

MAJOR STARS



TEACHER'S GUIDE



UNIT 2: HE'S SLEEPY

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about feeling.
- Look at the classroom and point out the people with specific feeling expression.

Vocabulary: *tired, sleepy, worried*

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

Reading: Look at the people and understand the feeling they express.

MATERIALS

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

WARMER

- Have students play Hangman to review vocabulary from previous unit.
- The teacher suggests the number of words to be guessed by the number of short lines on the board.
- Ask students to guess the letters in the word.
- If the student guesses wrong, the teacher crosses a line (in the order shown in the picture).
- The student who guesses wrong eight times loses; the teacher answers the word.

LEAD IN

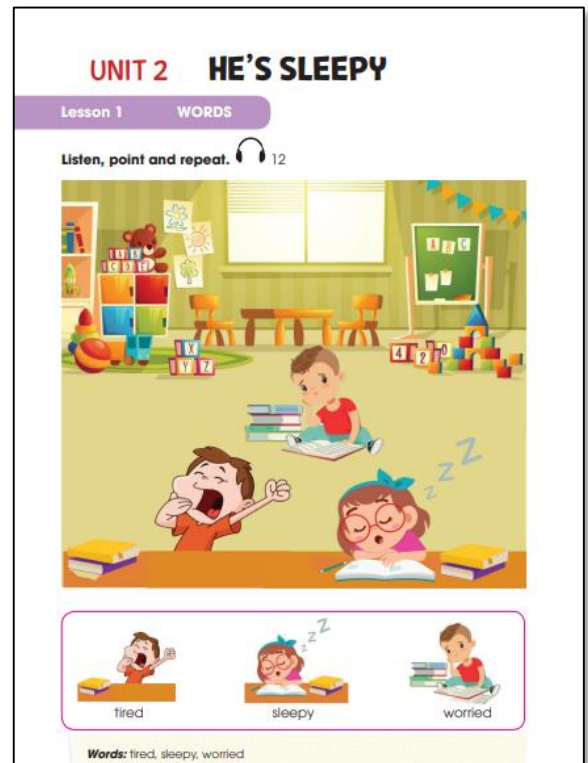
Teacher will ask students about their farewell and greeting "How are you everyone?" and talk about feeling. (Are you happy today? Raise their hand to agree so)



MAIN CONTENT

Listen, point and repeat.

- Ask students to look at the pictures of a classroom and 3 feeling expression below, play the recording for children to point out the one with that expression in the picture.
- Then play the recording again for students to repeat the new words.
- Play the recording a third time for students to listen, point and repeat the feeling adjective.



- Hold up the flashcards in random order and ask the class to say the words.

Track 4

tired – tired

sleepy – sleepy

worried – worried

Extra activity

Act it out

The teacher will invite a friend to come up on the board, facing the class. The teacher will tell the student a word (tired, sleepy, worried, sad, happy). This student will have to express the word by action or expression. The other students will guess the word that the students on the board are showing. The team that guesses correctly gets points.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to express and describe feelings of other people.
- Ask and answer questions about who someone is and talk about their feelings.

Grammar: *Who's he? / He's my / He's + Adj*

Listening: Listen to short conversations

Speaking: Talk about people and their feeling from picture using **He is my / He's Adj / He has**

MATERIALS

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

WARMER

Play Jumble words: The teacher invites one student from each team to come to the board. The teacher will write any word (tired, sleeping, worried, cry, sad, happy), the letters in that word have to be reversed. Whoever arranges the words the fastest and correctly will get points for the team.

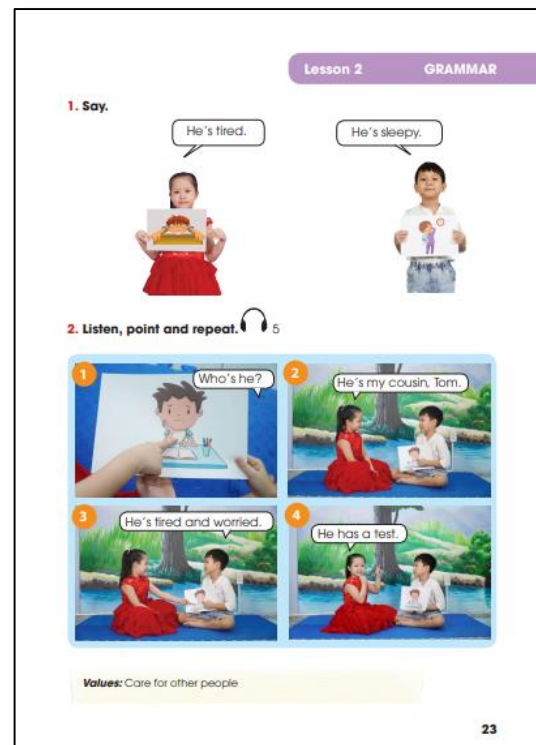
LEAD IN

- Use flashcards of lesson 1.
- Point one picture at a time and ask, "How's he?", "How's she?"
- Shake head to demonstrate answer, then show them the picture "he's worried", or "she's sleepy."
- Hold on the flashcards up in a different order and repeat.

MAIN CONTENT

1. Say.

- Ask students to look at page 23.
- Read the 2 sentences first and students listen.
- Read each sentence the second time, and students repeat the sentence after each time.
- Remind students to pronounce the 'is' right, with the boy we use "he is", and the girl we use "she is."
- With I we use "I am happy", with you we use "You are happy."
- Check the student's pronunciation and intonation if necessary.



2. Listen, point and repeat. 5

- Point at each speech bubble and reads the sentences in the speech bubbles.
- Play the audio for the first time, and students follow in their books.
- Replay the audio and pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board, students read out loud the sentences.
- Check the students' pronunciation and intonation if necessary.

Track 2

Tim: Who's he?

Mia: He's my cousin, Tom.

Tim: He's tired and worried.

Mia: He has a test

Extra activity

The teacher will write the words learned in any order (teachers must remember the order they wrote them.) Then, students in each group will rewrite the words according to the position that the teacher wrote. The group that writes the most words in the right place wins.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: Qq – queen, question; Rr – radio, rug; Ss – sun, soccer.

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

Lips reading: The whole class can play this game to review previously learned phonic *n o p*. Choose a phonics card or a flashcard and hold it facing you so that children can't see it. Say the word silently to the children, exaggerating the movements of your mouth. You may also like to give small miming or gestural clues. Ask children to tell you the word. Turn over the card to show children the word you were saying

LEAD IN

- Write letters "q", "r", and "s" 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 the students to open their books and look at the letter in their books.
- Tell the students that they are going to listen to an audio of sounds that the letters make at the beginning of the words.
- Point at the words and reads first, the students follow in their book.
- Play the audio the first time. The students follow and point at the words in their books.
- Play the audio for the second time and pause after each word for the students to repeat the words 2 or 3 times

Track 3

q – q – queen

q – q – question

Lesson 1
WORDS

1. Listen, point and repeat.

Qq
queen
question

Rr
radio
rug

Ss
sun
soccer

2. Say. Then circle the beginning sound.

1
q r s

2
q r s

3
?
q r s

4
q r s

5
q r s

6
q r s

3. Write the letters: q, r or s.

1
_horts

2
_uiet

3
_ainbow

4
_ocks

Phonics: Qq – queen, question; Rr – radio, rug; Ss – sun, soccer

24

r – r – radio

s – s – sun

r – r – rug

s – s – soccer

2. Say. Then circle the beginning sound.

- Ask students to look at the picture in page 24. Ask them all the picture "What is it?"
- The teacher call students to answer and say the word first, students choose the correct sound, teacher check the answers.
- The teacher reads all the words again for students to listen and repeat and correct if they made mistake

Answer:

1. r 2. s 3. q 4. s 5. q 6. r

3. Write the letter q, r, or s.

- Show 4 pictures and students follow in their books.
- Points at the pictures and the students say what the pictures are.
- Calls the students to come up to the board and write the word for each picture, then read the word and choose the phonics q, r, or s for each word.

Answer:

1. s 2. r 3. r 4. s

Lesson 4: International exam

OBJECTIVES

Knowledge: Students will be able to:

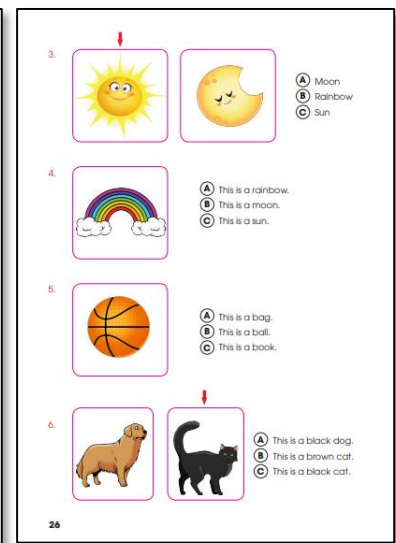
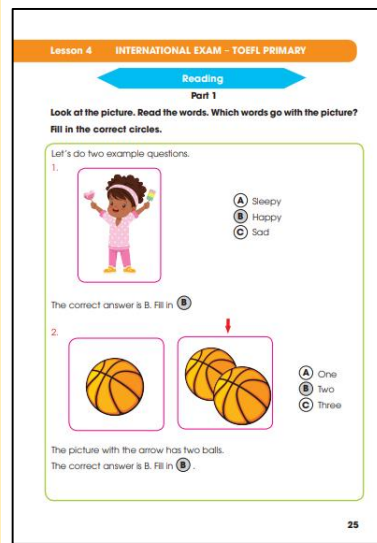
- Be confident to do the TOEFL Primary Exam.
- Practice a full TOEFL Primary Exam questions list.

Reading: Students read different types of information (pictures, sentences, chart, letter), and choose from multiple choices.

Listening: Listen and match, write the missing information, tick correct answer and coloring pictures as required.

MATERIALS

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



WARMER

Pictionary: The teacher invites one student from each team to come to the board. The teacher will tell these children any word: Radio, rug... These students, after listening, will draw on the board to describe that word. If you are on the drawing board and you are at the bottom of the correct team, that team gets points.

LEAD IN

- Show the students a general view of all pages about the TOEFL Exam in this section.
- Remind students that all questions are to choose A B C, no need to color or fill in words.
- Require students to have a quick look at the pictures of all parts.
- Teacher starts giving instructions about each type of question.

MAIN CONTENT

Reading Part 1. Look at the picture. Read the words. Which words go with the picture? Fill in the correct circles.


- Students will see a picture and three written options. They select the option that matches the picture.
- Ask the students to turn to page 25, students read the examples questions and pictures.
- Teachers point to the girl and ask "Is she sleepy, Yes, or No? ", students also point and answer.

- If the students answer yes to the correct choice, instruct them to fill in B as instructed in the book
- In question 2, there are 2 pictures and one with the arrow, instruct students to focus on the picture with the arrow and choose the correct answer corresponding to it.
- Instruct students to keep asking the questions: "What is it?", "What is the color?", and students answer them can choose the correct choice.
- Walk through the room to see if everyone is working on the reading section and fill in the correct way, not using × or ✓.
- Call students to answer, they must point to the picture and read out their choices.
- The teacher helps them with any unknown or unfamiliar words to students, adjust their pronunciation.
- The teacher corrects the answer and tells the class to point to the picture and read the answer again.

Answer:

1. B Happy
2. B Two
3. C Sun
4. A This is a rainbow
5. B This is a ball
6. C This is a black cat

Part 2
Look, read and find the answer. Fill in the correct circles.



Let's do an example.
7. You can sit on it. It is brown.
(A) A book
(B) A chair
(C) A board
The correct answer is A chair. Fill in (B).

8. You can eat it. It is red.
(A) An apple
(B) A lemon
(C) A banana


9. It has a big mouth. It's green.
(A) A cat
(B) A bird
(C) A crocodile

10. You read it. It's blue.
(A) A chair
(B) A book
(C) A table

11. It is in a classroom. Teachers can write on it.
(A) A table
(B) A board
(C) A chair

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Part 3
Read the sign. Fill in the correct circles. Answer questions 14 to 17.



Class 2A: room 11
Class 2B: room 12
Class 2C: room 13
Class 2D: room 14
Class 2E: room 15

14. Amy's in class 2C. She goes to ...
(A) Room 11
(B) Room 12
(C) Room 13

15. John's in class 2D. He goes to ...
(A) Room 13
(B) Room 14
(C) Room 15

16. Mia's in room 15. She's in class ...
(A) 2B
(B) 2D
(C) 2E

17. Mary's in room 12. She's in class ...
(A) 2D
(B) 2C
(C) 2B

28

Read the table. Answer questions 18 to 21.

	Monday	Wednesday	Friday
John	play soccer	play tennis	dance
Mary	play basketball	dance	play basketball
Sue	play soccer	play tennis	dance

18. On Friday, John _____.
(A) plays soccer
(B) plays tennis
(C) dances

19. On Friday, John _____.
(A) plays tennis
(B) plays basketball
(C) plays soccer

20. Who dances on Wednesday?
(A) John
(B) Mary
(C) Sue

21. Who plays tennis on Wednesday?
(A) John and Mary
(B) John and Sue
(C) Mary and Sue

Read the letter. Answer questions 22 to 23

Dear Tim,
How are you? I am happy because I have a new pet today. It's a white cat. Its name is Nicky. My cat is cute and friendly. It likes fish and eggs. It sleeps on my chair. I love my cat very much.
Tell me about your pet.
See you soon!
Mary

22. How is Mary today?
(A) She is worried.
(B) She is happy.
(C) She is sad.

23. What color is the cat?
(A) Black
(B) White
(C) Orange

29

Reading Part 2. Look, read and find the answer. Fill in the correct circles.

- Ask the students to look in their books page 27.
- Point to the pictures and ask them: "What is it?" "What color is it?"
- Ask students to read the questions, underline the color or verb and noun they see.
- The teacher explains the examples to students. With the verb "sit" and the color is "brown", the answer is B.
- Remind students to read the sentences few times and get the image with same color or correct information. The teacher calls students to answer and point the correct objects. The teacher checks and corrects answers.

Answer

7. B 11. B
8. A 12. C
9. C 13. A
10. B

Mixed ability

With a stronger class, after finishing the exercise, T some volunteers to describe other answers. For example, "A chair" is the correct answer for question 7, then T asks Ss to describe what a book is. T can give them an example as "I can read this at home or at school."

Reading Part 3. Fill the correct circles. Read the sign Answer questions 14 to 23.

- This part has 3 sections with 3 different types of information and context, and the teacher gives instructions for separated parts.
- From question 14 to 17, ask students read and underline "class" and "room" information, then choose the answer according to the provided information.
- From question 18 to 21, ask students to underline the "day" and "names" in the questions, move their finger on the tables to get answers, one finger point to the day, another finger point to the names, or activities, then move them to find answer.
- From questions 22 to 23, ask students to read the questions and the choices, find the information that has the same word with the answer and choose.

Answer

14. C 19. C
15. B 20. B
16. C 21. B
17. C 22. B
18. C 23. B



Listening

Part 1

Listen to the words. Look at the pictures. Fill in the correct circles.



 Audio 5

Let's do an example.

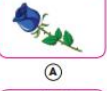
1.   

(A) (B) (C)



The correct answer is B. Fill in (B).

2.   

(A) (B) (C)

3.   

(A) (B) (C)

4.   

(A) (B) (C)

30

Listening part 1. Listen to the words. Look at the pictures. Fill in the correct circles. Audio 5

- Students note down words that may be used to describe the pictures.
- Play the audio for the first time for students to listen and choose the picture mentioned in the audio they hear.
- Play the audio for the second time and pause for a while after each question for students to hear carefully again.
- Students raise their hands to stand up and choose the picture. Then, ask the students to give reasons why they choose the picture (students tell the sentence they hear in the audio.)
- Show the correct answer and then plays the audio again, students repeat after what they hear in the audio.

Audio 5

Part 1: Listen to the words. Look at the pictures. Fill in the correct circles.

Let's do an example.

- (Woman): There are four cats.
The correct answer is B. Fill in B.
Now, you do it.
- (Man): It's a nice doll.
- (Woman): This is a red flower.
- (Man): I can run.


Answer

- B There are four cats
- B It's a nice doll
- C This is a red flower
- A I can run




Mixed ability

With a weaker class, play the questions one by one and repeat if necessary for Ss to listen easier.

Part 2




Fill in the correct circles.  Audio 6

Let's do an example.


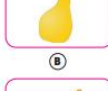
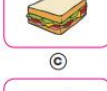
5.   

(A) (B) (C)




The correct answer is B. Fill in (B).

6.   

(A) (B) (C)

7.   

(A) (B) (C)

8.   

(A) (B) (C)

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Listening part 2. Fill in the correct circles. Audio 6

- Ask students to look at page 31.
- Ask them some questions about the picture, e.g. What is it? What is the color?
- The teacher explains that students will listen to the questions in the recording and choose the correct answer in the book.
- The teacher plays recording Audio 6 with the example first, teacher may read the question for students for this example and explains the answer.
- The teacher plays recording Audio 6, repeat once if necessary.
- Call students to answer and say what they heard, even just one or two words.
- Teacher reads the question again, correct students answers.

Audio 6

Part 2: Fill in the correct circles. Let's do an example.

5. (Narrator): Listen to a girl.

(Girl): I have a yellow apple.

(Narrator): What does the girl have?

The correct answer is B. Fill in B. Now, you do it.

6. (Narrator): Listen to a boy.

(Boy): I love my teddy bear.

(Narrator): What's his favorite toy?

7. (Narrator): Listen to a mother.

(Woman): Today, we have sandwiches for breakfast.

(Narrator): What food do they have for breakfast?

8. (Narrator): Listen to a boy.

(Boy): Can you give me the red crayon, Ben?

(Narrator): What does the boy want?

Answers

5. B I have a yellow apple.

6. A I love my teddy bear.

7. C Today, we have sandwiches for...

8. A Can you give me the red crayon?

Listening Part 3. Fill in the correct circles. Audio 7

- The teacher instructs students to note down the question, listen to the 3 answers, then choose.
- Play Audio 7 with the example first, explain why B is the correct answer.
- Teacher plays Audio 7 and let students work on question 10 to 13.
- Ask students what the question is, then call students to check and correct their answers.

Audio 7

Part 3: Fill in the correct circles.

Look at your answer sheet. Listen to a conversation. Which conversation sounds correct? Let's do an example.

9. (Narrator): Listen to a boy talking to a girl.

(Narrator): A

(Boy): Hello, Lucy!

(Girl): Yes, we are.

(Narrator): B

(Boy): Hello, Lucy!

(Girl): Hi, John!

(Narrator): C

(Boy): Hello, Lucy!

(Girl): I like apples.

The answer is B. Fill in B. Now, you do it.

10. (Narrator): Listen to a girl talking to her teacher.

(Narrator): A

(Woman): Hi, what's your name?

(Girl): I'm fine. Thank you.

(Narrator): B

(Woman): Hi, what's your name?

(Girl): I'm 7 years old.

(Narrator): C

(Woman): Hi, what's your name?

(Girl): I'm Alice.


11. (Narrator): Listen to a woman talking to a girl.

(Narrator): A

(Woman): Who's she?

(Girl): No, they aren't.

Part 3

Fill in the correct circles.  Audio 7


Look at your answer sheet. Listen to a conversation. Which conversation sounds correct? Let's do an example.

9. The answer is B. Fill in (B).
Now, you do it.

10	(A)	(B)	(C)
11	(A)	(B)	(C)
12	(A)	(B)	(C)
13	(A)	(B)	(C)

Part 4

Listen to a conversation and answer the question.

Fill in the correct circles.  Audio 8

Let's do an example.

14. What color is the hat?

(A) Black
(B) Yellow
(C) White

The answer is C. Fill in (C).
Now, you do it.

15. Where's grandma?

(A) Living room
(B) Kitchen
(C) Bathroom

16. What's the boy's favorite food?

(A) Eggs
(B) Fish
(C) Bread

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(Narrator): B
(Woman): Who's she?
(Girl): My sister.
(Narrator): C
(Woman): Who's she?
(Girl): There are two pens

12. (Narrator): Listen to a woman talking to a girl.

(Narrator): A
(Woman): How are you?
(Girl): I'm worried.
(Narrator): B
(Woman): How are you?
(Girl): My name's John.
(Narrator): C
(Woman): How are you?
(Girl): That's my mom.

13. (Narrator): Listen to a boy talking to his mother.

(Narrator): A
(Woman): How many apples?
(Boy): 5 apples.
(Narrator): B
(Woman): How many apples?
(Boy): Yogurt, Mom.
(Narrator): C
(Woman): How many apples?
(Boy): Yes, I do.

Answers

10. C What's your name? - I'm Alice
11. B Who's she? - My sister
12. A How are you? - I'm worried
13. A How many apples? - 5 apples

Mixed ability

With a stronger class, ask Ss what "answers" they heard in the audio. The T can help them write the answers on the board. Then ask Ss think about some questions for those answers. Have Ss work in pairs if necessary.

With a weaker class, play the questions one by one and repeat if necessary for Ss to listen easier.

Part 3

Fill in the correct circles. Audio 7

Look at your answer sheet. Listen to a conversation. Which conversation sounds correct? Let's do an example.

9.

The answer is B. Fill in **(B)**.

Now, you do it.

10	(A)	(B)	(C)
11	(A)	(B)	(C)
12	(A)	(B)	(C)
13	(A)	(B)	(C)

Part 4

Listen to a conversation and answer the question.

Fill in the correct circles. Audio 8

Let's do an example.

14. What color is the hat?

(A) Black
(B) Yellow
(C) White

The answer is C. Fill in **(C)**.

Now, you do it.

15. Where's grandma?

(A) Living room
(B) Kitchen
(C) Bathroom

16. What's the boy's favorite food?

(A) Eggs
(B) Fish
(C) Bread

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Listening Part 4. Listening to a conversation and answer the questions. Fill the correct circles. Audio 8

- Teacher asks students to read the questions carefully, underline keywords.
- Ask them about the items in the answers, pronounce and explains the meaning of those words to them if students don't know the meaning of the word.
- Play recording Audio 8 with example first, explain to students why the answer is C.
- Teacher then plays Audio 8 for students to do the rest, check the answer with scripts.

Audio 8

Part 4: Listen to a conversation and answer the question. Fill in the correct circles.

Let's do an example.

14. (Narrator): Listen to a conversation between a boy and a woman. Listen for the answer to this question: What color is the hat?
(Boy): I have a new hat.



(Woman): Really? What color is it?

(Boy): It's white.

(Woman): That's my favorite color.

(Narrator): What color is the hat?

A. Black

B. Yellow

C. White

The answer is C. Fill in C. Now, you do it.

15.(Narrator): Listen to a conversation between a man and a girl. Listen for the answer to this question: Where is grandma?

(Man): Hi, Mary. How are you?

(Girl): I'm good. How are you, John?

(Man): I'm great. Where's your grandma?

(Girl): She's in the living room.

(Narrator): Where's grandma?

A. Living room

B. Kitchen

C. Bathroom

16.(Narrator): Listen to a conversation between a boy and a woman. Listen for the answer to this question: What's the boy's favorite food?

(Woman): Do you like eggs?

(Boy): No, I don't.

(Woman): What's your favorite food?

(Boy): My favorite food is fish.

(Narrator): What's the boy's favorite food?

A. Eggs

B. Fish

C. Bread

17.(Narrator): Listen to a conversation between a boy and his friend. Listen for the answer to this question: What does the boy like?

(Girl): What's your favorite toy, Victor?

(Boy): I like puppets.

(Girl): Puppets?

(Boy): Yes. They're very nice.

(Narrator): What does the boy like?

A. Robots

B. Puppets

C. Dolls

18.Narrator): Listen to a conversation between a woman and a boy. Listen for the answer to this question: How many crayons are there?

(Woman): Do you have crayons in your bag, Jack?

(Boy): Yes. They are here.

(Woman): How many do you have?

(Boy): Six! (Narrator): How many crayons are there?

A. Eight

B. Seven

C. Six

Answers

15. A She's in the living room

16. B My favorite food is fish

17. B Puppets? Yes. They're very nice

18. C Six!

Mixed ability


With a stronger class, ask Ss what "answers" they heard in the audio. The T can help them write the answers on the board. Then ask Ss to think about some questions for those answers. Have Ss work in pairs if necessary.

With a weaker class, have Ss read the questions and answers carefully. Then the teachers explain the meaning of answers for students to help them listen easier.

17. What does the boy like?
☐ A Robots
☐ B Puppets
☐ C Dolls

18. How many crayons are there?
☐ A Eight
☐ B Seven
☐ C Six

Part 5

Listen and answer the questions. Fill in the correct circles.  Audio 7

Let's do an example.

19. What does John call about?
☐ A A notebook
☐ B A bag
☐ C A ruler

The answer is A. Fill in ☒ A.

Now, you do it.

20. What does Anna call about?
☐ A A ruler
☐ B A kite
☐ C A doll

21. What does Mr. Green call about?
☐ A A crayon
☐ B A teddy bear
☐ C A book

22. What does Nick call about?
☐ A A doll
☐ B A balloon
☐ C A robot

23. What does Alex call about?
☐ A A toy
☐ B A plane
☐ C A teddy bear

24. What does Matt call about?
☐ A Rulers
☐ B Pens
☐ C Flowers

25. What does Pat call about?
☐ A A board
☐ B A train
☐ C A car

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Listening Part 5. Listen and answer the questions. Fill in the correct circles. Audio 9

- Teacher checks students' pronunciation of the answer items. Ask them to read those words out.
- Play recording Audio 9, examples mentioned about "notebook" so the answer is A. Students finish the task and the teacher checks their answers.

Part 5: Listen and answer the questions. Fill in the correct circles.

Let's do an example.

19.(Narrator): Listen to a phone message.

(Boy): Hi, this is John. Do you have my notebook? I can't see it.

(Narrator): What does John call about?

- A. A notebook
- B. A bag
- C. A ruler

The answer is A. Fill in A. Now, you do it.

20.(Narrator): Listen to a phone message.

(Girl): Hi, Peter. It's Anna. Can I borrow your kite?

(Narrator): What does Anna call about?

- A. A ruler
- B. A kite
- C. A doll

21. (Narrator): Listen to a phone message.

(Man): Hello, Dan. This is Mr. Green. Bring your new book to school tomorrow.

(Narrator): What does Mr. Green call about?

- A. A crayon
- B. A teddy bear
- C. A book

22.(Narrator): Listen to a phone message.

(Boy): Hello, Sam. This is Nick. Dad gives me a new robot. Do you want to play with me?

(Narrator): What does Nick call about?

- A. A doll
- B. A balloon
- C. A robot

23.(Narrator): Listen to a phone message.

(Girl): Hi, Tom. It's Alex. Do you know where my teddy bear is?

(Narrator): What does Alex call about?

- A. A toy
- B. A plane
- C. A teddy bear

24.(Narrator): Listen to a phone message.

(Boy): Hi, Kim, it's Matt. Let's give Sue some flowers. Today is her birthday.

(Narrator): What does Matt call about?

- A. Rulers
- B. Pens
- C. Flowers

25.(Narrator): Listen to a phone message.

(Boy): Hello. This is Pat. I have a new toy. It's a blue car. Do you want to come and play with me?

(Narrator): What does Pat call about?

- A. A board
- B. A train
- C. A car

Answers

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