



# MAJOR STARS



Teacher's guide



### REVIEW 1

#### OBJECTIVES

**Knowledge:** Students will be able to

- Memorize the vocabulary and grammar of units 1, 2 and 3
- Be confident to do exercises using the vocabulary and grammar in units 1, 2 and 3

**Vocabulary:** jobs, places, days of the week, casual activities

**Writing:** write complete sentences of things, write the correct spelling of words

**Reading:** read and match the words, read and choose the correct sounds

#### MATERIALS

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

#### WARMER

##### Telephone

Divide the class into two lines, leading from the back of the class to the front. Go to the back of the line. Whisper the sentence or phrase into the ear of the last student in each line. They must whisper it to the student next to them, and so on. When the sentence/phrase reaches the first student of each line, they must say out loud what they heard. If it matches the original sentence/phrase, that team gets a point.

#### LEAD IN

Show flashcards (lessons 1,2,3) for students to revise their vocabulary.

#### MAIN CONTENT

##### 1. Look and find.

- Have students look at exercise 1 and 6 pictures on the left side and right side of the puzzle.
- Explain the exercise to the students. This is an exercise where students must find the words that describe the pictures in the puzzle and circle them.
- Point at each picture and ask students "What is this?" or "Who is he?".
- Give students some time to do this exercise.
- Pick some volunteer students to come to the board and circle the words. Students read out loud the word when finding it.
- Check the students' answers.
- Ask the students for further information about the things they find "What does he do?", "Do you like that subject?", etc.

### REVIEW 1

**1. Look and find.**



**2. Read and tick (✓) the correct sentence.**

1.  ☐ She's a journalist. She works in an office.

2.  ☐ He has music on Wednesday.

3.  ☐ He has science on Wednesday.

4.  ☐ She is swimming.

5.  ☐ She is building a sandcastle.

6.  ☐ They are bakers.

7.  ☐ They are waiters.

**3. Match.**



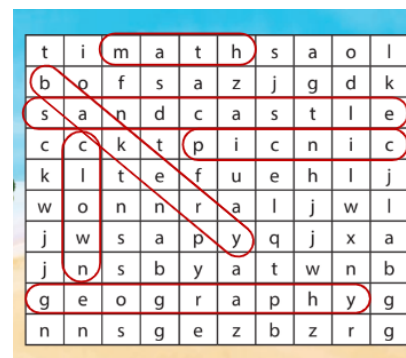



geography
math
history
music

50

- Point at any picture and call any student to say the name of that picture with the correct pronunciation.

#### Answer



##### 2. Read and tick (✓) the correct sentence.

- Lead students to the next exercise.
- Point at each picture and ask students to describe what they can see from the picture.
- Explain the exercise to the students. Students look at the picture and choose a sentence below that correctly describes the picture. Make sure students tick (✓) in the squares at the beginning of sentences.

- Let students do the task.
- Invite some students to stand up and read out loud their answers.
- Check the pronunciation.
- Show the correct answers.

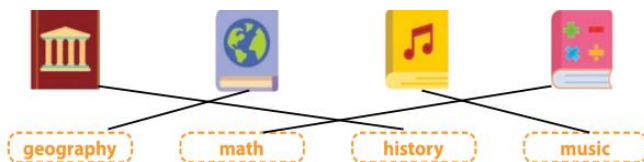
### Answer

1. She's a journalist. She works in an office.
2. He has science on Wednesday.
3. She is building a sandcastle.
4. They are bakers.

### 3. Match.

- Lead students to the next exercise.
- Show the pictures and subject names to students.
- Explain the exercise to students.
- Allow some time for students to finish this exercise.
- Point at the picture and students raise their hands to get a chance to tell the answers.
- Show the correct answer.
- Ask students to repeat and correct the pronunciation if necessary.

### Answer



### Fast finishers

Quick students work in pairs, talk about their most and least favorite subject at school and the reasons why they like/dislike it. Students take turns asking and answering.

### 4. Put the words in the correct order.

- Ask students to look at the exercise in their books.
- Explain the exercise to students. In this exercise, students have to arrange the given words into meaningful sentences in the correct order.
- Let students do the exercise.
- Students raise their hands to answer. If the answer is correct, show the whole sentence. If the answer is incorrect, invite another student to answer.
- Pick some students to stand up and read the 3 sentences again.
- Check their pronunciation.

### 4. Put the words in the correct order.

1. the / at / volleyball / are / They / playing / beach
2. a / and / works / he / is / in / clown / He / circus / a
3. has / Geography / on / Mary / Friday

### 5. Look at the pictures and answer the questions.



### 6. Look at the pictures and circle the correct sounds. Then say.



### Answer

1. They are playing volleyball at the beach.
2. He is a clown and he works in a circus.
3. Mary has Geography on Friday.

### 5. Look at the pictures and answer the questions.

- Show the 4 pictures and ask students to read the questions.
- Explain the exercise to students. Students must answer the questions based on what they can see from the picture.
- Allow time for students to complete the sentences and walk around the class to see how the students are doing.
- Pick some students to stand up and answer the questions.
- Show the correct answers.
- Ask the class to repeat the answers and check their pronunciation.

### Answer

1. He works in a restaurant.
2. She has Art on Friday.
3. He has Geography on Tuesday.
4. She is playing bowling.

### Mixed ability

- With weaker students, ask them to repeat the questions and the answers a few times.
- With stronger students, ask them to work in pairs, ask and answer several questions related to the picture. For example: In picture number 1, they can ask *"Do you like studying art?"*, *"What do you usually do in art classes?"*
- Have the students listen carefully and then raise their hands to tell which word contains the different sound.
- Each correct answer gains 1 point.
- The winner is the group with the highest score.

### 6. Look at the pictures and circle the correct sounds.

Then say.

- Show the 6 pictures and 4 phonics beneath each picture. The students look at the pictures in their books.
- Point at each picture and have students say what they are about.
- Explain the exercise to students. The exercise is to circle the right sound of each word.
- Give students a few minutes to complete this exercise.
- Invite students to come to the board, write the word for each picture, read it out loud, and circle the right sound for each word.
- Show the correct answers.
- Point and ask students to repeat the 6 words a few more times.
- Check their pronunciation and correct them if necessary.

### Answer

<p>1</p>  <p>ot op all aw</p>	<p>2</p>  <p>un op ot ug</p>	<p>3</p>  <p>ue ew ur ir</p>
<p>4</p>  <p>aw all ur ir</p>	<p>5</p>  <p>ot op un ug</p>	<p>6</p>  <p>ir ur aw all</p>

### Extra practice

Listen carefully

- Divide the class into 4 groups.
- The teacher selects a sound in exercise 6 and thinks of some words that contain the chosen sound.
- The teacher says three words - two words that contain the same sound and one word that is different. For example: *call, mall, draw*.