



MAJOR STARS



Teacher's guide



UNIT 5: WHAT DID YOU DO LAST MOTHER'S DAY?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about activities to do on Mother's Day
- Look and say the name of different activities to do on Mother's Day

Listening: Listen and point to the correct words

Speaking: Listen and repeat the new words

MATERIALS

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

WARMER

2 Truths and a Lie


Tell students to write 3 sentences about their lives on papers. 2 of which are truths and 1 of which is a lie. The teacher will invite 1 student each time to go to the board and read their sentences. Other students will ask that student questions to find out which sentence is true, and which sentence is false about that student. For example: "I can play a guitar". Other student will ask questions: "When do you learn how to play a guitar?", "Who teaches you to play the guitar?", "Do you have a guitar?".

LEAD IN

- The teacher points at each picture and ask questions like: "Who are they?", "Where are they?", "Are they happy with what they are doing?", "What do you think they are doing?" ...
- Invite some students to stand up and answer the questions.

MAIN CONTENT

Listen, point, and repeat.

- Tell students to open  13 books and look at the new words.
- Point at each word and read out loud for the students to hear and repeat.
- Point at the pictures and have students repeat the words.
- Invite some students to stand up and point at the words for them to repeat.
- Model any words that students don't understand.
- Hide the words and point at the pictures for students to read out loud.
- Play the track for the first time for students to listen carefully.
- Play the track for the second time for students to listen, point, and repeat the words in the pictures.

UNIT 5

WHAT DID YOU DO LAST MOTHER'S DAY?

LESSON 1: WORDS

Listen, point, and repeat.  13



play the guitar



watch TV



cook dinner



wash the dishes



dance

Mother's Day activities: play the guitar, watch TV, cook dinner, wash the dishes, dance

Track 13

play the guitar (3 times)
watch TV (3 times)
cook dinner (3 times)
wash the dishes (3 times)
dance (3 times)

Extra practice

Which sentence is the longest?

Divide the class into groups of 4. Each group will write sentences using the words in the lesson. Teacher will give a word each turn, students will try to write a long sentence. Then, they will send a student to the board and down the sentences. The team with the longest sentence gets 1 point. The team with the highest score wins.

Mixed ability

- For weaker class: Stick the flashcards on the board and act out the words for students to shout out the correct words in the cards.
- For stronger class: After the lesson, ask students to work in pairs to practice making sentences with the newly learnt phrases. For example: "I play guitar in the garden."

UNIT 5: WHAT DID YOU DO LAST MOTHER'S DAY?

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to say what activities they did yesterday
- Ask and answer questions about the activities did on Mother's Day using the correct grammar structure

Listening: Listen and point to the correct words

Speaking: Listen and repeat the new words

MATERIALS

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

WARMER

Pictionary

Teacher prepares words and phrases from the previous lesson. Invite one student to go to the board and listen to the teacher's words. Remember to whisper to the students' ears for other students cannot hear the words. After that, the student will start to draw the illustration for the word in picture. Other students will try to guess the words on the board and make predictions about the actions that the word might be. The first student to guess the right word will become the next player. The teacher repeats the procedure for other words.


LEAD IN

Whisper

- Teacher sticks flashcards on the board.
- Divide the class into 4 teams. Each team will vote for a student to go to the board to listen to the teacher's word.
- All students will close their eyes. Then, the teacher will go to the board, put a tick on it and cover it with a random flashcard. Remember the word on that flashcard. After that, tell the students to open their eyes and whisper the word to the 4 students. Those students will immediately run to one of their friends and whisper to their friends' ears. The students continue to whisper to their friends' ears until the word reaches to the final students in their teams. Those last students will run to the board and take away the flashcard which the teacher has marked with a tick. The fastest student to get the correct flashcard will get 1 point for their team. The team with the highest points wins.


LESSON 2: GRAMMAR

1. Say.




Present	Past
wash	washed
play	played
watch	watched
cook	cooked
dance	danced


2. Listen and read.




1



2



3



4

Values: Know how to celebrate Mother's Day

Grammar: What did you do yesterday? I washed the dishes.

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MAIN CONTENT

1. Say.

- Tell the students to open their books and look at the lesson.
- Point at each speech bubbles and read out loud the sentences for students to listen and repeat.
- Point at the speech bubbles again for students to read out loud.
- Point at the words in the box and read out loud for students to listen carefully to the teacher's pronunciation.
- Point at each word in the box, read out loud the words and have students repeat the words.
- Invite some students to stand up and repeat the words in the box.
- Invite 2 students to go to the board and practice the exercise without looking at any materials such as books or PowerPoint slide.
- Check students' pronunciation if necessary.




Mixed ability

- For weaker class: The teacher should write the answer format on the board: *"I ... with my family."*. Ask students to work in pairs to practice the exercise. Tell them to ask and answer the questions using the verb in past tense form in the box.
- For stronger class: Invite some students to stand up and practice with the teacher. Teacher will ask questions like: *"What did you do yesterday?"*. The students will use the words in the box to answer the questions. For example: *"I washed dishes yesterday."*. Then, the teacher will ask for further information about the students' answers using questions like: *"When did you wash the dishes yesterday?"*, or *"Who did you wash the dishes with?"*. And the students will answer the questions by adding more details to their answers. For example: *"I washed the dishes after having dinner. / I washed the dishes in the evening."*

Fast finisher

Have the students work in pairs asking and answering questions using the words in the box. For example: student A: *"Did you wash dishes yesterday?"*, student B: *"No, I watched TV yesterday."*. Then, the pairs switch members with other pairs and begin to ask and answer questions relating to their partners' answers. For example: student C: *"Did your friend wash dishes yesterday?"*, student A: *"No, he/she didn't. He/ She watched TV yesterday."*

2. Listen and read.

- Direct the students  14 tention to the next exercise.
- Ask them questions like: *"Who are the children in the picture?"*, *"What are they talking about?"*, *"What verbs in past tense are they using in the pictures?"*.
- Invite some students to stand up and answer the questions.
- Point at the speech bubbles and read out loud the sentences for the students to hear and point in their books.
- Point at each speech bubble for students to read out loud the sentences.
- Play the track for the first time for students to listen carefully.
- Play the track for the second time and pause at each sentence for students to repeat.

- Play the track for the second time and pause at each sentence for students to repeat.
- Have students practice the story in pairs.
- Give students time to practice.
- Invite some pairs to the board to practice the story.
- Check students' pronunciation if necessary.

Track 14

Tim: Yesterday was Mother's Day. What did you do, Mia?

Mia: My father and I had a surprise for mom.

Mia: First, we cooked her favorite food. It was delicious.

Mia: After that, Dad played the guitar and I danced along. My mom laughed a lot.

Tim: That sounds fun!

Mia: I gave her a handmade card. She liked it and gave me a hug.

Tim: Wow, your family had a great time!

Fast finisher

Students will work in pairs talking about what activities they have done for their parents or activities that they have done at school in past tense. Then, they will trade partners and tell their friends what they have done yesterday.

Extra practice

Treasure hunt

Divide the class into 4 teams, each team will choose 2 students to go to the board and play the game for each round. Teacher prepares the flashcards and put them on the ground facing down so that the students cannot see what are inside the flashcards. Have the students stand in a circle then sing any song. Suddenly, the teacher will say any word in the flashcard and the students will race with their friends looking for the flashcard. The first student to find the flashcard and shout out the word will be the winner and get a point for their team. The game then ends the turn, and the teacher will invite other students to come to the board and start the game again.

UNIT 5: WHAT DID YOU DO LAST MOTHER'S DAY?

Lesson 3: PHONICS

OBJECTIVES

Knowledge: Students will be able to:

- Pronounce the words correctly
- Find more words of the phonics they have learned

Listening: Listen, point, and circle to the correct words

Speaking: Listen and repeat the new words

Reading: Read and choose the correct answers

MATERIALS

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

WARMER

Ask students to close their books to play the game that test their vocabulary. Students play in groups of 4. The teacher will write the vowel "ee" on the board and have students look at it. Ask students to list words that have the vowel "ee" in their papers. After 2 minutes, the teacher says: "Stop!", all the students stop writing and choose a student to go to the board and write down the words they have written. The group that has the most words wins.

LEAD IN

- Divide the class into 2 teams.
- The teacher writes letter "ar" on the board.
- Each team will send a student to the board and get ready for the game.
- The teacher will ask the 2 students to write a sentence with the word that contains the letter "ar".
- 2 students will race with each other to write sentences, they can think of the word by themselves or get help from their teammates.
- The fastest student to finish the sentence correctly will win and get a point for their team. If a student finishes a sentence but it's not a proper sentence, they must rewrite or fix the sentence until it becomes an appropriate sentence.
- If a student in any team volunteer to read out loud their friends' sentences correctly, they can earn an extra point. If they mispronounce a word in the sentence, they will lose a point.
- Check for students' spelling and pronunciation for the words if necessary.
- Invite other students from both teams to go to the board and practice the game.
- The team with the highest points wins.

LESSON 3: PHONICS

1. Listen, point, and repeat.  15

ar


market


carpet


star


armchair

2. Match and say.



3. Which ones have the same vowel sound? Listen and circle.  16


1


2


3


4

Phonics: ar – market, carpet, star, armchair

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MAIN CONTENT

1. Listen, point, and repeat.

- Tell the students to open their books and look at the lesson.
- Point at each picture and read out loud the words for students to listen and repeat.
- Point at the pictures again for students to read out loud the words.
- Invite some students to stand up and repeat the words in the box.
- Play the track for the first time for students to listen carefully and point to the correct pictures.
- Play the track for the second time. This time, stop at each word for students to repeat.
- Ask students to close their books and cover the words. Then, point at the pictures for the students to repeat.
- Invite some students to stand up and repeat the words as the teacher points.
- Check students' pronunciation if necessary.



Track 15

ar – market, carpet, star, armchair

Extra practice

Word race

Teacher will write the new words on the board randomly and circle them. Invite 2 students to go to the board, 1 student will face the board and the other one will receive a random line of words from the teacher. For example: *star – carpet – market – armchair*. The student who receives the words will read them out loud one by one. The students on the board will listen and draw a line that connect the words, one after one. Tell the students that they can use body language to describe the words if they want to. Teacher will set the timer for each pair of students. The pair that needs the shortest time to connect the words wins.

2. Match and say.

- Lead the students to the next exercise.
- Point at each picture and ask questions: “What’s this?”, “Can you spell that word?”.
- Instruct the students how to do the exercise. Students have to draw lines to connect the pictures with the vowel “ar” in the middle.
- Provide the students with an example if necessary.
- Give students time to do the exercise.
- Walk around the class to check students’ progress.
- Invite some students to go to the board and match.
- Ask students to say the words for the pictures they have matched.
- Show the correct answers.

Mixed ability

- For weaker class: Point at each picture and ask students: “What’s this?”, “Can you spell them?”. Have students read out loud and spell the words. Then, tell the students to write the words next to or near the corresponding pictures. After that, students do the exercise.
- For stronger class: have students write the sentences using the words in the exercise. For example: *I have an armchair in the living room.*

3. Which ones have the same vowel sound?

Listen and circle.  16

- Lead the students to the next exercise.
- Point at each picture and ask questions: “What’s this?”, “Can you spell that word?”.
- Instruct the students how to do the exercise. Students have to circle the word that has a different vowel compared to other words in each sentence.
- Provide the students with an example if necessary.
- Play the track for the first time for students to listen carefully and circle the pictures.
- Invite some students to go to the board and circle the picture.
- Play the track again to check the answers.
- Show the correct answers.
- Point at the pictures and have the students repeat the words.
- Check students’ pronunciation if necessary.

Track 16

1. armchair, scared, park
2. cat, star, scarf
3. chair, arm, carpet
4. car, fur, market

Fast finisher

Teacher asks students to list more words that contain the letter “ar”. Then, switch their works and tell them to remember their friends’ words. Finally, they will tell each other which words they remember about their friends’ works.

Extra practice

Brainstorm

Divide the class into 2 teams. Ask students to say the words that contain vowel “ar” in turns. For example: team A says: “march”, team B says: “market”, and then team A says: “car”,... They will continuously say the words containing letter “ar” until 1 team fails to give out the word. That team will lose, and the other team will win the game.

UNIT 5: WHAT DID YOU DO LAST MOTHER'S DAY?

Lesson 4: International Exam

OBJECTIVES

Knowledge: Students will be able to

- Be confident to do the PTE exam
- Prepare for the PTE exam

Listening: Listen and answer the questions.

Reading: Choose the best sentence that describe the picture.

Writing: Choose the correct words to fill in the blanks.

Speaking: Listen, ask and answer the questions through board game and topic cards.

MATERIALS

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

WARMER

Slow reveal

- Put a flashcard on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture.
- Ask "What's this?" The first child to guess correctly comes to the front to choose the next card.
- Continue the game until you have practiced all of the words from the vocabulary set.

LEAD IN

- Ask the class to close their books and review the vocabulary.
- Show the flashcards and have students read them out loud.

MAIN CONTENT

1. Task one: Mother's birthday Audio 22

- Ask students to read out loud the questions.
- Point at the pictures and ask: "What time is it?", "Where are the eggs in the pictures?", "Can anyone name these activities?", etc.
- Have students answer the questions.
- Play the audio the first time and have students listen carefully.
- Play the audio the second time.
- Invite some students to stand up and read their answers.
- Play the audio again. This time, pause after each question and show the correct answers.

Answer

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

LESSON 4: INTERNATIONAL EXAM PTE QUICKMARCH

1. Task one: Mother's birthday Audio 22

It's Minnie's mother's birthday today. Minnie and her father, John, are planning to surprise her. Listen to the conversation and put a cross (X) in the box under each correct answer.

The first one is an example.

You will hear the conversation twice. Be careful!

Example: What are they planning to do?



A ☐



B ☒



C ☐

1. When does Mom get back?

4:00

A ☐

4:30

B ☐

5:00

C ☐

2. Where are the eggs?



A ☐



B ☐



C ☐

3. What did Minnie forget to do?



A ☐



B ☐



C ☐

4. How does Minnie get to the bakery?



A ☐



B ☐



C ☐

Audio 22

1. When does mom get back?

John: But we have to be fast before she gets home.

Minnie: When does Mom get home, Dad?

John: Normally, she leaves work at 5:00 pm. Today is Saturday. She leaves her work at 4:00 pm. So, she'll be home at 4:30 pm.

2. Where are the eggs?

Minnie: Did you put the eggs in the fridge, Dad? I can't find them.

John: Did you check the fridge door, sweetie?

Minnie: Yes, I did! I also checked all the shelves.

John: How about the cabinet at the bottom?

Minnie: Let me see... There they were!

3. What did Minnie forget to do?

John: It's two o'clock Minnie. Did you do everything I asked you?

Minnie: All finished, Dad. I swept the house and washed the dishes.

John: That's great, honey. What about the trash? Did you take it out?

Minnie: Oops, I forgot! I'll do it now.



4. How does Minnie get to the bakery?

John: Minnie, dear. Can you go to the bakery and get me some stuff?

Minnie: Sure, Dad. Can I ride my bike there?

John: Yes, you can. It's pretty far to walk there. But the weather is hot and windy, so I think you should take the bus instead.

Minnie: Great idea, Dad.

2. Task two: Minnie goes to the bakery. 🎧 Audio 23

- Tell the students to read the questions carefully.
- Ask them how many questions there are and what they are.
- Invite some students to stand up and try to predict the answers.
- Play the audio for the students to listen and answer.
- Ask some students to stand up and tell their answers.
- Play the audio again and show the answers.

Answer

1. 4 months ago
2. she can learn dessert recipes
3. help customers
4. 5 (people)
5. great
6. flour and baking powder
7. chocolate
8. 9 (dollars)

Audio 23

Narrator: Who is Lucy?

Minnie: Hello, miss. Can you tell me...

Lucy: Oh hey! Is that you Minnie? I'm Lucy, your cousin.

Minnie: Oh, hello Lucy! The last time we met was so long ago! Sorry for not recognizing you.

Narrator: When did Lucy begin to work here?

Minnie: When did you start working here, Lucy?

Lucy: Let's see... My semester began 6 months ago, and I found this job 2 months later. That means this is my fourth month here.

Narrator: Why does Lucy like to work here?

Minnie: Why do you work at this bakery, Lucy? Do they pay you a lot?

Lucy: Not really. College students don't get paid much money. I want to work here because I can learn dessert recipes.

Minnie: That's amazing!

2. Task two: Minnie goes to the bakery. 🎧 Audio 23



Minnie goes to the bakery to buy things to bake a cake. There, she meets Lucy, who is working as a salesperson. Listen to the conversation and give a short answer to each question. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Who is Lucy?

Minnie's cousin

1. When did Lucy begin to work here?

2. Why does Lucy like to work here?

3. What is Lucy's main job?

4. How many people work at the bakery?

5. How does Lucy feel about working at the bakery?

6. What is Minnie buying?

7. What is the flavor of the cake?

8. How much does Minnie have to pay?

Narrator: What is Lucy's main job?

Minnie: Did you learn a lot of recipes, Lucy?

Lucy: A few. Most of the time, I have to help customers. I rarely stay in the kitchen and bake.

Minnie: Do you have to sweep the floor or clean the shop?

Lucy: No. That is Lucas' job. He is my colleague.

Narrator: How many people work at the bakery?

Minnie: There are not too many staff here, right?

Lucy: Well, you already saw Lucas. There are 3 more bakers in the kitchen behind. Sometimes, the owner visits and helps around, but usually, there are only 5 people here.

Narrator: How does Lucy feel about working at the bakery?

Minnie: Is it boring to work here, Lucy?

Lucy: Not at all. Later in the afternoon, it gets really busy but everyone is really and lovely. It feels great to work here.

Minnie: How wonderful!

Narrator: What is Minnie buying?

Lucy: So, how can I help you today, Minnie?

Minnie: Today's my mom's birthday. My dad and I want to bake a cake but we are missing some ingredients. Can you show me where the flour and baking powder are?

Lucy: No problem, Minnie. Just follow me.

Narrator: What is the flavor of the cake?

Lucy: What cake is it going to be, Minnie?

Minnie: At first, I wanted to make a strawberry cake because my mom loves pink. Then I thought about a cheesecake because it tastes good.

Lucy: What did you choose?

Minnie: Dad says that Mom doesn't like strawberries. She likes cheese, but not as much as chocolate. In the end, we make a chocolate cake.

Narrator: How much does Minnie have to pay?

Minnie: How much do they cost, Lucy?

Lucy: The flour is 8 dollars, and the baking powder is 3. However, the flour is at a 25% discount, so you only have to pay 9 dollars.

Minnie: Here is the money. Thank you, Lucy. Have a great day!

Lucy: Wish your mother a very happy birthday from me.

Fast finishers

Quick students write down the answers, then work in pairs and take turns asking and answering the questions in task 2.

3. Task three: Alex asks Minnie some questions.

- Lead the students to the next exercise.
- Invite 1 student to stand up and read the task.
- Explain the exercise to the students. This is a reading exercise where students read the answers below and write the appropriate questions for each answer.
- Read out loud the example for the students to repeat.
- Point at the answers for the students to read out loud.
- Tell students to underline the keywords in the answers.
- Ask students to make questions with the given answers.
- Give students time to do the exercise.
- Call some students to stand up and read their questions.
- Check their answers and pronunciation if necessary.
- Call some pairs of students to stand up and read the whole dialogue again.

3. Task three: Alex asks Minnie some questions.



Alex and Minnie are best friends. Yesterday was Minnie's mother's birthday. Alex asks Minnie about what she did to make her mother happy. Write his questions in the spaces. The first one is an example.

Alex: (Example) What did you do yesterday, Minnie?

Minnie: Yesterday, I baked a cake for my mom!

Alex: _____?

Minnie: Because yesterday was her birthday. I wanted to make her happy, so my father and I decided to bake her a cake!

Alex: _____?

Minnie: Yes, I do. My father taught me how to bake a chocolate cake. Yesterday, we bought flour, chocolate and lots of things.

Alex: _____?

Minnie: Yes, it was. Mom said it was really delicious.

Alex: _____?

Minnie: After she ate the cake, I danced for my mom, and my father played the guitar.

Alex: _____?

Minnie: Of course, Alex! I can teach you how to bake a cake.

Answer

1. Why did you buy a cake?
2. Do you know how to bake a cake?
3. Was the cake delicious?
4. What else did you do?
5. Can you teach me how to bake a cake?

Mixed ability

- With weaker students, read the conversation and have them repeat and drill pronunciation.
- With stronger students, ask them several questions that can be inferred from the conversation: "Why did Minnie bake a cake for her mom yesterday?"

Extra practice

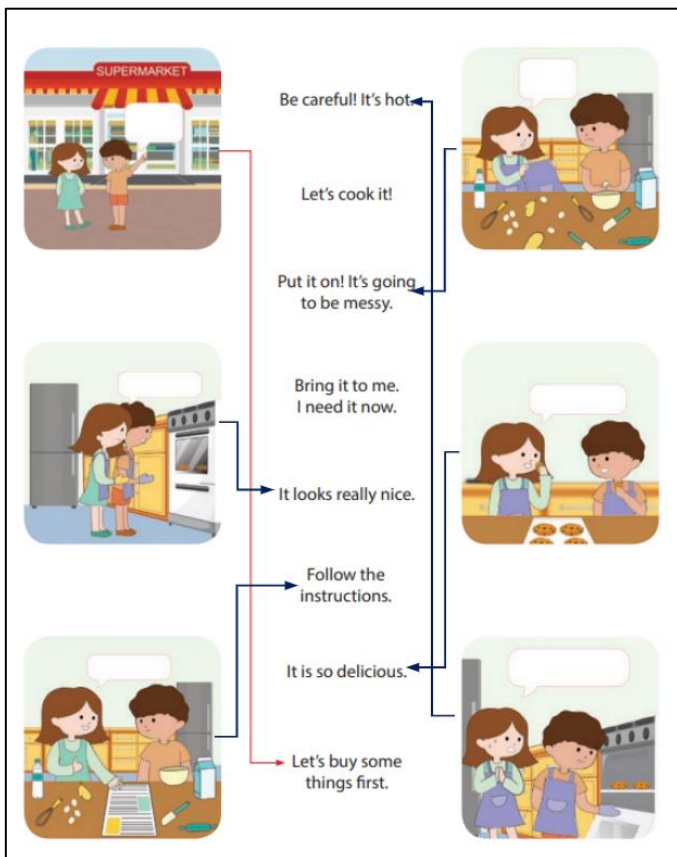
What did you do for your mother's birthday?

Students work in pairs to create a conversation about what they did for their mothers' birthday and how she felt. Students take turns asking and answering.

4. Task four: Learning how to bake a cake.

- Lead the students to the next exercise.
- Point at each picture and ask questions: *"What can you see in the picture?"*, *"When do we use this sentence?"*, *"Where are they?"*, *"What do you think they are doing?"*.
- Invite students to stand up and share their ideas in sentences.
- Point at the sentences and ask students to read them out loud.
- Instruct the students on how to do the exercise.
- Give students time to do the exercise.
- Have students stand up and read out loud the answers for the pictures.
- Ask them to explain their answers in their own words.
- Show the correct answers.
- Check students' pronunciation if necessary.

Answer



Be careful! It's hot.

Let's cook it!

Put it on! It's going to be messy.

Bring it to me. I need it now.

It looks really nice.

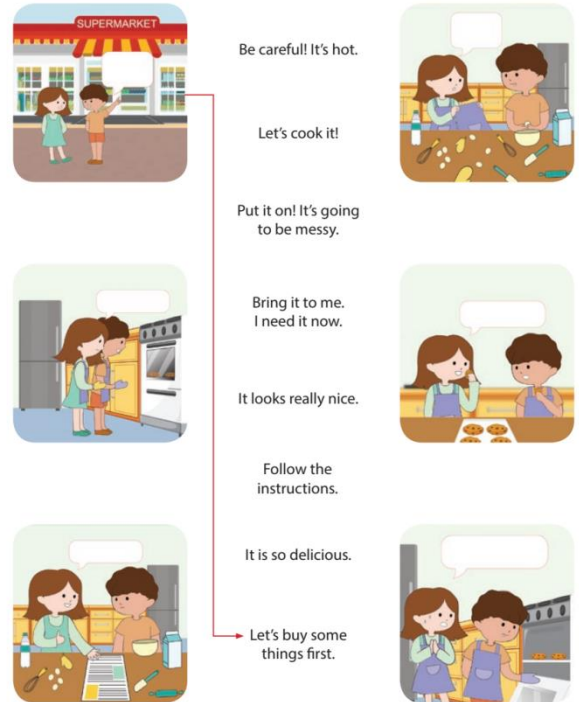
Follow the instructions.

It is so delicious.

Let's buy some things first.

4. Task four: Learning how to bake a cake.

Minnie teaches Alex how to bake a cake. Look at these pictures. As in the example, draw a line from each picture to the correct word. Be careful. There are two extra sentences.



Be careful! It's hot.

Let's cook it!

Put it on! It's going to be messy.

Bring it to me. I need it now.

It looks really nice.

Follow the instructions.

It is so delicious.

Let's buy some things first.

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Tips

- Ask students to read the sentences and underline some keywords that may be related to the pictures.
- Focus on the bubble speech to know who is talking and what they are trying to express based on everything that appears in the picture.
- Try to think of a picture or a situation that the sentence may be relating to.

Mixed ability

- With weaker students, point at the pictures and read the matching sentences. Then ask students to repeat them several times.
- With stronger students, tell them to read the sentences again carefully, then ask them to close their books. The teacher covers all the sentences then points at each picture and asks students to say out loud the matching sentence.

5. Task five: Alex writes to grandpa.

- Lead the students to the next exercise.
- Invite 1 student to read the requirement out loud.
- Ask the class which tense they should use in the exercise. Have students make sentences with that tense to check their understanding.
- Point at each word in the box and read out loud for students to repeat.
- Instruct the students on how to do the exercise. The students must fill in the blanks with the words in past tense that they think are the most appropriate. Tell the students to pay attention to the use of past tense when writing down the answers in their books.
- Give students some time to do the exercise.
- Walk around the class to check students' progress.
- Invite students to give out their answers. Each student will read out loud the sentence that contains their answers.
- Ask them to explain their answers in their own words.
- Show the correct answers.
- Check students' pronunciation if necessary.

Answer

- | | |
|-----------|------------|
| 1. made | 2. asked |
| 3. wrote | 4. read |
| 5. bought | 6. broke |
| 7. mixed | 8. put |
| 9. wore | 10. looked |

Extra practice

Past tense verbs

- Students play in groups of 3-4 people.
- The teacher writes a verb (present tense) on the board.
- A student from each team has to race to the board and write the verb in the past tense. The fastest one to write a correct word gains 1 point for his/her team.
- Members of the team take turns playing.
- Make sure the verb range consists of both regular verbs and irregular verbs to level up the difficulty.
- The group with the highest score wins the game.

5. Task five: Alex writes to grandpa.

Alex writes a card to Grandpa about how he learned to bake a cake. Fill in the missing words. Use the verbs in the box below but don't forget to change them to the **PAST TENSE** because *it is in the past*. The first one is an example.

Dear Grandpa,

Last week, my best friend Minnie (**example**) held a birthday party for her mom. She (1) _____ a birthday cake for her and it was delicious. I (2) _____ her to teach me how to make it. She was happy to help, she explained and (3) _____ all the steps on the paper for me. I was excited to learn. After I got home, I (4) _____ her instructions and tried to make a cake by myself. First, I went to the supermarket and (5) _____ some ingredients. Next, I (6) _____ eggs into a bowl, and I added flour, butter, sugar, and other things. I (7) _____ everything together, then I (8) _____ it in the oven. After 30 minutes, I (9) _____ the kitchen gloves and took the cake out of the oven. The cake (10) _____ nice and smelled good. I wish you could see and taste it.

Love,
Alex

buy	look	write	make
mix	put	wear	break
ask	read	hold	

Tips

- To help lessen the mistake in students' answers, the teacher should ask students to change the words in the box into past tense before doing the exercise.
- Ask the students to find and underline some keywords in the sentences that contain the blanks.
- Tell them to be aware of the use of the singular or plural form of the subjects in the sentences.

Fast finishers

Ask students to read the whole paragraph again to check for any mistakes. Then ask quick students to create a new letter written in their own words talking about what special things they did for their mother or a family member on his/her birthday using the correct tense. After that, share the paragraph with their partner to check for grammar and vocabulary mistakes.

6. Task six: Something I learned to do.

- Lead the students to the next exercise.
- Invite 1 student to read the requirement out loud.
- Ask the class which tense they should use in the exercise. Have students make sentences with that tense to check their understanding.
- Point at each fragment sentence and ask students: *"What will we write here?"* or *"Can you name some skills that you learned?"*, *"Can you tell me the reason why you want to learn it?"* *"Who do you learn it from?"* ...
- Invite some students to answer the questions.
- Instruct the students on how to do the exercise.
- Give students time to do the exercise.
- Pick some students to stand up and read out loud the answers for the pictures.
- Ask them to explain their answers in their own words.
- Check their pronunciation.
- Invite some students to go to the board and write their answers.
- Check the spelling and grammar, correct them if necessary.

Answer

Students' own answers

Fast finishers

Quick students memorize their answers in task 6 then close their books. Students discuss in pairs and try to say what they remember.

Mixed ability

- With weaker students, the teacher should write some common skills that kids can learn, reasons, people students can learn from and the results (good or bad) on the board for students to look at and use as a references. Point at each word and ask them which question this word can be used.
- With stronger students, ask them to list out more words about the skills/ activities they learned, reasons they wanted to learn and further information.

6. Task six: Something I learned to do.

Now write about one thing you learned to do. Write about 50 words – about 10 words in each space.

1. One thing that I learned is how to _____

2. I wanted to learn it because _____

3. I learned it from _____

4. Last time I did it was _____



Tips

- Remind students to use the correct tense (past tense).
- The teacher should have students underlined the keywords in each sentence for them to know exactly what should be written in each blank.
- Students can note down their ideas before writing so they will not miss out on any of them. Then try to form grammatically correct sentences based on those words/ideas.

7. Task seven: Ask and answer the questions below by playing a board game.

- Lead the students to the next exercise.
- Ask 1 student to stand up and read the task requirement and the topic in the cards.
- Instruct the students on how to do the exercise.
- Have students do the exercise in groups of 4.
- Students will roll the dice to answer the first 6 questions. After the students have asked and answered all 6 first questions, move them to the last 6 questions below. Tell them to continue to ask and answer the questions.
- Allow students some time to finish the task.
- Walk around the class to check students' pronunciation and intonation if necessary.
- When students have finished asking and answering the questions, invite some students to stand up and answer some questions chosen by the teacher.
- Provide students with some extra vocabulary or phrases that can help students express their ideas better if students ask.

Answer

Students' own answers






Mixed ability

- With weaker students, the teacher writes a few possible answers for each question. When the teacher reads a question, students have to raise their hands and choose the correct answer on the board.
- With stronger students, they have to give more information on their answers for the answers to become more specific. For example, after answering "What is your favorite musical instrument?", students expand and answer questions such as "Why do you like that musical instrument?" "How often do you play it?" "How do you learn to play it?"

Fast finishers

Quick students work in pairs, take turns asking and answering all the questions in ex 7.

Board game 7. Task seven: Ask and answer the questions below by playing a board game.

Who is your favorite teacher? 	Do you like to dance? 	What are your parents' jobs? 
What is your favorite musical instrument? 	When did you clean your room? 	How many subjects did you have today? 
What time did you sleep last night? 	Where did you go on your last vacation? 	How many siblings do you have? 
How old are your parents? 	What did you do for your mother last Mother's Day? 	When was the last time you washed the dishes? 

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Extra practice

Quiz time

- Students create a quiz in groups and write the questions together.
- The first group comes to the board and chooses another group to answer a question they wrote.
- Count to 10, if that group can't answer, they lose 1 point and the asking group gains 1 point.
- The winner is the group with the most points.

8. Task eight: Talk about the subject on the card.

- Lead the students to the next exercise.
- Have 1 student stand up and read the information in the cards.
- Point at the first card and ask: "What object can you see here?", "What activities do you usually do on your birthday?" ...
- Point at the other cards and ask similar questions for students to describe something about the cards.

- Instruct the students to do the exercise. The exercise is to talk continuously about a random topic of personal interest or activities that students usually do on their daily basis.
- Ask students to work in pairs. Tell them to take turns asking and answering using the topics in the exercise. They will have some time to get prepare for a short talk about 1 minute for each topic.
- Give students time to do the exercise.
- Walk around the class to check students' pronunciation and intonation if necessary.
- Invite some students to stand up, ask them to talk about any topic that they feel confident about.
- Focus on the students' answers to give advice on how they can improve their speaking skill by providing some more descriptive words that help to make their speech more informative and complete.
- Have some students stand up and say about a random topic that the teacher chooses. Advise them to add more information in their sentences while delivering the speech as the teacher has instructed before.
- Check students' pronunciation one more time.

Answer

Students' own answers

Tips

- Students should take out a piece of paper and list some words they know about those 6 topics and use them while speaking.
- Students should write keywords only, avoid writing whole sentences and read them, it will make the speech become unnatural.
- Students should pay attention to the use of tense for the topic such as present tense or past tense in their speech. For example. Some topic like card number 1 is about students' last birthdays, which have occurred and students must use past tense.

Topic Cards – Short talk

8. Task eight: Talk about the subject on the card.

Card 1  My last birthday	Card 2  A skill I learned
Card 3  My trip to the countryside	Card 4  My favorite actor/ actress
Card 5  My rainy days	Card 6  My first time at a restaurant


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Extra practice

Miming Snap

- Choose a word from the vocabulary set that students are learning or any other word that is related to the 6 topics in ex 8.
- All the words chosen must be things that can be clearly mimed.
- Say a word and mime the action. If the word matches the mime, students shout "Snap!". If the word doesn't match the mime, students call out the correct word.
- Choose a student from the class to mime another action. The student must say a correct or incorrect word while he/she is miming the action.