GEPS

Major Education

SEDIDCO

MAJOR STARS

4

Teacher's guide

UNIT 6: WHAT DID YOU DO YESTERDAY?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Identify some phrases about activities.
- Relate these phrases in daily lives

Vocabulary: drink milk, have dinner, get dressed, have breakfast, sleep, ride a bike, take a shower, do homework, have lunch

Listening: Listen to the new words and repeat

MATERIALS

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

WARMER

Connecting Sentences: Teacher first says a sentence and then invites one student to repeat that sentence and add one more sentence (These sentences should be related to each other). Teacher can relate to the topic "Daily activities". The student who forgets to repeat the previous sentences needs to introduce themselves in front of class.

LEAD IN

- Activate students' prior knowledge about daily activities.
- Ask them about their activities in a day.
- Check their answers and pronunciation.
- Lead in the new lesson: "So today we are going to learn and review daily activities".

MAIN CONTENT

Listen, point and repeat. 17

- Give students time to look at the pictures and phrases in their books.
- Ask students to read aloud the phrases and check their pronunciation.
- Hold the flashcards, point and read aloud the phrases for students to repeat.
- Play the audio for students to listen.
- Play the audio again, pause at each word or phrase and ask students to repeat again.
- Let students work in pairs to ask and answer about these activities in the book.
- Invite some pairs to the board, practice asking and answering.
- Drill students' pronunciation.

Track 17

Listen, point and repeat.

get dressed	get dressed	get dressed
have breakfast	have breakfast	have breakfast
drink milk	drink milk	drink milk
ride a bike	ride a bike	ride a bike
take a shower	take a shower	take a shower
have lunch	have lunch	have lunch
have dinner	have dinner	have dinner
do homework	do homework	do homework
sleep	sleep	sleep

Fast finishers

- Quick students practice in pairs and try to make dialogues about daily routines using the words in the exercise.

Mixed ability

- Before calling up weaker students to point at the pictures, have them write down the new words to remember them.
- Encourage stronger students to make a sentence with the word in each turn.

Extra practice

Teacher asks students to talk about their daily routines using vocabulary that they have learned.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

• Recognize and memorize the grammar about the past simple tense.

• Relate the grammar point about the past simple tense.

Vocabulary: the past simple tense, do homework, get dressed, have breakfast, go to sleep, take a shower, etc.

Listening: Listen and answer the questions.

MATERIALS

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

WARMER

Play the game "**Word scramble**". Ask students to make a complete sentence using the given words.

LEAD IN

- Review vocabulary about daily activities. Teacher can use flashcards or ask students about daily activities of their family members.
- Lead in the new lesson: *"So today we are going to learn more about asking activities."*

MAIN CONTENT

1. Say.

- Give students time to look at the pictures and phrases in their books.
- Point at each bubble speech and ask students to listen and repeat again.
- Then direct students in the present and past column, guide and instruct the table for students.
- Ask students to work in pairs, practice asking and answering and switch roles.
- Invite some pairs to the board, ask and answer.
- Check students' pronunciation.

Extra practice

Play game: **Guess the words.**

The teacher divides the class into two teams. Each turn, one student of each team will go to the board and demonstrate the action about daily routines, their group members will have to guess.

Track 18

Tim: What did you do yesterday?

Mia: My parents and I went out. It was a lovely weekend!

Tim: That's great!

LESSON 2: GRAMMAR

1. Say.

What did you do yesterday?

I rode my bike around the park with my dad. Then we had dinner in a restaurant.

Present	Past
get	got
have	had
drink	drank
ride	rode
take	took
do	did
sleep	slept
drive	drove
buy	bought

2. Listen and read. 18

1: What did you do yesterday? / My parents and I went out. It was a lovely weekend!

2: That's great! / Yes. I got up at 7:00 am. Then I got dressed and had breakfast.

3: Where did you go then? / Then my dad drove us to the zoo. My mom bought me a rabbit hat. In the afternoon, we went home and took a shower.

4: What a lovely hat! What did you do in the evening? / We had dinner in a restaurant. The food was delicious! Next, I went home to do my homework and went to sleep at 10:00 pm.

Values: Share your day in the past with your friend

Grammar: What did you do yesterday? – I got dressed/ drank milk/ rode a bike …

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Mia: Yes. I got up at 7:00 am. Then I got dressed and had breakfast.

Tim: Where did you go then?

Mia: Then my dad drove us to the zoo. My mom bought me a rabbit hat. In the afternoon, we went home and took a shower.

Tim: What a lovely hat! What did you do in the evening?

Mia: We had dinner in a restaurant. The food was delicious. Next, I went home to do my homework and went to sleep at 10:00 pm.

2. Listen and read. 18

- Have students look at the pictures.
- Ask students some questions to recognize the context of the story.
- Play the recording.
- Play the recording again and pause after each sentence for students to repeat.
- Read the sentences and ask the students to repeat.
- Ask students to find new words and phrases they learned that appear in the story.
- Ask what the story is about.
- Let students work in pairs. Monitor and assist students.
- Ask some pairs to practice.

- Check their pronunciation and intonation.
- Derive the value: Share your day in the past with
- your friend.
- Let students talk about their yesterday/last week/month with their partners.

Mixed ability

- For stronger students, they need to read the whole sentences fluently and with appropriate intonation.
- For weaker students, they need to pronounce and try to memorize V-2 words.

Fast finishers

The teacher asks students to work in pairs asking and answering about their daily routines yesterday. Students are encouraged to use words and phrases that they have learned. Teacher should remind students about the past simple tense when they conduct the conversation.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to

• Correctly pronounce "*sp*" and "*pl*"

• Recognize words starting with the two sounds "*sp*" and "*pl*"

Vocabulary: spaceship, spring, spot, plum, plastic

Listening: Listen and answer the questions

MATERIALS

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

WARMER

Dice game

Prepare a dice with 6 different letters on 6 sides (s, p, l, m, t, n). Students advance by throwing the dice. Each time they stop, they have to name the letter they land on and name a word beginning with that letter.

LEAD IN

- Prepare objects (spoon, plum, plastic bag, etc.) with corresponding sounds that students are going to learn, then ask: *"What is this?"*
- Invite some students to stand up and answer in a full sentence.
- Introduce the new lesson: *Today we're going to learn more about the sound "sp" and "pl".*

LESSON 3: PHONICS

1. Listen, point, and repeat. 19

sp: spaceship, spider, spring, spot

pl: plum, planet, plant, plastic

2. Circle the picture that has a different beginning sound from others.

3. Listen to the words and tick (✓) the correct sound. 20

Sounds	1	2	3	4	5
sp					
pl					

4. Find the words. Then write and say.

w	p	l	a	y	g	r	o	u	n	d	t
s	m	h	o	s	p	i	t	a	l	s	w
p	l	a	c	e	k	s	p	o	r	t	d
i	b	w	s	c	v	t	l	l	p	q	s
d	a	d	r	c	p	l	a	t	e	e	a
e	y	i	o	w	l	a	n	a	d	r	w
r	a	q	s	p	a	c	e	s	h	i	p
s	k	l	w	l	s	s	d	p	q	r	l
e	j	v	b	u	t	s	p	o	o	n	a
t	w	g	m	m	i	a	z	t	f	t	n
s	p	e	a	k	c	b	z	d	a	s	t

sp: _____ _____ _____ _____ _____ _____ _____ _____

pl: _____ _____ _____ _____ _____ _____ _____ _____

Phonics: sp – spaceship, spider, spring, spot; pl – plum, planet, plant, plastic

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MAIN CONTENT

1. **Listen, point and repeat.** 19

- Have students look at the pictures in their books and answer some relevant questions about them.
- Check Ss' answers and pronunciation.
- Hold the flashcards and read aloud the sounds.
- Play the audio and pause after each word for students to repeat the words several times.
- Point at the pictures and have some students stand up and say the words.
- Drill their pronunciation when they say the words.

Mixed ability

- For weaker students, the teacher should use the front- chaining technique to drill the words.

Track 19

sp – spaceship, spider, spring, spot

pl – plum, planet, plant, plastic

2. Circle the picture that has a different beginning sound from others.

- Show the flashcards and ask students to read aloud the words.
- Check students' answers and pronunciation.
- Explain the activity
- Make an example and let the students practice.
- Check the answers and guide the activity.
- Point at all 12 pictures and ask students to read aloud.
- Invite some students to stand up and read.
- Check students' pronunciation.

Answer

1. Circle the picture "Spaceship"
2. Circle the picture "Spring"
3. Circle the picture "Plastic"
4. Circle the picture "Planet"

Fast finisher

- Teacher asks quicker students to read aloud these sets of words, then spell the words that they chose.
- The teacher reads the words for weaker students to choose.

3. Listen to the words and tick the correct sounds.

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- Introduce the activity and explain it to students.
- Play the audio.
- Play the audio again, then let students listen and tick the boxes.
- Play the audio for the third time and pause after the words, then ask the class to repeat the words.
- Invite some students to read the words again and spell them.
- Drill their pronunciation.

Track 20
1. playground
2. plum
3. spaceship
4. plant
5. spider

Answer

1. /pl/
2. /pl/
3. /sp/
4. /pl/
5. /sp/

Fast finishers

The teacher asks students to write the complete words they hear.

4. Find the words. Then write and say.

- Introduce the activity, then explain it to students
- Prepare a minigame for the class.
- Divide the class into 2 teams, each team is responsible for 1 column.
- Let students find out all the words in 2 minutes.
- Students take turns shouting out the words they found.
- Each correct answer brings the teams 1 point.
- If a team does not have the answer of their category, the other can have a chance to answer and earn 2 points.
- Praise the winners.
- Show the correct answers and allow time for students to complete their wordlist.

Extra practice

The teacher asks students to make a complete sentence using the words that they circle.
The teacher lets students play in teams. For each turn, one team will shout the words and then make a sentence.

Answer

/sp/: spider, spot, speak, sport, space, speak, spit, spoon
/pl/: place, playground, plate, plant, plum, plane, plastic

w	p	l	a	y	g	r	o	u	n	d	t
s	m	h	o	s	p	i	t	a	l	s	w
p	l	a	c	e	k	s	p	o	r	t	d
i	b	w	s	c	v	t	l	l	p	q	s
d	a	d	r	c	p	l	a	t	e	e	a
e	y	i	o	w	l	a	n	a	d	r	w
r	a	q	s	p	a	c	e	s	h	i	p
s	k	l	w	l	s	s	d	p	q	r	l
e	j	v	b	u	t	s	p	o	o	n	a
t	w	g	m	m	i	a	z	t	f	t	n
s	p	e	a	k	c	b	z	d	a	s	t

Lesson 4: International exam

OBJECTIVES

Knowledge: Students will be able to

- Practice listening skills.
- Identify types listening activities in the A1 Movers test correctly.

Recycled vocabulary: morning routine, animals, family, food, health issues, etc.

Listening: Listen to the new words and repeat.

MATERIALS

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

WARMER

The Telephone Game

Students sit in a circle. Teacher then whisper a phrase to the first student. This student pass this phrase along the circle and the last student says aloud what they have heard.

LEAD IN

Write some sentences with missing words on the board. Read them and let students guess the missing word. Check their answers and pronunciation then introduce the listening activities.

LISTENING

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

- Allow students time to look at the pictures and ask them some relevant questions.
- Explain the activity then have students read the names of characters.
- Play the audio, pause at the example.
- Play the audio again and let students do the activity.
- Invite some students to show their answers.
- Show the correct answers.

Audio 24

Look at Part 1. Now, look at the picture. Listen and draw lines. There is one example.
Girl: Look! That is my apartment. And those are my neighbors.
Boy: Is that Charlie?
Girl: Who?
Boy: The boy who is having breakfast.
Girl: Yes, Charlie is also my classmate.
Boy: Cool! He is also my teammate on the football team.
1.
Girl: Peter is Charlie's cousin. The boy with black hair.
Boy: Is he drinking milk?
Girl: Yes! He is wearing an orange shirt.
Boy: He is enjoying the milk.

2.
Boy: I know the girl who is brushing her teeth.
Girl: Oh, her name is Vicky.
Boy: She is in the same class as my brother.
Girl: She's a nice girl.
3.
Boy: I know the boy over there. But I forgot his name.
Girl: Who?
Boy: The boy who is riding a bike.
Girl: Oh, that is Nick. He lives next door to me.
4.
Boy: There is a boy still sleeping. Girl: Oh really? It's 7:00 am already. Boy: Yes, he might be late for class. Girl: Oh that is Fred!
5.
Boy: That must be Lily. Girl: Where is she?
Boy: The girl that is getting dressed. Girl: How do you know her name? Boy: She is a member of my club. Now listen to Part 1 again.
(Repeat the conversation) That is the end of Part 1.

Mixed ability

- For stronger students, teacher can ask them to describe the picture in full sentences.
- Weaker students should be able to answer teacher's questions about the people and their activities.

Part 2: Listen to Audio 25. There is one example.

- Allow students time to look at the picture and ask them some questions.
- Invite some students to read aloud the sentences in the books.
- Explain the activity then play the audio.
- Continue the audio.
- Let students write individually.
- Check their answers and confirm if necessary.
- Praise students who have got 5 correct answers.

Answer

1. planet
2. soup
3. rode
4. milk
5. horse

Audio 26

Part 2: Listen and write. There is one example.

Boy: Where did you go last week?
Girl: My family had a trip to the farm. Boy: What did you do there?
Girl: We visited our uncle. He is a farmer.
Can you see the answer? Now you listen and write.

1.
Boy: Is the farm called "Great" something? Girl: That's right. It's called Great Planet. Boy: Great what?
Girl: Planet. That's P-L-A-N-E-T. Boy: OK.

2.
Boy: What did you do there?
Girl: In the morning, we had breakfast. Uncle Jim made it for us.
Boy: What did he make?
Girl: He made some fried eggs and soup. Boy: That sounds yummy.

3.
Boy: Did your brother go to the farm with you?
Girl: Yes, we did many activities there.
Boy: Like what?
Girl: We rode a bike around the farm and even the hill nearby.
Boy: Wow! That's great.

4.
Girl: My uncle's farm also had some cow's milk.
Boy: Really?
Girl: My dad took some milk from the cows cooked it then gave it to me.
Boy: Did you drink it?
Girl: Yes. I was afraid at the beginning. But I tried and found it delicious.

5.
Girl: Would you believe I saw a huge white horse near the farm?
Boy: Really? I just saw them on TV. Girl: Let me see. Here is a picture of it. Boy: It's so beautiful!
Now listen to Part 2 again. (Repeat the conversation)
That is the end of Part 2.

Part 2
– 5 questions –

2. Listen and write. There is one example. Audio 25

THE TRIP

Where? farm

1. Name of the farm: Great _____
2. Food that uncle Jim made: fried eggs and _____
3. Activity that they did: _____ a bike
4. What the girl drank: cow's _____
5. The girl showed a picture of: a white _____

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Extra practice

Teacher asks students some questions about the picture:
"How many people are there in the picture?" "What animal can you see?"
"Where is it?"
"What has the girl got?"

Part 3: Listen and write a letter in each box. There is one example. There are two extra letters.

- Read the situation in the book.
- Activate students' knowledge about family members and places by asking some questions.
- Explain the activity to students.
- Play the audio, pause at the example, and ask students to give the answer.
- Continue the audio and ask students to do the activity individually.
- Play the audio again for students to double-check their answers.
- Call some students to point at the characters and read aloud the correct letters.
- Show the correct answers.

Answer

Her dad: C
Her sister: F
Her uncle: H
Her brother: E
Her grandma: A
Her mum: B

Part 3
– 5 questions –
Mia is telling Ms. Rosy about the people in her family and their activities during the trip. Which is each person's activity? Listen and write a letter in each box. There is one example. There are two extra letters. Audio 26

Audio 26
Part 3.
Mia is telling Ms. Rosy, about the people in her family and their activities during the trip. Which is each person's activity? Listen and write a letter in each box. There is one example.

Woman: Hello Mia, how are you?
Girl: Hi Ms. Rosy, I'm doing well, and you? Woman: I'm great, thank you. Where was your family last week?
Girl: Oh, we visited my cousin's family.
Woman: Did you enjoy that?
Girl: Yes, we did. We arrived on Monday morning. My mum went to a clothes store nearby to buy some shirts for us.
Can you see the letter B? Now you listen and write a letter in each box.
Woman: How about your dad?
Girl: He had a picnic in the forest near my cousins' house.34
Woman: How did he get there?
Girl: It's not really far. So, he decided to ride his bike!
Woman: That's great!
Woman: What about your grandma?
Girl: My grandma? Hmm… She got up early in the morning and went to the village. Woman: Did she go on her bike?
Girl: Yes, she went to the shop to buy some bread and snacks for our picnic.
Girl: On the next day, my brother went to the lake with my cousins.
Woman: That was nice! Was it sunny that day?
Girl: Yes, it was. Many people swam in there, and so did they! When the sky turned dark, they all got dressed and went home.
Woman: And your sister?
Girl: Let me think… Oh yes, she went for a walk!
Woman: In the forest?
Girl: No, she went to the park. Woman: Great!
Girl: But she had to go home early to do her homework.
Woman: What about grandpa…oh sorry I mean your
uncle. Did he go to the forest?
Girl: No, my uncle flew a kite near the lake.
Woman: Did he have a picnic on that day, too?
Girl: Yes, he took some sandwiches and had lunch there.
Woman: That's nice!
Now listen to Part 3 again. (Repeat the conversation)

Mixed ability

Teacher asks stronger students to explain their choices while weaker students need to identify the places in the pictures correctly.

Part 4: Listen and tick the box. There is one example. Audio 27

- Ask students to look at the pictures, then read aloud the questions in the books.
- Check Ss' pronunciation.
- Instruct the activity for Ss to follow.
- Play the audio and explain the example.
- Continue the audio and let students do the activity.
- Invite some Ss to read the questions and choose the answers.
- Check Ss' answers and pronunciation.
- Show the correct answers.

Answer

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

Audio 27

Part 4: Look at the pictures. Listen and look. There is one example.
What's the matter with Peter?
Girl: Where were you yesterday morning, Peter? I didn't see you in the class.
Boy: Yes, was not feeling so good.
Girl: Oh, what happened? Did you cough or have a fever?
Boy: No, I had a headache so my mum took me to the doctor.
Girl: Oh dear!
Can you see the tick? Now you listen and tick the box.

1. What did Jane have for lunch today?
Man: Did you have rice for lunch today, Jane? Girl: No, not today, Dad.
Man: So, what did you have?
Girl: A sandwich Dad. Mom had some soup but I didn't
want any.
Man: Well, I'd like some rice for later. Would you?
2. Which girl is Daisy?
Girl: Look at these photos from the party last week, Mum!
Woman: Is that Daisy dancing with the boy?
Girl: Where? No, that's her sister, Sally.
Woman: Well, is that her with the glass in her hand?
Girl: No, it isn't. Daisy is playing the guitar on the stage!
3. What did Nick do?
Woman: Yesterday you were at your grandma's house.
Boy: Oh, yes. She bought me a big chocolate bar.

Part 4
– 5 questions –
Listen and tick (✓) the box. There is one example. Audio 27
What's the matter with Peter? A ☐ B ☑ C ☐
1. What did Jane have for lunch today? A ☐ B ☐ C ☐
2. Which girl is Daisy? A ☐ B ☐ C ☐
3. What did Nick do? A ☐ B ☐ C ☐
4. Where did Kim play? A ☐ B ☐ C ☐
5. What did Jill buy at the shop? A ☐ B ☐ C ☐
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Woman: Wow, did you have dinner there?
Boy: No, Mum. Dad picked me up and we went to the food store nearby.
4. Where did Kim play?
Man: What did you do at the weekend, Kim? Boy: I played ball with my friends. It was great! Man: Did you go to the beach?
Boy: No, we played in the park.
Man: Where is it? Is it near your house?
Boy: Yes, it was sunny. There's also a lake nearby but we didn't go there.
5. What did Jill buy at the shop?
Woman: Hello, Jill! Did you go shopping after school? Girl: Yes, I wanted to buy something for Sue. It's her birthday today.
Woman: Oh, all right. What did you buy? A cake?
Girl: No, she had one already. I bought a beautiful dress.
Woman: That's good!
Girl: Her mum and dad gave her a huge teddy bear.
Now listen to Part 4 again.
(Repeat the conversation) That is the end of Part 4.

Fash finishers

Teacher asks students to answer in full sentences using the information of the picture they have chosen.

Part 5: Listen, color and write. There is one example. Audio 28

- Let students look at the picture.
- Ask them about the details in the picture.
- Explain the activity.
- Play the audio and pause at the example for students to follow.
- Continue to play the audio and ask students to focus on listening to details and do the activity.
- Play the audio again if students cannot catch up with the activity.
- Invite some students to point at the details and show the color they chose or the word they wrote in their books.
- Show the correct answer.

Answer

1. Color the girl's sweater – Brown
2. Color the smaller pencil case – Purple
3. Write on the board on the wall – Spring
4. Color the woman's apron – Green
5. Color the fridge – Grey

Audio 28

Part 5: Listen, color and write. There is one example.

Girl: I like pictures. Can I color this one?
Man: Yes! Can you see the boy brushing his teeth? Girl: Yes. Should I color his toothbrush?
Man: Sure! Make it yellow, please.
Can you see the yellow toothbrush? This is an example. Now you listen and color and write.
1.
Man: Can you see the boy and girl wearing sweaters?
Girl: Yes. It's cold in the evening sometimes.
Man: You're right! Color the girl's sweater brown.
Girl: All right! I love that color.
2.
Man: The girl is doing her homework. Can you see a pencil case?
Girl: Yes. But I see two.
Man: The smaller one. Color it purple.
Girl: OK, I'm doing it now.
3.
Man: Would you like to write something now? Girl: Alright! What should I write?
Man: Can you write Spring? Girl: Yes, but where?
Man: Write it on the board that is on the wall.
Girl: Ok! I'm writing Spring on the board now.

Part 5
– 5 questions –

Listen, colour, and write. There is one example. Audio 28

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4.
Girl: I see a woman in the picture, what is she doing? Man: She is cooking pasta.
Girl: Can I color her apron? Man: All right! Color it green!
5.
Man: Look at that fridge! Girl: The one in the kitchen?
Man: Yes, please. What color should we use? Girl: How about gray for that fridge?
Man: That's a good idea. Now listen to Part 5 again. (Repeat the conversation)
That is the end of the Movers listening.

Extra practice

Teacher shows the complete picture and prepare the class for a game:
Divide the class into 2 teams. The teams compete by taking turns answering teacher's questions following the picture within 5 seconds. The answers must be grammatically correct. If a team cannot give an answer within 5 seconds, the other team could get a chance to answer and earn an extra point.

READING AND WRITING

Part 1: Look and read. Choose the correct words and write them on the lines. There is one example. There are two extra words.

- Have students look at the pictures and answer some relevant questions.
- Explain the activity.
- Have students read the words and sentences aloud.
- Make an example students.
- Let students do the activity.
- Invite some students to the board to read aloud the sentences and their answers.
- Check students' answers and pronunciation
- Praise students who have got all the correct answers.

Extra practice

T asks students follow-up questions using the pictures and information given.

Suggested questions:

"What do you have for dinner/breakfast?"
"What do you do in spring?"
"How do you go to school?"
"How often do you do your homework?"

Answer

1. Dinner
2. A spaceship
3. Breakfast
4. Spring
5. A bike

Reading and Writing
Part 1
– 5 questions –

Look and read. Choose the correct words and write them on the lines. There is one example. There are two extra words.

homework | planet | breakfast | a bike
spring | dinner | a spider | a spaceship

Example
Work that teachers give their students to do at home ___homework___

Questions
1. The meal you eat in the evening. _____
2. A vehicle used for travel in space. _____
3. The meal you eat in the morning. _____
4. The season of the year between winter and summer. _____
5. You can use this to go faster. _____

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Part 2: Read the questions and choose the best answer.

- Have some students look at the pictures and read aloud the questions and options.
- Instruct the activity for students and demonstrate an example.
- Let students do the activity individually and offer help if necessary.
- Ask students to work in pairs and practice asking and answering.
- Invite some pairs to the board to practice.
- Check Ss' answers and pronunciation.

Part 2
– 6 questions –

Read the text and choose the best answer.

Example
Lily: Where did you go yesterday, Fred?
Fred: A I go to school.
B I'm going to school.
(C) I went to school.

Questions
1. Lily: Did you get up at 7 o'clock?
Fred: A Yes, so do I.
B Yes, I did.
C Yes, that's mine.
2. Lily: How did you get to school?
Fred: A By my bike.
B I liked it best.
C No, I didn't.
3. Lily: Did Jack go to school with you?
Fred: A He's 8 years old.
B No, he hasn't.
C Yes, he did.
4. Lily: I like having lunch at school.
Fred: A Me too.
B Is it yours?
C No, I don't.
5. Lily: How about doing homework together after school?
Fred: A It was.
B That's a good idea.
C There you go.
6. Lily: Let's ask Mark to join us.
Fred: A He's young.
B No, that's Lily's.
C OK, we can phone him!

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Mixed ability

Have students work in pairs to role-play the complete conversations they have made.
Stronger students must have correct pronunciation and appropriate intonation.
Weaker students have to use correct answers to practice.

Answer

1. B	2. A	3.C
4. A	5. B	6.C

Part 3: Read the story. Choose a word from the box. Write the correct word next to numbers 1 – 5.
There are two extra words. There is one example.

- Have students look at the pictures and read aloud the words in the pictures.

- Explain the activity for Ss.
- Invite some students to the board and read aloud the first passage and the example.
- Let students read and complete the activity individually.
- Invite some students to the board to show their answers.
- Check students' answers and pronunciation.
- Conduct the activity "choose the best name for the story" by asking some relevant questions.

Fast finishers

• Students have to underline the words in the textbook that the teacher requires.

Answer

1. breakfast
2. bike
3. milk
4. crayons
5. clock
6. Billy's magical dream

Part 4: Read the text. Choose the right words and write them on the lines.

- Have students look at the pictures and take a quick look at the text.
- Read the example and explain the task for students.
- Let students do the activity individually.
- Invite some students to the board to read out loud the text and choose the correct answers.
- Check students' answers and pronunciation.

Mixed ability

• Have weaker students to underline the key words in the questions and the text.

Answer

1. go
2. to
3. your
4. which
5. become

Part 3
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There are two extra words. There is one example.

Hi, my name is Billy. I want to tell you about my **(0)** dream last night.

I got up early in the morning. Suddenly, I saw a rabbit with a clock in his hand. He jumped on the table and gave me a lot of delicious cakes. 'Have **(1)** _____ first, then come with me!' said the rabbit.

The rabbit used his magic to make a beautiful bike for me. I rode the **(2)** _____ after him. We rode through many places, and I saw a lot of weird animals. Horses with wings that flew in the sky. Birds could dance, etc. Everything was so amazing. After a while, we went to a strange school.

My friends Daisy and Paul were there too! They were drinking **(3)** _____ and waved to me. Then the rabbit said, 'Billy, you have to follow me! Hurry up!'

He took me to an empty classroom. And there was a huge piece of paper with a big planet on it in the middle of the room. There were also some stars moving on the paper. 'Please help me color the planet! Here are your **(4)** _____.'

After I finished the picture, the rabbit said 'Thank you for your help! This will be a great gift for my friend – Alice, and you have to get up now.' Then that rabbit disappeared. I got up and looked at the **(5)** _____. It was 7 o'clock! I was almost late for class.

Example

(6) Now choose the best name for the story. Tick one box.

- A small rabbit ☐
- Billy's magical dream ☐
- Billy and his friends ☐

Part 4
– 5 questions –

Read the text. Choose the right words and write them on the lines.

Example How to have healthy habits? Let's start with little things!

1. Get up early and _____ to bed on time to have great health and a strong mind.
2. Don't forget _____ brush your teeth twice a day to have strong and white teeth.
3. Have breakfast on time to give _____ body energy to start a new day.
4. Go for a walk or ride a bike every day. It is a form of exercise _____ can strengthen your heart and lungs.
5. If you can do these things every day and make those _____ your habits, you will always have great health.

Example	starting	start	started
1	went	going	go
2	in	to	on
3	your	you	it
4	who	which	whose
5	become	becoming	becomes

Part 5: Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2, or 3 words.

- Have students look at the pictures and answer some relevant questions.
- Explain the activity for students.
- Read the example aloud, then let students do the activity individually.
- Walk around the class and assist students.
- Invite some students to the board, ask them to read aloud the sentences.
- Check students' pronunciation.
- Praise students who have got all correct answers.

Extra practice

• Have students circle the details that the teacher requires then answer questions related to them.

Answer

1. fresh
2. climb
3. grandpa
4. rain
5. grandpa
6. tired but happy
7. best farmer

Part 6: Look, read and write.

- Give students time to look at the pictures, then ask them some relevant questions.
- Have students read aloud the sentences and the questions in the activity.
- Read the examples aloud and instruct the activity for students.
- Let students do the activity individually and help students who have difficulty reading.
- Invite some students to the board and check their answers.
- Conduct the last activity "Write two sentences about the pictures."
- Invite some students to the board and check their sentences.
- Praise students if they have made a good sentence.

Fast finishers

• Practice asking and answering the questions 3, 4 in the textbook.

Part 5
– 7 questions –

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2, or 3 words.

Mary's family lived in a small city, and every weekend they drove to the countryside to visit her grandparents who lived on a farm.

Yesterday, as usual, Mary's family got up early in the morning to start the trip. Her mom prepared some sandwiches and juice for breakfast. After that, Mary went up to her room and got dressed. She chose a beautiful farmer hat for the trip.

In the car, they talked about the farm. 'I love the air there. It's so fresh,' Mary's mom said. 'I like to climb the trees and pick fruit. The fruit there is all so sweet!' her dad said. 'And I love helping grandpa feed the animals there. They're so cute,' Mary said. 'Look! Here we are!'

Examples

Mary's home was in the city

Every weekend, Mary's family went to the countryside by car.

Questions

1 Mary's mom loved the farm because the air is _____

2 Mary's dad liked to _____ the trees.

3 Mary enjoyed working with _____ on the farm.

Suddenly, the sky turned dark and a heavy rain came. 'Oh, dear!' Mary's mom said. 'It's so cold here. I would make some hot milk for us, but I can't go outside in this rain'. My parents were so sad. 'Well, I prepared some fruits for you this morning. I also have some apple juice and cakes in the fridge,' grandma said. Then Daisy's mom, dad, and grandma gathered around in the living room to enjoy the fruits and snacks. 'But where's grandpa?', Mary asked, 'I have to help him with the chickens and cows!' 'Your grandpa is taking care of the animals on the farm,' grandma answered.

2. Mary's mom and dad were so sad because there was a heavy _____

3. Mary looked for _____ to help him with the animals.

After the rain, the weather was still cold and wet. Daisy rode a bike outside and helped her grandpa give the cows their grass, collect some chicken eggs, and clean up their places. After having dinner, Daisy was tired but happy. 'The best farmer in our family isn't your dad or your mom. It's you, Mary!' her grandpa said. Mary was really happy and said 'Thank you, grandpa! I want to be a farmer just like you.'

6. Mary was _____ after all her work outside.

7. Grandpa said Mary was the _____ in her family.

Answer

1. trousers
2. sleeping
3. She is reading a book.
4. It is 3:00 o'clock
5. There are three people in the picture. (Flexible answer)
6. There is a yellow bird in the picture. (Flexible answer)

Part 6
– 6 questions –

Look, read, and write.

Example

The girl with the blue T-shirt is drawing

Where's the bird standing? in the tree

Complete the sentences.

1 The boy on the bike is wearing purple _____

2 The cat is _____

Answer the questions.

3 What's the girl with the red dress doing?

_____

4 What time is it?

_____

Now write two sentences about the picture.

5 _____

6 _____

SPEAKING

Find the differences

- Have students look at the 2 pictures.
- Instruct them on how to tell the differences in full sentences.
- Make an example and ask students to repeat.
- Allow them 2 minutes to practice with their partners.
- Monitor the activity, help students if necessary.
- Call some students to point out each difference. Then have them complete the whole part.
- Check students' answers and pronunciation. Confirm if necessary.

Speaking

MOVERS SPEAKING: Find the Differences

Mixed ability

• Circle the differences in the picture for weaker students and make an example for them.

Answer

In picture 1, it is in the evening. In picture 2, it is in the morning.

In picture 1, the boy is brushing his teeth. In picture 2, the boy is wearing clothes.

In picture 1, it is 9: 00 PM. In picture 2, it is 7:30 AM.

Picture story

- Have students look at the 4 pictures.
- Tell the class about the first picture.
- Point at each picture respectively and ask students to talk about it individually.
- Allow time for them to practice in pairs.
- Call some students to stand up and tell the whole story.
- Correct their answers if necessary.
- Check their pronunciation and intonation.

Fast finishers

• Ask them to close their book and answer some relevant questions about the story. If students have got correct answers, give them bonus points.

Odd-one-out

- Have students look at the 4 sets of pictures.
- Guide students about the activity.
- Ask students to give their answers.
- Let students practice in pairs/groups.
- Call some students to talk about the pictures and their reasons.
- Check and confirm the answers if necessary.

Extra practice

• Play a game in groups of three. One student will read the words, the two other students will point at the correct pictures. Who is quicker will be the winner.

Answer

MOVERS SPEAKING: Odd-one-out