



MAJOR STARS



Teacher's guide



UNIT 11: WHAT'S IN YOUR BAG?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about necessary things for a trip.
- Look and say the name of different things for a trip.

Vocabulary: *toothbrush, toothpaste, shampoo, comb, towel*

Listening: Listen to the new words and repeat

MATERIALS

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

WARMER

Dual: Have two students stand back to back. Give them each a different flashcard to hold facing out and away from them. When say go, they walk three steps, turn to face each other and say what the other student has. Make it competitive with older kids in your other classes.

LEAD IN

Ask students to open or close the window, turn on or turn off the light,.



MAIN CONTENT

Listen, point and repeat.

- Tell the students they are going to learn about actions they usually do.
- Use flashcards to introduce the 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 the flashcards in a different order and students repeat.
- Ask the students to open their books and look at the pictures of the actions.
- Play the audio for the first time for the students to listen and point to the actions.
- 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 students point at the appropriate pictures.



Track 36

Listen, point and repeat.

toothbrush toothpaste
shampoo comb towel

loud the word.

- Check the student's pronunciation if necessary.

Extra activity

Adverb Action

Write on the board an activity like "brush your teeth." Pick one student, they come to the front of the class. Then show the students a card with an adverb written on it, such as "slowly". The chosen student then does the activity in the way of the adverb. The other students have to guess the adverb. The one who guesses right gets a point and mimes the next action which the teacher writes on the board. To help them, give them a list of options, if they need some help.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar to list things
- Ask and answer questions about what people bring on a trip

Grammar: *There is.../There are...*

Listening: Listen to short conversations

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

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

MAIN CONTENT

1. Say.

- Ask students look at the pictures in their book.
- Read the sentences in the pictures first, and students listen. Then read each sentence the second time, and students repeat the sentence after each time.
- Hold some flashcards of the vocabulary in the previous lesson and give some flashcards to some students.
- Show the flashcard to the students and asks "May I (the action in the flashcard)" or "Could you (the action in the flashcard)".
- Students who are holding the flashcards show their flashcards to their friends and say "May I (the action in the flashcard)" or "Could you (the action in the flashcard)". The students who are not holding a flashcard answer "Yes, you may/No you may not" or "Sure"
- Students can ask for different actions that are not in the flashcards.
- Explains the grammar for the students.

2. Listen and repeat.


- Ask the students to find the words from the previous lesson that appear in the story.

LESSON 2: GRAMMAR

1. Say.



There is a comb in my bag.



There are two towels on the floor.

2. Listen and read. 37



What's in your bag?



There is a towel, a toothbrush and toothpaste in my bag.



Your bag is big. What's in your bag?



There isn't a bottle of shampoo.
My mom brings it.
There is a hat, a comb, a travel pillow and my teddy bear.

Values: Know how to prepare things for a trip.

Grammar: There is ... / There are ...

- Point at each speech bubble and read the sentences in the speech bubbles. Students follow on the board.
- 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 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 out 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 37

2. Listen and read.

Mia: What is in your bag?

Tim: There are a towel, a toothbrush, and a toothpaste in my bag.

Mia: There isn't a bottle of shampoo.

Tim: My mom brings it.

Tim: Your bag is big. What's in your bag?

Mia: There is a hat, a comb, a travel pillow, and my teddy bear

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: *ear – tear, clear; are – careful, share*

Listening: Listen to the words with the given phonics

MATERIALS

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

WARMER

Alphabet Wave: divide the a-z flashcards among all your students. Put students in a line and play the ABC song. As it plays each student must hold up their corresponding alphabet flashcard.

LEAD IN

Use flashcards to revise students' vocabularies.

MAIN CONTENT

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 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 point at the pictures. Have some students stand up and say what the pictures

Track 38

1. Listen, point and repeat.

ear ear tear ear ear clear
are are careful are are share



2. Listen and number.

- Show 4 pictures of the words in exercise 1. Students look at the pictures in their books.
- Explain the exercise to the students.
Play the audio 2 times for students to listen carefully. Point at the pictures, students raise their hands to get a chance to read the word of that picture and say the number of the picture.



- If the answer is correct, show the answer. If the answer is incorrect, another student answers.
- Point at the pictures again, and students read out loud the words of each picture.

Answer:

1. clear 2. careful 3. tear 4. share

3. Match. Then say.

- Show 6 pictures and the 2 vowels ear and are. Ask students to look in their books.
- Explain the rules to the students.
- Allow time for students to do the exercise. Students can discuss with others to do the exercise.
- Students raise their hands to get a chance to tell the phonics for the pictures.
- Students read the word of the pictures first, then say the phonics that matches the picture.
- If the answer is correct, show the answer. If the answer is incorrect, another student answers.
- After that, point at the pictures, and students read the words of the pictures again.

Track 39

2. Listen and number. Then say.

1. clear 2. careful
3. tear 4. share

ear: tear, hear, ear

are: scare, square, share

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 different activities.

Reading: Read the dialogue to write appropriate questions.

Writing: Write the correct word to the gaps to make a complete text.

Speaking: Ask and answer questions.

MATERIALS

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

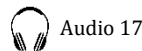
WARMER

Relay / Racing Games: Lay the flashcards across the room or across your driveway/yard. Call out a certain flashcard that your learner must solve or find. They run to grab it then run back.

LEAD IN

Use flashcards to revise students' vocabulary.

MAIN CONTENT



1. Vivian's friends' activities in summer.


- Show 10 pictures and 7 people's names.
- Point at the pictures and calls some students up to tell them what the pictures are.
- Explain the exercise to the students, and make sure students can identify and understand simple spoken discourse.
- Play the audio for the first time, students listen and match the names and the pictures they hear.
- Play the audio for the second time for the students to listen to what they cannot hear.
- Call some students to tell which picture they match with each name. Students say the words or phrases they listen in the audio to support their answers.
- Show the correct answers on the board if the

Audio 16

1. Vivian's friends' activities in summer.

Vivian is showing her brother some photos of her friends' activities in the summer. Listen to their conversation. After each part of the

LESSON 4:
INTERNATIONAL EXAM – PTE SPRINGBOARD




LISTENING

1. Vivian's friends' activities in summer.  Audio 17


Vivian is showing her brother some photos of her friends' activities in the summer. Listen to their conversation. After each part of the conversation, draw a line from the name of the person to the correct picture.

Be careful! There are two extra pictures. You will hear the conversation twice. First, listen to the example.



(Example) Hannah

- Mathew
- Camila
- Isaac
- Emily
- Adam
- Madison
- Thomas



draw a line from the name of the person to the correct picture. Be careful. There are two extra pictures. You will hear the conversation twice. First, listen to the example.

Example: Hannah

Girl: Hey, Jack. Look, here are some photos of my friends' activities in summer.

Boy: They look so cool! Look at the first one. Who is this?

Girl: This is Hannah.

Boy: She has a beautiful yellow hat!

Girl: Yeah. She also has a yellow towel on her shoulder. Hannah is at the beach with her family.

Boy: What a nice photo!

The answer is the picture of the girl at the beach. Now match the other names and pictures.

1. Mathew

Boy: And who's this boy? Is he Mathew – your best friend?

Girl: Yes, he is. He is playing with his pet in the garden.

Boy: His parrot is beautiful.

Girl: Yeah, he loves his parrot so much.

2. Camila

Girl: This is a photo of Camila. She has short hair and she's doing her favorite hobby in her bedroom.

Boy: What does she like?

Girl: She likes reading comics and eating bananas.

3. Isaac

Boy: How about this photo?

Girl: Ah, he is Isaac. He is at the lake. This is also my best friend.

Boy: He looks so cool!

Girl: He is swimming very well. There's a dog swimming behind him but it isn't in the photo.

4. Emily

Boy: Do you have any photos of Emily?

Girl: Yes, here it is. She has long blond hair and she's wearing a pink sweater.

Boy: Is she at the park?

Girl: Yes, she is. The park is near my house. She's walking her dog to my house.

5. Adam

Girl: And here's Adam. He's at his house.

Boy: What's he doing?

Girl: He's preparing for his trip to the beach.

Boy: There are lots of things in his suitcase!

Girl: Yes. He has a long trip there!

6. Madison

Boy: Look! There's a girl in front of the school! What is she doing?

Girl: This is Madison. She's eating ice cream and waiting for her friends.

Boy: Where do they go?

Girl: They go to the park and play sports there.

7. Thomas

Girl: This is Thomas. He is playing in the garden.

Boy: And is that his dog?

Girl: Yes, the dog can run very fast.

You will now hear the conversation again.

Answer:

1. Mathew: He is playing with his pet in the garden.
2. Camila: She has short hair and she's doing her favorite hobby in her bedroom.
3. Isaac: He is at the lake.
4. Emily: She has long blond hair and she's wearing a pink sweater.
5. Adam: He's preparing for his trip to the beach.
6. Madison: She's eating ice cream and waiting for her friends.
7. Thomas: He is playing in the garden.


READING

2. Vivian talks to Harry.

Vivian is talking to her friend, Harry. Vivian asks Harry about his pets. What are Vivian's questions? Write them in the spaces. The first one is an example.



Vivian: (Example)	Do you have pets, Harry?	_____
Harry:	Yes, I do.	_____
Vivian:	What _____?	_____
Harry:	My favorite pet is a red parrot.	_____
Vivian:	Do _____?	_____
Harry:	Yes, I do. I have some parrots.	_____
Vivian:	How many _____?	_____
Harry:	I have 2 parrots.	_____
Vivian:	Can _____?	_____
Harry:	Yes, they can. They can speak English. They are clever.	_____
Vivian:	What _____?	_____
Harry:	They are red, blue and yellow.	_____

2. Vivian talks to Harry.

- Show them dialogue with missing questions.
- Explain the exercise to the students.
- Allow time for the students to read the answers and make the relevant questions.
- Students raise their hands to stand up and tell their questions.
- Show the answers and explain the grammar structures for each question whether the questions are correct or incorrect.
- Call some pairs of students to stand up and read the whole dialogue again.

Answer:

- What is your favorite pet?
- Do you have parrots?
- How many parrots do you have?
- Can they speak?
- What color are they?


WRITING

3. Vivian's email to her friend.


Vivian is travelling. She writes an email to her friend about her trip to the countryside. Help her to finish it. Use the words in the box below.
Be careful! You don't need all the words.

Hi Hannah,



















How are you? I'm having a great vacation now. I am staying in my grandma's (example) house. It is near the beach so I can go there for (1) _____. The weather is very (2) _____ today. I have some swimsuits with me. It's a great day for swimming. My (3) _____ is staying with us this week, so we can go to the beach together. We usually play with the (4) _____ too. My grandma has many kinds of animals. There (5) _____ 3 dogs, 2 cats, 5 parrots and 10 ducks. They are cute and funny. I like (6) _____ with the parrots most. They are very (7) _____. They (8) _____ speak many sentences, such as: "Hello!", "Thank you!", "I love you!", "I like eating corns"... Ah, my grandma says there (9) _____ a beautiful (10) _____ near the house. It's a great place here. Do you want to come here this weekend? Ask your mom and dad about it.

Write me soon.
Love,
Vivian

house can with hot animals to play cousin
 swimming clever is lake are very


SPEAKING
 Board game

4. Ask and answer the questions below by playing a board game.

Do you have a pet? 	How many students are there in your class? 	Do you like reading comics? 	How old is your best friend? 
Do you like eating burgers? 	What do you have in your bag? 	How do you spell your name? 	How many people are there in your family? 
What are you wearing today? 	What's your favorite food? 	Do you like playing sports? 	Can you swim? 
Do you like drinking coke? 	Do you have any sisters? 	How do you go to school? 	Where do you live? 
What animals can crawl? 	Can you sing? 	How many rooms are there in your house? 	Who is your best friend? 

3. Vivian's email to her friend.

- Show the students an email with some gaps and some given words in the box below.
- Explain the exercise to the students.
- Ask some students to stand up and read the words in the box.
- Explain some words if the students don't understand.
- Allow time for the students to complete the sentences.
- Students stand up and read the sentences with the filling word.
- Ask why the students use the word in each gap. Students explain by grammar, vocabulary, or context.
- Show the correct answers.
- Ask some students to stand up and read the whole email again.

Answer

- | | |
|-------------|-----------|
| 1. swimming | 7. clever |
| 2. hot | 8. can |
| 3. cousin | 9. is |
| 4. animals | 10. lake |
| 5. are | |
| 6. to play | |

4. Ask and answer the questions below by playing a board game.

- Lead to a speaking exercise in the book and show the questions board game on the board. Students look at the questions in their books.
- Explain the exercise to the students. The exercise is a board game where students throw dice and take turns answering the questions.
- Put students in groups of about 5 students. The students in a group can use only 1 book to do the exercise. Students choose a small thing to put on the square to move around (an eraser is good enough).
- Each square on the board has a question written on it. When a student lands on a square, that student asks the question in that square to another student in the group. The exercise continues in this way until all students answer at least 2 of the questions on the board.
- Ask the students to give more information for each question they answer. (for example: **What do you like eating? – I like eating burgers because I like fast food/burgers are delicious**).
- Allow time for the groups to ask and answer all the questions. Walk around the class to check how the groups are doing. Then throw a dice to move around the board game on the board. Read the question out loud, students raise their hands to answer the question.