



MAJOR STARS



Teacher's guide



UNIT 7: WHAT'S SHE WEARING?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about clothes and accessories
- Look and say the name of different clothes and accessories

Vocabulary: *sweater, handbag, swimsuit, pyjamas, sneakers.*

Listening: Listen to new words and repeat. Listen and choose the correct word.

MATERIALS

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

WARMER

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

LEAD IN

- Ask students questions: What are you wearing?

MAIN CONTENT

Listen, point and repeat.  22

- Ask students if they have any clothes at home and tell what clothes they have at home.
- Use flashcards to introduce the new vocabulary. Then hold up one flashcard at a time and ask what 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 picture of a shopping mall with many clothes and accessories in it.
- Play the audio for the first time for the students to listen and point to the appropriate picture.
- 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 have students point at the proper picture.
- Then students point at the pictures and read out loud the word.
- Check the student's pronunciation if necessary.

UNIT 7

WHAT'S SHE WEARING?

LESSON 1: WORDS

Listen, point, and repeat.  21





sweater



handbag



swimsuit



pyjamas



sneakers*

Words: sweater, handbag, swimsuit, pyjamas, sneakers

* UK also trainers 

Mixed ability

- With weaker students, point at few students' clothes and say, "What's this", let children answers a few times to remember new words.
- Stronger students play in pairs and practice making dialogue about partners' clothes. For example:
Student A: What are you wearing?
Student B: I'm wearing sneakers.

Extra practice

Basketball

Students take a shot at the trash can/box/etc. First, show a flashcard to students A. If she/he answers correctly then she/he can have a shot at the basket. If the students get the ball in the basket, then she/he wins two points. If the students hit the basket without going inside, then she/he wins one point. The person who gets the most points is the winner. This can also be played in teams.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

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

Grammar: *What is he/she wearing? – He/She is wearing...*

Listening: Listen to a short conversation

Speaking: Describe the clothes of people

MATERIALS

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

WARMER

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

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

MAIN CONTENT

1. Say.

- Show the pictures of two students, and students look at the pictures in their book.
- Read the two sentences first, and students listen. Then read each sentence the second time, and students repeat the sentence after each time.
- Show the flashcard to the students and asks, "What is he/she wearing?". Students look at this flashcard and say "He/She is wearing (the clothes or accessory in the flashcard)".
- Students who are holding the flashcards show their flashcards to their friends and say, "What is he/she wearing?". The students who are not holding a flashcard answer "He/She is wearing (the clothes or accessory in the flashcard)".
- Explain the grammar in an easy way for the student.
- Check the student's pronunciation and intonation if necessary.


1. Listen and read. 23

- Talk about each frame with the class and ask questions like *What are the children doing? What clothes are the boy talking about? What clothes are the girl talking about?*


LESSON 2: GRAMMAR


1. Say.

What is he wearing?




He's wearing pyjamas.



2. Listen and read.  23


Mia and Tim are playing a board game.

Four!




1

What's she wearing?




2

Six!



3

What's he wearing?



4

Values: Know how to describe what people are wearing

Grammar: What is he / she wearing? He's / She's wearing ...

- Ask the students to find the words from the previous lesson that appear in the story.
- Point at each speech bubble and reads 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, then 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 as 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 23

[Mia and Tim are playing a board game.]

Tim: Four!

Mia: What's she wearing?

Tim: She's wearing a swimsuit and a handbag. Your turn!

Mia: Six!

Tim: What's he wearing?

Mia: He's wearing a red sweater and sneakers.

Extra practice

Balloon Buster

Split the class into 4 teams. Give each team a balloon, inside each balloon should be folded word slips that make up a sentence. Then say "Go", the teams try to pop their balloons using only their butts and then race to form a sentence from the word slips inside the balloon. The first team to form the sentence and read it aloud scores a point. Play several rounds. The team that gets the most points is the winner.

Mixed ability

- For weaker students, briefly explain again how to arrange the papers in a grammatical way by using flashcards with words on it, point at each of the flashcard and read aloud the phrases. Have them write down the structure of a sentence in their notebooks:
subject + verb (+ object)
- With stronger students, encourage students to guess the question or answer of the sentences they have played, e.g. If the sentence is "She's wearing a blue T-Shirt.", any volunteer student can raise hand and tell the answer "What's she wearing?". If the whole class cannot guess the answer, teacher will need to give hint by using a similar example (it's up to the situation).

Fast finishers

- In Extra practice section, some students may not reach the organizing work and may not pay attention. Each time a group completes a sentence, regain attention by having the class speak the sentence aloud and do the actual action if possible.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: *sh – shampoo, shout; ch – cheese, chin; th – thick, thumb*

Listening: Listen to the words with given phonics

MATERIALS

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

LESSON 3: PHONICS

1. Listen, point, and repeat. 24

sh  shampoo  shout	ch  cheese  chin	th  thick  thumb
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2. Tick (✓) the pictures with the correct initial letters.

1. ch   <input type="checkbox"/> <input type="checkbox"/>	2. th   <input type="checkbox"/> <input type="checkbox"/>
3. sh   <input type="checkbox"/> <input type="checkbox"/>	4. ch   <input type="checkbox"/> <input type="checkbox"/>
5. th   <input type="checkbox"/> <input type="checkbox"/>	6. sh   <input type="checkbox"/> <input type="checkbox"/>

Phonics: sh – shampoo, shout; ch – cheese, chin; th – thick, thumb

35

WARMER

Fast as rabbit: Put some flashcards on the board. Then a pair of students go to the board facing the flashcards. Say words (from the flashcards) and the 2 children must touch the correct flashcard as fast as they can. The winner is who touches more flashcards first.

LEAD IN

- Use flashcards to revise students' vocabularies.

MAIN CONTENT

1. Listen and repeat. 24

- 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 24

sh	sh	shampoo
sh	sh	shout
ch	ch	cheese
ch	ch	chin
th	th	thick
th	th	thumb

Extra practice

Word Race

Make three columns on the board. Each column is a "sh", "ch" and "th" sound. Have students list all the words containing that sound. The person who gets the most words is the winner. This can also be played in teams.

Mixed ability

- With stronger students, let students to run to the board to write down the answer and stimulate the other students to check the spelling of the written words.
- With weaker students, write down the words on the board, read aloud and have students repeat after word by word. Then, the students read them all again. Check students' pronunciation.

2. Tick (✓) the pictures with the correct initial letters.

- Ask the students to look in their books.
- Explain the exercise to the students.
- Students look at the phonics and choose the picture that has the initial phonic as the given phonics.
- Allow time for the students to do the exercise.
- Students raise their hands to get a chance to answer.
- If the answer is correct, show the answer on the board. If the answer is incorrect, another student chooses the picture, read and spells it out.
- Then point at the correct pictures again, students read the words of each picture again.

Answer

- chin (picture 2)
- thumb (picture 1)
- shampoo (picture 2)
- cheese (picture 2)
- thin (picture 1)
- shout (picture 1)

Fast finishers

- Point to the pictures and pronounce the words.

Lesson 4: International exam – Cambridge Movers

OBJECTIVES

Knowledge: Students will be able to:

- Be confident to do the Cambridge Movers exam
- Prepare for the Cambridge Movers exam


Listening: Listen and choose the correct answer

Reading: Read the text then write the answers

MATERIALS







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










LESSON 4:
INTERNATIONAL EXAM – CAMBRIDGE MOVERS




LISTENING

1. Emma is telling Paul about the people in her family. What are the people wearing now? Listen and write a letter in each box. There is one example. Audio 10

	her grandpa	E		her aunt	
	her grandma			her cousin	
	her uncle			her brother	

		
A	B	C
		
D	E	F
		
G	H	K



WARMER

Guessing Question Game: Hide any flash card behind his/her back and students try to guess what the object is by asking questions: "Is it a sweater?", "Is it a swimsuit?", "Is it a handbag?", etc. until they guess the flashcard.

LEAD IN

- Use flashcards to revise students' vocabularies.

MAIN CONTENT

1. Emma is telling Paul about the people in her family. What are the people wearing now? Listen and write a letter in each box. There is one example.

- Ask the students to look in their books.
- Show some pictures on the left and on the right. The pictures on the left are the pictures of family members. The pictures on the right are the clothes and accessories.
- Play audio of a conversation between 2 people talking about the family members. Students listen and match the pictures of the family members with the clothes or accessories that they wear by writing the letter of the clothes or accessories in the boxes.
- Students listen and understand the whole dialogue rather than just identifying individual words.
- Students can write the keywords of the pictures that they think might be mentioned in the audio, before listening.
- Play the audio 2 times if the students cannot hear well.
- Point at each person, and students raise their hands to get a chance to tell the letter. Ask students to say the words or phrases they remember in the audio for their answers.
- Show the correct answer and the dialogues of each person for the students to check.

Answer

her grandpa: E
her aunt: A
her grandma: B
her cousin: D
her uncle: F
her brother: C

2. Listen and tick (✓) the box. There is one example.

- Ask the students to look in their books. Explain the exercise to the students.
- Ask some students to read the 5 questions first. Then play each 5 audios.
- Students can write keywords for each picture, which they think might be mentioned in the dialogue.
- Play each audio twice. Students raise their hands to get a chance to choose the correct picture. If the answer is correct, show the answer and the conversation for the students to check. If the answer is incorrect, another student answers.




Answer

- 1. A 2. C 3. C 4. A 5. A






2. Listen and tick (✓) the box. There is one example. Audio 11




What's Andy's favorite animal?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>




1. Who's Mary's English teacher?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>




2. What's Susan's sister wearing?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>




3. What food does Mike like eating?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

4. What's Sally's favorite toy?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

5. Who's Ben's brother?


		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

3. Read the text. Choose the right words and write them on the lines.

- Lead to the next exercise, which is a reading and writing exercise. Students see a text with 5 gaps and 5 numbers with 3 choices beneath the text.
- Explain the exercise to the students.
- Make sure the students understand and remember the grammar and the forms of the words well to fit into sentences and text.
- Students do not need to think of a word for each gap but choose from the three given options. Students should be careful and choose the words from the correct set of options.
- Allow time for the students to read the text and put the words in the gaps.
- Students raise their hands to get a chance to answer. Students read the sentences until reaching the words in the gap.
- If the answer is correct, show the answer. If the answer is incorrect, another student answers.


Answer

- are
- live
- long
- small
- in


READING & WRITING

3. Read the text. Choose the right words and write them on the lines.

CROCODILES




Example Crocodiles are parts of reptile family. They're the biggest reptiles in the world. There are 24 different types of crocodiles. Crocodiles can live a very long time. Some crocodiles can live up to 100 years.


3 Crocodiles have a long jaw with a lot of teeth. They like eating small animals like fish, turtles and birds.

4 Crocodiles seem to be slow, but they can move really fast on land and in water. Crocodiles are very dangerous. We shouldn't come near them. Many people think that they look like dinosaurs.

Example:	In	of	by
1	am	is	are
2	live	lives	living
3	long	short	tall
4	tall	long	small
5	in	on	at


READING & WRITING

4. Look, read and write.



Examples
 The girl is running with her dog
 What is the girl sitting on the chair eating? ice cream

Complete the sentences.

- The boy in the light blue T-shirt is flying a kite
- The girl in the orange T-shirt and the boy in the green T-shirt are playing with a basketball

Answer the questions.

- What's the girl running with a boy wearing? a dress
- What's the girl in front of the house doing? she's riding a bike

Now write two sentences about the picture.

- The boy in the light blue T-shirt is flying a kite.
- The girl in the orange T-shirt and the boy in the green T-shirt are playing with a basketball.

Mixed ability

- For weaker students, call some students to stand up and read aloud the answer. After that, explain why it is correct and have students repeat the whole sentence.
- Require the stronger students to read the whole text again.

4. Look, read and write.

- Students look at their books. Students look at the picture and complete the sentences by writing a word or short phrase in questions 1 and 2. Students write longer phrases or sentences in questions 3, 4, 5, and 6.
- Students write different sentences for questions 5 and 6.
- Students raise their hands to get a chance to answer the questions. Students read the whole sentence in questions 1 and 2. Students read the questions and their answers in questions 3, 4, 5, and 6.
- If the answer is correct or almost correct, show the answer. If the answer is incorrect, another student answers.

Answer

- The boy in the light blue T-shirt is flying a kite.
- The girl in the orange T-shirt and the boy in the green T-shirt are playing with a basketball.

- What's the girl running with the boy wearing? – a dress.
- What's the girl in front of the house doing? – she's riding a bike.
- There are so many people in the picture. *(example, student's own answers)*.
- They are having fun and relaxing by joining in outside activities. *(example, student's own answers)*.

Fast finishers

- Instead of writing two sentences according to questions 5 and 6, require them to write 2-3 more sentences about the pictures.

Extra practice

Sentence Race

Split the class into 4 teams. Name each member of each team as number 1, 2, 3... Call out a number and a word. The four students with that number run to the board and try to write a sentence using the word. The first student to write a grammatically correct sentence containing the word scores a point for their team. Repeat the game until all the words have been used. The team with the most points wins.