



MAJOR STARS



TEACHER'S GUIDE



UNIT 3: OUR CLOTHES

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about clothes.
- Look and say the names of different pieces of clothes.

Vocabulary: *trousers, gloves, skirt*

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

- Have students play the game: "Hot Seat".
- Invite a student to come to the board and sit facing the whole class.
- Write a word on the board, e.g.: *sleepy, worried, tired ...*
- Ask other students to use actions to describe the word or suggest verbal cues but not read the word out.
- If this student says the word correctly, he/she will get points for his/her team.

LEAD IN

- Ask students about their favorite colors and clothes: "What is your favorite color?" "Do you like pink shoes?"
- Have students share their favorite colors with the class.

MAIN CONTENT

Listen, point and repeat.  7

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

UNIT 3 OUR CLOTHES

Lesson 1 WORDS

Listen, point and repeat.  7




trousers


gloves


skirt

Words: trousers, gloves, skirt

34

Track 7

trousers – trousers
gloves – gloves
skirt – skirt

Extra activity

- Let students play remembering pictures.
- Divide the class into 2, 3, or 4 teams.
- Choose a few pictures related to the words in the lesson: *trousers, gloves, skirt, shoes, hat, socks,*
- Show these pictures in turn for the groups to see for about 4-5 seconds.
- Next, each team must quickly run to the podium to write down these words. (each member of the team writes only one word)
- The group with the most correct answers in the fastest time will be the winning group.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to ask Yes/No questions.
- Ask Yes/ No questions and answer about whose things are these.

Grammar: *Are these your ...? Yes, they are. / No, they aren't.*

Listening: Listen to short conversations

Speaking: Ask about people's things using *Are these your ...?*

MATERIALS

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

WARMER

- Play the "fill the word" racing game.
- Divide the class into 2 teams.
- Show a picture and ask students to take turns going to the board and writing the letter.
- One student writes 1 letter until completing the word. Who is faster is the winner.

LEAD-IN

- Use flashcards of the words from Lesson 1.
- Hold the flashcards up one at a time and ask, "What are these?"
- Model any words the children don't know.
- Shake your head to demonstrate the answers. Then show students the picture "These are my gloves. / These are your skirts."
- Hold on the flashcards up in a different order and repeat.

MAIN CONTENT

1. Say.

- Ask students to look at page 35, introduce new questions and answers to students.
- Instruct students "trousers" and "socks" are always plural, so students must use "these." If the question begins with "Are these...?", the answer will use "Yes, they are. / No, they aren't."
- Read the sentences first and have students listen to. Read each sentence the second time, and ask students to repeat the sentence after each time.
- Check the student's pronunciation and intonation if necessary.

Lesson 2 GRAMMAR

1. Say.



Are these your trousers?



Yes, they are.

2. Listen, point and repeat. 

1



Are these your socks?

2



No, they aren't.

3



Are these your trousers?

4



Yes, they are.

Values: Helping with clothes

35

Extra activity

- Give some flashcards to students.
- Show a flashcard to students and ask "Are these your ... (item in the flashcard)?"
- Students answer "Yes, they are. / No, they aren't." if they are holding the flashcard or not.
- Have students take turns asking their partners using the flashcards they have.
- Go around and check if students understand the grammar or not.

2. Listen, point and repeat.

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

Track 8

Mia: Are these your socks?

Tim: No, they aren't.

Mia: Are these your trousers?

Tim: Yes, they are.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to

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

Vocabulary: Tt – tennis, tablet; Uu – ugly, under; Vv – vet, van.

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

Play Sumo Game: Have students play in teams. One student from each team will come to the front of the class and put a flashcard behind their back. The goal is for the students to “sumo wrestle” and try to see what the picture is behind the other student's back first and say the word. The student who says the correct word first will get one point for their team.

LEAD-IN

- Write the letters “t”, “u” and “v” on the board.
- Ask students to give some words beginning with the letters.
- Let students read out loud the words.

MAIN CONTENT

1. Listen, point and repeat.

- Ask students to open their books and look at the letters.
- Tell students that they are going to listen to an audio of sounds that the letters make at the beginning of the words.
- Play the audio the first time. Have 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 point and repeat the words 2 or 3 times.
- Check the student's pronunciation when they say the words.

Track 9

t – t – tennis

u – u – ugly


v – v – vet

t – t – tablet


u – u – under

v – v – van

Lesson 3 PHONICS


1. Listen, point and repeat. 

Tt




tennis
tablet

Uu



ugly
under


Vv



vet
van


2. Tick (✓) the picture beginning with the correct sound.

a. **Tt**



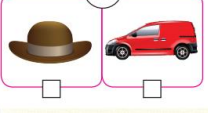
☐ ☒

b. **Uu**



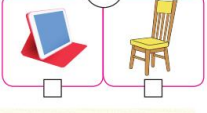
☐ ☐

c. **Vv**



☐ ☐

d. **Tt**



☐ ☐

Phonics: Tt – tennis, tablet; Uu – ugly, under; Vv – vet, van


36

2. Tick (✓) the picture beginning with the correct sound.

- Ask students to look at each pair of pictures on page 36.
- With different pictures from the previous learning, ask them “What is it?”
- Let students read the word and tick the correct picture for each word.
- Show the correct answers.
- Have the class read the words out loud.

Answer

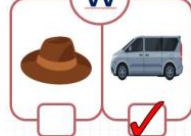
2. **Uu**



☒ ☐

under


3. **Vv**



☐ ☒

van

4. **Tt**



☒ ☐

tablet

Extra activity

Ask students to think of more words beginning with the phonics t, u, v. Have them say the words in front of the class.

Lesson 4: International exam

OBJECTIVES

Knowledge: Students will be able to

- Pronounce the words correctly.
- Be ready for the PTE examination.
- Practice full PTE exams 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, ...


Lesson 4 INTERNATIONAL EXAMS - PTE


Listening

1. Task One: At Mary's house
Uncle Tom is at Mary's house. He and Mary's dad are talking. 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!


Example:
Who's in the kitchen?



A ☒



B ☐


C ☐


1. Where's Mary?



A ☐



B ☐


C ☐


2. How old is Mary?



A ☐



B ☐


C ☐


3. What's Mary's favorite food?



A ☐



B ☐


C ☐


4. What does Mary like?



A ☐



B ☐


C ☒

5. What animal does Mary like?


A ☐


B ☐


C ☐

WARMER

- Divide the class into groups.
- Show students some objects, pictures, or words for short periods of time.
- Ask students not to write but just memorize.
- Put objects, pictures away or delete words.
- Call on the representatives of the groups to write down the names of the objects, pictures, or words they have just seen on the board.
- The group with the most correct words wins.

LEAD-IN

- Have students look at the pictures in their books.
- Ask students to brainstorm and try to remember things in the pictures.

MAIN CONTENT

1. Task One: At Mary's house. Audio 10

- Explain the instructions to students.
- Ask students what they can see in the picture. Point and ask, "What is it?"
- Explain any unknown words to students if they don't know.
- Remind students that they will hear the recording 2 times with examples 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*).

- Play Audio 10 for the first time, go around, and see students working on the section.
- After playing the recording twice, call students to answer, ask them about what they heard and explain their choice.
- Show the correct answers with the script.

Answer

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

Audio 10

Uncle Tom: Is Mary in the kitchen?

Mary's dad: No, she isn't.

Uncle Tom: Who's in the kitchen?

Mary's dad: John.

Uncle Tom: Where's Mary?

Mary's dad: She's in the living room.

Uncle Tom: How old is she?

Mary's dad: She's 8.

Uncle Tom: Does Mary like chicken?

Mary's dad: No, she doesn't. Her favorite food is sandwiches.

Uncle Tom: And does she like tennis?

Mary's dad: No, she doesn't. She likes basketball.

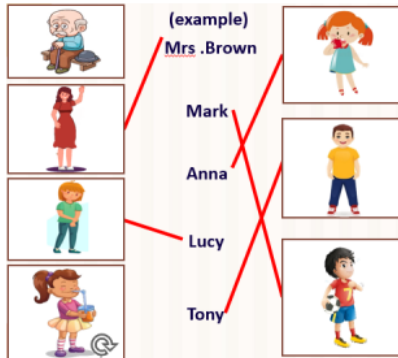
Uncle Tom: I want to give her a gift on her birthday. What animal does Mary like?

Mary's dad: She loves cats.

2. Task Two: In the classroom Audio 11

- 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 wearing?" "What color are their clothes?"
- 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 11

Sam and Ben are in a new English class. Listen to their conversation and draw a line from the name of the person to the correct picture of their classmates. The first one is an example. Be careful. There are two extra pictures. You will hear the conversation twice. Listen carefully.

Ben: Look! Mrs. Brown is over there.

Sam: Who's Mrs. Brown?

Ben: The woman is wearing a red dress.

Ben: Sam, can you see the girl with a green T-shirt?


Sam: Yes, I see her. She looks sad.

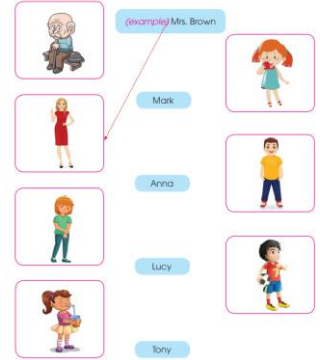
Ben: She's Lucy.

Ben: And there's Tony.

Sam: Which boy is Tony?


Ben: He's wearing a yellow T-shirt and blue trousers.

2. Task Two: In the classroom
Sam and Ben are in a new English class. Listen to their conversation and draw a line from the name of the person to the correct picture of their classmates. The first one is an example. Be careful. There are two extra pictures. You will hear the conversation twice. Listen carefully.  Audio 11



Reading and Writing

3. Task Three: Sam talks to Ben.
Sam talks to Ben about her teacher, Mrs. Brown. Draw a line from Ben's questions to Sam's answers. The first one is an example. Be careful! There is one extra answer!



Sam: Is she in our class?

Ben: Who?

Sam: The girl is eating an apple.

Ben: Yes. That's Anna.

Sam: Who's he?

Ben: Is the boy playing with a ball?

Sam: Yes, he is.

Sam: That's Mark. He really likes football.

3. Task Three: Sam talks to Ben.

- Ask students to look at page 40.
- 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 students 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. She has 2 children: 1 boy and 1 girl.

2. She's in her classroom.

3. She likes bread.

4. Yes, she is.

Extra activity

Let students work in pairs and take turns asking and answering about one of their teachers. Go around and help them if they need any information. Then call some pairs of students to practice in front of the class.

4. Task Four: At Mrs. Brown's house

Look at the pictures of Sam's visit to Mrs. Brown's house. Draw a line from each picture to the correct sentence. The first one is an example. Be careful. There is one extra sentence.



Goodbye.



I can play the piano.

Hello Mrs. Brown. How are you?



Let's eat together.



Is this your dog?

41

5. Task Five: Things in Mrs. Brown's house

Sam sees many things in Mrs. Brown's house. Draw a line from the pictures of the things to the words. The first one is an example. Be careful. There is two extra words.



flowers



trousers



fan



lemon



guitar



goat

sun

cake

42

4. Task Four: At Mrs. Brown's 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 (*piano, eat, dog*).
- 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.

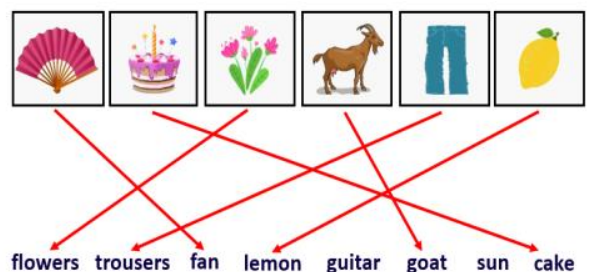
Answer



5. Task Five: Things in Mrs. Brown's house

- Ask students to turn to page 42 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



6. Task Six: My new English teacher

- 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. name
2. two
3. big
4. are
5. flowers

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: My new English teacher

Sam writes in her diary about Mrs. Brown. 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.

Today I have English at my (Example) school. I love my English teacher so much. Her (1) _____ is Mrs. Brown. She's very tall. She has (2) _____ kids: one boy and one girl. Her house is (3) _____. There (4) _____ four rooms. There are a lot of (5) _____ in the garden.

school *is* *flowers* *two* *big* *are* *name*

Reading and Writing

QUESTION AND ANSWER (BOARD GAME)

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

| | | |
|--|---|--|
| What's your favorite animal?  | Where's your mom?  | What's your name? TOM |
| What do you eat?  | How many cakes are there?  | What can you do?  |

43

Suggested Answer

1. My favorite animal is a dog.
2. My mom's in the kitchen.
3. My name is Tom.
4. I eat fish.
5. There are three cakes.
6. I can play football.

Mixed ability

For weaker students:

- Before the speaking test, review and introduce key vocabulary related to the scene picture. Make sure they are familiar with the names of the objects in the picture.

- Have students 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 questions to ask their partner.