



MAJOR STARS



Teacher's guide



UNIT 6: HE HAS A WHITE MUSTACHE

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about human appearance
- Describe a person's appearance

Vocabulary: *beard, mustache, wavy, straight, brown, blonde*

Listening: Listen to new words and repeat.

MATERIALS

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

WARMER

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

LEAD IN

- Ask students the questions: What color is your hair? What color is your parents' hair? Do you have long or short hair? Do your parents have long or short hair?

MAIN CONTENT


1. Listen, point and repeat. 19

- Use flashcards to introduce the new vocabulary. Then hold up one flashcard at a time and ask students what it is about.
- Say all the words in the flashcards and have students repeat.
- Hold up the flashcards in a different order and have students repeat.
- Ask students to open their books and look at the large picture.
- Point at 6 people in the big picture and have students tell 1 appearance of each person. Students raise hands to answer.
- Play the audio for the first time for students to listen and point at the appropriate person.
- Play the audio again for the students to repeat. Check students' pronunciation as well.
- Call up some students to the board. Read the word and has students point at the appropriate pictures.


UNIT 6


HE HAS A WHITE MUSTACHE


LESSON 1: WORDS


Listen, point and repeat.  19


CONGRATULATIONS!



Mr. Robert








Mr. Michael


Miss Kim



Miss Anna


Miss Freya


Miss Alice

Words: beard, mustache, wavy, straight, brown, blonde



- Then students read out loud the word. Checks students' pronunciation.
- Ask students to tell some features of a man and woman.

Track 19

Listen, point and repeat.

beard	mustache	wavy
straight	brown	blonde

Extra activity

- Use flashcards to play the game.
- Hold up the cards and make sure the class only sees the back of them.
- Ask "What have I got?" and tell some hints for students to guess the word held by teacher.
- When students guess it right, show the card to the class and students read the words once or twice.
- Use flashcards of the words that students have learned in the previous lessons to help students memorize and practice pronouncing the words.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar to describe a person's appearance
- Ask and answer questions about a person's appearance

Grammar: *He/She has... He/She doesn't have...*

Listening: Listen to a short conversation

Speaking: Describe the appearance of people

MATERIALS

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

WARMER

- Play "Alphabet Soup". Place plastic letters in a bowl. Divide flashcards by their beginning letters. Each student takes a letter from the bowl and then finds the flashcards associated with that letter.

LEAD IN

- Show flashcards learned in lesson 1 for students to revise old vocabulary.

MAIN CONTENT

1. Say.

- Show the pictures of 2 students.
- Read the 2 sentences first, and has students listen. Then read each sentence the second time, and has students repeat.
- Hold the flashcards of the vocabulary in the previous lesson and give some flashcards to some students.
- Students who have no flashcards will ask those who have them: "What does he/she look like?"
- Students who have flashcards will show them to the class and answer: "He/She has..." or "He/She doesn't have..."
- Explain the grammar part for the students.
- Check students' pronunciation and intonation.

LESSON 2: GRAMMAR

1. Say.

He has a beard and a mustache.



She doesn't have brown hair. She has blonde hair.



2. Listen and read. 20

Hooray! Christmas is coming!



Look at this picture!



This is Santa Claus. He has a white mustache and a beard.



That is an elf. She has blonde and wavy hair.



Values: Know how to describe a person in a picture

Grammar: He / She has ...
He / She doesn't have ...

2. Listen and read. 20

- Talk about each frame with the class and asks: What are the children doing? Who is the boy describing? What does he/she look like? Who is the girl describing? What does he/she look like?
- Ask 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.
- 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 students to repeat.
- Point at the speech bubbles on the board and have students read out loud the sentences.
- Have some students act as the 2 kids in the story.
- Check students' pronunciation and intonation.

Track 20

2. Listen and read.

Mia: Hooray! Christmas is coming!

Tim: Look at this picture!

Tim: This is Santa Claus. He has a white mustache and a beard.

Mia: That is an elf. She has blonde and wavy hair.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: *Kk – king, kitten; Ll – laptop, lake; Mm – model, moon*

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

- Play “**Bean Bag Toss**”. Lay out flashcards face down up the floor. Students toss the bean bag and identify the flashcard it lands on.

LEAD IN

- Use flashcards to revise students' vocabulary.

MAIN CONTENT

1. Listen and repeat. 21

- Ask students to open the books and look at the letters in the books.
- Point and read out loud the words.
- 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 21


1. Listen, point and repeat.

Kk	king	king
Kk	kitten	kitten
Ll	laptop	laptop
Ll	lake	lake
Mm	model	model
Mm	moon	moon


2. Write the missing letter. Then say.

- Show the 6 pictures and 6 words below them.
- Point at each picture and asks students what the picture is about.


LESSON 3: PHONICS

1. Listen, point, and repeat.  21

Kk




king




kitten

Ll




laptop




lake

Mm





model





moon


2. Write the missing letter. Then say.


1 
__laptop

2 
__itten

3 
__ing

4 
__oon

5 
__ake


6 
__odel

3. Find the items with initial letters **Kk**, **Ll**, or **Mm**. Then color them.

Kk ●

Ll ●

Mm ●



Phonics: Kk – king, kitten; Ll – laptop, lake; Mm – model, moon

- Students write the correct initial letter in the blank to make a meaningful word.
- Give students time to write.
- Students raise hands to answer, spell the whole word and tell what the initial letter is.
- Show the correct answers and point at each picture for students to repeat.

Answer:

1. L 2. K 3. K 4. M 5. L 6. M

3. Find the items with initial letters **Kk**, **Ll**, or **Mm**. Then color them.

- Show a big black and white picture and some given colors. Students look at the picture and the colors in their books.
- Students do the exercise individually or discuss with a partner.
- Walk around the class to make sure students take the right colors to do.
- Ask some students to come to the board and point at the things of each color.
- Students say the name of the things they are pointing at.
- After students tell all the things for one color, click on that color to reveal the answers.

Answer

Red: king, kitten, kite

Blue: lake, laptop, lamp

Yellow: model, moon, mirror, milk

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 a conversation and choose the correct answer

Writing: Connect the picture to the right speech

Speaking: Talk about favorite things

MATERIALS

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

LESSON 4:
INTERNATIONAL EXAM – PTE SPRINGBOARD

LISTENING

1. Emily's house. Audio 9

Mathew is at Emily's house. They are talking about Emily's house. 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: How many rooms are there?

4

A ☐
B ☒
C ☐

7

A ☐
B ☐
C ☐

6

A ☐
B ☐
C ☐

1. Where's the calendar?

A ☐

B ☐

C ☐

2. Who are Emily's grandpa and grandma?

A ☐

B ☐

C ☐

3. What's Emily's favorite toy?

A ☐

B ☐

C ☐

4. Where does Emily put her comics?

A ☐

B ☐

C ☐

5. What is Emily's painting?

A ☐

B ☐

C ☐

6. What does Emily like drinking?

A ☐

B ☐

C ☐

7. Where is her brother now?

A ☐

B ☐

C ☐

8. What's her favorite pet?

A ☐

B ☐

C ☐

WARM-UP

- Play “Charades”. Have a student come to the front of the class and show a flashcard or whisper a word to that student. The student then acts out that word and the first student to guess can be the next player.
- *Variation:* divide the class up into teams – the first student to guess wins a point for his/her team.

LEAD-IN

- Use flashcards to revise students' vocabulary.

1. Emily house. Audio 9

- The exercise contains 8 three-option multiple-choice questions. Students listen to a dialogue between 2 people and choose the right answer.
- Students read all the questions and look at the answers carefully.
- Play the audio for the first time. Students listen and choose the correct answer.
- Play the audio again. Pause after each question and have students give answer. Ask students to explain their choice.
- Show the correct answers and explain.
- Read the questions again, students answer in full sentences.

Answer

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

Audio 9

Emily's house.

Mathew is at Emily's house. They are talking about Emily's house. 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 B. Now listen and tick.

Example: How many rooms are there?

Girl: Hi Mathew. Welcome to my house!

Boy: Hi Emily! You have a big house!

Girl: Let's go inside.

Boy: How many rooms are there in your house?

Girl: There are 7 rooms: a living room, a kitchen, two bathrooms, and three bedrooms.

Boy: Wow!

The answer is B. Now listen and cross.

1. Where's the calendar?

Girl: Here's the living room.

Boy: What a big living room! I love the calendar.

Girl: Which one? The calendar is on the bookshelf or on the table?

Boy: On the table. There's a cute picture of your dad and your sister on it.

Girl: I like it so much!

2. Who are Emily's grandpa and grandma?

Boy: Is this your grandpa?

Girl: Yes. He looks nice with his glasses. My grandma is very beautiful with her purple Tshirt.

Boy: Your grandma and grandpa look happy in this picture.

Girl: It's a lovely picture!

3. What's Emily's favorite toy?

Boy: What about your room? Where is it?

Girl: Here it is. Come in.

Boy: There are lots of legos here! Do you like playing with legos?

Girl: No, I don't. The legos and the truck are my brother's toys. I like playing with models.

4. Where does Emily put her comics?

Boy: There are some comics on the bed. Are these your comics?

Girl: No, they aren't. They are my brother's and the comics on the table are also my brother's.

Boy: Where are yours?

Girl: They are over there! On the bookshelf.

5. What is Emily's painting?

Boy: Are these your brother's paintings?

Girl: The paintings of a pineapple and a pear are my brother's paintings. My painting is here.

Boy: Do you paint your favorite fruit, too?

Girl: Yes, I do. I like cherries a lot.

6. What does Emily like drinking?

Boy: What do you like drinking?

Girl: I like drinking lemonade. What about you?

Boy: I like orange juice and coke. I have many kinds of coke in my house.

Girl: Wow, cool!

7. Where is her brother now?

Boy: Ah. I don't see your brother. Where's he now?

Girl: I don't know. Maybe he's in the kitchen or in the bathroom.

Boy: Emily, look! He's over there! He's in the garden!

Girl: Ah, I see him now. He's playing with the parrot.

8. What's her favorite pet?

Boy: The parrot is cute. It is talking with him.

Girl: It is very clever. Do you like parrots?

Boy: Sure! I have 2 parrots at home.


Girl: Great!

Boy: What's your favorite pet?

Girl: My favorite pet is a kitten. My kitten is under the chair, next to my dog.

You will now hear the conversation again.
[Repeat the audio]


2. Mathew's new pet.


WRITING

2. Mathew's new pet

Mathew likes animals. He is talking to his friend about his new dog. Draw a line from the picture to the correct sentence.


Be careful! There are two extra sentences. The first one is an example.

	<p>Where's my teddy bear?</p> <p>Be careful! Don't run too fast!</p>	
	<p>Let's sleep next to it.</p> <p>What does it like eating?</p>	
	<p>Enjoy your meal.</p> <p>Let's take a picture.</p>	
	<p>It's sleeping on the sofa.</p> <p>Hey, catch the ball!</p>	

3. Write about your pet.

Now write about your favorite pet.

1. What's your favorite pet?
2. Where does it live?
3. What color is it?
4. What does it like eating?
5. What does it like drinking?



- Shows 6 pictures with speech bubbles and 8 sentences.
- Ask some students to stand up and read out the sentences.
- Ask students to guess the actions in the pictures.
- Show the example for students to follow and give them time to do.
- Students come to the board and match, then explain their answers.
- Show the answers and explain again.

Answer

Picture 1: Sentence 2

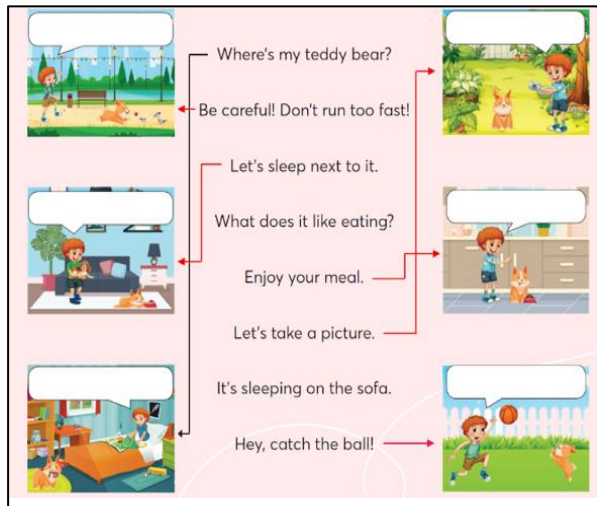
Picture 2: Sentence 3

Picture 3: Sentence 1

Picture 4: Sentence 6

Picture 5: Sentence 5

Picture 6: Sentence 8



3. Write about your pet.

- Show 5 questions and students look at the questions in their books.
- Explain the exercise to the students.
- Students read the questions and respond to the questions using their own ideas.
- Invite some students to stand up and share their answers, then have students write them in their books.

Answer

1. My favorite pet is kitten.
2. My pet lives in my house
3. It is white and yellow.
4. It likes eating fish.
5. It likes drinking milk.

Mixed ability

For weaker students: Provide sentence starters or template to help them structure their writing, such as "My favorite pet is ..." or "It lives ..."

For stronger students: Encourage them to write about their personal experiences with their favorite pet.

4. Speaking



- Show students 8 pictures about 8 topics.
- Invite some students to read out the 8 topics.
- Explain the exercise to students.
- Prepare 8 pieces of paper that have 8 topics written on them.
- 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.