



MAJOR STARS



Teacher's guide



UNIT 2: THAT'S HIS PAPER PLANE

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about handcraft tools
- Look and say the name of handcraft tools.

Vocabulary: *crayon, painting, paper, glue, scissors*

Listening: Listen to the new words, point, and read the word heard in the audio

MATERIALS

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

WARMER

Quick Peek: Hold a flashcard with the picture facing towards him/her. Show it to the students for a quick peek. The student who guesses the card wins a point.

LEAD IN

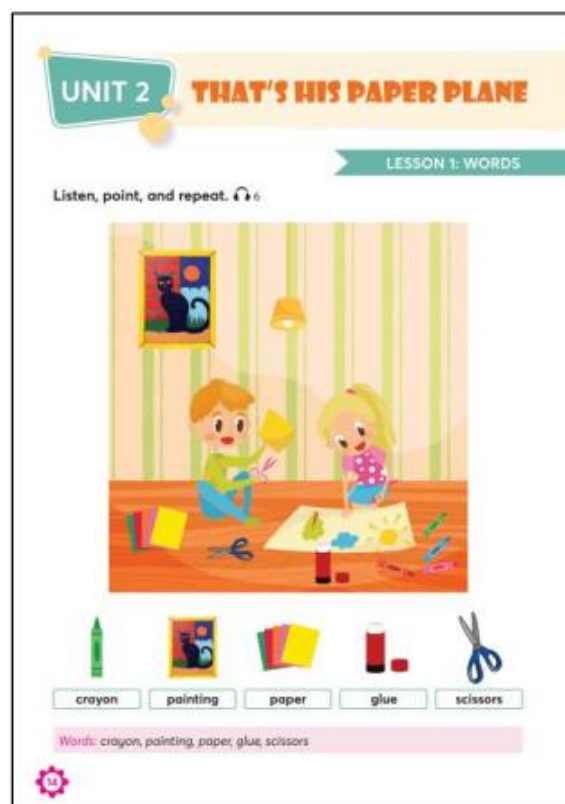
Ask students "What handcraft tools do you bring to school?"



MAIN CONTENT

Listen, point and repeat.

- Use flashcards to elicit the vocabulary for lesson.
- Hold them on one at the time and ask "What's this?"
- Model any words that children don't know.
- Ask students to point to real objects in the classroom if possible.
- Ask students to look at the pictures of handcraft tools, play the recording for children to point out the picture.
- Students match the pictures to their definitions. There are 9 pictures, each picture has the word it illustrates below. The students copy the words next to the definitions.
- Then play the recording again for student to repeat.
 - Point at each picture and calls up some students to tell their answers.
- Show the correct answers, and the students read the words again.



Track 6

crayon	painting	
paper	glue	scissors

Picture Recognition Game

- Have all the students stand at one end of the room and the teacher in the middle.
- Hold up one picture flashcard and students come forward and whisper the word in the teacher's ear.
- If correct they can go over to the other side of the room. Students can have as many guesses as they like.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to introduce things and people.
- Ask and answer questions about whose things is this.

Grammar: *That is her/That is his*

Listening: Listen to short conversations

Speaking: Talk about things using **That is his/That is her**

MATERIALS

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

WARMER

Slam: Sit the students in a circle and place some flashcards in the middle of the circle. Tell students to put their hands on their heads. Teacher shouts out the word of one of the flashcards and the students race to touch it. The student who touches it first gets to keep the object. The student who has the most flashcards at the end of the game is the winner.

LEAD IN

- Use flashcards of lesson 1.
- Hold them up one at a time and ask "What's this?", model any words the children don't know.
- Clap hands to demonstrate the answers. Then show them the picture "that is his glue/That is her paper".
- Hold on the flashcards up in a different order and repeat.

MAIN CONTENT

1. Say.

- Give some flashcards to some students.
- Ask some students to hold flashcards
- Point to a student is holding flashcard say: "That is her/his (the tools in the flashcard)".
- Students who are holding the flashcards give the flashcards to other students. The students who don't have the flashcards continue to say "That is his/her (the thing in the flashcard)".
- Ask students to pick up a thing they have on their table or in their bags. Then the other students point at their friend's thing and say "That is his/her (the friend's thing)"



Extra activity

Choose random pairs to stand up and point to any things in the classroom. Each pair practice based on the grammar "That's his/her". One student asks "What's that?" and other one answer.

2. Listen and repeat.

- Ask students to look in picture at page 15.
- Play the recording at the first time for students to listen and read.
- Play the audio at the second time for students to repeat.
- Show some pictures with their sentences.
- Students raise hand to answer by choosing "his" or "her" and speak out loud full sentence

Track 7

2. Listen and read.

Mia: Where's Peter?

Tim: I don't know. That's his paper plane.

Mia: Wow, the plane is so beautiful. How could he do that?

Tim: I think he used his scissors, paper, and glue to make it.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: Cc – coffee, cough; Dd – dolphin, dentist.

Listening: Listen to the words with the given phonics

Speaking: Pronounce the words with the given phonics

MATERIALS

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

WARMER

Touch: Place flashcards around the room and have students run around the classroom touching the flashcards that teacher orders them to do (e.g. "Touch the truck" "Touch the paper" "Touch the glue").

LEAD IN

- Write letters "C", and "D" on the board.
- Ask the students to give some words beginning with the letters.
- The students read out loud the words.

MAIN CONTENT



1. Listen, point and repeat.

- Ask students to look at the picture.
- Point at each picture and ask what the pictures are. Students stand up and tell what the pictures are.
- Students match the pictures to the correct initial letter. Each letter goes with 2 pictures but each picture goes with only 1 letter. Students write the initial letter in the blank.
- Ask the student to spell out the word before deciding which one to match.
- Play the recording for students to point out the picture.
- Then play the recording again for student to repeat.

Track 8

1. Listen, point and repeat.

c c coffee

c c cough

LESSON 3: PHONICS

1. Listen, point, and repeat. 🎧

Cc



coffee



cough

Dd



dolphin



dentist

2. Tick (✓) the picture with the correct initial letter.

1 Cc



2 Dd



3. Match and write the correct initial letter.

Cc



cough

Cc



coffee

Dd



dentist

Dd



dolphin

Phonics: Cc – coffee, cough; Dd – dolphin, dentist

d	d	dolphin
d	d	dentist

2. Tick the picture with the correct initial letter.

- Ask students to look at the second picture.
- Play the recording at the first time for students to listen and number.
- Then check their answers and play the audio at the second time for students to repeat.
- Play it again for students to listen and follow in their books.

Answer:

1. cat 2. dentist

3. Match and write the correct initial letter.

- Show 4 pictures, and students follow in their books.
- Point at the pictures and the students say what the pictures are.
- The students match the pictures with the correct initial letters and write the word for each picture, then read the word.

Answer:

1. cough 2. dentist
3. coffee 4. dolphin

Lesson 4: International exam

OBJECTIVES

Knowledge: Students will be able to:

- Be confident to do the Cambridge Movers exam

- Prepare for the Cambridge Movers exam

Speaking: Talk about the differences between 2 pictures and talk about the different pictures among a group of pictures.

Reading: Read a paragraph and put the missing words in the blanks.

MATERIALS

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

**LESSON 4:
INTERNATIONAL EXAM – CAMBRIDGE MOVERS**

SPEAKING

1. Look at the two pictures. Find 5 differences between them.



SPEAKING

2. Look at the set of four pictures. Tick (✓) the odd one and give reasons.

Example: "You can't eat this, it's read it."

			
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WARMER

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 to guess the picture gets to draw the next picture.

LEAD IN

Ask students to look at the pictures at page 17 and answer the questions: Where are they? How many people are there in the picture? How many boys? How many girls? ...

MAIN CONTENT

1. Look at the two pictures. Find 5 differences between them.

- Show 2 similar and the students look carefully at their books.
- Put the students in pairs to do the exercise together.
 - Elicit students to find differences based on the color, position, numbers,...
- Allow time for students to talk to their mates about the differences. Students take turns to speak or make a short conversation when comparing.
- Call some pairs to come to the board and point at the differences and describe them.
- Show the differences and tell some sample descriptions that students can follow

Answer:


- A clock
- An eraser
- Scissors
- A ruler
- A school bag

2. Look at the set of four pictures. Tick the odd one and give reasons.

- Show 4 sets of pictures where a picture of each set is the "odd one out". Students look carefully in their books.
- Describe the odd one out in the example set of pictures. Then the students identify the remaining sets and describe why the picture is unlike the others in the set.
- Put the students in pairs or groups of 3 to discuss the exercise and allow time for the students to take turns speaking all 4 sets of pictures.
- Point at the sets of pictures and asks students to stand up and pick the odd. Answer picture, and explain why.
- Call different students for a set of pictures to hear different answers explaining why the picture is odd.
- Give a sample answer for each set of pictures for the students to follow.


Answer:

- 1.cake 2.apple 3.cat 4. drink



READING & WRITING

3. Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.


Mary goes to the Golden Star primary school. At school, Mary studies many subjects. Her favorite subject is art. She learns to draw and paint colorful (1) _____. In art lesson, Mary uses her (2) _____ to draw anything she likes. Sometimes, her art teacher teaches her class to make paper things like planes, birds, flowers... In the art lesson today, Mary makes a paper basket with her friend, Lily. Mary makes the basket with her friend, Lily. First, Mary uses her (3) _____ to cut colorful (4) _____ into strips. Then, Mary and Lily use (5) _____ to stick the paper strips into a basket. Finally, they use crayons to color it. Mary and Lily are happy with their beautiful basket. The teacher gives them a high score for their basket, 10 points.




school




friends




paper




scissors




happy




pictures



crayons



basket



glue


LISTENING

4. Listen, color, and write. There is one example.  Audio 3






3. Read the story. Choose a word from the box. Write the correct word next to number 1-5.

- Show a text with 5 gaps, and 9 words and pictures in a box. Students look carefully in their books.
- Explain any words that students don't understand.
- The exercise is to choose the best words to go in each gap and write them in. There is already an example, and 3 extra words that the students don't have to put in the gaps.
- Students read the whole test through first to get a general idea of what it means before filling in the gaps.
- Students raise hands to get a chance to answer and give the reasons why they choose the word to fill in the gaps.
- Show the answers and explains why each word is in the gap (explain the grammar structure or meanings).

Answer

1. picture 2. crayon
3. scissors 4. paper
5. glue

4. Listen, color and write. Audio 3

- Show a large picture which is mostly black and white. Students look at the picture in their books.
- Students listen to the instructions to color various items, and write a simple word. There is an example color in the picture.
- Play the audio for the first time, students color and write the items they hear.
- Play the audio for the second time and pause after each instruction for a short time for the students to complete the pictures.
- Ask some students to give their answers. Students come to the board and point at the item that needs colors or writing, then tell the colors and writing on the items.

Answer

- Color the lion next to the giraffe yellow.
- Should I color it green? – That's a good idea
- Now, would you like to color the water glass... – No. I think blue is better
- Can I do some writing? – I'd like you to write the word "Hello" (on the first book)
- Can you color the right girl's dress orange?

Answers

- | | |
|-------|-------|
| 20. B | 21. C |
| 22. C | 23. C |
| 24. C | 25. C |