



# MAJOR STARS



Teacher's guide



### UNIT 3: WE ARE ENJOYING BEACH ACTIVITIES

#### Lesson 1

##### OBJECTIVES

**Knowledge:** Students will be able to

- Learn new words about beach activities
- Look and say the name of different beach activities

**Vocabulary:** *build a sandcastle, have a picnic, play beach bowling, play volleyball*

**Listening:** Listen to the new words and repeat

##### MATERIALS

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

##### WARMER

**Simon says:** Teacher act as Simon. The whole class gather around Simon, who gives commands by saying "Simon says", and students must perform a physical action. If the teacher leaves out "Simon says" before giving command, anyone who perform the activity is out. For example: *Simon says touch your nose, touch your nose, Simon says jump, jump, ...*

##### LEAD IN

- Ask students questions: *Where do you usually visit on your holiday? Have you ever been to a beach? What do you usually do there?...*
- Call random students to answer and talk more about their answers if these are correct.
- Introduce the lesson: *Today we're going to learn about some beach activities.*

##### MAIN CONTENT

##### WE LEARN

**Listen, point and repeat.**


- Ask students to open and look at their books.
- Ask students questions: *How many people are there in the picture? Where are they? What are they doing?...*
- Stick some flashcards on the board.
- Play the recording and point to the flashcards in time with the radio.
- Play the recording again and instruct students to point to the pictures while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Point to random flashcards and have the class say the words.
- Drill students' pronunciation.


UNIT 3

### WE ARE ENJOYING BEACH ACTIVITIES


LESSON 1: WORDS

Listen, point, and repeat. 4 7







build a sandcastle



have a picnic



play beach bowling



play volleyball

Beach activities: build a sandcastle, have a picnic, play beach bowling, play volleyball

32

##### Track 7

build a sandcastle	build a sandcastle
build a sandcastle	
have a picnic	have a picnic
have a picnic	
play beach bowling	play beach bowling
play beach bowling	
play volleyball	play volleyball
play volleyball	

##### Fast finishers

- Quick students play in pairs. They will make dialogue based on the words.

##### Mixed ability

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

##### Extra practice

##### Interviewing

Teacher has students play in pairs and talk about what sport they usually do when going to the beach, what food do they usually eat when go there.

### Lesson 2

#### OBJECTIVES

**Knowledge:** Students will be able to

- Recognize and memorize the sentence structures of the present continuous
- Apply the structures to act out a story

**Vocabulary:** *What is he/she doing? He's/she's...*

**Listening:** Listen to new words and repeat

#### MATERIALS

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

#### WARMER

##### Hangman

Teacher gives students hints about how many letters in the words. Then let students guess the one missing letter for each time.

#### LEAD IN

- Review the vocabulary.
- Elicit the topic of color and clothes.
- Ask students to talk about their clothing items and colors.
- Ask students some questions to review the previous lesson:
  - + "What can you do at the beach?"
  - + "What could you wear at the beach?"
- Call random students to answer, then introduce the lesson.

#### MAIN CONTENT

##### 1. Say

- Show students the picture of the characters.
- Point at each speech bubble and read.
- Ask students to repeat after.
- Call some random pairs to stand up and practice the structures.
- Correct their pronunciation if necessary.

##### Fast finishers

- Let students practice in pairs using the vocabulary/pictures on page 32.

##### Mixed ability


- In pairs of stronger students, ask them to close their books and recall the vocabulary they know and make a conversation together.
- The weaker students can take turns practicing with the model sentences in the book. The teacher checks their pronunciation carefully.

##### 2. Listen and read. 8


- Have students look at the large pictures and ask students some questions related to the story.

LESSON 2: GRAMMAR

**1. Say.**




**2. Listen and read. 8**



**Values:** Recognize different beach activities

**Grammar:** *What is he doing? He's having a picnic.*

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- Play the recording for the first time and ask students to follow the conversation.
- Play the recording for the second time, pause after each sentence.
- Read out loud the sentences and ask the students to repeat.
- Have students practice the conversation in pairs. After a while, ask some pairs to come to the board and act out the story.
- Check students' pronunciation.

#### Track 8

**Mia:** What are you doing?

**Tim:** I'm coloring a picture of beach activities.

**Mia:** What is the boy with a green hat doing?

**Tim:** He's building a sandcastle.

**Mia:** How about the girl in an orange T-shirt?

**Tim:** She's playing volleyball with her friend.

**Tim:** Done!

**Mia:** Wow! It's a beautiful picture.

#### Extra practice

##### Repeat if it's true

Teacher sticks a set of flashcards on the board. The teacher points to one of the flashcards and says the actions using the learnt sentence structures. If the sentence is correct, students repeat it, or else stay silent.



### Lesson 3

#### OBJECTIVES

**Knowledge:** Students will be able to

- Correctly pronounce “ue” and “ew”
- Recognize words ending with the two sounds “ue” and “ew”

**Vocabulary:** *chew, crew, news, flue, threw, clue, stew, issue, tissue, cruel, knew...*

**Listening:** Listen to new words and repeat

#### MATERIALS

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

#### WARMER

##### Tongue Twister

Teacher reads aloud the sentences and ask students to repeat again. For example:

*“You know New York, you need New York, you know you need unique New York”*

*“If a dog chews shoes, whose shoes does he choose?”*

#### LEAD IN

- Ask students some questions using vocabulary with the two sounds that students are going to learn (glue, new, blue, etc)
- Point at the glues, clothes and color blue and ask: *What is this?, What color is it?, Is it new or old?*
- Invite some students to stand up and answer in a full sentence

#### MAIN CONTENT

##### 1. Listen, point, and repeat. 9

- Have students look at the pictures in their books.
- Ask students some relevant questions about the pictures.
- Point at the two sounds in the flashcards and read aloud.
- Point at the words and read aloud.
- Play the audio for the first time and have students to point at the words.
- Play the audio for the second time and pause after each word for students to repeat several times.
- Point at the pictures. Have some students stand up and say what that picture is.
- Check the student’s pronunciation when they say the words.

#### Track 9

ue – blue, true, glue







ew – chew, crew, news

#### LESSON 3: PHONICS

##### 1. Listen, point, and repeat. 9

ue			ew		
					
blue	true	glue	chew	crew	news

##### 2. Tick (✓) the picture with the correct letters. Then say.

					
ue					
ew					

##### 3. Read and circle the correct words.

1 	2 	3 	4 
true    cruel	flew    new	clue    blue	news    knew
5 	6 	7 	8 
chew    stew	glue    flue	issue    tissue	threw    chew

Phonics: ue – blue, true, glue; ew – chew, crew, news









#### Mixed ability

- With weaker students, have them point at the words containing the two sounds and read aloud.
- With stronger students, require them to list more words with these sounds.

##### 2. Tick (✓) the pictures with the correct letters. Then say.

- Show flashcards and ask students to read aloud the words.
- Introduce the exercise.
- Make an example so that students can easily catch up with the activity.
- Point at each word and ask students to decide the sounds, then tick the appropriate boxes.
- Let students do the activity individually and monitor them.
- Invite some students to read the words in each picture and show their answers.
- Check students’ answers and give feedback.

#### Answer

					
ue	✓		✓	✓	
ew		✓			✓

## Fast finishers

- Teacher invites some students to write down the words on the board, then have students spell the words in front of class.

**3. Read and circle the correct words.**

- Explain the activity.
- Give students enough time to look at the pictures and memorize the instructions.
- Play the audio, ask students to focus on the audio and circle the correct answers.
- Play the audio again for students to double check their answers
- Play the audio for the third time if students cannot catch up with the audio.
- Invite some students to stand up and come to the board.
- Signal them to point at the pictures, read aloud the words and show the answers to the class.

### Answer

1. True                      5. Stew  
2. New                      6. Glue  
3. Blue                      7. Tissue  
4. News                     8. Chew

### Extra practice

## Who is faster?

Teacher divides the class into two teams and stick letters on the board facing down. When teacher says a random word, students quickly find the letters and arrange them to make the correct word. Whichever team makes the words faster will get one point. The team with higher points wins the game.

## Lesson 4.1

## OBJECTIVES

**Knowledge:** Students will be able to

- Practice listening skills
- Identify correctly types of listening tests of Movers

**Recycled vocabulary:** *beach, turtle, swimming pool, family members, etc.*


**Listening:** Listen to learned words and practice exercise.

## MATERIALS


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

**LESSON 4: INTERNATIONAL EXAM**  
**CAMBRIDGE MOVERS**


**Listening**  
**Part 1**  
**- 5 questions -**

Listen and draw lines. There is one example.  Audio 10

**Jim**      **Daisy**      **Charlie**      **Peter**



**Jack**      **Lily**      **Mary**

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## WARMER


**I spy**

The topic of the game is about color. Teacher read aloud one color and students need to immediately find something with that color.

## 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.

## MAIN CONTENT

**Part 1: Listen and draw lines. There is one example.**  Audio 10

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

### Audio 10

**Woman:** Look! Jim's family is having a vacation on the beach together.

**Man:** Who is Jim? Is he your friend?

**Woman:** Jim is my cousin, and he is the guy who is surfing.

**Man:** Cool! He looks so excited.

**Woman:** Yes, he really loves surfing.

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

1.

**Woman:** Charlie is Jim's cousin.

**Man:** Is he the boy who is swimming in the sea?

**Woman:** Yes. He's very good at swimming.

**Man:** Oh, he is enjoying the water.

2.

**Man:** I know the girl who is playing with a ball.

**Woman:** Her name is Daisy, Jim's oldest daughter.

**Man:** Sometimes I see her playing soccer near my house.

**Woman:** She is an active girl.

3.

**Man:** Is Jim's wife going on this vacation?

**Woman:** Yes, she is. She's relaxing on the picnic mat.

**Man:** Oh, she has a basket full of fruits. What's her name again?

**Woman:** It's Lily. She loves looking at her children.

4.

**Man:** How many children are there in Jim's family?

**Woman:** He also has 2 more kids.

**Man:** Oh really! That is a big family.

**Woman:** Yes! One of them is a little shy boy – Jack.

**Man:** Is he the boy who is playing beach bowling?

**Woman:** No, the other one who is picking up the seashells.

5.

**Man:** That must be the little girl in his family.

**Woman:** Ha-ha. Yes, the little girl who is building a sandcastle.

**Man:** What a cute girl! What is her name?

**Woman:** She is Mary. She is 3 years old now!

**Man:** Oh, Jim has a loving family.

*Now listen to Part 1 again.*

*(Repeat the conversation)*

*That is the end of Part 1.*

### Part 2 – 5 questions –

Listen and write. There is one example.  Audio 11

### A CRUISE TRIP



Where? next to the main gate

- 1 Name of the ship: Queen's \_\_\_\_\_
- 2 Food on the ship: \_\_\_\_\_ and salad
- 3 Number of activities: \_\_\_\_\_
- 4 Age allowed to go diving: at least \_\_\_\_\_ years old
- 5 Draw a picture of: a \_\_\_\_\_



### Mixed ability

- With stronger students, the teacher can ask them to describe the picture in full and grammatically correct sentences.
- Weaker students at least should be able to answer the teacher's questions about the background, the actions, colors, etc.

### Part 2: Listen and write.

There is one example.  Audio 11

- 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 for two times.
- Let students write down answers individually.
- Invite some students to read out loud answers.
- Show the correct answers after that.
- Praise students who have got all correct answers.

### Answer

1. castle
2. sandwiches
3. four
4. eight
8. dolphin

### Audio 11

**Boy:** Mom, where is our ship?

**Woman:** It's next to the main gate.

**Boy:** Is it the white one?

**Woman:** Yes. Let's get on board.

*Can you see the answer? Now you listen and write.*

1.

**Boy:** What is the name of our ship, Mom?

**Woman:** It's Queen's Castle.

**Boy:** Queen's what?

**Woman:** Castle. That's C-A-S-T-L-E.

**Boy:** OK.

2.

**Boy:** Mum, this ship is huge!

**Woman:** Yes, baby. You will take a whole day to explore.

**Boy:** But I'm hungry, Mom.

**Woman:** They sell much good food on the ship such as sandwiches and salad for lunch.

**Boy:** Let's go to have it, Mom.

3.

**Woman:** Do you want to play something? There are many activities here.

**Boy:** How many activities do they have, Mom?

**Woman:** They have four activities in total: diving, snorkeling, swimming and playing water ball.

**Boy:** Wow! That's great!

4.

**Woman:** Which sport do you like?

**Boy:** I love diving because I can see life under the sea.

**Woman:** Diving is interesting but this activity is just for people who are at least 8 years old.

**Boy:** So, I can't try it now, right?

**Woman:** You can try it next year, sweetheart.

5.

**Boy:** Look, Mom! I just see a big thing moving in the sea!

**Woman:** Oh really?

**Boy:** Yes. It's a dolphin over there.

**Woman:** Let me see. I want to take a picture of it.


**Boy:** Then I'll draw that dolphin, mom.

*Now listen to Part 2 again.*

*(Repeat the conversation)*

That is the end of Part 2.

### Part 3 - 5 questions -

Paul is telling Ms. Johnson about the people in his family and about their different hobbies. Which is each person's favorite hobby?  Audio 12  
Listen and write a letter in each box. There is one example. There are two extra letters.



his uncle ☒ B



his grandparents ☐



his cousin ☐



his brother ☐



his sister ☐



his aunt ☐



A



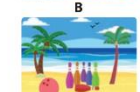
B



C



D



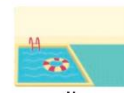
E



F



G




H

### Fast finishers

Teacher makes five questions corresponding to the five sentences. Write them down on the board and ask the fast finishers to practice answering by themselves.

### Part 3: Listen and write a letter in each box.

There is  Audio 12 **ple**. There are two extra letters.

- Activate students' knowledge about family members and beach activities 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

His grandparents – E

His sister - C

His cousin – A

His aunt - D

His brother - H



### Audio 12

Part 3: Paul is telling Ms. Johnson about the people in his family and about their different hobbies. Which is each person's favorite hobby?

Listen and write a letter in each box. There is one example.

Woman: Hi Paul. What did you do yesterday?

Boy: Hello Ms. Johnson. I spent all day at home. My family members talked about their hobbies. My uncle loves surfing. He goes to the beach every summer.

Can you see the letter B? Now you listen and write a letter in each box.

Boy: My grandparents enjoy beach bowling every day.

Woman: Wow! Do they live near the beach? Boy: Yes. It takes them only 5 minutes to walk there.

Woman: How about your aunt?

Boy: She likes picnics on the beach. She also loves cooking and prepares some food for everybody.

Woman: Oh, so lovely!

Boy: My younger sister loves the beach, too. But she's so young to play anything alone.

Woman: Oh, so what does she love doing there? Boy: She is fond of building sandcastles. My mom usually plays with her.

Boy: I have a brother, too.

Woman: What's his favorite hobby?

Boy: Swimming is his hobby. He can swim very fast!

Woman: Wow!

Boy: My cousin loves snorkeling.

Woman: That's also my hobby!

Boy: Oh, he told me a lot about animals under the sea.


Woman: That's really great!

Now listen to Part 3 again. (Repeat the conversation)  
That is the end of Part 3.

### Extra practice

Point at each picture and ask "What is it?", then ask students "What do they like?/What does he/she like?" Invite students to answer individually and praise ones who have correct answers.










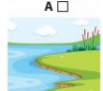






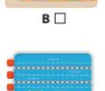

### Part 4: Listen and tick the box. There is one example.

 Audio 13

- Give students time to look at the pictures and the questions in their books.

### Part 4 - 5 questions -

Listen and tick (✓) the box. There is one example.  Audio 13

What is the movie about?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input checked="" type="checkbox"/>
1. Who is Vivian's brother?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input type="checkbox"/>
2. Where does Alex want to go today?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input type="checkbox"/>
3. Where does George collect rocks?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input type="checkbox"/>
4. What is Jenny doing now?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input type="checkbox"/>
5. Which sports team is Cherry on?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input type="checkbox"/>



- Ask students some questions to recognize the pictures.
- Invite some students to read aloud the questions in the books.
- Introduce the activity.
- Play the audio and pause at the example.
- Continue the audio and instruct students to do the activity.
- Play the audio again for students to double-check their answers.
- Invite some students to the board, read the questions and let them choose the correct answers.
- Check their answers and pronunciation and show the correct answers.

### Answer

1. B    2. A    3. A    4. B    5. C

### Audio 13

Part 4. Look and tick the box. There is one example. What is the movie about?

Girl: Fred, come and watch this movie with me.

Boy: What's it about? Girl: It's about the sea.

Boy: What – sharks and octopuses and other sea animals?

Girl: No, it's a story about the life of a turtle.



Can you see the tick? Now you listen and tick the box.

1. Who is Vivian's brother?

Girl: Look! My brother is ready to swim in the sea. Boy: The boy in blue shorts?

Girl: Yes. But he has black hair and a life jacket.

2. Where does Alex want to go today? Boy: Dad, where do we go today?

Man: Let me think. How about going to the park? Boy: It's a bit hot today. Can we go to the beach? Man: That's great. We can have a picnic there. Boy: And I can swim and play with the ball.

3. Where does George collect rocks?

Girl: Do you love picking up seashells on the beach?

Boy: No, I'm fond of collecting rocks.

Girl: Where can you find them? Near a river or a waterfall?

Boy: I usually find rocks on the riverside.

4. What is Jenny doing now?

Woman: Is Jenny going swimming? We must go to have lunch now.

Man: No, she isn't.

Woman: Is she playing volleyball? Man: No. So where is she now?

Woman: Oh look! She's building a sandcastle with Jim over there.

Man: Let me call her.

5. Which sports team is Cherry on?

Girl: Mom, Cherry joins one of our school sports teams.

Woman: She's very good at swimming. Is she a member of the swimming team?

Girl: No. She is also good at surfing and beach volleyball, Mom.

Woman: Oh really? So which team does she join? Girl: She joins the volleyball team.

Now listen to Part 4 again. (Repeat the conversation)

### Mixed ability

Stronger students have to explain the reasons why they choose those answers. Moreover, the teacher can ask them to describe the pictures.

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

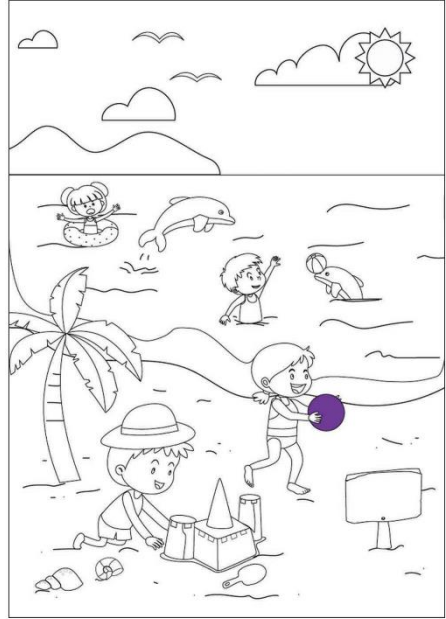


Audio 14

- Let students look at the picture.

Part 5  
- 5 questions -

Listen, color and write. There is one example. 4 Audio 14



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- Ask them about the details in the picture.
  - Explain the activity.
  - 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

- Color the shell next to the girl – orange
- Color the sun – yellow
- Color the small dolphin near the boy – blue
- Write "Safe" on the signboard
- Color the boy's hat – brown

### Audio 14

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

Man: Can you color this picture now?

Girl: Yes! Those children enjoy beach activities! Man: That's right. The girl has a ball in her hand. Color that ball please.

Girl: OK.

Man: Make it purple.

### Lesson 4.2

Can you see the purple ball? This is an example.  
Now you listen and color and write.

1.

Man: Now, I'd like you to color the shell. Can you see it?

Girl: Is it next to the girl?

Man: Yes! Color it orange, please.

2.

Girl: Can I color the Sun now? Man: All right. It's sunny today. Girl: Can I color it yellow?

Man: Yes. I love that color.

3.

Girl: Look at the dolphin! The girl looks really surprised to see it!

Man: Yeah. I'd like you to color it now.

Girl: The big one?

Man: No. Color the small one near the boy. Make it blue.

Girl: OK.

4.

Girl: Can I do some writing too?

Man: Yes. I'd like you to write the word 'Safe'!

Girl: Where? On the signboard? Man: Yes, please!

5.

Man: And now, color the boy's hat.

Girl: All right. Can I color it green?

Man: That's a nice color but I'd like you to make it brown, please. Girl: Oh! OK.

Man: Thank you! Well done!

Now listen to Part 5 again. (Repeat the conversation)

That is the end of the Movers Listening Test

#### OBJECTIVES

**Knowledge:** Students will be able to

- Practice reading and writing skills.
- Identify correctly types of listening tests of Movers.

**Vocabulary:** umbrella, beach, ball, sandcastle, shell, boat, hat, hungry, scared, etc. **Listening:** Listen and answer the questions.

#### MATERIALS

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

#### 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.



a shell



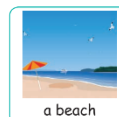
a surfboard



a boat



an umbrella



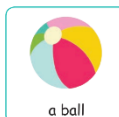
a beach



a swimsuit



a sandcastle



a ball

#### Example

You can use this thing to ride on waves.

a surfboard

#### Questions

1. This is an area of sand next to the sea. \_\_\_\_\_
2. This is a piece of clothing that you wear for swimming. \_\_\_\_\_
3. People use this vehicle to travel on water. \_\_\_\_\_
4. Children usually use sand to make it on the beach. \_\_\_\_\_
5. It protects you from the rain or the sun. \_\_\_\_\_



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#### Extra practice

The teacher shows the complete picture. Then prepare a game for students:

Divide the class into 2 teams. The teams compete by taking turns answering the 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.

#### WARMER

Play the game "Bouncing words". Teacher gives a word and invite students to give another word starting with the ending letters of the teacher's words.

#### LEAD IN

- Prepare some simple sentences and leave a missing word in the sentence.
- Write the sentences on the board.
- Read the sentences and give students some given words to choose.

- Then let students choose the correct answers.
- Invite some students to the board, read the sentences and write the missing words.
- Check Ss' answers and pronunciation.
- Lead in the activities

### MAIN CONTENT

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

- Give students time to look at the pictures, then ask them some relevant questions before doing the activities.
- Explain the activity
- Have students read the words and sentences aloud and check their pronunciation.
- Make an example for students by reading the sentences and ask students to read aloud the answers.
- Then let students do the activity individually and assist them if necessary.
- Invite some students to the board, ask students read aloud the sentences and let students read aloud their answers.
- Check Ss' answers and pronunciation.

### Fast finishers

T makes 5 questions corresponding to the 5 sentences. Write them down on the board and ask the fast finishers to practice answering by themselves.

### Answer

1. A beach
2. A swimsuit
3. A surfboard
4. A sandcastle
5. An umbrella

**Part 2: Read the questions and choose the best answers.**

- Have some students to look at the pictures and read aloud the questions and options.
- Instruct the activity for students to follow.
- Demonstrate an example so that students can easily catch up with the activity.
- Let students do the activity individually.
- Ask students to work in pairs and practice. Invite some students to practice. Check Ss' pronunciation

### Part 2 – 6 questions – Read the questions and choose the best answer.



#### Example

Nick: Where do you usually go on summer vacation, Sarah?

Sarah: ☒ A I go to the beach.  
B I'm going to the beach.  
C I don't go to the beach.

#### Questions

- |  |  |
|--|--|
| 1 Nick: Who do you go with?<br>Sarah: A My parents<br>B It's great.<br>C So do I.  | 2 Nick: I like going snorkeling.<br>Sarah: A Do they?<br>B It's all right.<br>C Me, too.                                 |
| 3 Nick: What is your favorite activity at the beach?<br>Sarah: A Yes, I think so.<br>B I like it.<br>C It's beach bowling! | 4 Nick: Do you want to go to the beach with me this summer?<br>Sarah: A It's hot.<br>B Yes, of course.<br>C I'm thirsty. |
| 5 Nick: How about building sandcastles together?<br>Sarah: A That's a good idea!<br>B No, he isn't.<br>C I don't go there. | 6 Nick: Let's ask Lily to go with us.<br>Sarah: A OK, she can ask us.<br>B OK, we can phone her.<br>C OK, that's Lily's. |

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

**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.**

- Let students look at the pictures and read aloud the words in the pictures.
- Invite some students to the board and read aloud the first passage and the example.



- Then let the class read and complete the activity individually.
- Monitor the activity and ask students to focus on
- reading, assist students if necessary.
- Invite some students to the board and read aloud the passages and choose the answers.
- Conduct the activity "Choose the best name for the story", then demonstrate the action "tick" for students to follow.

### Fast finishers

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

### Answer

1. Sunny
2. Hungry
3. Scared
4. Shells
5. Sandcastle

### 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 then explain the activity for
- Ss.
- Let students do the activity individually.
- Invite some students to the board, ask them to read out loud the text and choose the correct answers.
- Correct Ss' answers and pronunciation.

### Mixed ability

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

### Answer

1. which
2. on
3. most
4. under
5. visits

### Part 3 - 6 questions -

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

Last weekend, Lily, Bill, and their parents went to the beach on Bill's birthday. Lily wore her new **hat** because it was a (1) \_\_\_\_\_ day. Then the whole family walked to a quiet place to take a rest.

The family had a picnic on the beach. Mum prepared a lot of food such as sandwiches, cakes, fruits, and lemonade. Bill ate a lot because he was so (2) \_\_\_\_\_. Then, Dad showed Bill how to surf. Dad said, "Don't be (3) \_\_\_\_\_. I'll always be beside you!"

"Yes. Dad, can I collect the (4) \_\_\_\_\_ after we finish surfing?" said Bill.

"Sure, I will go with you!" said Dad.

Mum and Lily built a huge (5) \_\_\_\_\_. They decorated it with some colorful shells. Dad came closer and took a picture of it. Then, the family rested on the picnic mat to enjoy the sunset together. Suddenly, Mum brought out a big birthday cake in the shape of a pirate boat for Bill. Everybody sang the Happy birthday song. "This is the best birthday ever! I'm so happy," Bill said. Mum hugged him and said, "Happy birthday son. Our family loves you!"



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

- |                           |                          |
|---------------------------|--------------------------|
| A hot summer day          | <input type="checkbox"/> |
| Bill's wonderful birthday | <input type="checkbox"/> |
| Bill's big sandcastle     | <input type="checkbox"/> |



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### Part 4 - 5 questions -

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

**Example** One \_\_\_\_\_ **of** the most popular islands in the world is Hawaii. It has many volcanoes. We have to use boats or airplanes to get to the island.



**ISLAND  
OF  
HAWAII**

1 People love traveling to Hawaii \_\_\_\_\_ has lovely beaches.

Tourists can have a picnic, read books, or just simply lie  
2 \_\_\_\_\_ the beach to enjoy the sunshine and fresh air.

Going diving or snorkeling is one of the activities that  
3 \_\_\_\_\_ people enjoy doing there. They can also see many beautiful fish and colorful corals  
4 \_\_\_\_\_ the sea.

5 People usually \_\_\_\_\_ Hawaii in summer because it's the perfect time to enjoy the beach and its many activities.

- |                |       |           |          |
|----------------|-------|-----------|----------|
| <b>Example</b> | with  | <b>of</b> | on       |
| 1.             | which | who       | when     |
| 2.             | in    | to        | on       |
| 3.             | more  | most      | one      |
| 4.             | above | between   | under    |
| 5.             | visit | visits    | visiting |

### Part 5 - 7 questions -

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

#### A GREAT VACATION



Paul and his class had a lovely trip last weekend.

It was a beautiful sunny day. Paul's class went to the beach to have a picnic. 'Let's make a big sandcastle together!' said Ms. Clark - Paul's teacher.

Then, some of Paul's classmates built the sandcastle. Paul and his friends collected colorful shells to decorate it. After a while, they had a big and beautiful sandcastle. They felt really happy. 'This is the best sandcastle ever!' said one of Paul's classmates. Then Ms. Clark took out her camera and said 'Class, let's have a picture together with our beautiful sandcastle!'

#### Example

Paul and his classmates had a trip at the beach last weekend.  
It was a sunny day.

#### Questions

- Ms. Clark asked the class to make a \_\_\_\_\_.
- Paul and his friends collected \_\_\_\_\_ to decorate it.
- Paul's class felt \_\_\_\_\_ because they made a big and beautiful sandcastle.



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Then, Ms. Clark said, 'Class, it's lunchtime! Let's prepare our lunch.' Everyone returned to the picnic place and took their food out. There were hamburgers, salads, cakes, and fruits. 'Wow! All of the food looks so yummy!' said Paul.

After lunch, everybody sat around Ms. Clark to listen to her story. It was a story about the ocean. People threw garbage everywhere on the beach and into the ocean. All sea animals were in danger. It was so sad. All students promised to put trash in the right place to keep the beach and ocean clean.

- The food looked so \_\_\_\_\_.
- Ms. Clark's story was about \_\_\_\_\_.



In the afternoon, they went on a ship. The sea was so beautiful in the sunset. Suddenly, Paul pointed into the sea and said, 'Look! There is a pink dolphin!' Everyone came and looked. Suddenly, the dolphin jumped out of the water. Everyone was so surprised and took many pictures of it. Then Ms. Clark said to the class 'Let's say goodbye to that beautiful dolphin. It's time to go home!'



- Paul found a beautiful \_\_\_\_\_ in the sea.
- The dolphin suddenly \_\_\_\_\_ out of the water.



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

- Give students time and ask questions.
- Explain the activity.
- Read the example aloud.
- Let students do the activity individually and assist students if necessary.
- Invite some students to the board, ask them to read aloud the sentences.
- Check students' pronunciation, give students feedback and confirm the answers if necessary.

#### Extra practice

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

#### Answer

- sandcastle
- colorful shells
- really happy
- yummy
- an ocean
- sunset
- jumped

#### Part 6: Look, read and write.

- Give students time to look at the pictures and ask students some relevant questions.

### Part 6 - 6 questions -

Look, read and write.



#### Example

The girl in the purple dress is building a sandcastle.

Where's the bird? On a rock.

#### Complete the sentences.

- The boy in the red T-shirt is reading under \_\_\_\_\_.
- The dog is brown and the cat is \_\_\_\_\_.

#### Answer the questions.

- What are the boy and girl next to the coconut tree doing?  
\_\_\_\_\_
- How many animals are there in the picture?  
\_\_\_\_\_

#### Now write two sentences about the picture.

- \_\_\_\_\_
- \_\_\_\_\_



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- Have students read aloud the sentences and the questions in the activity.
- Read the examples aloud.
- Explain the activity.
- Let students do the activity individually.
- Invite some students to the board and check their answers.

- Instruct the last activity “Write two sentences about the pictures.”
- Invite some students to the board and check their sentences.
- Check students’ answers and pronunciation.

### Fast finishers

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

### Answer

1. Volleyball
2. Grey
3. He is wearing T- shirt and trousers
4. The dog is playing with the ball
5. There are 4 people in the picture (flexible answer)
6. There is a cat and a dog on the beach (flexible answer)

## Lesson 4.3

### OBJECTIVES

**Knowledge:** Students will be able to

- Recall the learned vocabulary and use them to handle the tasks.
- Apply the structures to complete the speaking test provided.

**Vocabulary:** beach activities, build a sandcastle, play volleyball, have a picnic, play beach bowling.

**Listening:** Listen and answer the questions.

### MATERIALS

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

### WARMER

Ask and answer about school supplies that students have got in their bags. Encourage students to answer in a full sentence.

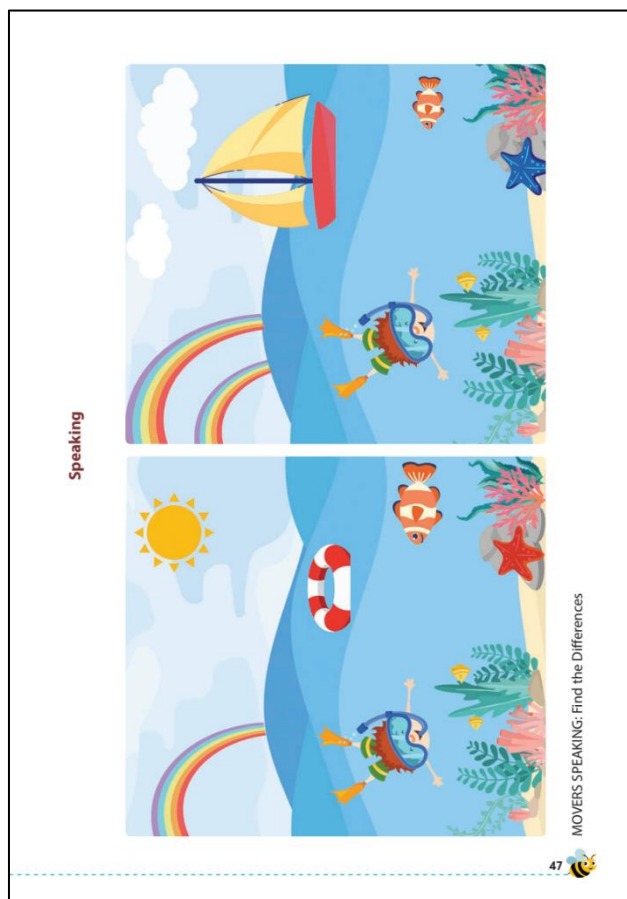
### LEAD IN

- Prepare the class for the revision game: word scramble.
- Let them play in groups to rearrange the given letters into words, then read them words aloud.

### MAIN CONTENT

#### 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 Ss’ answers and pronunciation. Confirm if necessary.

### Mixed ability

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

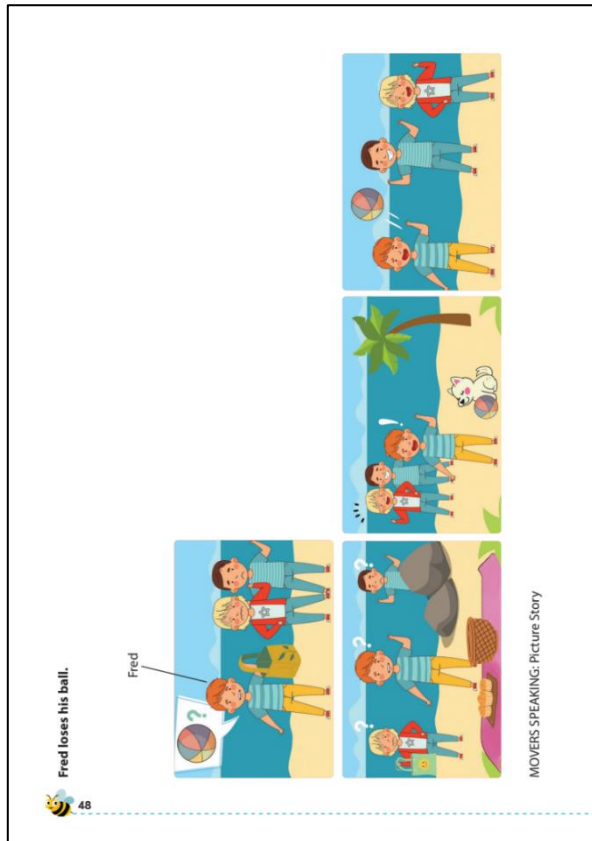
### Answer

In picture 1, there is one rainbow. In picture number 2, there are two rainbows.

In picture 1, the starfish is red. In picture 2, the starfish is blue.

In picture 1, there is a sun. In picture 2, there is no sun.



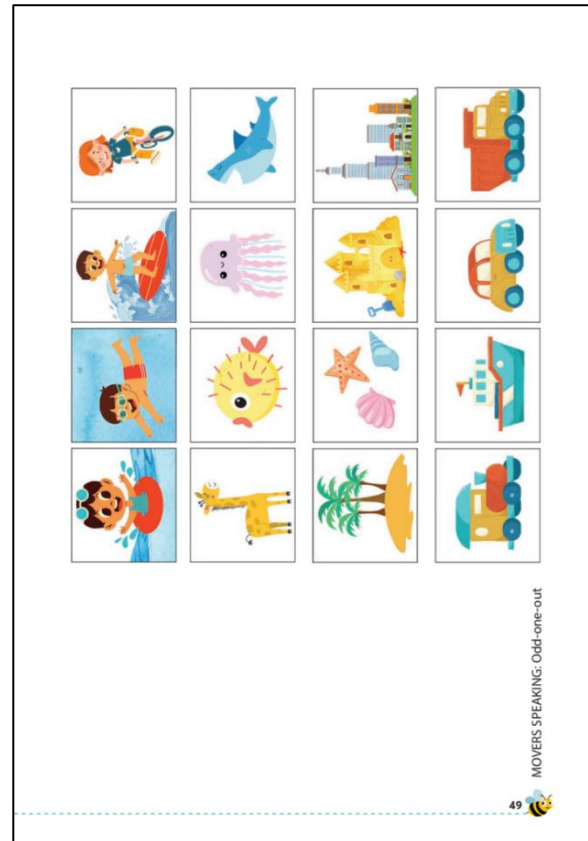


### Picture story

- 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.

### Answer

1. Fred doesn't know where his ball is.
2. He and his friends find the ball everywhere.
3. Then a dog brings the ball to them
4. They are very happy now.



### 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

