



MAJOR STARS



Teacher's guide



Unit 2: WHAT SUBJECTS DO YOU HAVE TODAY?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about subjects at school
- Look and say the name of different subjects that students have at school

Vocabulary: *subject, math, geography, music, history, science, IT*

Listening: Listen to the new words, point, and read the word heard in the audio

MATERIALS

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

WARMER

Charades: One player from each team comes to the front of the class and sits facing their team with their back to the board. Write a word you want the students to practice on the board. Students use actions to describe the word. The two players watch their teammates and try to guess the word. The first player to guess the word scores a point for their team. That player then changes places with someone in their team.

LEAD IN

Ask students questions: What subjects do you know?

MAIN CONTENT

Listen, point, and repeat.  4

- Ask the students to open their books and look at the large picture.
- Say all the words on the flashcards for the students to repeat. (one by one)
- Hold the flashcards in a different order, and have students repeat.
- Play the audio the first time for the students to listen and point to the appropriate pictures.
- Play the audio the second time for the students to repeat. Check their pronunciation as well.
- Call up some students to the board. Read the word and students point at the appropriate pictures. Then have students read the word out loud.
- Check the student's pronunciation and intonation if necessary.

Track 4

| | | |
|-----------|-----------|-----------|
| math | math | math |
| geography | geography | geography |
| music | music | music |
| history | history | history |
| science | science | science |
| IT | IT | IT |



Mixed ability

- With weaker students, ask them to learn the words by heart, then stand up and spell the words.
- With stronger students, ask them to close their books and write what they can remember from those pictures.

Fast finishers

Quick students play in pairs to describe the subjects using their knowledge and the other try to guess which subject it is. For example:

Student A: We learn about addition and subtraction in this subject.

Student B: It is math.

each subject. Then submit it to the teacher. The group that finishes faster and has more correct answers wins the game.

Extra practice

Discuss time!

Students work in groups of 4. The teacher writes a set of things related to the subjects that have just been learned (numbers, events, countries, singing, computer...). Each group takes out a piece of paper and starts categorizing those things into each subject. Then submit it to the teacher. The group that finishes faster and has more correct answers wins the game.

Unit 2: WHAT SUBJECTS DO YOU HAVE TODAY?

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to say which subjects they have learnt.
- Ask and answer questions about the school timetable using the correct grammar structure.

Grammar: *What subjects do we have on...? We have... / When do we have geography? We have geography on ...*

Listening: Listen to a short conversation

Speaking: Talk about timetables and favorite subjects

MATERIALS

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

WARMER

Stop!: Say a word and then show each flashcard from a set one after the other. When the students see the flashcard that matches the word the teacher said, they must shout "Stop!". The winner is the one who says it faster.

LEAD IN

- Show flashcards (lesson 1) to revise the vocabulary

MAIN CONTENT

1. Say.

- Ask students to look at the pictures in their books. Point at the days and subjects in the table and ask students to read them out loud.
- Read the 4 sentences first.
- Read each sentence the second time, and have students repeat the sentence.
- Teach the grammar structures and explain how to use them.
- Ask students more information in the table to check students' understanding.
- Have students repeat the grammar structures.

Mixed ability

- With weaker students, have them practice in pairs reading the conversation in the book.
- With stronger students, have them write several questions and answers based on the table in their books. Then read out loud.

Fast finishers

Quick students work in pairs. Students make new timetables by themselves. Then students take turns asking and answering based on their own timetable.

2. Listen and read. 5

- Talk about each frame and ask questions: "What are they talking about? Which subject is the girl/boy talking about?"

LESSON 2: GRAMMAR

1. Say.

SCHOOL TIMETABLE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|------------|-----------|----------|--------|
| 1 | science | English | history | art | math |
| 2 | math | Vietnamese | geography | science | math |
| 3 | music | Vietnamese | IT | English | PE |



What subjects do we have on Wednesday, Mia?

We have history, geography, and IT.



When do we have science?

We have science on Monday and Thursday.

2. Listen and read. 5



What subjects do you choose for your extra class, Mia?

I love singing. So, I choose music.



When do you have music?

I have it on Thursday afternoon.



How about you?

I take a science class because I like doing experiments.



Do you have science on Thursday afternoon?

No, I don't. I have science on Friday afternoon.

Values: Choose a subject for the extra class

Grammar: *What subjects do we have on ...? We have ...
When do we have geography? We have geography on ...*



- Point and read the sentences in the speech bubbles.
- Play the audio for the first time, and have students follow in their books.
- Play the audio for the second time and pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board and have students read out loud the sentences.
- Pick up some students, ask them to act out.

Track 5

Tim: What subjects do you choose for your extra class, Mia?

Mia: I love singing. So, I choose music.

Tim: When do you have music?

Mia: I have it on Thursday afternoon.

Mia: How about you?

Tim: I take a science class because I like doing experiments.

Mia: Do you have science on Thursday afternoon?

Tim: No, I don't. I have science on Friday afternoon.

Extra practice

What's your favorite subject?

Students work in pairs talking about their favorite subjects and the reason why they like that subject.

Unit 2: WHAT SUBJECTS DO YOU HAVE TODAY?

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to

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

Vocabulary: *ot - pot, bottle; op - chop, mop; ug - mug, hug; un - gun, untidy*

Listening: Listen to the words with the given phonics

Writing: Write the right spelling of the words in the pictures

MATERIALS

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

WARMER

Jump:

- Ask the children to stand at their desks.
- Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they keep still.
- Alternatively, ask children to put their hands up if the word you say, and the flashcard are the same.

LEAD IN


- Hold up the phonics cards for *pot, chop, mug,* and *gun* and elicit the words.
- Put the cards on the board.
- Repeat with the cards for *bottle, mop, hug* and *untidy*, but this time hand out the cards to four students.
- Ask the 4 students to come up and place their flashcard on the board next to the card with the matching sound.

MAIN CONTENT


1. Listen, point and repeat. 6

- Have the students open their books and look at the letters in their books.
- Point at the pictures and say the words for students to listen.
- Invite some students to stand up and say the words for the pictures.


LESSON 3: PHONICS

1. Listen, point, and repeat.  6

ot




pot




bottle

op




chop




mop

ug




mug




hug

un



gun



untidy





2. Match the sounds with the correct pictures. Then say.





1 **ug**

2 **op**

3 **un**

4 **ot**

3. Circle letters to make meaningful words. Then write them in the blanks and say.

ug

m
g
h

mug

un

s
g
c


ot

a
p
h

op

m
e
h

Phonics: *ot - pot, bottle; op - chop, mop; ug - mug, hug; un - gun, untidy*

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- Play the recording for the first time for students to point out the pictures.
- Then play the recording again for students to repeat the new words and drill pronunciation.
- Play the recording a third time for students to listen, point and repeat.
- Ask students to close their books.
- Hold up the flashcard randomly and ask the class to say the words with books closed.
- Hide the words and point at the pictures. Have some students stand up and say what the picture is.
- Check the student's pronunciation when they say the words.

Extra practice

Let's draw!

Invite 1 student to go to the board and give him/her a word without letting other students know. He/She will try to draw the illustration for the word on the board for other students to guess. The student that guesses the word first will become the next player.

Track 6

1. Listen, point and repeat.

ot – pot, bottle
op – chop, mop
ug – mug, hug
un – gun, untidy

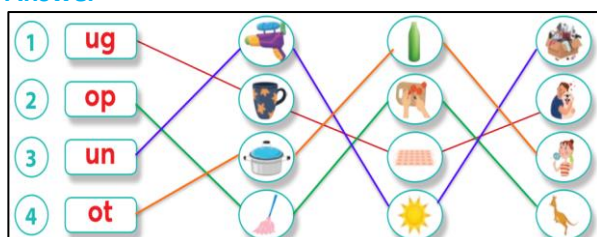
Mixed ability

- With weaker students, show the flashcards and have them read out loud the words they have just learned and the sounds in those words.
- With stronger students, ask them to make sentences with each word in exercise 1. Students have to come to the board and write their sentences without bringing the books with them. Then circle the words that contain the sound (ot, op, ug, un).

2. Match the sounds with the correct pictures. Then say.

- Show the exercise on the screen and have students look at it.
- Point at each picture and ask what the picture is. Check their pronunciation, correct them if necessary.
- Explain how to do the exercise: *Students have to connect the pictures with the letters they contain.*
- Do an example if students do not understand. Demonstrate the example with the sound “ug”, guide students to match it with “mug”, “rug” and “hug”.
- Tell students to do the same for other sounds.
- Allow some time for students to finish this exercise.
- Then invite some students to come to the board and match.
- Show the correct answers and point at each picture for students to repeat.

Answer



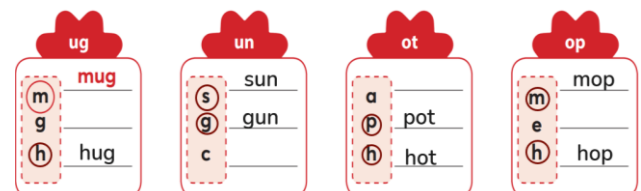
Fast finishers

Quick students work in pairs to describe each picture in exercise 2 to each other and the other has to guess and figure out which picture they are talking about.

3. Circle letters to make meaningful words. Then write them in the blanks and

- Tell students to look at each box, then point and ask students to read out loud the sound.
- Explain to students how to do this exercise: *Combine the letters on the left with the sounds on top of the box. If that word makes sense, circle the letter and write that word in the blank. If not, leave the blank empty.*
- Do an example if necessary.
- Let students do the exercise.
- After that, call some students to go to the board and write their answers.
- Show the correct answers.
- Pick some students to stand up and read the words again.
- Check their pronunciation and give compliments if they do well.

Answer



Extra practice

Word race

- Split the class into 4 teams. Name each member of each team as number 1, 2, 3...
- Call out a number and a sound (ug, un, ot, op).
- The four students with that number run to the board and try to write 3 words containing the sound.
- The first student to write 3 words with correct spelling and sound scores a point for their team.
- If the words are duplicated, they won't be counted.
- The team with the most points wins.

Unit 2: WHAT SUBJECTS DO YOU HAVE TODAY?

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

Stop the bus: The teacher divides the class into 4 groups. Give the groups 4 categories (subjects at school, food and drinks, human appearance, and jobs) on the board and tell them to write the words that contains the letter that the teacher chooses. For example: The teacher chooses the letter M for categories such as subjects at school (Math), food and drinks (Mango), Human appearance (Mustache), Jobs (Model) ...The 4 groups then try to fill in all categories as fast as possible and then shout out: "Stop the bus". If they get all the answers correct, that group wins. Give students some more letters to practice their vocabulary.

LEAD IN


- Teacher prepares words relating to the subjects at school. Invite 1 student to go to the board and whisper any subject to the student.
- The student will give other students clues about the subject that he/she has heard. For example: "The subject studies about plants and animals."
- Other students will try to guess what subject it is. The first student to get the right answer will become the next player.

MAIN CONTENT

1. Task one: Talking about Mary's first day back to school.  Audio 8


- Ask students to read out loud the questions.
- Point at the pictures and ask: "What time is it?", "What is he wearing?", "What is this room?"
- Have students answer the questions.
- Play the audio for the first time and have students listen carefully.


LESSON 4: INTERNATIONAL EXAM
PTE QUICKMARCH


1. Task one: Talking about Mary's first day back to school  Audio 8

It's Mary's first day back to school after a school break. Mary and her parents, Mr. and Mrs. Anderson are talking about her first day at school. Listen to the conversation and answer the questions. Put a cross (X) in the box under the correct answer. The first one is an example. You will hear the conversation twice. Listen carefully.


Example: What subject does Mary have today?



 A ☐



 B ☒


 C ☐


1. What time does the first class start?



 A ☐



 B ☐


 C ☐


2. What does the family have for breakfast?



 A ☐



 B ☐


 C ☐


3. Who does Mary want to see again?



 A ☐



 B ☐


 C ☐

4. Where's Mary's music book?


 A ☐


 B ☐


 C ☐

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- Invite some students to stand up and read out loud their answers.
- Play the audio again and show the answers.

Answer

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

Audio 8

1. What time does the first class start?

Mr. Anderson: It's 6:00 am now. What time does your class start?

Mary: My first class starts at 7:00 am.

Mr. Anderson: It's still early. Let's eat breakfast together. Then I will take you to school.

Mary: Thank you, Dad.

2. What does the family have for breakfast?

Mary: Mom, what do we have for breakfast?

Mrs. Anderson: This morning we have pasta and watermelon juice.

Mary: I'd love it. I want to eat quickly and go to school. I can't wait to meet my best friend again.

3. Who does Mary want to see again?

Mrs. Anderson: What's your best friend's name?

Mary: It's Kevin. He's thin and he has brown hair.

Mrs. Anderson: How long do you and Kevin know each other?

Mary: About 3 years.

4. Where's Mary's music book?


Mr. Anderson: It's time to go. Check your school bag again, don't miss anything.

Mary: Oh, no. I don't see my music book in the bag.

Mr. Anderson: Is it in your bedroom?

Mary: No, it isn't. Ah, I see it. It's here, in the living room.

Mixed ability

- For weaker class: The teacher should play the recording a few more times for students to listen carefully and take note on what they hear. Remember to pause after the answers for the students to pay attention to and choose the correct answers for the exercise.
 - For stronger class: The teacher plays the recording 1 more time and ask students to listen and take notes on what they can hear. Then, invite some students to stand up and repeat the sentences for each question.
- 2. Task two: Mary talks to David.**  Audio 9
- 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

- It's on the second floor.
- It takes him about 10 minutes.
- He goes to school by bike.
- His name's Mr. Wilson.
- About 30 students.
- The library is on the first floor.
- IT is David's favorite subject.
- David wants to be an IT engineer.

2. Task two: Mary talks to David. Audio 9

Mary meets a new friend, David on the first day back to school. Listen to their conversation and write a short answer to each question. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Which class is David studying in?

4B



- Where's the classroom?

- How long does it take David to school?

- How does David go to school?

- What's the teacher's name?

- How many students are there in the class?

- Where's the library?

- What's David's favorite subject?

- Which job does David want to do?

Audio 9

David: Excuse me! I'm David. I'm new at this school. Can you show me where the classroom 4B is?

Mary: Nice to meet you. I'm Mary. So, you're in the same class with me. It's on the second floor.

David: Thank you so much. Can we go to the classroom together?

Mary: Of course. Why do you move to this school?

David: My mom and dad move to this city, so I have to change my school.

Mary: Okay. Is your house near from school?

David: Not too far. It takes me about 10 minutes.

Mary: You go to school on foot, don't you?

David: No, I don't. I ride my bike to school. How about you?

Mary: Today is the first day I back to school. So, my dad drives me here. But next time, I also ride my bike to school.

David: Great! Do you know what the teacher's name is?

Mary: Yes. I know. His name's Mr. Wilson, W-I-L-S-O-N.

David: Which subject does he teach us?

Mary: He teaches math. You will love him because he teaches very well.

David: Sounds great! How many students are there in the class?

Mary: About 30 students. All the classmates are friendly and kind. Do you buy a uniform for you?

David: Not yet. I'll ask my parents to buy the school uniform tomorrow. Does the school have a library?

Mary: Yes, it does. It's on the first floor, next to the teacher's room.

David: I love going to the library to borrow books. Do you love studying about computers?

Mary: Yes, I do. Is IT your favorite subject?

David: Yes, it is. I want to be an IT engineer when I grow up.

Mary: Wow! Okay, this is our classroom. Come in, please.

David: Thanks for your help.

Mary: You're welcome.

Fast finisher

Ask the students to not only do their exercise but also write down the sentences that contain the answers. Then, ask the students to work in pairs and go to the board and make a simple conversation that is similar to what they have heard in the audio. Then the teacher will ask some extra questions for them to answer in their own ideas.

3. Task three: Kevin asks Mary some questions.

- Lead the students to the next exercise.
- Invite 1 student to stand up and read the task.
- Explain the exercise for the students using the example given.
- 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. (For example: teacher's name, English, today ...).
- 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.

3. Task three: Kevin asks Mary some questions.

Kevin and Mary are close friends. This is the first time they have seen each other again since the school break. Kevin asks Mary about her day at school. Write Kevin's questions in the blanks. The first one is an example.



Kevin: (example) How are you today, Mary?

Mary: I'm very well. Thanks, Kevin.

Kevin: _____?

Mary: My teacher's name is Mrs. Katherine.

Kevin: _____?

Mary: She teaches me English.

Kevin: _____?

Mary: Today I have Vietnamese, P.E., history and art.

Kevin: _____?

Mary: I really love geography because it's interesting to learn about mountains, seas and lakes.

Kevin: _____?

Mary: I have geography on Friday.



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Answer

1. What is your teacher's name?
2. What subject does she teach?
3. What subjects do you have today?
4. What is your favorite subject?
5. When do you have geography?

Extra practice

Let's talk!

Have students play in pairs. Ask students to practice asking and answering the questions in the exercise 2. Encourage the students to answer in full sentences. After practicing all 8 questions, the students switch their roles and then repeat the procedure. Students can use their own ideas to answer to the questions based on their experience. After a few minutes, the teacher invites some pairs to go to the board to ask and answer questions. Check students' pronunciation if necessary.

Mixed ability

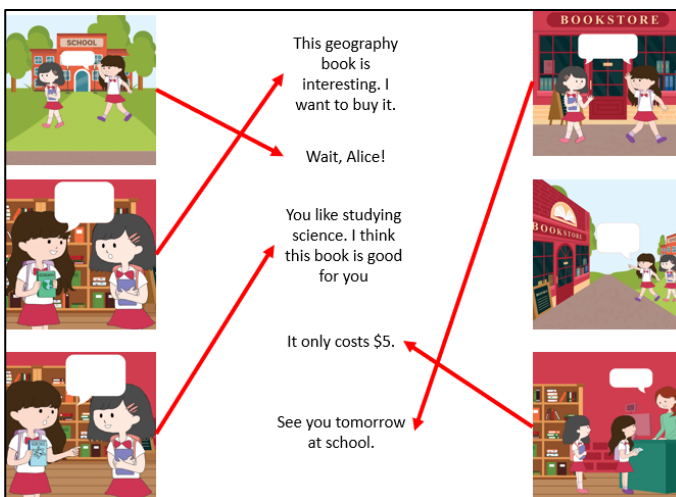
- For weaker class: Write down some questions on the board (For example: "What's your name?", "What subject does she teach?" ...). Ask some students to stand up and answer the questions on the board before doing exercise 3.

- For stronger class: After the students have finished the exercise, ask them to work in pairs practicing asking and answering questions using the ideas in the exercise. Then, those 2 students switch roles and repeat the procedure. Tell the students that they can use their own words to express the ideas if necessary.

4. Task four: A Day after school.

- 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 the girls?", "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 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



Tips

- Ask students to read the sentences and underline some keywords that maybe relating to the pictures.
- Try to think of a picture or a situation that the sentence maybe relating to.

4. Task four: A day after school

Mary is talking to Alice after school. Look at these situations. As in the example, draw a line from the pictures to the correct words.

Be careful. There is one extra picture.



This geography book is interesting. I want to buy it.



Wait, Alice!



You like studying science. I think this book is good for you.



It only costs \$5.

See you tomorrow at school.



- Focus on the bubble speech to know that who is talking and what they are trying to express based on everything that appears in the picture.

Mixed ability

- For weaker class: Before doing the exercise, the teacher will point at each picture and ask students to describe something about the pictures in sentences. Then, ask them to write down some words that they think may be correct below the pictures.
- For stronger class: After the students have finished the exercise, tell the students to read the sentences again carefully. Then, ask the students to close their books. The teacher will cover all the sentences to test the students' memory. Point at each picture in the exercise and ask students to say the sentences for the pictures.

5. Task five: Mary writes to her cousin.

- 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.
- 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

- | | |
|------------|-------------|
| 1. started | 2. prepared |
| 3. walked | 4. were |
| 5. took | 6. finished |
| 7. went | 8. spent |
| 9. had | 10. loved |

Fast finisher

Ask students to read the whole paragraph again to check if there is any mistake to modify. Then, ask them to write another paragraph based on their own ideas and experience at school. Ask the students to work in pairs to share about their new paragraphs with their friends. After that, they can switch their paragraphs with other pairs to review or to learn new vocabulary.

Extra Practice

Guess what it is!

Divide the class into 4 teams. The teacher will choose a sentence in the paragraph and begin to write the first letter of each word in that sentence on the board. The students will discuss with their friends to find out which sentence it is in the paragraph. They will raise their hands to get the turn to answer and if it is correct, have the whole class repeat that sentence out loud. The group that wins will choose another sentence in that paragraph and go to the board to write down the letters. The game continues until all sentences are used.

5. Task five: Mary writes to her cousin.

Mary writes a card to her cousin Sam about her school time. Fill in the missing words. Use the verbs in the box below but don't forget to change them to the **PAST TENSE** because the day is finished. The first one is an example.

Dear Sam,

I hope that you're doing well. I'm writing to tell you about my last Monday at school.

Last Monday, I (example) was busy with many subjects such as math, English, Vietnamese, science, geography, history, PE, IT, etc. My school (1) _____ at 6:45 am. That morning, I got up early at 5:30 am and (2) _____ my school bag for classes that day. Then, I had breakfast with my parents before going to school. The school was not far from my house, so I (3) _____ there. There (4) _____ four classes in the morning and three classes in the afternoon on Monday. In the afternoon, I usually had lunch with my friends at the canteen. The food there was great! After that, I (5) _____ a nap in 30 minutes. The school (6) _____ at 4:30 pm. After school, I (7) _____ home and had dinner. Then, I did my homework. As you know, my favorite subject is science. I (8) _____ an hour a day reading science books about wild animals, plants and the Earth. It was fun and interesting. I (9) _____ to do a lot of things on Monday but I (10) _____ it. It was helpful to start a new week.

I hope you also have a great time at school. Please tell me about it.

See you soon.

Take care,

Mary



| | | | | | |
|-------|--------|---------|------|------|------|
| be | finish | prepare | have | go | love |
| start | spend | walk | be | take | |



Tips

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

Mixed ability

- For weaker class: Teacher should point at each blank and word in the box and ask students if that word can be written there or not. If the word seems like a correct answer, tell students to take note the word in that blank. If the word sounds not correct, tell students to move to another blank and try to find the word that fits in that blank.
- For stronger class: When the students stand up and tell their answers, ask them to try to make questions out of the sentences. For example: "What subjects did Mary have last Monday?"

6. Task six: A subject you love studying at school.

- 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 subjects that you study at school?"*, *"Can you tell me the reason why you love (the subject)?"* ...
- Invite some students to answer the questions.
- 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.
- Invite some students to go to the board and write their answers.
- Check students' pronunciation if necessary.

Answer

Students' own answers

Fast finisher

Ask students to work in pairs to exchange what they have written in the exercise. Students will take turns telling their friends what they have done in their papers. Then, that pairs can change their works with other pairs to continue talking about their friends' answers.

Extra Practice

What number is it?

Divide the class into 4 teams. The teacher will select any student's answer for this game. Then, the teacher will write on the board only the answers for the exercise. For example: *"like Math, science, history, and geography."* Do not write the phrase: *"I have many subjects at school"*. After that, the students will try to predict the number for the sentence (for this example, the answer is number 1). If a group has a correct answer, ask them to explain their answer. If they can explain their answer, they can get 1 point. If a group has a wrong answer, other groups can take the turn to answer. When a group has a correct answer, tell them to read the whole sentence out loud for other students to listen. The group with the highest score will be the winner.

6. Task six: A subject you love studying at school



Now write about your favorite subject at school. Write about 50 words – about 10 words in each space.

1. I have many subjects at school _____

2. I love this subject because _____

3. I usually have this subject on _____

4. This year, the teacher who teaches me this subject is _____

5. To be good at this subject, I have to _____

Mixed ability

- For weaker class: Before doing the exercise, the teacher should write some subjects, reasons, days of the week, some activities to do to study well in some subjects on the board for students to look at and choose the answer from. Point at each word and ask them if that word can be written in sentence 1, 2, 3, or 4.
- For stronger class: Ask them to list more words about subjects at school and some more reasons why they love the subjects and provide some tips to study that subject better (the words should be different from what they have previously learnt and written in the exercise.)

Tips

The teacher should have students underlined the keywords in each sentence for them to know exactly what should be written in each blank. Ask them to take caution of the use of vocabulary and tense when they do the exercise.

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.
- Give students time to do the exercise.
- 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

- For weaker class: Teacher should provide an extra activity for students to review knowledge about vocabulary and phrases before playing the board game. Prepare flashcards of the previous lessons and stick them on the board. Have the students look carefully on the board and get ready to play. The teacher will say a word of any topic, for example, "*subjects*", the students then will run as fast as they can to the board and grab the flashcards with the word such as "*history, math, literature, biology...*". The students have to shout out the name of the cards that they have picked out loud correctly. The student that has more cards and pronounces all of them correctly is the winner.
- For stronger class: After the students have answered all the questions, ask them to add some further information into their answers for the answers to become more specific and informative. Then, ask them to work in pairs asking and answering questions for more further information relating to the topic given in the exercise. For example, instead of asking "*What subject do you like?*", students can ask their friends question like:



"Why do you like that subject?", "How long have you been studying that subject?", or "Who teaches you that subject at school?".

Extra Practice

Let's make sentences!

Divide the class into 2 teams. The teacher will say any words or phrases that are relating to the topic of subjects at school, music, days of the week, family members, sport such as soccer, tennis, badminton..., frequency, transportation, any time of the day, destinations for travelling, and jobs. Then, the students raise their hands to get the turn to answer what questions can be used to answer that word. For example, if the teacher says: "On Tuesday.", the students will answer something like: "*When do you have P.E?*". The team that has the correct answer the fastest gets 1 point. If a team has a wrong answer, the other team takes turn to answer. The team with the highest score is the winner. The teacher should pay attention to students' pronunciation and intonation if necessary.

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 subjects can you see here?”, “What subject do you like?” ...
- 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.
- Focus on the students’ answer to give advice on how they can improve their speaking skill by providing some more descriptive words that helps to make their speech more informative and complete.
- Have some students to 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

Fast finisher

After students have picked the card and introduce something about themselves, they will listen to their friends’ answers and then remember what they have said. Then, they can switch their places to go to other students and tell them about their friends’ answers.

Tips

Students can try to list some words about the topics on a piece of paper and use them when they are speaking. Advise the students to write only the keywords, not the whole sentence to make the speech more naturally. Tell them to pay attention to the use of tense for the topic such as present tense or past tense in their speech.

Topic Cards – Short talk

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

Card 1



My favorite subject

Card 2



My best friend at school

Card 3



My school day

Card 4



My weekend

Card 5



My favorite teacher

Card 6



My after-school activities



For example, some topic like card number 4 is about the students’ activities in the last weekend, which have been occurred and must be used in past tense.

Extra Practice

Guess the words!

Invite a student to go to the board and listen to the word that teacher whispers. The words should be in the topics of subjects at school, hobbies, sport, activities at school and after school, activities in holidays and weekends and people appearance. The student will give other students clues to figure out the words in sentences like: “It is an activity we do every morning before doing personal hygiene.” And other students can answer something like: “Is it get up/wake up?”. The first student to have the correct answer will become the next player. He/ She will go to the board and do the same thing as the first student have done. Pay attention to the students’ pronunciation while they play the game if necessary.