



MAJOR STARS



TEACHER'S GUIDE



UNIT 6: IN MY HOUSE

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about interior furniture.
- Look and say the names of different items of furniture in different rooms of a house.

Vocabulary: *cupboard, mirror, bookcase*

Listening: Listen to the new words, point and repeat the words heard in the audio

MATERIALS

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

WARMER

- Provide the game "Among Us" to students.
- Have students pretend to sleep on their desks.
- Hand one student a ball or something similar. This student is the imposter and must hide the object.
- Wake up the students and then select a student to be the detective. The detective can ask 3 students "Are you the imposter?" and these students must answer honestly.
- After each incorrect guess, give the student a hint to help find the imposter.

LEAD IN

Ask students about their houses and items they have "Is your house big?," "How many rooms are there?," "Do you have a TV?" Have the class share the answer about their houses with their friends.

MAIN CONTENT

Listen, point and repeat.  18

- Ask students to look at the pictures of the items, play the audio for students to point out the picture. Then play the recording again for students to repeat the words. Play the recording a third time for students to listen, point and repeat the pieces of furniture.
- Hold up the flashcards in random order and ask the class to say the words.

Track 18


cupboard – cupboard


mirror – mirror


bookcase – bookcase

UNIT 6
IN MY HOUSE


Lesson 1
WORDS

Listen, point and repeat.  14






cupboard



mirror



bookcase

Words: cupboard, mirror, bookcase

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Extra activity

- Have students work in 2 teams.
- Place some flashcards from a vocabulary set (*cupboard, bed, mirror, window, etc.*) on the board and number them.
- Let students play "Rock, Paper, Scissors" and ask the winning team to choose a number.
- Select a student from each team to come to the front of the class.
- The students will then race to say the correct vocabulary word for the number given.
- The student who can say the word first have an opportunity to roll the dice and get the points accordingly.
- The team with the most points wins the game.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to ask questions about positions of things.
- Ask Yes/No questions and answer about where things are located.

Grammar: *Is the ... in the ...? Yes, it is. / No, it isn't. It's in the ...*

Listening: Listen to short conversations

Speaking: Ask and answer about the locations of things using *Is the ... in ...? It's in the ...*

MATERIALS

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

WARMER

- Play Lucky Dip: Let students sit in a circle.
- Put a set of flashcards into a bag and pass it round. Each student must pick out a flashcard and say the word.
- If students don't know the word, they must return the flashcard to the bag. If they do, they can keep the flashcard.
- Continue the game until there are no flashcards left in the bag.

LEAD-IN

- Use the flashcards from Lesson 1.
- Hold them up one at a time and ask, "What is it?"
- Hold on the flashcards up in a different order and repeat.

MAIN CONTENT

1. Say.

- Ask students to look at page 74 and introduce a new question to students.
- Instruct students to ask "Is ... in the ...?" to confirm the position of something in a specific location.
- Remind students that the answer will be "Yes, it is / No, it isn't."
- Read the 2 sentences first for students to listen. Read each sentence the second time and let students repeat the sentence after each time.
- Check the student's pronunciation and intonation if necessary.



1. Say.

Is the cupboard in the kitchen?

Yes, it is.

2. Listen, point and repeat. 19

1 Mia and Tim are playing. They're putting things in the rooms.

2 Is the cupboard in the living room?

No, it isn't. It's in the kitchen.

3 Is the mirror in the bedroom?

Yes, it is.

4 Where's the bookcase?

It's in the living room.

Values: Where to put things in your house

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Extra activity

- Show the picture of rooms in a house to the students, point to an object, and ask "Is the TV in the bedroom?"
- Call students to answer the question.
- Give pictures to some students. Students who don't have any pictures will point to the items and ask similar questions to whom holding the picture.
- Go around and check students' understanding of the grammar.

2. Listen, point and repeat. 19

- Talk about each frame with the class.
- Play the audio for the first time and have students follow the sentences in their books.
- Play the audio for the second time, and pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board and the students read out loud the sentences.
- Check the students' pronunciation and intonation if necessary.

Track 19

Tim: Is the cupboard in the living room?

Mia: No, it isn't. It's in the kitchen.

Tim: Is the mirror in the bedroom?

Mia: Yes, it is.

Tim: Where's the bookcase?

Mia: It's in the living room.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to

- Pronounce the words correctly in both beginning and ending sounds.
- Learn new words with their initial and ending sounds.

Vocabulary: Vv – Vase; Ww – watch; Yy – year; Xx – box; Zz – zipper, buzz

Listening: Listen to the words with the given beginning and ending sounds phonics

Speaking: Pronounce the words with the given phonics

MATERIALS

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

WARMER

Yes/No Game:

- Hold the flashcards of words from previous phonics sessions up so that the students can see it, but the teacher can't.
- Ask the students Yes/No questions about them. E.g., Is it a fox? Is it a panda?
- If it is, the students should say "Yes" and nod their heads; otherwise, they should say "No" and shake their heads.

LEAD-IN

Show flashcards of previous phonics lessons for students to read out loud.

MAIN CONTENT

1. Listen to the initial sounds v, w, y and z. 20

- Ask students to look at the letters in their books.
- Tell 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 read first, ask students to follow the words in their books.
- Play the recording for students to repeat the given words 2 or 3 times. Check the students' pronunciation when they say the words.

Track 20


v – v – vase





y – y – year


w – w – watch



z – z – zipper


Lesson 3 PHONICS



1. Listen to the initial sounds v, w, y and z.  20




Vv  vase	Ww  watch	Yy  year	Zz  zipper
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2. Listen to the ending sounds x, z.  21

Xx  box	Zz  buzz
--	---

2. Listen, circle and write.  22

1.   0

2.   

3.   

Phonics: Vv – vase; Ww – watch; Yy – year; Xx – box; Zz – zipper, buzz

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2. Listen to the ending sounds x, z. 21

- Ask students to look at their books.
- Have students read the words. X and z are ending sounds of these words.
- Play the recording and ask students to repeat the words.
- Check students' ending sounds carefully when they pronounce the words.

Track 21

box – box

buzz – buzz

3. Listen, circle and write. 22

- Ask students to look at three sets of pictures on page 75.
- Remind students of the vocabulary in the picture by asking "What is it?"
- Play the recording for students to listen and finish the task.
- Call students to point, read the words they circle and write them on the board.
- Check the spelling and correct the mistakes.
- Let students read the words again.

Track 22

1. zero zero

2. watch watch

3. vase vase

Answer

1	  0	zero
2	  	watch
3	  	vase

Lesson 4: International exam

OBJECTIVES

Knowledge: Students will be able to

- Be ready for the PTE examination.
- Practice full PTE exam format.

Listening: Listen and tick the correct picture, match names and pictures.

Reading and Writing: Read and match pictures with correct answers. Read and put the words in the correct position.

Speaking: Listen to the teacher and answers the questions

MATERIALS

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

WARMER

Tic Tac Toe game:

- Draw a 6x6 grid on the board and decide which team is a circle; which team is a cross.
- Ask each team a question related to the lesson. E.g.: *Is the cupboard in your kitchen? Where is your bookcase?*
- If students answer a full sentence with the right grammar structure, that team will come to the board and draw a circle or a cross according to what the teacher gave to them before.
- Which team has 4 crosses or circles in a row (vertical, horizontal, diagonal) first will be the winner.

LEAD-IN

Have students look at the pictures in their books and brainstorm any words they can remember.

MAIN CONTENT


1. Task One: At Jacob's house.  Audio 21

- Read and explain the instructions to students.
- Ask students what they can see in the picture. Point and ask, "What is it?" "What's the color of the hair?"
- Remind students that they will hear the recording 2 times with the example at the start.
- Prompt students that they should take notes of some keywords and pay attention to them while listening (*Mary, how old, food, eat, like*).


Lesson 4 INTERNATIONAL EXAMS - PTE


Reading


1. Task One: At Jacob's house

Sophie is at her friend's house, Jacob. They are talking about things in the house. Listen to their conversation and put a cross (X) in the correct box under each question. The first one is an example. You will hear the conversation twice. Listen carefully!  Audio 21


Example: Who is Jacob's brother?



A ☐



B ☐


C ☐


1. Who is Jacob's mom?



A ☐



B ☐


C ☐


2. Where is she now?



A ☐



B ☐


C ☐


3. Where is the cat now?



A ☐



B ☐


C ☐

4. What's its favorite food?


A ☐


B ☐


C ☐

5. How many books are there on the bookshelf?

20

A ☐

15

B ☐

5

C ☐

- Play Audio 21. After the recording, call students to answer, ask them about what they heard and explain their choice.
- Give correct answers with the script.

Answer

1. A 2. A 3. C 4. B 5. A

Audio 21

Jacob: That's my family picture!

Sophie: Who is this? The boy with blond hair.

Jacob: He's my brother.

Sophie: Is that your mom? The woman has black hair.

Jacob: No, she isn't. That's my aunt. My mom has brown hair.

Sophie: Is your mom in the kitchen now?

Jacob: No, she isn't. She's in the bedroom.

Sophie: Is that your cat?

Jacob: Yes, it's my lovely cat, Kitty.

Sophie: Where is it now?

Jacob: It's on the cupboard.

Sophie: What's its favorite food? Fish?

Jacob: Not really.

Sophie: Does it like eggs?

Jacob: No, it doesn't. My cat loves beef.

Sophie: Is this your bookcase?

Jacob: Yes. I like reading books.

Sophie: How many books are there?

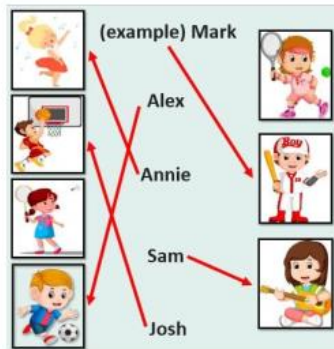
Jacob: There're 15 English books and 5 Math books.

Sophie: So there are 20 books on the bookcase.

2. Task Two: Our friends Audio 22

- Read the instructions for this task to students.
- Ask students to look carefully at the pictures and ask: "Is it a boy or a girl?" "What is he/she doing?"
- Remind students that there will be 2 extra pictures that are not the answers.
- Play Audio 11 twice.
- Give students time to match the pictures with the names.
- Call students to point to the picture when you read the name.
- Correct the answers with descriptions.

Answer



Audio 22

Jacob is a new student. He and Sophie are at their schoolyard. Listen to their conversation and draw a line from the name of the person to the correct pictures of their hobbies. The first one is an example. Be careful. There are two extra pictures. You will hear the conversation twice. Listen carefully.

Jacob: Who is he? The boy is playing baseball over there.

Sophie: That's Mark. He is the best player in the baseball team.

Jacob: Wow! And who's that boy? He's wearing a blue and red T-shirt.

Sophie: He's Alex. He likes soccer.

Jacob: Who's your best friend?

Sophie: Annie. She is dancing next to the garden.

Jacob: I see her now.

Jacob: Can you hear the music?

Sophie: Yes. That's Sam. She's playing the guitar next to Annie.

2. Task Two: Our friends
Jacob is a new student. He and Sophie are at the schoolyard. Listen to their conversation and draw a line from the name of the person to the correct picture of their hobby. The first one is an example. Be careful. There are two extra pictures. You will hear the conversation twice. Listen carefully. Audio 22

(Example) Mark

Alex

Annie

Sam

Josh

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3. Task Three: Jacob talks to Sophie
Jacob talks to Sophie about his grandfather. Draw a line from Sophie's questions to Jacob's answers. The first one is an example. Be careful! There is one extra answer.

Example:

Do you know Mrs. Brown?

1. Where is he now?

2. What does he like?

3. Does he like reading books?

4. What's he wearing?

He likes fishing.

Yes, he does.

He's in the garden.

He's James.

He's wearing a red jacket and blue trousers.

He's happy.

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Jacob: It's amazing!

Sophie: Can you see the boy over there?

Jacob: Is he playing soccer?

Sophie: No, he isn't. The boy is playing basketball.

Jacob: Ah, I see.

Sophie: He's Josh. He's our classmate.

3. Task Three: Jacob talks to Sophie

- Ask students to look at page 79.
- Read the instructions for the task and ask students to look at the examples.
- Remind students that there is one extra answer on the right.
- Have students underline the keywords in the questions.
- Ask them to match each question with the best answer.
- Show the answer and explain why the answer is the best response to the question.

Answer

1. He's in the garden.

2. He likes fishing.

3. Yes, he does.


4. He's wearing a red jacket and blue trousers.

Extra activity


- Let students work in pairs.
- Have students take turn practicing asking and answering questions. One student asks questions and the other answers.
- Go around and help them if they need any information.

4. Task four: Welcome to my house!


Look at the pictures of Sophie's visit to Jacob's house. Draw a line from the pictures to the correct sentences. First one is an example. Be careful. There is one extra sentence.




The picture is beautiful.



This is my room.



Let's play outside.





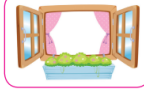


This is my mom, and this is Sophie.


Goodbye! Thanks for coming.

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5. Task Five: What are they?

Sophie sees these things in Jacob's house. Draw a line from the pictures of the things to the words. The first one is an example. Be careful. There are two extra words.

- 1 
- 2 
- 3 
- 4 
- 5 

Example:  → cake

window

bookcase

bike

cake

jacket

apple

motorbike

helicopter

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4. Task Four: Welcome to my house!

- Read the instructions for the task and ask students to look at the pictures.
- Have students read all given sentences, underline the keyword in each sentence (*picture, play, outside, room*).
- Remind students that there are only 3 pictures left as one example has been done.
- Let students finish the task.
- Call students to point to the picture when you read the sentence and give explanations for their choice.
- Correct students' answers and explain if there is any mistake in students' choices.

Answer



The picture is beautiful.



This is my room.



Let's play outside.








This is my mom, and this is Sophie.


Goodbye! Thanks for coming.

5. Task Five: What are they?

- Ask students to turn to page 81 and look at the pictures and examples.
- Point to the words on the right column and read. Have students repeat the words.
- Use a set of 3 or 4 flashcards with one word to intrigue students' memory about the meaning of the word.
- Remind students there will be 2 extra words.
- Ask some students to give their answers.
- Go through the answers with the class.

Answer

- 1 
- 2 
- 3 
- 4 
- 5 

Example:  → bike

window bookcase bike cake jacket apple motorbike helicopter

6. Task Six: Jacob's garden

- Have students the instructions and ask them to read through the diary with missing words.
- Ask students to read the words in the box.
- Explain any new words if necessary.
- Allow time for students to complete the sentences.
- Remind students to cross out the word that they have already used.
- Call some students to stand up and read the sentences with the filling words.
- Ask students to explain their choices by grammar, vocabulary or context.
- Show the correct answers and ask some students to stand up and read the whole email.

Answer:

1. are
2. play
3. dog
4. under
5. soccer

7. Task Seven: Listen to the teacher. Answer these questions.

- Set up a board game for this task as instructed. Dice may be required.
- Use flashcards to stick on the board or table.
- Point to the pictures and ask them what they are.
- Prompt students that the pictures are only suggestions. Students are free to answer with their own ideas and words.
- Set the number for the questions from 1 to 6 in any order.
- Call a student, then roll dice to get the number. Students answer the corresponding question of that number.
- Keep the work until everyone has their turn.

6. Task six: Jacob's garden

Sophie writes in her diary about Jacob's garden. Help her to finish and write the missing words. Use the words in the box. Be careful. You do not need all of them. The first answer is an example.

I am at Jacob's (example) garden. It's very big. There (1) _____ many beautiful flowers and big trees. We can (2) _____ with the swing, seesaw, and the goal there. There's a black (3) _____ in the garden. That's Jacob's favorite pet, Lucky. It's sleeping (4) _____ the seesaw. Jacob's brothers are playing (5) _____ near the goal. I want to play with them.

garden under play flowers soccer are dog

Reading and Writing

QUESTION AND ANSWER (BOARD GAME)

7. Task Seven: Listen to the teacher. Answer these questions.

How many people are there in your family? 	What's your favorite toy? 	How many windows are there in your bedroom? 
What are you wearing? 	What's your favorite animal? 	Who's your best friend? 

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Suggested Answer

1. There are 8 people in my family.
2. My favorite toy is a teddy bear.
3. There are two windows in my bedroom.
4. I'm wearing a yellow T-shirt and a red hat.
5. My favorite animal is a dog.
6. My best friend is Mary.

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.
- Have them familiar with these types of questions and give example answers if necessary.

For stronger students:

- After finishing the task in their books, let them work in pairs, think of more similar questions to ask their partner. Then have them ask and answer in front of the class.