



# MAJOR STARS



Teacher's guide



### UNIT 1: HE WORKS IN A RESTAURANT

#### Lesson 1: Words

##### OBJECTIVES

**Knowledge:** Students will be able to

- Learn new words about jobs and workplaces.
- Look and say the name of different jobs and workplaces.

**Vocabulary:** clown, circus, baker, bakery, waiter, restaurant, journalist, office.

**Listening:** Listen to the new words, and repeat. Choose the word heard in the audio.

##### MATERIALS

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

##### WARMER

**Slow reveal:** Use flashcards from the starter unit. Put a flashcard on the board and cover it with a piece of paper or card. Very slowly, move the paper to reveal the picture, bit by bit. Ask *What's this?* The first child to guess correctly comes to the front to choose the next card. Continue until you have practiced all the vocabulary in the set.

##### LEAD IN

Tell students to look at the pictures and ask questions: *What is this building?*

##### MAIN CONTENT

**Listen, point and repeat.**  1

- Hold the flashcards and say the words for the children to drill pronunciation after each word.
- Play the whole recording for children to point to the words. Then, point at each picture and ask the children to drill the pronunciation.
- Play the recording again for the students to point at the pictures in their books. Play the recording with pauses for the students to repeat.
- Hold the flashcards and ask the students to say the words in different order.
- Point at the pictures randomly, and ask some students to stand up to say the words.

##### Track 1

clown	clown	clown
baker	baker	baker
waiter	waiter	waiter
journalist	journalist	journalist
circus	circus	circus
bakery	bakery	bakery
restaurant	restaurant	restaurant
office	office	office

UNIT 1

HE WORKS IN A RESTAURANT

LESSON 1: WORDS

Listen, point, and repeat. 



  
clown

  
baker

  
waiter

  
journalist

  
circus

  
bakery

  
restaurant

  
office

Words: clown – circus, baker – bakery, waiter – restaurant, journalist – office

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##### Mixed ability

- With weaker students, point at each picture and ask *What's this?* Let them answer the questions several times to remember.
- With stronger students, ask them to make a conversation in pairs by using some phrases they have learnt like  
*Student A: What is he/ she wearing?*  
*Student B: She's wearing a red dress.*  
*Student A: What is the color of his clothes?*  
*Student B: It's black, white and red.*

##### Fast finishers

**Individual activity:** Students write down the vocabulary related to the topic jobs and workplaces in the alphabet order. Give the work to the teacher to correct the mistake.

##### Extra activity

##### Mime the word

- Ask children to stand at their desk. Say a job, like waiter.
- Children mime actions of a waiter. Tell them to act out without saying any words.
- Continue with other words related to jobs that the students have learnt.
- In pairs, children mime performing a job action and their partner shouts out the word they are miming.

### UNIT 1: HE WORKS IN A RESTAURANT

#### Lesson 2: Grammar

##### OBJECTIVES

**Knowledge:** Students will be able to

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

**Grammar:** He/ She is a/an... He/ She works in a/an

....

**Listening:** Listen to a short conversation

**Speaking:** Describe the jobs of people

##### MATERIALS

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

##### WARMER

**I know, I know, I know:** Divide the class into four teams. Use a variety of flashcards from previous lessons. Show the class a flashcard very quickly. The first team to shout I know, I know, I know and tell you the correct word gets one point.

##### LEAD IN

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

##### MAIN CONTENT

##### 1. Say.

- Show the pictures of the characters.
- Read the phrases aloud for children to repeat.
- Read the phrase "He/She's a ...", but stop before you say the jobs and hold up a job flashcard. Let children finish the phrase by saying the jobs vocabulary on the flashcard.
- Repeat using different flashcards.
- Use the same procedure for the students to use the phrase "He/She works at ..." to answer the question "Where does he/she work?".
- Ask the children to work in pairs to act out the conversation, using the jobs vocabulary in the book.
- Ask for some pairs to act out the conversation in front of the class.
- Check the students' pronunciation.

##### 2. Listen and read. 2

- Talk about each frame and ask questions, like "Who's this?" Encourage predictions about the story.
- Ask children to look at the pictures while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. "What are they playing? What is the girl/boy talking about?"

LESSON 2: GRAMMAR


**1. Say.**



He's a waiter.

Where does he work?

He works in a restaurant.

**2. Listen and read.  2**

**1** Let's spin the wheel and talk about jobs.

Yeah! We love it!

Excellent! Now, Mia's turn.

He's a journalist. He works in an office. He writes for a newspaper.

**3**

Who wants to go first?

Me!


She's a baker. She works in a bakery. She makes bread and cakes.

Good job!

**4**

**Values:** Know how to describe different kinds of jobs

**Grammar:** He is a waiter. He works in a restaurant.

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- Tell the children to listen and follow the words as you play the recording again.
- Play the recording the third time with pauses for the students to repeat.
- Let the students practice the dialogue in pairs.
- Ask for some pairs to stand up and act out the dialogue.
- Check the students' pronunciation and intonation.
- Tell and discuss the story's value with the students like "What do you like? (Point at the jobs flashcards) Why do you want to be a

##### Track 2

**Teacher:** Let's spin the wheel and talk about jobs.

**Mia and Tim:** Yeah! We love it!

**Teacher:** Who wants to go first?

**Tim:** Me!

**Tim:** He's a journalist. He works in an office. He writes for a newspaper.

**Teacher:** Excellent! Now, Mia's turn.

**Mia:** She's a baker. She works in a bakery. She makes bread and cakes.

**Teacher:** Good job!



### Extra practice

**Concentration:** Put children in groups of three or four. Give each group a set of vocabulary cards and ask them to spread them out face down in random order. Ask children to take turns flipping over two cards and saying the sound and the word. If the flashcards are a match (jobs with the workplaces like teacher with school), the child keeps the cards and say the phrases "He/ She is a/ an ... He/ She works in the ...". If they are different, they put them back, face down. The child with the most cards at the end is the winner.

### Mixed ability

- With weaker students, instruct the children to identify each job. Then they make a list of possible workplaces they can use to talk about the jobs. Introduce the new phrase on the board, instruct the students to use the jobs and workplaces vocabularies to use in the phrase. Students read out the sentences for the teacher to check grammar and pronunciation.
- With stronger students, ask them to do the activity in pairs, children write two simple comprehension questions, e.g., *Is he/she a baker? Is your dad/mom a reporter?* The pairs swap questions and answer them.

### Fast finishers

**Pairs work:** Write down on the paper to describe the jobs that they like or the jobs of their parents based on the phrases used in exercise 2. For example: "My mom is a journalist. She works in the office. She writes for a newspaper." Trade the paper with the partners and talk about the jobs. "I love my mom. She's a good reporter."

## Lesson 3: Phonics

### OBJECTIVES

**Knowledge: Students will be able to:**

- Pronounce the words correctly
- Find more words of the phonics they learned.

**Vocabulary:** aw – draw, jaw; all – fall, call; ur – fur, purse; ir – circus, circle



**Listening:** Listen to the words with given phonics



### MATERIALS



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



LESSON 3: PHONICS

1. Listen, point, and repeat. 3

**aw**  
  
draw  
  
jaw

**all**  
  
call  
  
fall

**ur**  
  
fur  
  
purse

**ir**  
  
circus  
  
circle






2. Match the picture with the correct sound.

ur

ir

aw

all

3. Write the words in the correct boxes.

straw

bird

skirt

nurse

hall

purple

third

curtain

ball

seesaw

**aw**

**all**

**ir**

**ur**

Phonics: aw – draw, jaw; all – call, fall; ir – circus, circle; ur – fur, purse

### WARMER

**Speed answer:** Teacher read out a jobs word like *He/ She 's a teacher*, students raise hand to say the workplace *He/ She works in the school*. Students who get the fastest correct answer win.

### LEAD IN

- Hold up the phonics cards for *draw, jaw, call, fall, fur, purse, circus and circle* one at a time, saying the words for children to repeat.
- Put the phonics cards on the board and point to them in random order, asking children to say the words.

### MAIN CONTENT

#### 1. Listen, point and repeat. 3

- Ask the students to open the book. Ask children to look at the letters.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words.
- Ask for individual children to say the sounds and words for the class.
- Hold the phonics cards and ask the students to drill pronunciation in different order.
- Check the students' pronunciation.



### Track 3

aw – draw, jaw  
all – call, fall  
ur – fur, purse  
ir – circus, circle

### 2. Match the picture with the correct sound.

- Point at each picture and ask them “What is this?”
- Ask them to spell the words corresponding to the pictures.
- Ask them which pictures have the letters the exercise asks for. Write the words and circle the UR/IR/AW/ALL if necessary.
- Do this procedure as an example for the students to understand.
- Connect the words with the right pictures like “UR” for the cat.
- Let them do the exercise.
- Ask for individual children to give the answers by saying the sounds and words for the class.
- Check the students’ pronunciation.

### Answer

ur – fur (the cat picture), purse (the purse picture)  
ir – circle (the circle picture)  
aw – jaw (the jaw picture)  
all – call (the woman picture)

### Mixed ability

- With weaker students: draw a four-column table on the board and write *aw*, *all*, *ur* and *ir* at the top of the columns. Show the phonics flashcards and some additional cards from previous levels. Say each word and ask the children in which column the flashcard should go.
- With stronger students, after children finish, ask them to think of other words with the corresponding sounds. In teams, children have three minutes to write as many as they can.

### 3. Write the words in the correct boxes.

- Point at each column and ask the students to read out the sounds.
- Point at the words in the box above. Ask them which words have the sounds for “AW”.
- Write the words in the correct column.
- Do this procedure as an example for the students to understand.
- Let them do the exercise.

### Answer

aw – straw, seesaw  
all – ball, hall  
ir – bird, third, skirt  
ur – purple, curtain, nurse

### Fast finishers

**Individual:** Write a list of ten things they can find in the classroom (or any other place) that have the required sounds on the paper. Give it to the teacher to check.

### Extra practice

**Silly Willy:** Divide the class into teams. Say the words “Call”. The students need to think of another rhyming words like “Ball”. Use other words that the children have learnt in phonics lessons to do. For each letter, the children just need to think of 3 rhyming words.

## Lesson 4: International exam

### OBJECTIVES

**Knowledge:** Students will be able to

- Be ready for the TOEFL PRIMARY examination
- Practice in the TOEFL PRIMARY exams format

**Grammar:** It is a/an... He/ She works in a/an ...

**Listening:** Listen to a short conversation

**Speaking:** Describe the jobs of people

### MATERIALS

Textbook, teacher’s guide, lesson plan, flashcards, ...

### WARMER

**They are...:** Divide the class into two teams. The teacher asks the representatives of both sides to play rock-paper-scissors to decide which team goes first. The teacher whispers keywords about work to students, students must act in front of the class. One member of the team is called to predict, if the guess is wrong, the turn will be lost, and the other team is allowed to answer. Each correct answer will get one point, the team with more points wins.

### LEAD IN

- Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

### READING

**Part 1: Read and find the answer. Fill in the correct.**

- Instruct students to read the task objective.
- Tell the student to open the student's book on page 10.
- Invite some students to read the questions.
- Tell the students to underline the keywords.
- Ask students to circle the correct answers for the questions.
- Walk through the class and check the answers.
- Correct and help students if necessary.

### Answer

1. A      3. B      5. C      7. A  
2. B      4. A      6. C

### Fast finishers

**Individual:** Underline the keywords to choose the answer and exchange the results with your tablemate. Leave the results for the teacher to check.

**Part 2: Read the business card. Answer questions 8 to 11.**

- Instruct students to open the book page 11.
- Point to the picture and read the first time.
- Read the model for the students to catch up with the lesson.
- Ask students to repeat in the chorus.
- Remind students to take note keywords and important details.
- Let students fill in the correct circle.
- The teacher walks through the class and check the answer.
- Correct and help students if necessary.

### Answer

8. C      10. B  
9. A      11. C

### Tips

Some questions confuse students by giving nearly identical answers, so read the question and answer carefully to avoid choosing the wrong answer (9:00 pm, ...).

### LESSON 4: INTERNATIONAL EXAM TOEFL PRIMARY

#### Reading

**Part 1: Read and find the answer. Fill in the correct circles.**

**Let's do an example.**

1. John works in a restaurant. He brings food and drinks to your table.

He is a \_\_\_\_\_.

- (A) waiter  
(B) nurse  
(C) teacher

The correct answer is **waiter**. Fill in (A) on your book.

2. Children go there to learn, and teachers work there.

It's a \_\_\_\_\_.

- (A) hospital  
(B) school  
(C) bus station

4. You use them to color pictures.

They are \_\_\_\_\_.

- (A) crayons  
(B) scissors  
(C) glue

6. This animal can talk and fly.

It's a \_\_\_\_\_.

- (A) tiger  
(B) hippo  
(C) parrot

3. After a long day at school, you want to sleep or rest.

You are \_\_\_\_\_.

- (A) happy  
(B) tired  
(C) clever

5. You can buy sweets and cakes here.

It's a \_\_\_\_\_.

- (A) police station  
(B) office  
(C) bakery

7. When you go to the zoo and you see many beautiful animals, you will use the camera to \_\_\_\_\_.

- (A) take pictures  
(B) go around  
(C) sit down



**Part 2: Read the business card. Answer questions 8 to 11.**



**Uncle Kent's Bakery**

**Owner:**  
*Philip Johnathan Kent*

**Address:** 2833 Abbey Gate, Leicester City, East Midlands, England

**Email:** unclekentsbakery@gmail.com

**Cell phone:** 715-854-2833

**Website:** www.unclekentsbakery.net

**Opening hours:** 6:00 am – 9:00 pm (Monday – Saturday)



8. What is the owner's surname?

- (A) Philip  
(B) Johnathan  
(C) Kent

9. Where's the bakery?

- (A) In England  
(B) In Mexico  
(C) In America

10. What do you know from the business card?

- (A) Philip's favorite bread  
(B) Philip's contact number  
(C) Philip's birthday

11. What time is the bakery closed?

- (A) 9:00 am  
(B) 5:00 pm  
(C) 9:00 pm

### Part 3: Read the email and answer the questions. Fill in the correct circles.

- Instruct students to open the book page 12.
- Introduce new vocabulary for the students: *excited, contact, trip, ancient house*.
- Teacher reads the email the first time.
- Ask students to repeat after in the chorus.
- Remind students to note keywords.
- Let students finish fill the circle.
- Teacher walks through the class and check the answer.
- Check students' comprehension by asking students some questions related to the lesson.
- Correct and help students if necessary.

#### Answer

12. C      14. C  
13. B      15. A

#### Mixed ability:

- With weaker students: Ask children to look at the text again and find the structures as well as the vocabulary they find hard to understand. Teacher will explain the grammar and vocabulary. Teacher will ask several questions about the emails for the students to answer to understand the text.
- With stronger students: Ask students to read the text (emails) closely. Have them read out loud. Have them write a short email to reply to the emails in the book if possible. Ask them to give the letters they have written to check for correction.

### Part 4: Read the email and answer the questions. Fill in the correct circles.

- Ask the student to open the student's book on page 13 and introduce the new vocabulary.
- Teacher asks students to look at the pictures and read three answer options.
- Ask students to choose the correct answer.
- Teacher walks through the class and checks the answer.
- Correct and help students if necessary.

#### Answer

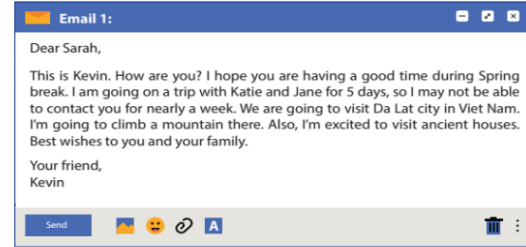
16. B      17. C      18. C

#### Tips:

For new words that do not know exactly what the answer is, students should guess by reading the whole sentence and based on the content of the sentence to give the best answer.

Example: **silverware**

### Part 3: Read the emails and answer the questions. Fill in the correct circles.



12. Who is going to visit Da Lat with Kevin?      13. What is Kevin going to do there?

- (A) His parents      (A) Swim on the beach  
(B) Maria      (B) Climb a mountain  
(C) Katie and Jane      (C) Sleep



14. What is on the 21<sup>st</sup> of September?      15. What's happening at the Town Square?

- (A) Robin's Birthday      (A) A barbecue  
(B) Christmas Eve      (B) A race  
(C) Autumn Festival      (C) A show



### Part 4: Read the instructions and answer the questions.



#### HOW TO EAT IN A RESTAURANT PROPERLY

You love to go out and eat in a restaurant with your family every weekend. In order to enjoy your meal perfectly, you should follow these 7 rules.

- **Rule 1:** After you sit down, put the napkin on your lap.
- **Rule 2:** Don't play with anything on the table!
- **Rule 3:** Never put the chips or food into the sauce twice.
- **Rule 4:** Wait for your food and only eat when everyone's food is ready.
- **Rule 5:** Eat quietly, chew with your mouth closed, then swallow before you talk.
- **Rule 6:** If you drop your **silverware**, leave it, then ask a waiter for another.
- **Rule 7:** Always ask for food, salt or pepper to be passed to you. Don't reach.

16. What should you do after sitting down?

- (A) Play with the forks  
(B) Put the napkin on your lap  
(C) Eat the sauce with your finger

17. In rule 6, what does the word **silverware** mean?

- (A) Food  
(B) Napkin  
(C) Spoon

18. How do you eat politely at a meal?

- (A) Open your mouth and eat loudly  
(B) Talk with parents while chewing  
(C) Eat quietly and keep your mouth closed while chewing





### Part 5: Read the story about John and answer the questions 19 to 22.

- Teacher instructs the student to open the student's book on page 14.
- Teacher asks students to look at the pictures and read three answer options.
- Remind students to note the keywords and read the text carefully.
- Let students do the exercise and then compare with their friends.
- Walk through the class and check the answers.
- Correct and help students if necessary.

### Answer

19. B      20. A      21. A      22. C

### Part 6: Read about the monkey. Answer the questions 23 to 24.

- Ask the student to open the student's book on page 15.
- Teacher asks students to look at the pictures and ask some questions.
- Teach the new vocabulary in the lesson.
- Tell students to look at the questions and answers.
- Ask students to underline keywords.
- Ask students to choose the correct answer.
- Walk through the class to check the answers.
- Assist the students if necessary and show the correct answers.

### Answer

23. B      24. A

### Tips

For long texts, students need to read through once first to understand the content, read it a second time for details, and underline keywords that help answer the exercise's questions.

### Extra Practice

The teacher points to the picture and asks questions related to the lesson: "How many monkeys are there in the picture?", "Where are the monkeys living?", "What is the monkey eating?". The teacher asked the students to raise their hands and answer after asking a question, each correct answer will be praised in front of the class.

### Part 5: Read the story about John, and answer questions 19 to 22.

'How are you, son? You don't look well! John's dad asks. John walks out of his room with a sad and tired face.  
'I'm not very well, Dad,' says John. 'I feel terrible today. I don't want to go to school.'  
'It's alright! Come here and let me see.' John's dad checks his temperature.  
'Oh no, your head is hot!' He shouts.  
'My headache is very bad. I'm so thirsty,' John says.  
'Just sit down. I am going to get you some warm water. You shouldn't drink cold water. Is there anything you want to eat?' John's dad responds.  
'No, Dad, I just need some water now,' he says. John sits down and rests on the sofa. His dad then brings him a cup of warm water.  
'Don't worry. I'll tell your mom about this,' John's dad calms him down. 'You don't have to go to school today. I'm going to tell your teacher about your health.'  
'We are going to the doctor's at 9:00 am,' John's dad says. 'He's going to check your body and give you some medicine. You will be fine then.'  
'Thanks, Dad. I hope so. Can I eat some chicken soup when we get back home?' John asks.  
'Of course, you should eat well to get better,' John's dad answers.

### 19. What is the story about?

- (A) John has an exam.
- (B) John is sick.
- (C) John's dad is sick.

### 20. What does John's dad give him?

- (A) A cup of warm water
- (B) A cup of orange juice
- (C) A cup of coffee

### 21. What time are they going to the doctor's?

- (A) 9:00 am
- (B) 9:00 pm
- (C) 8:00 am

### 22. What does John want to eat when he gets back home?

- (A) Pizza
- (B) Rice
- (C) Chicken



### Part 6: Read about monkeys. Answer questions 23 and 24.



Monkeys are amazing animals. They can live in many different places, in the trees or on the ground. They can eat many kinds of food, but they like fruit the most, especially bananas. They are very friendly and like to live with each other. The zoo is too small for them, and they like big places like the jungle.

Monkeys are very smart and clever. People usually see them at the circus with the clowns. Monkeys can perform many tricks. Kids love watching monkeys.

### 23. Where do monkeys like to live?

- (A) In a city
- (B) In a jungle
- (C) In a house

### 24. Where can you see a monkey and a clown?

- (A) At a circus
- (B) At a zoo
- (C) In a garden



### Fast finishers

**Individual:** learners can keep a journal. Write down the new words or the ones that they find interesting. Then the students will write the sentences using the vocabularies they have written down. Give their work to the teacher for checking the grammar.



### LISTENING

**Part 1: Listen to the words. Look at the pictures.**

**Fill in the correct circle.**  Audio 1

- Instruct students to read the task objective.
- Ask students to read the questions.
- Point to the flashcard and ask students "What is it?"
- Teacher reads the word indicated with the flashcard.
- Play Audio 1 and ask students to point the finger in the flashcard.
- Ask students to circle the correct answers.
- Teacher walks through the class and check the answers.
- Correct and help ss if necessary.

#### Answer

- |      |      |      |      |
|------|------|------|------|
| 1. B | 3. A | 5. A | 7. A |
| 2. C | 4. C | 6. A |      |

#### Tips

Students listen to the recording for the first time to understand the content, do not pay too much attention the first time, understand the summary of the main content, then listen in more detail the next time, and take notes on paper that can be used to choose the answer. After choosing the appropriate keyword, students choose the correct answer.

#### Audio 1

- (Narrator):** Listen to the teacher.  
**(Man):** We are going to Vung Tau beach next week for the school trip, please bring your swimsuit.  
**(Narrator):** Where do students go for their school trip?
- (Narrator):** Listen to the father.  
**(Man):** We are going to the park, but the sky is getting dark. It may rain anytime. You should bring an umbrella.  
**(Narrator):** What does the father tell his son to bring?
- (Narrator):** Listen to the boy talking to his mother.  
**(Boy):** Mom! I'm going to meet my friend Lisa this weekend. We are going to jog for 20 minutes and have dinner together.  
**(Narrator):** What is the boy going to do this weekend?

Listening

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

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)

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4. **(Narrator):** Listen to the student talking to his friends.

**(Man):** My family lives in an apartment. It's very high up and I can see the stars every night when I look outside.

**(Narrator):** Where does the student live?

5. **(Narrator):** Listen to the teacher.

**(Woman):** Please bring your notebook with you next week. You need to take notes while you are in the museum.

**(Narrator):** What do students have to bring next week?

6. **(Narrator):** Listen to the student talking to her friends.

**(Girl):** I usually get home from school at 6:00 pm. At first, I take a shower. After that, I'll have dinner with my family.

**(Narrator):** What does the student do as soon as she gets home?

7. **(Narrator):** Listen to the father talking to his son.

**(Man):** Danny, I'm going to let you stay at Amy's house and play with her for 2 hours. I'm going to the bookstore to get some new books for you. Stay there until I come back to pick you up.

**(Narrator):** Where's Danny's dad going to go?

### Part 2: Listen to a conversation and answer the questions. Then, fill in the correct circle. Audio 2

- Ask students to read through the questions and answers.
- Play the audio for the students to listen.
- Tell students to take note and choose the correct answers.
- Invite some students to stand up and share their answers.
- Show the correct answers.

#### Answer

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

#### Audio 2

8. **(Narrator):** Listen to a conversation between two friends. Listen for the answer to this question. Who's in the hospital?

**(Girl):** Hi David! Where are you going?

**(Boy):** Hello Anna. I'm going to the hospital to visit my dad.

**(Girl):** Oh no. What's the matter?

**(Boy):** Just a small accident. Don't worry.

**(Girl):** Send him my best wishes. I hope he gets better soon.

**(Boy):** Thanks, Anna, have a good day.

9. **(Narrator):** Listen to a conversation between a father and his son. Listen for the answer to this question: Where is Roy going tomorrow?

**(Boy):** Dad, tomorrow is Trixie's birthday party. Can I go?

**(Man):** Yes, you can. What time does it start?

**(Boy):** At 7:00 pm. Can you drive me there and pick me up at 9:00 pm?

**(Man):** I can drop you off but I'm busy at 9:00 pm. I tell your mom to pick you up instead.

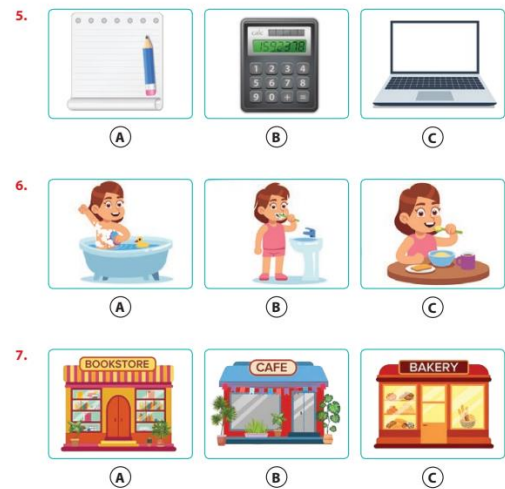
**(Boy):** Thanks, Dad. I'm going to tell mom as well.

10. **(Narrator):** Listen to a conversation between a teacher and her student. Listen for the answer to this question. Why does Annie want to be a businesswoman?

**(Woman):** We are going to talk about your favorite job. What is it, Annie?

**(Girl):** Yes, teacher. I'm going to be a businesswoman.

**(Woman):** Wow, that's great! Is there any special reason?



Part 2: Listen to a conversation and answer the questions. Then, fill in the correct circle.  Audio 2

Let's do an example.

8. Who's in the hospital?

- (A) Anna's dad
- (B) David's mom
- (C) David's dad

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

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**(Girl):** I want to be like my mom. She works in a very big office. I want to work in a big office, too.

**(Woman):** What does she do, Annie?

**(Girl):** She's also a businesswoman. She works with my dad.

**(Woman):** Good luck, Annie. I hope you can work with them one day.

**(Girl):** Thank you. I hope so too, teacher.

11. **(Narrator):** Listen to a conversation between two friends in class. Listen for the answer to this question: What's Kim's favorite highlighter color?

**(Boy):** Hey Kim, your highlighter is on the ground.

**(Girl):** Oh! Thank you very much, Robert. I don't want to lose it. This is my favorite one.

**(Boy):** You have so many highlighters!

**(Girl):** Yeah, they are very useful when I want to remember things.

**(Boy):** What's your favorite color?

**(Girl):** It should be the green one. I love trees and nature.

**(Boy):** Oh, me too. We like the same color then.

12. **(Narrator):** Listen to a conversation between two friends. Listen for the answer to this question: How will Mina get to Malaysia?

(Boy): Are you going to Malaysia next week, Mina?  
 (Girl): Hi Kent. Yes, I am. How do you know?  
 (Boy): Your best friend, Anna told me. How long will you stay there?  
 (Girl): It's going to be a special trip. We are going for 2 weeks.  
 (Boy): Two weeks? That's a long time. What's going to make it so special?  
 (Girl): We are going to Malaysia by a big ship, a cruise, not by plane.  
 (Boy): Wow cool! So, you are going to live on a ship until you get to Malaysia?  
 (Girl): Yes! I always dream about living on the sea.  
 (Boy): I'm glad that you finally make your dream come true.

### Part 3: Listen to the message and answer the questions. Then, fill in the correct circle. Audio 3

- Ask students to read through the questions and answers.
- Play the audio for the students to listen.
- Tell students to take note on keywords and choose the correct answers.
- Give students time to do the exercise.
- Ask some students to stand up and read out loud their answers.
- Show the correct answers.

#### Answer

13. A    14. A    15. B    16. C    17. C

#### Audio 3

13. (Narrator): Listen to the phone message.  
 (Man): Hey Taylor. This is Matt. I'm busy this Saturday. Can we change the time we play golf to Sunday? Let's discuss the time later. Thank you.  
 (Narrator): Why does Matt want to meet Taylor? The choice is:  
 (A): To play golf  
 (B): To have a meeting  
 (C): To drink coffee

14. (Narrator): Listen to the phone message.  
 (Girl): Good morning, Mr. Daniels. This is Western Union Delivery. I have an overseas package from Australia to Mr. Daniels. So, I need the recipient to show your ID and your sign before receiving it. Are you home today so I can come later?  
 (Narrator): Where does the package come from? The choice is:

#### 9. Where is Roy going tomorrow?

- (A) Movie theater
- (B) Birthday party
- (C) Coffee shop

#### 11. What's Kim's favorite highlighter color?

- (A) Orange
- (B) Yellow
- (C) Green

#### 10. Why does Annie want to be a businesswoman?

- (A) She wants to work in a big office.
- (B) She wants to travel to many countries.
- (C) She wants to have many friends.

#### 12. How will Mina get to Malaysia?

- (A) By plane
- (B) By ship
- (C) By helicopter

Part 3: Listen to the message and answer the questions. Then, fill in the correct circle.  Audio 3

#### Let's do an example.

#### 13. Why does Matt want to meet Taylor?

- (A) To play golf
- (B) To have a meeting
- (C) To drink coffee

The answer is A. Fill in (A) on your book. Now, you do it.

#### 14. Where does the package come from?

- (A) Australia
- (B) Canada
- (C) Japan

#### 16. What time is the new store opening on Saturday?

- (A) 8:00 am
- (B) 1:00 pm
- (C) 6:00 am

#### 15. What does Misa lose?

- (A) Her wallet
- (B) Her phone
- (C) Her tablet

#### 17. Where is Tom now?

- (A) In a cinema
- (B) In a restaurant
- (C) In a math class



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(A): Australia  
 (B): Canada  
 (C): Japan

15. (Narrator): Listen to the phone message.

(Woman): Hello, my name is Misa Madden. My phone is missing, and I can't find it anywhere. I need your help to track my phone and please lock my sim card. I want to keep my number and move it to my new phone. I'm going to the nearest store for support later.

(Narrator): What does Misa lose? The choice is:

(A): Her wallet  
 (B): Her phone  
 (C): Her tablet

16. (Narrator): Listen to the phone message.

(Boy): Hello Mrs. Miller. This is Philip from Uncle Kent's Baker. I'm glad to tell that you are one of our most loyal customers. At 6:00 am on Saturday, we are excited to announce that we are going to open a new store next to your house. We are going to have many products on sale. Hope to see you there!

(Narrator): What time is the new store open on Saturday? The choice is:

- (A): 8:00 am
- (B): 1:00 pm
- (C): 6:00 am

17. (Narrator): Listen to the phone message.

(Boy): Hi Mom, It's Tom. I'm in my math class. I will finish soon. It's raining outside and I don't have an umbrella. Can you come and pick me up at 5:30 pm? I'm sorry I forget an umbrella.

(Narrator): Where is Tom now? The choice is:

- (A): In a cinema
- (B): In a restaurant
- (C): In a math class

### Extra practice

The teacher asks questions related to the listening exercise to check the students' understanding. For good students: Can understand and answer the questions in the lesson content in addition to the questions just practiced in the book. For weaker students: Can roughly understand the content of the lesson.

**Part 4: Listen to a story about Kevin. Answer questions from 18 to 21.**  Audio 4

- Ask the students to read through the questions and answers and underline the keywords.
- Play the recording for the first time for students to listen and choose the correct answers.
- Invite some students to stand up and give out answers.
- Encourage the students to answer in sentences.
- Check the students' pronunciation.
- Play the recording for the second time to check the answers.

### Answer

18. A      19. B      20. C      21. C

### Audio 4

(Narrator): Listen to a story about Kevin.

(Woman): The school board invites some police officers to visit Kevin's school. They talk about the importance of home security when kids are alone at home. "You should check all the locks on doors and windows at night!" one of the officers says. They also teach the students what to do in some bad situations. "When you see somebody keeps walking around your house, you should turn all lights on and check the locks again. Don't panic!", the police say.

**Part 4: Listen to a story about Kevin. Answer questions from 18 to 21.**  Audio 4

18. What is this story about?

- (A) A lesson from police officers
- (B) A school trip after exam
- (C) A holiday with family

19. What is the emergency number of the police?

- (A) 199
- (B) 911
- (C) 191

20. What should Kevin do when he's home alone?

- (A) Sleep in his room
- (B) Watch TV
- (C) Lock all the doors and windows

21. Where are his parents going tonight?

- (A) A cinema
- (B) A circus
- (C) A restaurant

**Part 5: Listen to a story about Roy and his dad. Answer questions from 22 to 25.**  Audio 5

22. Why isn't Roy at school today?

- (A) He's sick.
- (B) No one takes him to school.
- (C) He's on Spring break.

23. How long does Roy take to count the computers?

- (A) 20 minutes
- (B) 10 minutes
- (C) 11 minutes

24. Where does Roy's dad work?

- (A) At Royal Corp
- (B) At Luthor Corp
- (C) At Mercury Corp

25. How many computers are there in the office?

- (A) 105
- (B) 85
- (C) 95

Kevin writes down the emergency number 911 to call the police in bad cases. Then, he remembers that his parents are going out tonight. As he gets home, he tells his parents, "I know what to do when you are at the restaurant tonight. I'm going to lock all the doors and windows and turn all the lights on to see any strangers. I even know the emergency number." His parents are very happy. They believe that Kevin will be safe alone at home.

18. (Narrator): What is this story about?

- (A): A lesson from police officers
- (B): A school trip after exam
- (C): A holiday with family

19. (Narrator): What is the emergency number of the police?

- (A): 119
- (B): 911
- (C): 191

20. (Narrator): What should Kevin do when he's alone at home?

- (A): Sleep in his room
- (B): Watch TV
- (C): Lock doors and windows

21. (Narrator): Where are his parents going tonight?

- (A): A cinema
- (B): A circus
- (C): A restaurant



### Part 5: Listen to a story about Roy and his dad.

Answer questions from 22 to 25.  Audio 5

- Ask the students to read through the questions and answers and take notes on the keywords.
- Play the recording for the first time for students to listen and circle the correct answers.
- Walk around the class to check students' works.
- Invite some students to stand up and answer the questions.
- Encourage the students to answer in sentences.
- Check the students' pronunciation.
- Play the recording for the second time to check the answers.

#### Answer

22. C                      23. B                      24. B                      25. C

#### Audio 5

(Narrator): Listen to a story about Roy and his dad.

(Man): Roy is going to the office with his dad today. He's currently on Spring break and isn't going to school. There is no one at home with him, so his dad decides to drive Roy to the office. Roy is very excited. This is his first time going there. There is a big sign "Luthor Corp" on the top of the building. "Is this your office, Dad?", Roy asks. "Yes, I work here". When Roy and his dad step foot inside, he shouts surprisingly, "Wow, there are many computers here". His dad smiles and asks "Can you count how many computers there are? I will give you a candy for the correct answer?". Roy is ready to do it. He comes around for 10 minutes and gives the final answer, "There are 95 computers in here, Dad, is it correct.". Roy's dad is surprised with his son's correct answer. Roy then receives some chocolate from his father. "Today is so fun, please often drive me to your office, Dad." Roy says.

22. (Narrator): Why isn't Roy at school today?

- (A): He's sick.
- (B): No one takes him to school.
- (C): He's on Spring break.

23. (Narrator): Where does Roy's dad work?

- (A): At Royal Corp
- (B): At Luthor Corp
- (C): At Mercury Corp

24. (Narrator): How long does Roy take to count the computers?

- (A): 20 minutes
- (B): 10 minutes
- (C): 11 minutes

Part 6: Listen to the teacher giving a lesson about saving water. Answer questions from 26 to 28.  Audio 6



26. What do people use water for?

- (A) Drinking, cooking
- (B) Cleaning dishes, washing clothes
- (C) All of the above

27. Who needs water to survive?

- (A) Humans, animals, and plants
- (B) Agriculture, industry, and electricity
- (C) All of them

28. Why can't we use sea water?

- (A) Because it's blue.
- (B) Because it's expensive.
- (C) Because it's salty.

Part 7: Listen to the guide talking to students at the zoo. Answer questions from 29 to 31.  Audio 7



29. What is the biggest land animal on earth?

- (A) A lion
- (B) A tiger
- (C) An elephant

30. What do elephants look like?

- (A) They have small heads, thin legs, and big tails.
- (B) They have a big body, thick legs, and thin tails.
- (C) They have small ears, short trunks, and short tails.


31. Where do elephants live?

- (A) In Asia and Africa
- (B) In Europe and North America
- (C) In Australia and South America



25. (Narrator): How many computers are there in the office?

- (A): 105
- (B): 85
- (C): 95

Part 6: Listen to the teacher giving a lesson about saving water. Answer questions from 26 to 28.  Audio 6

- Point at the picture and ask students a question: "What's this?".
- Invite some students to stand up and answer the question.
- Ask students to read through the questions and answers to underline the keywords.
- Play the audio for the first time for students to listen carefully, take notes and choose the correct answers.
- Stroll the class to check on students' progress.
- Invite some students to share their answers in sentences.
- Play the recording again to check the answers.
- Check students' pronunciation.

#### Answer

26. C                      27. A                      28. C



### Audio 6

(Narrator): Listen to the teacher giving a lesson about saving water.

(Man): Today I'm going to tell everyone why we must save water. Firstly, water is used in life for drinking, bathing, cooking, cleaning dishes and washing clothes. It's also used for making paper and growing cotton for your clothes. The bulk of the world's water use is for agriculture, industry, and electricity. Not only humans but also animals and plants need water to survive. Students, we really need a lot of water. You may think that "It's fine, we have a lot of water on Earth to use right?". Well, it may be true, but do you know that we can't use most of that water? Because the water in the seas is salty, or some freshwater which is deep underground or ice in the North and South Poles. The truth is, we can only use less than one per cent of all water on Earth, but we are using more water now than ever before. That's why we need to start saving water from today.

26. (Narrator): Who needs water to survive?

(A): Humans, animals, and plants

(B): Agriculture, industry, and electricity

(C): All of them

27. (Narrator): What do people use water directly for?

(A): Drinking, cooking

(B): Cleaning dishes, washing clothes

(C): All of the above

28. (Narrator): Why can't we use water in the seas?

(A): Because it's blue.

(B): Because it's expensive.

(C): Because it's salty.

### Part 7: Listen to the guide talking to students at the zoo. Answer questions from 29 to 31. Audio 7

- Point at the picture and ask students what is in the picture.
- Invite some students to share their ideas.
- Tell students to underline some keywords.
- Play the audio for the first time for students to listen and choose the answers.
- Walk around the class to check on students' progress.
- Invite some students to share their answers in sentences.
- Check students' pronunciation.

- Play the recording again and pause at the answers for students to take notes.
- Show the correct answers.

### Answer

29. C

30. B

31. A

### Audio 7

(Narrator): Listen to the guide talking to students at the zoo.

(Man): Everyone is going to see one of the favorite animals soon – the elephant. You may know they are big, and they are actually the biggest land animal on Earth. They don't look like any other animal on our planet. Elephants have huge body and thick legs, thin tails, rounded and big ears, long and strong trunks; some even have ivory tusk. Their ears are also some of the best hearings among all animals in the world; they can hear the calls from other elephants as far as 4 kilometers away.

Elephants are strong. You can see them on TV lifting heavy trees with their trunks. They are also very smart, and they can be your friends. Elephants live in Africa and Asia. There are not many elephants in the world anymore, because people hunt them. This is making it hard for elephants to find places to live and grow their families. We should do more to protect them so we can see elephants in the wild.

29. (Narrator): What is the biggest land animal on Earth?

(A): A lion

(B): A tiger

(C): An elephant

30. (Narrator): What do elephants look like?

(A): They have small heads, thin legs and big tails.

(B): They have a big body and big legs, thin tails.

(C): They have small ears, short trunks and short tails.

31. (Narrator): Where do elephants live?

(A): In Asia and Africa

(B): In Europe and North America

(C): In Australia and South America