

MAJOR STARS



Teacher's guide



UNIT 10: COULD YOU OPEN THE WINDOW, PLEASE ?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about actions
- Look and say different actions

Vocabulary: *open/close the window, borrow, go out, turn on, turn off*

Listening: Listen to new words and repeat

MATERIALS

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

WARMER

Lip Reading: Use the flashcards so that you know which word to say and to show students if they are correct. Silently mouth the vocabulary word. Make it as exaggerated as needed.

LEAD IN

- Ask students to open or close the window, turn on or off the light,...

MAIN CONTENT


Listen, point and repeat.  32


- Tell the students they are going to learn about actions they usually do.
- Use flashcards to introduce the new vocabulary. Then hold up one flashcard at a time and ask what is it in the flashcard.
- Model any actions that students don't understand.
- Say all the words in the flashcards for the students to repeat.
- Hold the flashcards in a different order and students repeat.
- Ask the students to open their books and look at the pictures of the actions.
- Play the audio for the first time for the students to listen and point to the actions.
- 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 students point at the pictures and read out loud the word.
- Check the student's pronunciation if necessary.

UNIT 10


**COULD YOU OPEN
THE WINDOW, PLEASE?**

LESSON 1: WORDS


Listen, point, and repeat.  32




go out




borrow




open the window



close the window



turn on



turn off

Words: open / close the window, borrow, go out, turn on, turn off

Track 32

go out	borrow
open the window	close the window
turn on	turn off

Mixed ability

For weaker students, have them write down the word in the notebooks.

Have stronger students play in pairs and make a dialogue about the picture, e.g. *What is she doing? – She's opening the window.*

Practice activity

Catch me if you can

Have students sit in a circle. After reviewing the chosen set of flashcards, place them in a pile in the centre of the circle. Take the first card and show it to everybody. Have one student walk around the outside of the circle saying words from a specific subject – like fruits or days - while touching each student of the circle on the shoulder. When the "magic" word is said, the student whose head is touched at that time, must stand up and chase the student who touched them around the circle. The first one to sit in that spot remains seated and chooses the next "magic" word. The student standing begins again; "Sunday...Monday..."

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar to ask for permission and ask for help
- Ask and answer questions for permission and ask for help

Grammar: *May I...?/Could you...?*

Listening: Listen to a short conversation

Speaking: Ask for permission ask for help using the grammar

MATERIALS

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

WARMER

What's Missing?: Lay out flashcards on the floor or display them on the board. After going over them, ask students to close their eyes. Remove one card. Students open their eyes and say which card is missing.

Mixed ability

- With weaker students, ask students some basic commands start with the phrase "May I...?" or "Could you...?" and instruct them to follow it, such as "Could you stand up?", "Could you sit down?", "Could you stand up and clap your hand?", ... Do this while do the actions.
- With stronger students, hold an activity to practice speaking by playing a small game. Give each student a small piece of paper and a pencil. Have them go around the class to gather information about their classmate hobbies.

LEAD IN

- Show flashcards (lesson 1) for students to revise students' vocabulary.


MAIN CONTENT

1. Say.

- Ask students to look at the pictures in their books.
- Read the sentences in the pictures first, and students listen. Then read each sentence the second time, and students repeat the sentence after each time.
- Hold some flashcards of the vocabulary in the previous lesson and give some flashcards to some students.
- Show the flashcard to the students and asks, "May I (the action in the flashcard)" or "Could you (the action in the flashcard)".


LESSON 2: GRAMMAR

1. Say.



2. Listen and read. 33

Mia and Tim are cleaning the class with their teacher, Miss Kim.



Values: Know how to ask for permission in class

Grammar: May I ...? / Could you ...?

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- Students who are holding the flashcards show their flashcards to their friends and say, "May I (the action in the flashcard)" or "Could you (the action in the flashcard)". The students who are not holding a flashcard answer "Yes, you may/No you may not" or "Sure".
- Students can ask for different actions that are not in the flashcards.
- Explains the grammar for the students.

Fast finishers

Whichever pairs finish the exercise soon can continue to act out, instruct students to use paper to hide the bubble chat, and try to practice the conversation again.

2. Listen and read. 33

- Ask the students to find the words and phrases from the previous lesson that appear in the story.
- Point at each speech bubble and read the sentences in the speech bubbles. Students follow on the board.
- Play the audio for the first time.
- Ask students to follow in their books.
- Play the audio for the second time. This time, pause the audio after each sentence for the student to repeat.

- Point at the speech bubbles on the board, and the students read out loud the sentences.
- Pick up some students, ask them to act as the people in the story, point at the speech bubbles and the students take turns reading the sentences.
- Check the students' pronunciation and intonation if necessary.

Track 33

[Mia and Tim are cleaning the class with their teacher, Miss Kim.]

Mia: Miss Kim, may I borrow the board eraser?

Miss Kim: Yes, you may.

Miss Kim: Tim, could you open the window?

Tim: Sure.

Mia: I want to water the plant. May I go out?

Miss Kim: Yes, you may.

Tim: May I turn on the fan?

Miss Kim: No, you may not. We're cleaning.

Practice activity

Whispering

Divide class into two lines. At the end of the line, whisper a short sentence including what students just have learnt to the first student's ears in line. The first student will continue whisper on ear of the second student, keep doing that to the end. The last student runs to the board and write down the correct sentence can gain a point for their team.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: ai – paint, snail; y – July, shy

Listening: Listen to the words with the given phonics

Writing: Write the phonics to make complete words

MATERIALS

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

WARMER

Flashcard Fun: Hold up a flashcard and elicit the answer from a student. Students can win the flashcard if they answer correctly. The student with the most flashcards at the end is the winner.

LEAD IN

- Use flashcards to revise students' vocabulary.

LESSON 3: PHONICS

1. Listen, point, and repeat. 34

oa

road
soap

oy

oyster
soy

2. Listen and number. 35

3. Tick (✓) a word that has a different vowel sound from others.

1			
2			
3			

Phonics: oa – road, soap; oy – oyster, soy

MAIN CONTENT

1. Listen and repeat. 34

- Ask students to open their books and look at the letter in the books.
- Point and read out loud the word.
- Play the audio for the first time. Students follow and point at the words in their books.
- Play the audio for the second time and pause after each word for students to repeat 2 or 3 times.
- Students close their books.
- Hide the words and point at the pictures. Have some students stand up and say what the pictures are. Check students' pronunciation.

Track 34

oa	oa	road
oa	oa	soap
oy	oy	oyster
oy	oy	soy

Mixed ability

- With weaker students, read aloud other words containing "oa" or "oy" and have them repeat.
- For stronger students, require them to list more words containing these sounds.



2. Listen and number 35

- Show four pictures of the words in exercise 1. Students look at the pictures in their books.
- Explain the exercise to the students.
- Play the audio 2 times for students to listen carefully. Point at the pictures, have students raise their hands to get a chance reading the word of that picture and saying the number of the picture.
- If the answer is correct, show the answer. If the answer is incorrect, another student answers.
- Point at the pictures again, and students read out loud the words of each picture.

Answer:

1. road
2. soy
3. oyster
4. soap

Track 35

toothbrush
toothpaste
shampoo
comb
towel

3. Tick (✓) a word that has a different vowel sound from others.

- Show 3 sets of pictures where a picture of each set is the “odd one out”. Ask students to look carefully in their books.
- Explain the exercise to the students.
- Put the students in pairs or groups of 3 to discuss the exercise. Allow time for the students to take turns writing and choosing the odd initial letter.
- Point at the sets of pictures and call some students to the board to write the words for each picture, then the students choose the word that has a different vowel.
- Show the correct answers on the board, and students check in their books.
- Point at all pictures and students read all the words again.

Answer

1. apple
2. soap
3. soy

Fast finishers

- Require students point to the pictures and say the words.

Extra practice

Find the letters

Divide the class into four teams and stick many letters on the board facing down. Say any random word aloud and have students find the letters and arrange them to make the correct word. Whichever team makes the word fastest will get one point. The team with the most points at the end wins the game.

Lesson 4: International exam – TOEFL

OBJECTIVES

Knowledge: Students will be able to:

- Be confident to do the TOEFL Primary exam
- Prepare for the TOEFL Primary exam

Listening: Listen and choose the correct answer

Reading: Choose the correct word or phrase for the pictures

MATERIALS

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

WARMER

Karuta: Lay flashcards on a table or the floor, picture side up. Call out the word/phrase/etc., and students compete to be the first person to grab or touch the card. If they touch it, they keep it. The game continues until all cards have been picked up.

LEAD IN

- Use flashcards to revise students' vocabulary.

MAIN CONTENT

1. Listen and circle the correct answer. 15

- Ask the students to look in their books and explain the exercise to the students.
- Ask the students to look at the pictures carefully before listening.
- Make sure the students understand less common words that describe familiar topics.
- Play the audio for the first time.
- Plays the audio for the second time. This time, pause for a while after each question for students to listen carefully again.
- Students raise their hands to stand up and choose the picture. Ask the students to give reasons why they choose the picture.
- Show the correct answer and then play the audio again, then show the scripts for every two questions. Students read the scripts again.

Answer

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

Audio 15

1. Could I borrow a book?
2. May I turn on the light?
3. He's wearing a pair of sneakers.
4. I like eating burgers.

2. Listen and circle the correct answers. 16

- Show another listening exercise to the students and explain that this exercise is similar to exercise 1.
- Make sure the students understand less common words that describe familiar topics, understand indirect responses to questions in conversations, understand messages in which information is not explicitly stated, and synthesize information from multiple locations in a longer spoken text.
- Play the audio for the first time. Students listen and choose the correct picture.
- Play the audio for the second time. This time, pause after each dialogue and ask the students to tell what the dialogue is about. After that, students tell the picture they choose and why they choose it.



LESSON 4:
INTERNATIONAL EXAM - TOEFL PRIMARY STEP 1

LISTENING

1. Listen and circle the correct answers.  Audio 15

- 



(A) (B) (C)
- 




(A) (B) (C)
- 




(A) (B) (C)
- 




(A) (B) (C)



LISTENING



2. Listen and circle the correct answers.  Audio 16

1. Listen to the boy. What does his sister look like?








(A) (B) (C)
2. Listen to the girl. What does she want to drink?






(A) (B) (C)
3. Listen to the man. What animals does he hate?


(A) (B) (C)
4. Listen to the boy. Who is he going to the park with?





(A) (B) (C)

- Show the correct answer and the script for each question. Students check in their books.

Answer

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

Audio 16

1. Listen to the boy.

What does his sister look like?

My sister is 20 years old. She is very beautiful with long straight brown hair.

2. Listen to the girl.

What does she want to drink?

It's too hot. I'm thirsty, so I want to drink some lemonade.

3. Listen to the man.

What animal does he hate?

I like hippos because they are very cute. But I hate crocodiles because they are dangerous.

4. Listen to the boy.

Who is he going to the park with?

I'm going to the park with my older sister. We usually play badminton in the park every Sunday.

3. Circle the word that goes best with each picture.

- Show the students a reading exercise with pictures and words.
- Explain the exercise to students.
- Make sure the students understand common words and some less common words about objects, places, people, and actions.
- Some students stand up and read the 3 words and phrases in each picture first.
- Explain any words or phrases that students don't understand.
- Allow time for students to read and do the exercise.
- Ask some students to stand up and tell their answers. Students must say a complete sentence when answering.
- Check the student's pronunciation and intonation if necessary.
- Show the correct answer after that.

Answer

1. C
2. A
3. A
4. B
5. B
6. B
7. A
8. C
9. A

Mixed ability










- Require the weaker students look at the pictures and the answers, say the sentences. For example: *He is hopping.*
- For stronger students, ask students to write the sentences down.

4. What does the arrow show?






- Lead to the next exercise.
- Show some pictures, phrases and sentences, and have students look carefully at their books.
- Make sure the students understand common words and less common words about objects, places, people, and actions; comprehend the meaning of complex sentences; connect the information in longer sentences.
- Explain the exercise to the students.
- Students stand up and read the 3 words or sentences in each question.

READING

3. Circle the word that goes best with each picture.

1.  (A) Speak (B) Swim (C) Help	2.  (A) Swim (B) Crawl (C) Climb	3.  (A) Blonde hair (B) Black hair (C) Brown hair
4.  (A) Run (B) Climb (C) Dance	5.  (A) Walk (B) Blow (C) Hide	6.  (A) Pyjamas (B) A sweater (C) Jeans
7.  (A) Laugh (B) Read (C) Read	8.  (A) Lemonade (B) Coffee (C) Coke	9.  (A) A rhino (B) A gorilla (C) A lizard

4. What does the arrow show?

1.  (A) A monster (B) Glue (C) Scissors	2.  (A) A rhino (B) A kangaroo (C) A cat
3.  (A) I like eating bananas. (B) I like eating chocolate. (C) I like eating pancakes.	4.  (A) The gorilla is big. (B) The elephant is dangerous. (C) The dog is clever.
5.  (A) My tablet is next to the TV. (B) My helmet is next to the TV. (C) My headphones are next to the TV.	

- Explain any words or sentences that students don't understand.
- Allow time for the students to answer.
- Walk around the class and check if the students focus on the picture that the arrow points at.
- Point at the picture and students tell the word or phrase that describes the picture.
- Check the student's pronunciation and intonation if necessary.
- Show the correct answers after that.

Answer

10. C
11. B
12. C
13. A
14. C

Practice activity

Race Game

Ask the students to work in group of three and look at all the pictures in exercises 2 and 3. One student say a word, the others race to point to the correct picture. The student with the most points at the end wins the mini game.