



MAJOR STARS



Teacher's guide





UNIT 8: IT'S MY COUSIN'S BIRTHDAY

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about actions.
- Look and say different actions.

Vocabulary: *blow, laugh, open, put on, hide*

Listening: Listen to the new words and repeat

MATERIALS

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

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.

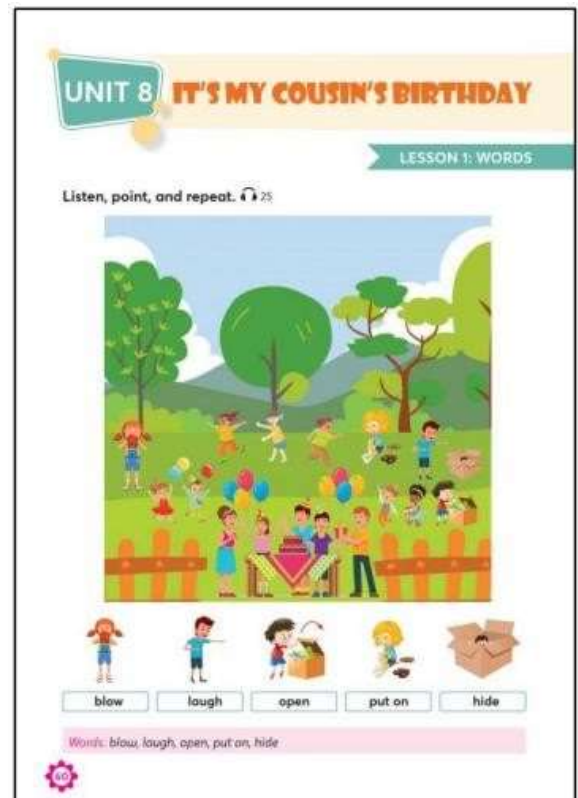
LEAD IN

Ask students questions about their birthday party.

MAIN CONTENT

Listen, point and repeat. 25

- Tell the students they are going to learn about actions they usually do.
- Use flashcards to introduce 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 up the flashcards in a different order and let students repeat.
- Ask the students to open their books and look at the large picture.
- Ask where and what people in the picture are doing. Students raise their hands to come to the board, point at the people, and tell the people's position.
- Play the audio. Students listen and point to the appropriate action. Show the correct answers, and the students read the words again.



- Play the audio again for the students to repeat. Check students' pronunciation.
- Call up some students to the board.
- Read the words and students point at the appropriate pictures. Then students point at the pictures and read out loud the words.
- Check student's pronunciation if necessary.

Track 25

Listen, point and repeat.

blow	laugh	open
put on	hide	

Extra activity

- Have students sit in a circle.
- Give flashcards to some students.
- Play some music. As it plays, students pass the flashcard around.
- When you pause the music, have the kids who have the flashcards stand up and say what they are about.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

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

Grammar: *She's opening.../They're laughing*

Listening: Listen to short conversations

MATERIALS

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

WARMER

Pass: Have the students sit with you in a circle. Teacher holds up a flashcard or object and says its name (e.g. "Pen"). Teacher passes it on to the next student who also says its name and passes it on to the next student. Give random students a flashcard.

LEAD IN

Show flashcards (lesson 1) for students to revise old vocabulary.

MAIN CONTENT

1. Say.

- Show the pictures of 2 students.
- Read the 2 sentences first, and have students listen. Then read each sentence again, and let students repeat the sentence after each time.
- Hold up some flashcards of the vocabulary in the previous lesson and give some flashcards to some students.
- Show the flashcard to the students and say "He/She is (doing the action in the flashcard)".
- Students who have the flashcards show their flashcards to the class and say "He/She is (doing the action in the flashcard)".
- Remind students to use the grammar point in the book to describe the actions of their friends in the class.
- Explain the grammar in an easy way for the student and check their pronunciation and intonation if necessary.




2. Listen and repeat.


- Ask the students to find the words learned in the previous lesson that appear in the story.
- Point at each speech bubble and read the sentences in the speech bubbles.

LESSON 2: GRAMMAR


1. Say.



She's opening the gift.




They're laughing.

2. Listen and read.  26


Mia and Tim are looking at a picture.

It's my cousin's birthday. Her name's Mary.




1

I think this is Mary. The girl is laughing and opening the gifts.




2

Who's he? The boy is hiding behind the door.



3

That's her brother, Andy.



4

Values: Know how to describe people at a party.

Grammar: She's opening the gift. / They're laughing.

- Play the audio for the first time and have students listen.
- Play the audio again. This time, pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board and have 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 let the students take turns reading the sentences.
- Check students' pronunciation and intonation if necessary.

Track 26

2. Listen and read.

Mia: It's my cousin's birthday. Her name's Mary.

Tim: I think this is Mary. The girl is laughing and opening the gifts.

Mia: You're right.

Tim: Who's he? The boy is hiding behind the door.

Mia: That's her brother, Andy.

Tim: And the boy's blowing the balloon. Is he Mary's brother, too?

Mia: No, he isn't. That's her classmate, Tom.



Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: : dr – draw, drive; tr – trip, true; cr – cry, crown.

Listening: Listen to the words with the given phonics

Writing: Write the words for the pictures

MATERIALS

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

WARMER

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

LEAD IN

Use flashcards to revise students' vocabulary.

MAIN CONTENT

27

1. Listen, point and repeat.

- Ask students to open the books and look at the letter 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 again. Pause after each word for students to repeat it 2 or 3 times.
- Students close their books.
- Hide the words and point at the pictures. Have some students stand up and say what the pictures

Track 27

1. Listen, point and repeat.

dr dr draw
dr dr drive
tr tr trip
tr tr true
cr cr cry
cr cr crown

2. Look at the pictures. Tick (✓) the correct initial letters.

- Show 3 pictures, and students look at the pictures in their books.

LESSON 3: PHONICS

1. Listen, point, and repeat. 27

dr
draw
drive

tr
trip
true

cr
cry
crown

2. Look at the pictures. Tick (✓) the correct initial letters.

1. dr tr cr
2. dr tr cr
3. dr tr cr

3. Look at the pictures. Write the initial letters. Then say.

1.
2.
3.
4.

Phonics: dr – draw, drive; tr – trip, true; cr – cry, crown

- Point at the pictures and let students say what the pictures are.
- Explain the exercise to the students.
- Allow times for the students to do the exercise.
- Call some students to the board and have them write the word for each picture, then read the word and choose the phonics dr, tr, or cr for each word.

Answer:

1. cr – cry 2. dr – draw 3. dr – drive

3. Look at the pictures. Write the initial letters.

Then say.

- Show the 4 pictures and 4 words under each picture.
- Point at each picture and ask what the picture is about.
- Explain the exercise to the students.
- Allow time for the students to write the initial phonics for each word.
- Students raise their hands to answer.
- Point at each picture. Have students tell what that picture is, spell the whole word, and find out the initial letter.
- Show the correct answers and point at each picture for the students to read the word again.

Answer:

1. dr 2. tr 3. cr 4. dr



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

Reading: Read and write the words, or choose the correct sentence.

Speaking: Tell the odd one out.

Listening: Listen and color or write.

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 the teacher orders them to do.

LEAD IN

Place flashcards around the room and have students run around the classroom touching the flashcards that teacher orders them to do.

MAIN CONTENT

1. Look and read. Choose the correct words and write them on the lines. There is one example.

- Show 9 different pictures, and the students look at the pictures in their books.
- Explain are any pictures that the students don't know.
- Explain the exercise to the students.
- Allow time for students to do the exercise.
- Point at each picture and call up some students to give their answers.
- Show the correct answers, and the students read the words again.

Answer:

1. to draw
2. lemonade
3. a giraffe
4. to blow
5. pancakes

2. Read the text and choose the best answer.

- Show the dialogues.
- Explain the exercise to the students.
- Remind the students to read all the options before choosing the most appropriate response.
- Allow times for the students to read and complete the exercise.
- Students raise hands, stand up and give their answers.
- Ask students to explain why they choose the answer (by the grammar of the sentences or the meanings).
- Show the answers and explain why they are the best responses to the sentence above.

Answer:

1. Yes, I do.
2. I like the Kate clothes shop.
3. No, I'm not.
4. I'm going to Peter's birthday party.
5. I'm bringing balloons. I'll blow the balloons for Peter.





















Mixed ability

With a stronger class, have Ss answer the questions using their own words. Then ask them to complete the exercise. The T invites some pairs to ask do the conversations in front of the class.

SPEAKING


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

Example: "You can't eat it. You read it."

			
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LISTENING

4. Listen, color, and write. There is one example.  Audio 12



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

- Show 4 sets of pictures.
- Describe the odd one out in the example set of pictures. Then let students identify the remaining sets and describe why the picture is unlike the others in the set.
- Students don't have to give long answers.
- Put the students in pairs or groups of 3 to discuss the exercise.
- Allow time for the students to take turns speaking all 4 sets of pictures.
- Point at the sets of pictures and ask students to stand up and pick the odd picture, and explain why.
- Call different students to answer and explain their choices. Teacher can give a sample explanation for each set of pictures for the students to follow.

Answer

1. ball
2. sports
3. bird
4. crocodile

4. Listen, color, and write. There is one example.  Audio 12

- Show a large picture which is mostly black and white. Students look at the picture in their books.
- Explain the exercise to the students. Make sure the students know some regular colors and simple words before doing the exercise.
- Play the audio for the first time. Let students color and write the items they hear.
- Play the audio again. 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, point at the item that needs colors or writing, then tell the colors and writing on the items.
- Ask the students to explain why they color or write the items. Students tell what they hear in the audio.
- Show the dialogues of the instructions, then read for the students to check in their books

Answer

- The rug is orange.
- The swimsuit is yellow.
- The hat is red.
- The ball is blue.
- The umbrella is green.