



# MAJOR STARS



Teacher's guide



### REVIEW 4

#### OBJECTIVES

**Knowledge:** Students will be able to

- Memorize the vocabulary and grammar of units 10, 11, and 12
- Be confident to do exercises using the vocabulary and grammar in units 10, 11, and 12

#### Vocabulary:

*open/close the window, borrow, go out, turn on, turn off*

*toothbrush, toothpaste, shampoo, comb, towel bowl, cup, bottle, plate, spoon*

#### Grammar:

*May I...?/Could you...?*

*There is.../There are...*

*These are.../Those are...*

**Writing:** Write the words to make complete sentences

#### MATERIALS

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

#### WARMER

- Play "Vocabulary Tunnel", make a tunnel for students to crawl through. Stand at one end and holds up a flashcard for the first S to say. After the S says the correct word, s/he can go through the tunnel. Then hold up a flashcard for the next S.

#### LEAD IN

- Show flashcards (unit 11,12) for students to revise students' vocabularies.

#### MAIN CONTENT


**1. Use the words in the box to fill in the blanks under each pictures. Then match.**


- Lead the students to the first exercise in the book.
- Show 10 pictures of the things in units 11 and 12, the 10 vocabularies of the pictures, and 2 groups "in the bathroom" and "in the kitchen".
- Explain the exercise to the students.
- Allow time for students to do the exercise.
- Point at the picture and students raise their hands to get a chance to tell the answers.
- If the answer is correct, show the word for the picture and the group that the word belongs to.


**REVIEW 4**


**1. Use the words in the box to fill in the blanks under each picture. Then match.**


toothbrush	bottles	bowls	cups	shampoo
spoons	towel	toothpaste	plates	comb


1. 


2. 


3. 


4. 


5. 

6. 

7. 

8. 

9. 

10. 

in the bathroom

in the kitchen

**2. Look at the picture. Use there is or there are to describe it.**


.....


.....

.....

.....

.....





- If the answer is incorrect, another student answers.

#### Answer

- In the bathroom: comb, towels, toothbrush, toothpaste, shampoo
- In the kitchen : plates, bottles, spoons, bowls, cups

**2. Look at the picture, use "There is" or "There are" to describe it.**

- Show a picture of a girl in the kitchen
- Explain the exercise to the students
- allows time for the students to write the sentences.
- Students raise their hands to get a chance to come to the board and write the sentence about the things in the picture.
- Students should write the sentences in the correct grammar and spelling.
- If the sentences are incorrect, another student comes and writes the sentences.

#### Answer

Students' answers

### 3. Look at the picture, write *These are* or *Those are*.

- Lead to the next exercise in the book, which is a writing exercise.
- Explain the exercise to the students.
- Allow time for the students to write the sentences.
- Students raise their hands to get a chance to read the sentences.
- If the answer is correct, shows the answers. If the answer is incorrect, another student answers.

#### Answer

1. Those are combs.
2. These are towels.
3. Those are cups.
4. These are plates.

### 4. Fill in the blank.

- Lead to the next exercise in the books, which is a writing exercise.
- Show 4 sentences about asking for permission or request
- Explain the exercise to the students.
- Allow time for the students to do the exercise.
- Students raise their hands to get a chance to tell their answers.
- If the answer is correct, show the answer. If the answer is incorrect, another student answers.

#### Answer

1. May - turn.
2. Could - open.
3. May - out.
4. May - borrow

### 5. Look at the picture. Say the word and circle the correct vowel sound.

- Lead to the next exercise in the books, students look at the exercise in their books.
- Explain the exercise to the students. Students look at the 8 pictures and the 4 sounds that have been learned.
- Students write down the words for each picture, then choose the correct sound for the words.
- Allow time for the students to do the exercise.
- Students raise their hands to get a chance to tell the word and the sound of the picture.
- If the answer is correct, show the answer. If the answer is incorrect, another student answers.

### 3. Look at the pictures. Write *these are* or *those are*.

	
1. _____ combs.	2. _____ towels.
	
3. _____ cups.	4. _____ plates.

### 4. Fill in the blanks.

1. It's hot here. \_\_\_\_\_ I \_\_\_\_\_ on the fan?
2. It's windy. \_\_\_\_\_ you \_\_\_\_\_ the window, please?
3. I am thirsty. \_\_\_\_\_ I go \_\_\_\_\_ for a drink?
4. I don't have an eraser. \_\_\_\_\_ I \_\_\_\_\_ your eraser?

### 5. Look at the picture. Say the word and circle the correct vowel sound.

1. 	ear are ou ow	2. 	ear oa ou ow
3. 	are oy ou oa	4. 	ear oy ou ow
5. 	ear are ou ow	6. 	ear are ou ow
7. 	oy are ou ow	8. 	oa ou oy ear

#### Answer

1. throw – ow
2. clear – ear
3. road – oa
4. ground – ou
5. blow – ow
6. share – are
7. cloud – ou

#### Extra activity

#### Role Play

- Divide the class into pairs or small groups.
- Provide each group with a scenario where they have to use "May I...?" or "Could you...?" to make a request.
- For example, "You are at a restaurant. One person wants to order food and the other person is the waiter/waitress. They have to use 'May I...?' and 'Could you...?' to place an order."
- Encourage students to act out the scenario and practice making polite requests.