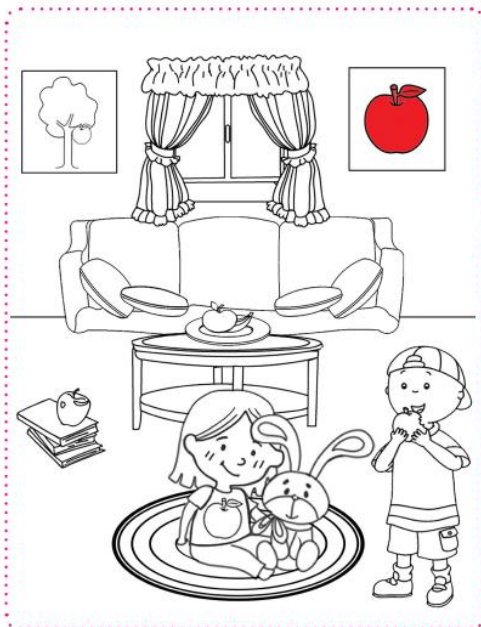
*Now listen to part 3 again.*

**[The recording is repeated.]**

*That's the end of part 3.*

**Listening part 4. Listen and color. There is one example.**  Audio 4

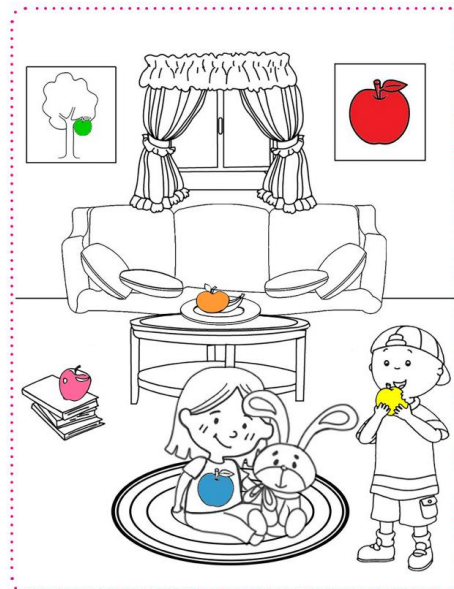
**Part 4**  
- 5 questions -  
**Listen and color. There is one example.**  Audio 4



- Ask students to look at page 13.
- Show a large picture which is mostly black and white. Students look at the picture in their books.
- Students listen to the instructions to color these apples. There is an example color in the picture.

- Play the audio for the first time, students color the items they hear.
- Play the audio for the second time and pause after each instruction for a short time for the students to complete the pictures.
- Ask some students to give their answers.
- Students come to the board and point at the item that needs colors or writing, then tell the colors on the items.
- Ask some students to give their answers.
- Students come to the board and point at the item that needs colors or writing, then tell the colors on the items.

### Answer



### Audio 4

**Part 4: Listen and color. There is one example.**

*Look at the picture. Listen and look. There is one example.*

A: There are a lot of apples in this picture.

B: I know.

A: There's an apple on the wall.

B: On the wall? Yes, I see it. Can I color that apple red?

B: Yes.

*Can you see the red apple? This is an example.*

*Now you listen and color.*

- 1) A: There's an apple on the tree.  
B: An apple on the tree?  
A: Yes. Color that apple green.  
B: Okay, I do it now.
- 2) A: Look! A boy is eating an apple.  
B: Yes, I see him.  
A: Color the apple yellow.  
B: Great!
- 3) A: Do you see the books? There's an apple on the books.  
B: Yes, I can see it.  
A: Color the apple on the books pink.  
B: I'm doing it now
- 4) A: And there's an apple on the girl's T- shirt.  
B: Yes.  
A: Now, can you color the apple on the girl's T- shirt blue?  
B: OK.
- 5) A: There's an apple on a plate.  
B: Sure.  
A: Color the apple orange.  
B: I like that color.
- Now, listen to part 4 again.*  
**(The recording is repeated.)**  
*That is the end of the Starters listening test.*

### Mixed ability








*For weaker students:*

- Break down the instructions into simpler language and short sentences.
- Review and introduce key vocabulary words related to colors and objects in the picture.
- Play the audio again, have them listen to each part separately, and repeat slowly if necessary.

*For stronger students:*

- Encourage them to listen for specific details and take notes while listening.
- Provide extension activities or additional questions for deeper analysis and discussion.
- Encourage them to use higher-level thinking skills, such as making predictions or drawing conclusions based on the information heard.

**Reading and Writing Part 1. Look and read.**  
**Put a tick (✓) or a cross (X) in the box. There are two examples.**

Reading and Writing			
Part 1			
- 5 questions -			
Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.			
<i>Examples:</i>			
	This is a house. <input checked="" type="checkbox"/>		These are horses. <input checked="" type="checkbox"/>
1. 	These are coconuts.		<input type="checkbox"/>
2. 	This is a kite.		<input type="checkbox"/>
3. 	These are ears.		<input type="checkbox"/>
4. 	These are lemons.		<input type="checkbox"/>
5. 	This is a pencil.		<input type="checkbox"/>

- Teacher asks the students to read the instruction, look at the pictures and sentences in their books.
- Write the example sentences on the board. Underline the keyword in each (e.g. house, these are)
- Ask students to answer which one is right or wrong to tick or cross.
- Teacher asks students to read carefully, underline keyword for all sentences and decide if the sentences are correct or not.
- Teacher calls some students to answer, and explain, then correct all answers.


### Answers

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. These are coconuts. | <input checked="" type="checkbox"/> |
| 2. This is a kite.     | <input checked="" type="checkbox"/> |
| 3. These are ears.     | <input checked="" type="checkbox"/> |
| 4. These are lemon.    | <input type="checkbox"/>            |
| 5. This is a pencil.   | <input checked="" type="checkbox"/> |

**Reading and Writing Part 2. Look and read. Write Yes or No.**

**Part 2**  
- 5 questions -

**Look and read. Write Yes or No.**



**Examples**

There are bananas on the table. Yes  
 Mom is sitting on the chair. No

**Questions**

- Mom is in the living room. .....
- Dad is reading. .....
- The girl is playing with a train. .....
- The door is brown. .....
- There are two tables. .....

**16**

- Ask them some questions about the picture, e.g. *How many people can you see? What colors are the table and chairs?*
- Discuss the examples together. Ask students to find evidence in the picture to justify the answer.
- Students raise hands, stand up and give their answers.
- Then give students sometime to read the descriptions and to check that they match what is happening in the picture.
- Remind them to underline the keyword, students compare answer in pairs
- Check students answer and correct them, students correct the false sentences.

### Answer



- No
- Yes
- Yes
- No
- No

**Reading and Writing Part 3. Look at the pictures. Look at the letters. Write the words.**











**Part 3**  
- 5 questions -

**Look at the pictures. Look at the letters. Write the words.**

**Examples**

English  book 

**Questions**

-  ..... 
-  ..... 
-  ..... 
-  ..... 
-  ..... 

**17**

- Ask students to turn to page 17 and read the instruction carefully.
- Explain that each dash represents a letter and that the pictures should help them.
- Write the example on the board. Write both the jumbled letters and the word spelt correctly.
- Give students some time to unscramble the rest of the jumbled words.
- Encourage them to cross out the letters after they have used them. Remind them to write only one letter in each space.
- Show the correct answers, check student's spelling.

### Answer

- pencil
- notebook
- eraser
- ruler
- table




**Reading and Writing Part 4. Read this. Choose a word from the box. Write the correct word next to the numbers 1 – 5. There is one examples.**


**Part 4**  
- 5 questions -


Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.


**A monkey**





This is a monkey. It likes \_\_\_\_\_. The monkey can jump on the (1) \_\_\_\_\_ and lives in the forest. It has a long (2) \_\_\_\_\_. The monkey also has two (3) \_\_\_\_\_ and one (4) \_\_\_\_\_. It drinks (5) \_\_\_\_\_. I really love monkeys.


  
bananas


  
chair


  
ears

  
tail

  
water

  
trees

  
kites

  
nose

18

- Ask students to read the instructions to the task, the example, 8 words and pictures in the box. Look at the pictures carefully.
- Explain any words that students don't understand.
- Students read the whole test through first to get a general idea of what it means before filling in the gaps.
- Students raise hands to get a chance to answer and give the reasons why they choose the word to fill in the gaps.
- Show the answers and explain why each word is in the gap (explain the grammar structure or meanings).


### Answer

1. trees
2. tail
3. ears
4. nose
5. water

**Reading and Writing Part 5. Look at the pictures and read the questions. Write one-word answers.**

**Part 5**  
- 5 questions -

Look at the pictures and read the questions. Write one-word answers.



**Examples**

How many balls are there? Three

What is the boy reading? book

**Questions**

1. How many teddy bears are there? .....



2. Who is eating apples? The .....

3. The girl is playing with a train. ....



4. Where is the teddy bear? On the .....


5. What is the boy eating? .....

- Ask students to turn to pages 19 & 20. Ask them to name the items in the pictures. Pre-teach any they do not know.
- Read the instructions carefully and discuss the examples together. Ask students to point to the parts of the picture that contain the answers.
- Give students time to read the questions and write the answers. Remind them to write only one-word answers.
- Check answers after each section. Students answer, point to the picture.
- Show the correct answers.

### Answers

1. one
2. girl
3. Two
4. couch
5. ice cream


**Speaking:** Listen to the teacher. Point to the correct part of the picture.











Speaking

Listen to the teacher. Point to the correct part of the picture.

SCENE PICTURE



OBJECT CARDS

21

- Ask students to look at page 21.
- Check students know the names of items in the scene picture and the object cards.
- Call a student to make an example, ask some questions about the scene picture. Students should point to the item rather than describe where each item is, e.g. *Where is the girl? Where is the boy?*
- Teacher can start giving instructions for student to point and react.
- Teacher can prepare one set of objects card and call students to the board to follow the instruction.
- In part 1 of the task, students only require pointing to the target as instructed.
- In part 2, students must be called to use the object cards to do various types of actions such as put object cards into some place on the picture, etc.
- After teacher finished all instructions, ask some backup questions for students to answer.

### Mixed ability

#### For weaker students:

- Before the speaking test, review and introduce key vocabulary words related to the scene picture. Make sure they are familiar with the names of the objects in the picture
- Break down the instructions into simpler language and shorter sentences. Use clear and concise questions that directly point to the target object in the picture. Repeat and clarify as needed.

#### For stronger students:

Instead of simply pointing, have stronger students verbally explain their answers using more detailed descriptions.



### Speaking

Part	Teacher does this:	Teacher says this:	Minimum response	Back-up questions
	Calls a student	Hello. My name's ..... What's your name?	Hello My name's ...	Is your name ...?
1	Points to scene picture.	Look at this. This is a farm. The children are playing.	Points to the items in picture.	
	Points to the sun in scene picture.	Here's the sun.  Where's the ball?		Is this the ball? (pointing to the ball)
		Where are the houses?		Are these the houses? (pointing to houses)
	Points to <b>Object</b> cards.	Now look at these. Which is the balloon/ kite?  I'm putting the balloon/kite in the sky.	Points to <b>Object</b> card  Puts <b>Object</b> card in place	
		Now, you put the balloon/kite next to the sun.	Points to <b>Object</b> card.	

2	Removes <b>Object</b> cards and point to the blue birds in scene picture .	What's this? What color is it?	(a) bird blue	Is it a bird? Is it blue? green?
		How many birds are there?	three	One? Two? Three?
	Points to the girl.	What's the girl doing?	playing with a ball	Is the girl playing with a ball?
	Points to the boy.	Tell me about the boy.	He plays with a plane.	
	Closes candidate booklet.			

\*Remember to use the child's name throughout the test.

3	Picks out 4 <b>Object</b> cards.			
3.1	Shows "the balloon" card.	What's this? What color is it? What color do you like?	balloon purple red	Is this a balloon? Is it purple? Do you like blue?
3.2	Shows "the orange juice" card	What's this? What's your favorite fruit?	orange juice apples	Do you like orange juice? Do you like mangoes?
3.3	Shows "the book" card	What's this? Do you like reading books?	a book yes/no	Is it a book?
3.4	Shows "the car" card	What's this? What color is the car? Do you have a car at home?	a car blue yes/no	Is it a car? Is it a blue car? How many cars do you have?
4	Puts away all cards			
		OK. Thank you. Goodbye.	Goodbye.	