



MAJOR STARS



Teacher's guide



UNIT 5: WHAT DO YOU LIKE EATING?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about food and drinks.
- Look and say the name of different food and drinks.

Vocabulary: *sausage, burger, pancakes, coke, lemonade*

Listening: Listen to the new words and repeat

Reading: Look at the words with missing letters and find the letters.


MATERIALS

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

WARMER

Place flashcards on floor in winding manner. Each represents a stepping stone in the river, as students must say word/phrase/question/etc in order to step on it and cross the river!

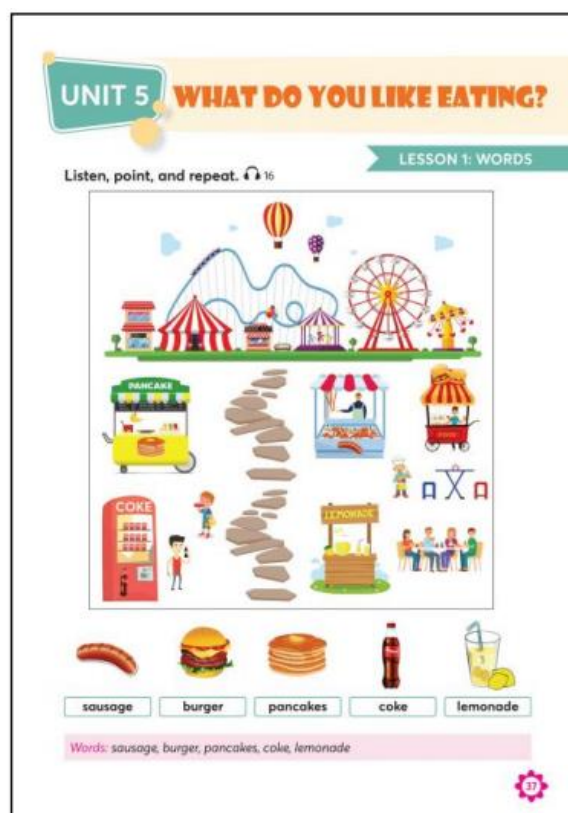
LEAD IN

Teacher will ask students about their favorite food and talk about this food. 

MAIN CONTENT

Listen, point and repeat.

- Ask students questions like "Have you ever been to a park?, What food do you see they sell at the park?, Which food do you like?"
- Use flashcards to introduce the new vocabulary. Hold up one flashcard at a time and ask what in the flashcard is.
- Say all the words in the flashcards for the students to repeat.
- Hold the flashcards in a different order and have students repeat.
- Ask the students to open their books and look at the large picture.
- Ask where the food in the big picture are. Have students raise their hands to get a chance to come to the board and point at the food.
- Play the audio for the first time for the students to listen and point to the appropriate food or drinks.
- Play the audio the second time for the students to repeat. Check their pronunciation as well.



- Play the audio the second time for the students to repeat. Check their pronunciation as well.
- Call up some students to the board and to read the word, and have them point at the appropriate pictures. Students point at the pictures and read out loud the word.
- Check the student's pronunciation if necessary.

Extra activity

Take the flashcards and hold them facing the teachers so the students cannot see. Tell the students that they are going to see a flashcard for a very short time, and call out the food or drinks they see in the flashcard. Choose a flashcard and reveal it quickly then turn it back, and ask "What's this?". Have students call out the word. Choose a student to select the next card and flash it to other students.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of the food and drinks they like eating or drinking
- Ask and answer questions about favorite food and drinks.

Grammar: *What do you like eating/drinking? I like eating/drinking...*

Listening: Listen to short conversations

Speaking: Talk about food and drinks we like eating or drinking

MATERIALS

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

WARMER

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

LEAD IN

Using flashcards of lesson 1 to revise students vocabularies.

MAIN CONTENT


1. Say.

- Show the pictures of 2 students, and students look at the pictures in their book.
- Read the 2 sentences first, and students listen. Read each sentence the second time, and students repeat the sentence after each time.
- Hold some flashcards of the vocabulary of the food and drinks and give some flashcards to some students.
- Show the flashcard to the students and say "I like eating (the food in the flashcard)" or "I like drinking (the drinks in the flashcard)".
- Students who are holding the flashcards show their flashcards to their friends and repeat the teacher sentence.
- Students who are not holding a flashcard point to the other's flashcards and ask "What do you like eating/drinking?", then the student answers.
- Students can use the grammar to talk about other food or drinks they like eating or drinking.


LESSON 2: GRAMMAR

1. Say.

What do you like eating?




What do you like drinking?




2. Listen and read.


Here's the menu. What do you like eating?




I like eating pancakes and sausages.



What do you like drinking?



I like eating burgers and drinking coke.



Values: Favorite food and drinks

Grammar: What do you like eating / drinking? I like eating / drinking ...

2. Listen and repeat.

- Ask the students to find the words 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. 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 the students read out loud the sentences.
- Pick up some students, ask them to act out the 2 kids 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 17

2. Listen and read.

Tim: Here's the menu. What do you like eating?

Mia: I like eating pancakes and sausages.

Tim: What do you like drinking?

Mia: I like drinking lemonade. How about you?

Tim: I like eating burgers and drinking coke.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: *Ii – in, igloo; Jj – jog, jungle*

Listening: Listen to the words with the given phonics

Speaking: Write the right spelling of the words for the pictures

MATERIALS

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

WARMER

Lay flashcards on a table or the floor, picture side up. Call out the word/phrase/... and have 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

Using flashcards of lesson 1 to revise students vocabulary.

MAIN CONTENT



1. Listen, point and repeat.

- Ask the students to open their books and look at the letter in their books.
- Point at the words and read first, and the students follow in their book.
- Play the audio the first time. The students follow and point at the words in their books.
- Play the audio for the second time and pause after each word for the students to repeat the words 2 or 3 times.
- Students close their books.
- Hide the words and point at the pictures. Some students stand up and say what that picture is.
- Check the student's pronunciation when they say the words.

Track 18

1. Listen, point and repeat.

i	i	in
i	i	igloo
j	j	jog
j	j	jungle



2. Look and write the letters Ii or Jj. Then say.

- Show 4 pictures and 4 boxes beneath the pictures. Have students look at the pictures in their books.
- Point at each picture and ask some students to come to the board. Have them write the word of the picture on the board.

3. Cross (x) the odd one out.

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

Answer:

1. A

2. B

3. C

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 to different activities.

Reading: Read the dialogue to write appropriate questions.

Writing: Write the correct word to the gaps to make a complete text.

Speaking: Ask and answer questions.

MATERIALS

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

LESSON 4: INTERNATIONAL EXAM - PTE SPRINGBOARD

LISTENING

1. Olivia's friends' hobbies.  Audio 8

Olivia is talking to her brother about her friends' hobbies. Listen to their conversation. After each part of the conversation, draw a line from the name of the person to the correct picture.

Be careful. There are two extra pictures. You will hear the conversation twice. First, listen to the example.

(Example) Olivia

1. Lucy
2. William
3. Michelle
4. Henry
5. Vivian
6. Jackson
7. Andrew



READING

2. Olivia talks to Daniel.

Olivia is talking to her friend Daniel. Olivia asks Daniel about food. What are Olivia's questions? Write them in the spaces. The first one is an example.



Olivia (Example) What do you usually have for breakfast, Daniel?

Daniel: I usually eat a burger and drink milk for breakfast.

Olivia: Do ...?

Daniel: No, I don't. I don't like eating pancakes.

Olivia: What ...?

Daniel: I like eating burgers and sausages.

Olivia: Who ...?

Daniel: I eat burgers and sausages with my family.

Olivia: Do ...?

Daniel: No, I don't. I don't like drinking lemonade.

Olivia: What ...?

Daniel: I like drinking coke.

WARMER

Line True or False: Put a line of tape on the floor and designate one side "True" and the other "False". Hold up a flashcard or object and say its word. If students think that you have said the correct word they jump on the True side, if not they jump on the False side. Incorrect students sit out until the next game.

LEAD IN

Show flashcard (lesson 1,2,3) for students to revise their vocabularies.

MAIN CONTENT



Audio 8

1. Olivia's friends' hobbies.

- Show 10 pictures and 7 people's names. Students look carefully in their books.
- Point at the pictures and call up some students to tell them what the pictures are.
- Students guess and write down some words or phrase about each picture that they may hear in the audio.
- Play the audio for the first time, students listen and match the names and the pictures they hear.
- Play the audio for the second time for the students to listen to what they cannot hear.
- Call some students to tell which picture they match with each name. Students say the words or phrases they hear in the audio to support their answers.
- Show the correct answers on the board if the student's answer is right. Students look at the board and check in their books

Answer:

- 1.kite 2. table tennis 3. painting 4. Truck
5.bicycle 6. Soccer 7. Parrot

2. Olivia talks to Daniel.

- Show them dialogue with missing questions. Students read carefully in their books.
- Allow time for the students to read the answers and make the relevant questions.
- Have students raise their hands to stand up and tell their questions.
- Show the answers and explain the grammar structures for each question whether the questions are correct or incorrect.
- Call some pairs of students to stand up and read the whole dialogue again.

Answer:

Do you like eating pancakes?

What do you like eating?


Who do you eat burgers and sausages with?

Do you like drinking lemonade?

What do you like drinking?

Fast finisher

Ask Ss who complete the exercise quickly to work in pairs then take turns asking and answering the questions. Then the teachers invite some pairs to do the conversation again.


WRITING

3. Daniel's email to his friend.

Daniel writes an email to his friend about his birthday party. Help him to finish it. Use the words in the box below. Be careful. You don't need all the words.

Hi Emma!

How are you? Are you free this weekend? Saturday is my (example) birthday. I have a party at my house. There are lots of things to do on that day. We can play games, (1) _____, drink, sing and dance in the garden. (2) _____, dad buys a birthday (3) _____ for me and mom makes our (4) _____ food and drinks. I like eating burgers and sausages. She also cooks your favorite food – pancakes. We (5) _____ cake and (6) _____. Then, we play (7) _____ in the garden. Finally, we (8) _____ some songs and dance together. It would be a great (9) _____!

I (10) _____ you can join us.

Write to me soon.

Love,

Daniel

sing board game birthday in hope
lemonade for favorite eat party
cake drink My


SPEAKING
Board game

3. Ask and answer the questions below by playing a board game.

What do you like eating? 	What do you like drinking? 	Where do you put your toys? 	What do you usually have for breakfast? 
Do you like eating sausages? 	Can you play sports? 	What's your favorite color? 	How many comics do you have? 
What do you do on your birthday? 	What's your favorite animal? 	Do you like playing with a cat? 	Can you ride a bike? 
Do you like drinking lemonade? 	Who do you live with? 	What's your favorite fruit? 	Where are you from? 
How old are you? 	Who's your English teacher? 	What sports do you like? 	Who cooks in your family? 

3. Daniel's email to his friend.

- Show the students an email with some gaps and some given words in the box below. The students read carefully in their books.
- Ask some students to stand up and read the words in the box.
- Allow time for the students to complete the sentences.
- Students stand up and read the sentences with the filling word.
- Ask why the students use the word in each gap. Students explain by grammar, vocabulary, or context.
- Show the correct answers and ask some students to stand up and read the whole email again.

Answer

- | | |
|---------------|----------|
| 1. eat | 8. sing |
| 2. my | 9. party |
| 3. cake | 10. hope |
| 4. favorite | |
| 5. drink | |
| 6. lemonade | |
| 7. board game | |

4. Daniel's email to his friend.

- Show the questions board game on the board. Students look at the questions in their books.
- Put students in groups of about 5 students. The students in a group can use only 1 book to do the exercise.
- Students choose a small thing to put on the square to move around.
- When a student land on a square, that student asks the question in that square to another student in the group, all students answer at least 2 of the questions on the board.
- Ask the students to give more information for each question they answer.
(for example: **What do you like eating? – I like eating burgers because I like fast food/burgers are delicious**).
- Allow time for the groups to ask and answer all the questions.
- Walk around the class to check how the groups are doing. Then throw a dice to move around the board game on the board. Read the question out loud, students raise their hands to answer the question.