



MAJOR STARS



Teacher's guide



UNIT 12: WELCOME TO MY KITCHEN !

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about kitchenware
- Look and say the name of the kitchenware

Vocabulary: *bowl, cup, bottle, plate, spoon*

Listening: Listen and read new words, listen and choose the correct answer

MATERIALS

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

WARMER

- Play "Quiet-Loud", hold the flashcard in front of you and squat down. Whisper the vocabulary word. Rise up slightly. Say the word quietly, Rise up more. Say the word in a regular voice. Continue on until you when you hold the card over your head and are standing straight up the students shout the word.

LEAD IN

- Ask students "What is in your kitchen ?"

MAIN CONTENT

Listen, point and repeat.  40

- 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.

UNIT 12

WELCOME TO MY KITCHEN!

LESSON 1: WORDS

Listen, point, and repeat.  40









Words: bowl, cup, bottle, plate, spoon



- Check student's pronunciation if necessary.

Track 40

Listen, point and repeat.

bowl cup bottle

plate spoon

Extra activity

- Play "Give Me Game", use with flashcards or objects.
- Elicit the different flashcards you have.
- Then place all the flashcards around the classroom.
- Once the students have collected the flashcards (they'll probably do their best to hide them in their pockets, etc.) teacher says "Give me a (bus)".
- The S with the (bus) flashcard should approach the teacher and hand it to him/her: "Here you are".
- Avoid having the flashcards thrown back to you as they can go anywhere and takes a long time to finish this game.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar to say things in a kitchen
- Ask and answer questions about things in a kitchen

Grammar: *These are.../Those are...*

Listening: Listen to a short conversation

MATERIALS

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

WARMER

- Play "Pictionary", pick a student and show him/her a flashcard picture or whisper a word into his/her ear. The student draws the picture on the board and the first student in the class to guess the picture gets to draw the next picture. This can also be played in teams with a point system.

LEAD IN

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


MAIN CONTENT

1. Say.


- Ask students look at the pictures in their book and show the pictures of 2 students
- Read the 2 sentences first, and students listen.
- Then read each sentence the second time, and students repeat the sentence after each time.
- Give some flashcards of the kitchenware to some students.
- Point at the flashcards that a student is holding and say "Those are your (the thing in the flashcard)".
- Then ask students make sentences as teacher said.
- Ask students to pick up things they have in their bags and use the grammar to introduce their things to the others.
- Explain the grammar in an easy way for students.
- Checks the student's pronunciation and intonation if necessary.

LESSON 2: GRAMMAR


1. Say.




These are my bowls.




Those are your plates.


2. Listen and read.  41




Welcome to my kitchen.



There are a lot of things in the cupboard.



Yes. Those and these are my family's plates, bowls and spoons.



And these are my favorites cups.
Those cups are beautiful.

Values: Know how to say things in the kitchen

Grammar: These are ... / Those are ...

91

2. Listen and read. 41

- Ask the students to find the words and phrases from the previous lesson that appear in the story.
- Point at each speech bubble and reads the sentences in the speech bubbles. Students follow on the board
- Play the audio for the first time.
- Ask students 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 41

2. Listen and read.

Mia: Welcome to my kitchen.

Tim: There are a lot of things in the cupboard.

Mia: Yes. Those and these are my family's plates, bowls, and spoons

Mia: And these are my favorite cups.

Tim: Those cups are beautiful.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: ou – ground, cloud; ow – blow, throw

Listening: Listen to the words with given phonics

MATERIALS

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

WARMER

- Play "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

- Use flashcards to revise students' vocabularies.

MAIN CONTENT

1. Listen and repeat. 42

- Ask students to open the 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 it 2 or 3 times.
- Students close their books.
- Hide the words and points at the pictures. Have some students stand up and say what the pictures are. Check students' pronunciation.

Track 42


1. Listen, point and repeat.

ou /aʊ/	ou /aʊ/	ground
ou /aʊ/	ou /aʊ/	cloud
ow /oʊ/	ow /oʊ/	blow
ow /oʊ/	ow /oʊ/	throw


2. Listen and colour the letter. 43

- Show 6 pairs of phonics "ou" and "ow" and explain the exercise to the students.
- Play an audio saying the 6 words for 6 pairs of phonics. Students use crayons or colored pencils to color the phonics they hear in the audio.


LESSON 3: PHONICS

1. Listen, point, and repeat.  42

OU




ground




cloud


OW



blow



throw

2. Listen and color the letter.  43

1. ou ow

2. ou ow

3. ou ow




4. ou ow

5. ou ow




6. ou ow

3. Look, read, and circle the picture that contains the letters below.




1. OU




2. OW

3. OU

4. OW

Phonics: ou – ground, cloud; ow – blow, throw

- Play the audio 1 or 2 times, then ask students to tell the correct phonic.
- Students raise their hands to get a chance to tell the answers. Students must tell the word before saying the phonic.
- If the answer is correct, show the answer. If the answer is incorrect, another student answers.

Answer

1. cloud 2. blow 3. house
4. throw 5. yellow 6. mouse

3. Look, read and circle the picture that contains the letter below.

- Show 4 phonics "ou" and "ow", each phonics has 3 pictures below and explain the exercise to the students.
- Allow time for students to circle the correct picture for the phonics.
- Point at the phonics. Students raise their hands to get a chance to come to the board and point at the picture they chose.
- Students read out loud the word of the picture when choosing it.
- If the answer is correct, show the answer. If the answer is incorrect, another student answers.

Answer

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

Lesson 4: International exam – PTE SPRINGBOARD

OBJECTIVES

Knowledge: Students will be able to:

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

Listening: Listen to a conversation and choose the correct answer

Writing: Connect the picture to the right speech

Speaking: Talks about favorite things

MATERIALS

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

LESSON 4:
INTERNATIONAL EXAM – PTE SPRINGBOARD


LISTENING


1. Harry's album. Audio 18


Harry is showing some photos from the album to his friend – Madison. Listen to their conversation and answer the questions. Put a tick (✓) in the box under the correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!


Example: Where does Harry go?



A ☒



B ☐


C ☐


1. Who does he go with?



A ☐



B ☐


C ☐


2. Who is his cousin?



A ☐



B ☐


C ☐


3. Which one is Harry's luggage?



A ☐



B ☐


C ☐


4. What animal is in the lake?



A ☐



B ☐


C ☐

5. What animal is crawling on the tree?


A ☐


B ☐


C ☐

6. How many people are there at his brother's birthday?

13

A ☐


14


B ☐


15

C ☐


7. What are Harry's favorite food and drink?



A ☐



B ☐


C ☐

8. What's his brother's favorite gift?


A ☐


B ☐


C ☐

WARM-UP

- Play “Relay / Racing Games” – Lay the flashcards across the room or across your driveway/yard. Call out a certain flashcard that your learner must solve or find. They run to grab it then run back.

LEAD-IN

- Use flashcards to revise students' vocabularies.

MAIN CONTENT

1. Harry's album. Audio 18

- Show a listening exercise to the students.
- The exercise contains 8 three-option multiple-choice questions. Students listen to a dialogue between 2 people and hear the information in the conversation to choose the right answer.
- Students read all the questions and look at the answers carefully. The correct answer may come at any point in the conversation so students don't need to choose the one to hear last.
- 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 answer.
- Play the audio for the second time. This time, pause after each question and asks the students to tell what the information is about.

- After that, students tell the sentence or word they choose and why they choose it.
- Show the correct answer and students check in their books.
- Read the questions again, students answer with the correct answer.

Answer

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

Audio 18

1. Harry's album.

Harry is showing some photos from the album to his friend - Madison. Listen to their conversation and answer the questions. Put a tick in the box under the correct answer. The first one is an example. You will hear the conversation twice. Listen carefully!

The answer is A. Now listen and tick.

Example: Where does Harry go?

Girl: You have a big album, Harry!

Boy: Sure! These are all my photos here.

Girl: Let's see what's inside. Look at the first one. It looks beautiful. Is it at the lake?

Boy: No, it isn't. It's at the beach.

The answer is A. Now listen and cross.



1. Who does he go with?

Girl: Who do you go with?

Boy: I go with my mother, my father and my sister.

Girl: I don't see your father in this picture.

Boy: Ah, he is taking a photo for us.

Girl: I see!

2. Who's his cousin?

Girl: Hey, look at this photo! She looks so cute. Who is she?

Boy: She's my cousin. She's wearing a pink T-shirt. She's playing with my cat.

Girl: I love her blue trousers!

Boy: Me too!

3. Which one is Harry's luggage?

Girl: There's a photo of luggage here.

Boy: This is new luggage. I put lots of things in it for my trip.

Girl: Nice luggage! I can see your favorite train, trousers, T-shirt and shampoo, too.

Boy: I also have new sneakers. This is the photo of them.

Girl: Great!

4. What animal is in the lake?

Boy: And here's my photo in the zoo.

Girl: Look! The elephant is drinking water from the lake and the crocodiles are crawling in the water.

Boy: It's a baby elephant. The big elephants are under the tree with the hippos here.

Girl: Ah. I see them now. Nice photo!

5. Which animal is crawling on the tree?

Boy: Can you see the lizard?

Girl: Hm... I can't find it. Where is it?

Boy: It's here, it's crawling on the tree, next to the snail.

Girl: Wow, it looks like a snake.

Boy: No. It's a lizard.

6. How many people are there at his brother's birthday?

Girl: There's also a photo of a party.

Boy: This is my brother's thirteenth birthday party. How many people are there? Can you guess?

Girl: Hm... let me count. One, two, three, ... fourteen people!

Boy: No, Madison. My cousin is little, she is here so there are fifteen people.

Girl: Yeah.

7. What are Harry's favorite food and drink?

Girl: There are lots of food and drinks here. I can see fries, chicken, pizzas, coke and lemonade. I love all of them.

Boy: It's a big party. I don't like fries and coke.

Girl: What do you like eating and drinking?

Boy: I like lemonade, pizza and burger.

Girl: Me too.

8. What's his brother's favorite gift?

Girl: Hey, look at this picture. Your brother is opening gifts.

Boy: He has many gifts from the party.

Girl: I can see headphones and sneakers next to him.

Boy: They are very nice. He also has a tablet here.

Girl: He looks happy. Is this his favorite gift?

Boy: Yes, it is. He likes it so much. He can play many games on it.

Girl: I like the tablet, too.

You will now hear the conversation again.

[Repeat the audio]

Mixed ability


For weaker students:

- Before playing the audio, provide a list of less common words from the conversation and their meanings. This will help weaker students understand the dialogue better.
- Pair weaker students with stronger students during the listening activity. The stronger students can provide support and assistance to the weaker ones in understanding the dialogue and choosing the correct answers.







For stronger students:

- Ask them to provide a short explanation or reason for their chosen answers. This will encourage them to think critically and provide evidence from the conversation to support their responses.

2. Harry goes to the zoo with his friends.


WRITING

2. Harry goes to the zoo with his friends.
 Harry is at the zoo with his friends. Draw a line from the pictures to the correct sentences.
 Be careful! There are two extra sentences. The first one is an example.

	These butterflies are beautiful! Let's take a picture of them! Be quiet! It is sleeping. Let's go! There are lots of animals here! Be careful! Don't run too fast! I don't like them. Welcome to the zoo!	
		
		

3. Write about your hobby.

- What's your hobby?
- Where do you do your hobby?
- When do you do it?
- Who do you do your hobby with?
- How often do you do it?

- Lead to a writing exercise, and show students 6 pictures with speech bubbles and 8 sentences.
- Ask some students to stand up and read the sentences.
- Then ask students to guess the actions in the pictures.
- Explain the exercise to the students. The exercise is to connect the sentences to the right speech bubble to make the pictures make sense.
- Students recognize the actions and context of the pictures to connect the right sentences to them.
- Show the example for the students to follow and allows time for the students to do.
- Students come to the board and connect the sentence and the picture, and tell why they connect that sentence and that picture.
- Show the answers after that, and explains if the students don't understand why the sentences are in the pictures.

Answer

Picture 1: Welcome to the zoo.
 Picture 2: Be quiet ! It is sleeping.
 Picture 3: There are lots of animals in here.
 Picture 4: Be careful ! Don't run too fast.
 Picture 5 : Let's take a picture of them.
 Picture 6 : These butterflies are beautiful.


3. Write about you hobby.


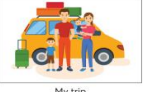






- Lead to another writing lesson.
- Show 5 questions and Ss look at the questions in their books.
- Students stand up and read the 5 questions out loud.
- Explain the exercise to the students. Students read the questions and respond to the questions using their own idea.
- Ask a question and some students stand up and share their answers. Then ask other students another question.
- Students are required to write answers that are completely correct, appropriate and relevant to the context.

Answer

Student's answer.

Speaking


SPEAKING
 Topic Cards

 <p>Things in my room</p>	 <p>My trip</p>
 <p>My hobby</p>	 <p>My kitchen</p>
 <p>My birthday</p>	 <p>My favorite animal</p>
 <p>My living room</p>	 <p>My day</p>

- Lead to another speaking lesson.
- Show students 8 pictures about 8 topics and Ss look at the pictures in their books.
- Students stand up and read the 5 questions out loud.
- Explain the exercise to the students.
- Students take turns picking a paper and talking about the topic they have picked.
- Give students time to prepare for the topic. Then students talk about the topic in about 1 minute.
- Ask some more relevant questions for further information.
- The exercise continues until all students finish sharing their answers about the topics.

Answer

Student's answer.