



MAJOR STARS



Teacher's guide



UNIT 4: WHERE IS THE SUPERMARKET?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Be confident to use vocabulary related to places in town
- Be able to develop knowledge of the world through English

Vocabulary: *funfair, bus station, sports center, bookstore, supermarket*

Listening: Listen to the new words and repeat

MATERIALS

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

WARMER

The Telephone Game

Students sit in a circle. Teacher then whispers a phrase to the first student. This student passes this phrase along the circle and the last student says aloud what they have heard.

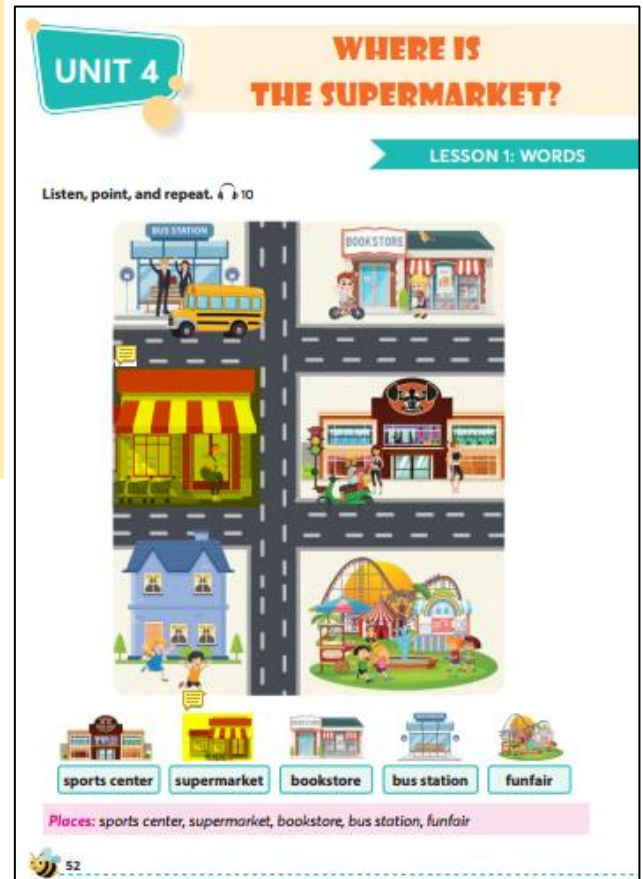
LEAD IN

- Point at each building and ask them questions about that building.
- Explain the pictures using flashcards.
- Do the same procedure for the other words.
- Hold up the flashcards in order and ask the students to repeat.
- Hold the flashcards in a different order and ask individual students to say the words.

MAIN CONTENT

Listen, point and repeat.  10

- Have the class open their books.
- Ask children to look at the pictures. Play the whole recording for children to point to the words.
- Point at each picture and pronounce the words. Ask the children to drill the pronunciation.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to point and then repeat.
- Point at the pictures randomly and ask some students to stand up and say the words.
- Check the students' pronunciation.



Track 10

sports center	sports center	sports center
supermarket	supermarket	supermarket
bookstore	bookstore	bookstore
bus station	bus station	bus station
funfair	funfair	funfair

Fast finishers

- Quick students play in pairs. They will make simple conversations based on the words.

Mixed ability

- Before calling up weaker students to point at the pictures, have students write down the new words to remember it.
- For stronger students, encourage them to make a sentence with the word in each turn.

Extra practice

Teacher have students play in pairs and talk about where their school and houses are.

UNIT 4: WHERE IS THE SUPERMARKET?

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Use vocabulary regarding the places in town
- Say phrases related to direction

Vocabulary: *Wheel. He's a waiter. Where does he work? - He works in a restaurant.*

Listening: Listen to the new words and repeat

MATERIALS

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

WARMER

Play the game "Word scramble". Ask students to make a complete sentence using the given words.

LEAD IN

- Play "What do I have?" with the places in town vocabularies flashcards.
- Quickly show students flashcards showing places in the town. Then, hold a card in a way that students only see the back of it and ask: "What do I have?" for students to guess.
- Stick the flashcard that has been guessed correctly on the board. Then, introduce the lesson.

MAIN CONTENT

1. Say.

- Read the phrases and ask the students to repeat.
- Explain the meaning of the word "Where".
- Demonstrate the sentences by using a finger to trace the road.
- Make an example with a place, using a finger to trace the ways.
- Let students work in pairs to ask and answer the questions based on the big picture in Lesson 1.
- Ask for some pairs to act out the conversation in front of the class.
- Check the students' pronunciation.

Extra practice


The teacher divides the class into two teams. Each turn, one student of each team will go to the board and demonstrate the ways to places in a map.


2. Listen and read. 11


- Ask for the characters' names, the jobs and workplaces words in the story.
- Play the recording for the first time, have students point at the speech bubbles.

LESSON 2: GRAMMAR

1. Say.




2. Listen and read.  11



Values: Know how to give directions

Grammar: Where is the supermarket? It's opposite the bookstore.

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LESSON 2: GRAMMAR

↑ : go straight ahead

↶ : turn left

↷ : turn right

→ : go past the place

- Play the recording the second time and pause after the sentences for the students to repeat.
- Let the students practice the dialogue in pairs.
- Ask for some pairs to act out the dialogue.
- Check the students' pronunciation.

Track 11

Tim: I want to go to the sports center after school. Can you show me where it is, Mia?

Mia: Oh yes. From our school, go straight ahead and turn right when you see the bookstore.

Tim: Where should I go next?

Mia: Then go past a funfair, you'll see the supermarket. The sports center is opposite that.

Tim: Thank you so much.

Mixed ability

- For stronger students, they can read and demonstrate the route at the same time.

Fast finishers

- The teacher asks students to work in pairs asking and answering about their ways to school, houses, park, playground, etc.
- Students are encouraged to use words and phrases that they have learned.

UNIT 4: WHERE IS THE SUPERMARKET?

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: *ea* - seat, leaf, bean, tea; *ee* - week, knee, cheese, sleep

Listening: Listen to the words with given phonics

MATERIALS

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

WARMER

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.

LEAD IN


- Hold up the phonics cards *seat, leaf, bean, tea, week, knee, cheese and sleep* 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. 12

- Ask the students to open the book.
- Ask children to look at the letters.
- Play the recording for children to listen and point to the letters.
- Play the recording with pauses and ask the whole class to drill the pronunciation after the pause the recording.
- Ask for individual children to say the sounds and words for the class.
- Check the students' pronunciation. Correct their mistakes.
- Hold the phonics cards and ask the students to drill pronunciation in different order.
- Check the students' pronunciation.


LESSON 3: PHONICS


1. Listen, point, and repeat.  12


ea

seat

leaf

bean

tea


ee

week

knee

cheese

sleep


2. Unscramble and write. Then say.


 t s a e



 ee



 l s e p e



 s e h e c e



 f a e l

3. Read and complete the word with *ee* or *ea*.



 1
 There are a lot of green tr___s in the forest.


 2
 My grandpa loves drinking t___.


 3
 Children should sl___p at least 8 hours per day.


 4
 There are seven days per w___k.

Phonics: *ea* - seat, leaf, bean, tea; *ee* - week, knee, cheese, sleep

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Track 12

ea – seat, leaf, bean, tea

ee – week, knee, cheese, sleep

Mixed ability

- With weaker students: Drill the sounds *ea* and *ee*. Ask children to point to each picture, say the phrase and the word. Say the sounds one at a time. Then children do the exercise independently
- With stronger students, after they have completed the activity, have them write three more words have the same sounds they have just learnt. If time permits, they can share their words with the class.

2. Unscramble and write.

- Point at each picture and ask them "What is this?"
- Ask them to spell the words corresponding to the pictures.
- Confirm the correct words for the children. Ask them which pictures have the letters the exercise asks for. Write the words and connect *ee*, *ea* to the corresponding pictures.



- Do this procedure as an example for the students to understand.
- Ask students to go to the board and give the answers. Check their work.
- Point at the picture and ask the students to drill the pronunciation. Check the students' pronunciation.

Answer

Ea – seat, leaf

Ee – cheese, sleep

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.

3. Read and complete the word with ee or ea.

- Point at each picture and ask them “What is this?”
- Ask them to read out loud the sentences, except for the blank.
- Ask the students if they know which words need to be written in the blanks. Point at the picture again to elicit the answers.
- Write down the correct words in the blanks.
- Do this procedure as an example for the students to understand.
- 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

1. There are a lot of green trees in the forest.
2. My grandpa loves drinking tea.
3. Children should sleep at least 8 hours per day.
4. There are seven days per week.

Extra practice

Make a sentence: Divide the class into 2 – 4 team. Spread out the phonics cards that the students have learnt on the table. Decide their turns by playing rock-paper-scissor. A student from each team draws a card, then they have to make a sentence based on the sounds indicated on the card.

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

Listening: Listen to a short conversation

Reading: Practice reading comprehension skills

MATERIALS

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

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. Kate is a very brave person. She catches thieves and helps people.

She is a _____.

(A) police officer
(B) salesperson
(C) teacher

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

2. This is a big store. You go here to buy food, clothes, and other things. What is it?

(A) Bus station
(B) School
(C) Supermarket

3. It is the opposite direction of right. It is "_____".

(A) straight
(B) left
(C) under

4. Matt is jogging. He sees May on the other side of the road. To meet her, Matt _____ the road.

(A) climbs up
(B) crosses
(C) jumps over

5. Everything looks strange. You don't know where you are. You are _____.

(A) tired
(B) borrowed
(C) lost

6. There are playgrounds, flowers and trees. You can go there for a walk or exercise. It is a _____.

(A) park
(B) café
(C) forest

7. This place has many games. People can play and win prizes there. It is a _____.

(A) funfair
(B) theater
(C) waterpark

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WARMER

Guess the word: Divide the class into teams. Decide the turns by playing rock-paper-scissor. Two students from each team will go to the board and play the game. Put a card onto the board depicting a vocabulary they have learnt. One student will describe the word “It’s a place. You can play the games in that place. It has roller coaster.” The other need to guess the word “It’s a funfair.” Give points to the teams if possible.

LEAD IN

- Read out some short descriptions and ask students "What is it?". Say three options as a hint to help the students if they find it hard to give an answer.

READING

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

- Ask the students to open the book.
- Ask the children to read out the description and circle the keywords if possible.
- Read out the three options and ask them which option is the correct answer.
- Do this procedure as an example.
- Let the children do the exercise.
- Check their answers on the board.

Answer

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

Part 2: Read the sign and answer questions from 8 to 11.

- Ask them to read it themselves for a short amount of time. Ask some individuals to stand up and read out loud the text.
- Do the first exercise as an example if the students have difficulty answering the questions.
- Let them do the exercise.
- Ask for individual children to give the answers and the explanation for the class.
- Check the students' work and pronunciation.

Answer

12. B
13. C
14. A
15. A

Read the e-mails and answer questions. Fill in the correct circles.

- Ask them to read it themselves for a short amount of time. Ask some individuals to stand up and read out loud the text.
- Do the first exercise as an example if the students have difficulty answering the questions.
- Let them do the exercise.
- Ask for individual children to give the answers and the explanation for the class.

Part 2: Read the sign and answer questions from 8 to 11.



8. When is the Spectacular Halloween funfair?
 (A) Saturday
 (B) October 30th
 (C) 9:00 pm
9. How many games are there at the Halloween funfair?
 (A) 30
 (B) 40
 (C) 50
10. What is not at the funfair?
 (A) A circus
 (B) A haunted house
 (C) A costume contest
11. How long does the funfair last?
 (A) 6 hours
 (B) 7 hours
 (C) 8 hours

- Check the students' work and pronunciation.

Answer

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

Mixed ability

- With weaker students: Ask children to look at the text again and find the structures and the vocabulary they find hard to understand. Explain the grammar and vocabulary. Ask several questions about the emails for the students to answer to understand the text.
- With stronger students: 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.

Read the instructions about how to take a bus, and answer questions from 16 to 18.

- Ask them to read it themselves for a short amount of time. Ask some individuals to stand up and read out loud the text.


- Do the first exercise as an example if the students have difficulty answering the questions.
- Let them do the exercise.
- Ask for individual children to give the answers and the explanation for the class.
- Check the students' work and pronunciation.

Answer

18. A
19. C
20. C

Read the instructions about how to take a bus, and answer questions from 16 to 18.

HOW TO TAKE A BUS



Buses are very popular. They are convenient, cheap, and good for the environment. But, do you know how to take a bus?

STEP 1 Find a bus that can take you to the place you want. There are a lot of buses and they go to different places, so be careful!

STEP 2 Go to the bus station and prepare money for your ride.

STEP 3 Wait for your bus to come. Remember to check the bus number to make sure you are on the right one.

STEP 4 Get on the bus. Pay the **fare** and get the ticket.

STEP 5 Choose a seat, and don't take up too much space. Do not eat, drink, or smoke on the bus. Respect other people on the bus!

STEP 6 When the bus is near the place you want to go, press the bell and wait for the bus to stop. Make sure to check all your belongings before getting off the bus.

16. What should you do before getting on the bus?

(A) Go to the bus station
(B) Check your belongings
(C) Get the ticket

17. In step 4, what does the word **fare mean?**

(A) Number
(B) Seat
(C) Fee

18. When do you press the bell?

(A) When you get on the bus
(B) When you choose a seat
(C) When you want to get off the bus

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Read the story about Max talking to his friend, Ben.

- Ask them to read it themselves for a short amount of time.
- Ask some follow-up questions related to the story.
- Do the first exercise as an example if the students have difficulty answering the questions.
- Let them do the exercise.
- Ask for individual children to give the answers and the explanation for the class.
- Check the students' work and pronunciation.

Answer

16. C
17. B
21. B
22. C

Read the story about Max talking to his friend, Ben.

'Where are you?' says Max. 'It's almost 8:00 already! We are supposed to meet at the front gate of the funfair.'

'But I'm at the front gate!' says Ben. 'Are you sure you are at the right spot?'

'Yes! Here, let me take a picture for you.' Max takes a picture of the gate and sends it to Ben's phone.

'I get it now. You are at the exit gate, Max, not the front gate!' Ben shouts.

'Oh, dear! I'm sorry! It's my fault. So, how can I get to the front gate from here?'

'It's easy. There should be a bus station opposite where you are standing. Go across the road, and wait for bus number 6. It should take you near the front gate.'

Max follows Ben's instructions and runs. About 15 minutes later, he arrives at the front gate. There is Ben, who is sitting on the sidewalk and waiting. He looks tired and angry.

'Before you say anything,' Max breathes heavily, 'this is my first time here, so I didn't know the directions. And I ran as fast as I could. Please forgive me.'

'It's going to take more than that to make me happy. You are buying me snacks!' Ben exclaims. 'Now, let's go! We're late for the Dolphin Show.'

'Okay. Maybe next time, I should just ask you for directions first,' Max says.

19. What is the story about?

(A) Meeting at a funfair
(B) Taking a bus
(C) Giving directions

20. Why doesn't Max see Ben?

(A) Ben is at the wrong gate.
(B) Max is at the wrong gate.
(C) Ben is late.

21. Where is the bus station?

(A) At the front gates
(B) Opposite the exit
(C) Near where Max is standing

22. Why is Max buying snacks?

(A) Because he is hungry.
(B) Because he is tired from running.
(C) Because he wants to apologize to Ben.

59

Read about mushrooms and answer questions 23 and 24.

- Point at the pictures and ask them questions about mushrooms. "Do you eat this? What are these?"
- Ask them to read it themselves for a short amount of time.
- Ask some follow-up questions related to the text. "Can you eat these red mushrooms? Why?"
- Do the first exercise as an example if the students have difficulty answering the questions.
- Let them do the exercise.
- Ask for individual children to give the answers and the explanation for the class.
- Check the students' work and pronunciation.

Answer

23. C
24. B

Read about mushrooms and answer questions 23 and 24.



Mushrooms are fascinating creatures. They are not plants, and also not animals. They belong to a different category, called "fungi". There are over 50 thousand species of mushrooms, and they usually appear in wet ground and soil. Mushrooms have a lot of uses. We can cook them into many delicious dishes. Other mushrooms are even used to make teas and medicines.

However, some mushrooms are very poisonous. They usually have bright colors like red or yellow to warn animals that they are dangerous. So, they can make us sick when we eat them. This is why you should not eat wild mushrooms.



23. Red and yellow mushrooms are usually

- (A) used to cook.
- (B) used to make teas and medicines
- (C) poisonous and make humans sick

24. What is this text about?

- (A) Why you should not eat mushrooms
- (B) Why mushrooms are fascinating creatures
- (C) Where you can find mushrooms

Fast finishers

Individual: Learners can keep a journal. Write down the new words or the ones that they find hard to understand. Then the teacher will explain to the students the meaning of the words. The children 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 15

- Lead students to the first listening exercise.
- Show the pictures and ask students to read the question.
- Point at each picture and ask students some questions such as "What is it?", "Where is this?", "What are they doing?"
- Pick some students to stand up and answer.
- Play Audio 15 the whole way through the first time. Students fill in the circle below the correct picture.
- Play the audio again.

- Invite a few students to come to the board and circle their answers.
- Check and show the correct answers.
- Point at the pictures and ask students to repeat the words.

Answer

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

Listening

Part 1: Listen to the words. Look at the pictures. Fill in the correct circle.  Audio 15

Let's do an example.

1.



(A)



(B)



(C)

The correct answer is B. Fill in (B) on your book.

2.



(A)



(B)



(C)

3.



(A)



(B)



(C)

4.



(A)



(B)



(C)

5.



(A)



(B)



(C)

6.



(A)



(B)



(C)

7.



(A)



(B)



(C)



Audio 15

1. (Narrator): Listen to the teacher talking to his students.

(Man): This is the end of the lesson. Before you go home, remember that you have to finish your homework before Thursday.

(Narrator): What must students do?

2. (Narrator): Listen to the teacher talking to his students.

(Man): You'll have an exam soon. You must study hard and not play too many video games.

(Narrator): What must students do?

3. (Narrator): Listen to the student talking to her father.

(Girl): Dad! My class is having a trip to the waterpark tomorrow. Can you get me swimming goggles? You don't have to buy a swimsuit – I have one already.

(Narrator): What does the girl ask her father to buy?

4. (Narrator): Listen to the tour guide talking to the visitors.

(Man): We are standing at the national park. Opposite us is the city's museum. We're visiting that place later; for now, let's have lunch at the restaurant.

(Narrator): Where are they going now?

5. (Narrator): Listen to the mother talking to her daughter.

(Woman): Alexa, it's the weekend! Let's go to the supermarket. You can help me buy carrots and potatoes. I'm making beef stew for dinner. If you want, we can visit the clothing section.

(Narrator): What are they buying?

6. (Narrator): Listen to the teacher talking to her students.

(Woman): Please listen to the rules for our reading class. Before you go into the library, put your backpacks on the desks outside. When you are in the library, don't make loud noises, and don't eat or drink.

(Narrator): What do students do before they go into the library?

7. (Narrator): Listen to the teacher talking to his students.

(Man): Winter is coming very soon, kids. Remember to wear warm clothes like jackets and gloves, and don't drink iced water or eat ice cream. You can catch a cold or get a sore throat. However, you may play outside during your playtime.

Part 2: Listen to the conversation and answer the question. Then fill in the correct circle. Audio 16

Let's do an example.

8. What is the boy doing this summer?

- ☐ (A) Going to the beach
- ☐ (B) Playing the guitar
- ☐ (C) Learning to play the piano

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

9. Where is the boy going next?

- ☐ (A) The park
- ☐ (B) The sports center
- ☐ (C) The bookstore

10. Why does the woman write down her number?

- ☐ (A) Because she wants to find some one to play with.
- ☐ (B) Because she wants to know when a book arrives.
- ☐ (C) Because she wants to make a new friend.

11. Which bus should the woman take?

- ☐ (A) Number 8
- ☐ (B) Number 42
- ☐ (C) Number 64

12. What are they having for dinner?

- ☐ (A) Salad
- ☐ (B) Steak and fries
- ☐ (C) Spaghetti

Part 2: Listen to the conversation and answer the question. Then fill in the correct circle. Audio 16

- Lead to the next part.
- Pick some students to read out loud the questions before listening.
- Allow students some time to read all the questions and answers.
- Play Audio 16 the whole way through the first time. Students listen and fill in the correct circle.
- Play the audio the second time.
- Invite some students to come to the board and fill in the circle.
- Play the audio again, this time the teacher pauses after each conversation and shows the correct answers.

Answer

9. C

10. B

11. A

12. A



Audio 16

8. (Narrator): Listen to the conversation between the teacher and her student. Listen for the answer to this question: What is the boy doing this summer?

(Woman): What are you going to do this summer?

(Boy): I'm learning to play the piano.

(Woman): Do you know how to play any other musical instruments?

(Boy): I can play the guitar, but I don't like it. I like the piano better.

9. (Narrator): Listen to the conversation between two friends. Listen for the answer to this question: Where is the boy going next?

(Girl): Hey Robert! Fancy seeing you here at the park.

(Boy): Hello, Lisa! I'm taking my dog out for a walk.

(Girl): So, do you have any plans later?

(Boy): I'm going to the bookstore. What about you?

(Girl): I'm going to the sports center to work out.

10. (Narrator): Listen to the conversation between the shop assistant and woman. Listen for the answer to this question: Why does the woman write down her number?

(Man): Welcome to the bookstore! How may I help you?

(Woman): I am looking for a book named 'The Kite Runner.'

(Man): This is a very nice book. Just give me a minute to check.

(Woman): OK.

(Man): I am really sorry. We don't have any copies left. But you can leave your name and your phone number, and we can contact you when we get more copies.

(Woman): It's OK. Thank you for all the trouble. Where can I put my number?

(Man): If you can just write it down here...

(Woman): Thank you very much. Hope you have a great day.

(Man): You, too.

11. (Narrator): Listen to the conversation between the bus driver and the passenger. Listen for the answer to this question: What bus should the woman take?

(Man): Welcome to bus number 42.

(Woman): Excuse me, but is this the bus to the art museum?

(Man): I'm afraid not. This is the bus to the airport.

(Woman): Oh dear, I am very sorry. Can you tell me what bus I should take?

(Man): You can take bus number 8 or number 64. However, bus number 64 stops in 5 minutes, so I think you should take bus number 8.

(Woman): Bus 8 it is, then. Thank you very much for your help. And sorry for all the inconvenience.

(Man): No problem!

12. (Narrator): Listen to the conversation between a couple. Listen for the answer to this question: What are they having for dinner?

(Man): So, what would you love for dinner?

(Woman): Anything would be fine.

(Man): Are you sure? Then, let's have steak and fries, then.

(Woman): No, that is too greasy. It makes me gain weight.

(Man): How about the new Thai restaurant?

(Woman): But Thai food is really spicy though.

(Man): Oh fine! What about spaghetti? We can always go to an Italian restaurant.

(Woman): But we had spaghetti last week. How about this: let's just stay home, and we can make a big, healthy salad.

(Man): Alright, salad is OK, then.

Extra practice

Do you remember?

Divide the class into 2 teams. The teacher plays Audio 16 again. Students listen carefully and try to remember every piece of information they hear without writing any notes. The teacher asks questions that can be referred from the recording. For example: "*Can the boy play the guitar?*", "*Where is the girl going?*". The students raise their hands when they know the answer. 1 right answer equals 1 point. In the end, the group with the most points wins.



Part 3: Listen to the message and answer the question. Then fill in the correct circle. Audio 17

- Lead to the next part.
- Ask students to read the questions and answers carefully then underline the keywords.
- After that, play Audio 17 the whole way through the first time. Students listen carefully and fill in the correct circle.
- Play the recording again.
- Invite some students to stand up and answer the questions.
- Play the audio again, this time the teacher pauses and shows the correct answers.

Answer

14. B 15. B 16. B 17. B

Audio 17

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

(Man): Hey, Mickey. It's Adam. Can we meet at the café tomorrow morning? We can discuss the science project for our mid-term.

(Narrator): Why does Adam want to meet Mickey? The choices are:

- (A) Breakfast
- (B) Coffee
- (C) Science project

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

(Girl): Hey, Tracy. It's Annabelle. There is a very amazing sports center that is just opened. You always say that you want to swim, right? The sports center has a really huge swimming pool, so we can swim there now. Let's go there on Saturday. If it is OK with you, call me.

(Narrator): Why does Annabelle call? The choices are:

- (A) To ask Tracy about the sports center
- (B) To ask Tracy to go to the sports center with her
- (C) To tell Tracy that the sports center has just opened

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

(Man): Hi, Andy. It's Alex. I am really sorry but I cannot go to the movies with you this weekend. My mother is visiting me, and now I have to clean my house. I also should prepare something to cook for her. Maybe we can hang out next weekend?

(Narrator): What does Alex have to do? The choices are:

- (A) Visit his mom
- (B) Clean his house
- (C) Cook something for his mom

Part 3: Listen to the message and answer the question. Then fill in the correct circle. Audio 17

Let's do an example.

13. Why does Adam want to meet Mickey?

- (A) Breakfast
- (B) Coffee
- (C) Science project

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

14. Why does Annabelle call?

- (A) To ask Tracy about the sports center
- (B) To ask Tracy to go to the sports center with her
- (C) To tell Tracy that the sports center is just opened

15. What does Alex have to do?

- (A) Visit his mom
- (B) Clean his house
- (C) Cook something for his mom

16. What does George do this weekend?

- (A) Go to the comic festival with his friends
- (B) Help Ms. March
- (C) Buy his friends a meal

17. Why does the woman call?

- (A) To say that Liam's picture is amazing
- (B) To tell Liam that he won a contest
- (C) To ask him to help with a ceremony

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

(Boy): Hello, Laura. It's George. Look, I know that I promised to go with you and Jack to the comic festival at South Park this weekend. The thing is, I also promised to help Ms. March, our teacher, with the school sporting events this weekend. She really needs my help, so I cannot go with you guys. I am really sorry. Maybe next time, I'll buy you two a meal.

(Narrator): What does George do this weekend? The choices are:

- (A) Go to the comic festival with his friends
- (B) Help Ms. March
- (C) Buy his friends a meal

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

(Woman): Hello, Liam. It's Jenny, your photography teacher. I am calling to say congratulations! Your picture won the City's Art Contest. It's a beautiful picture with a lot of depth and emotion to it. There will be a ceremony tomorrow, and you will be a prize. So, be ready, and remember to wear something nice. Again, congratulations to you, Liam.

(Narrator): Why does the woman call? The choices are:

- (A) To say that Liam's picture is amazing
- (B) To tell Liam that he won a contest
- (C) To ask him to help with a ceremony

Part 4: Listen to the story about Maria and Samantha. Answer questions from 18 to 21. Audio 18

- Ask students to read the task objective, questions, and answers carefully.
- Play Audio 18 for the first time for students to listen to the conversation and answer the 4 questions by filling in the correct circles.
- Play the audio the second time.
- Invite some students to come to the board and choose their answers.
- Play the audio again, this time the teacher pauses after each answer and corrects them if necessary.

Answer

18. A 19. A 20. A 21. A

Audio 18

(Narrator): Listen to the story about Maria and Samantha.

(Woman): 'Where are we going?', asks Maria. Samantha and Maria are planning to have an amazing weekend. 'I hear that there is a Mexican festival in town. We can try out some Mexican food.', says Samantha. The girls go to the festival. They'll have a wonderful time there. There are so many games. They also get to try a Mexican dish called tacos. It is really delicious.

'What should we do next?' asks Samantha. 'There is a cinema right next to the funfair. Maybe we can go there and see if there is any good movie on?' Maria suggests.

'That's a great idea!' Samantha says. So, they go to the cinema. They watch a movie called Home Alone. It is a comedy about a little boy who has to protect his house from thieves after his family forgets to take him on their Christmas vacation. The girls love the movie, and the popcorn tastes great, too.

It starts to get late after the girls watch the movie. They have noodle soup at a small restaurant. After that, Samantha thanks Maria for a wonderful weekend, and they say goodbye.

Listen to the story about John and Eva. Answer questions from 22 to 25. Audio 19

- Instruct students to read the task objective.
- Ask students to read the questions and answers, then underline the keywords.

Part 4: Listen to a story about Maria and Samantha. Answer questions from 18 to 21. Audio 18

18. What is the story about?

- (A) A trip to the festival
- (B) Two girls going out on a weekend
- (C) A comedy movie

19. What do they do after going to the festival?

- (A) They watch a comedy.
- (B) They play a lot of games.
- (C) They go to the restaurant.

20. What do Maria and Samantha eat at the festival?

- (A) A Mexican dish
- (B) Popcorn
- (C) Noodle soup

21. What is the movie about?

- (A) A boy who is protecting his house from thieves.
- (B) A superhero who is helping others
- (C) A family who is traveling on a Christmas vacation

Listen to the story about John and Eva. Answer questions from 22 to 25.

Audio 19

22. When does the plane leave?

- (A) 8:30 pm
- (B) 8:00 pm
- (C) 7:00 pm

23. Who wants to go around the city?

- (A) John
- (B) Eva
- (C) Both John and Eva

24. What is true?

- (A) Eva doesn't like to go on bike trips.
- (B) John doesn't like to visit museums.
- (C) Eva likes to go to Paris, but John doesn't.

25. What are they going to do in the evening?

- (A) Ride bikes with tourists
- (B) See the Eiffel tower
- (C) Visit a museum



- Play Audio 19 the whole way through the first time. Students listen to the conversation and answer the 4 questions by filling in the correct circles.
- Play the audio the second time.
- Invite some students to come to the board and choose their answers.
- Play the audio again, this time the teacher pauses after each answer and corrects them if necessary.

Answer

22. A 23. B 24. B 25. B

Audio 19

(Narrator): Listen to a story about John and Eva.

(Man): 'Come on, John! We are going to be late!' Eva says. 'I'm going! Make sure to prepare everything.' John replies. John and Eva are going to visit Paris, the capital of France. Their plane leaves at half past eight, and it is 7:00 pm already. They must go right now, or they will be late for their flight.

They get on a bus to the airport. On the bus, John and Eva talk about what they want to do when they arrive. Eva says she wants to go around the city and visit the museums there. John also wants to go around the city with Eva, however, he thinks that museums are boring. He'd like to go on bike trips with other tourists and make friends with them. John and Eva can't wait to set foot in Paris.



Finally, they decide what to do on their first day there. In the morning, they will join other tourists on a small bike trip around the city and have lunch at a café. In the afternoon, they will visit a museum. In the evening, they will have dinner at an expensive restaurant. Then, they will see the Eiffel Tower and wander around the city.

Listen to the teacher giving a science lesson. Answer questions from 26 to 28. Audio 20

- Require students to read all the questions and answers from 26 to 28.
- Play Audio 20 the whole way through the first time. Students fill in the correct circle.
- Play the audio for students to listen to the second time.
- Call some students to answer the questions.
- Check and show the correct answers.

Answer

26. B 27. A 28. C

Audio 20

(Narrator): Listen to the teacher giving a science lesson.

(Man): When we look up at the night sky, we can see a lot of dots of light. They are called “stars”. We can’t count all of them. Most stars are very far away from Earth, so we can only see a few of them.

Stars are big balls of burning gases. They are so bright because they release a lot of energy. Stars have different colors – blue, white, yellow, orange, and red. Each color tells us about the star’s temperature. Blue stars are the hottest, while red stars are the coolest. Yellow stars are hotter than red stars.

Our Sun is one of the yellow stars. It’s very important because it gives us light and heat. Without the Sun, it would be very cold and dark on Earth.

Listen to a student talking to a friend about koalas. Answer questions from 29 to 31. Audio 21

- Lead to the last questions of the test.
- Pick some students to read out loud the questions and answers from 29 to 31.
- Give students some time to read and underline the keywords.
- Play Audio 21 for students listen carefully and choose the correct answers.
- Play the recording again and invite some students to stand up and answer.

Listen to the teacher giving a science lesson. Answer questions from 26 to 28.

Audio 20

26. Why are stars so bright?

- ☐ (A) Because they are very heavy.
- ☐ (B) Because they release energy.
- ☐ (C) Because they have different colors.

27. Which color of stars is the hottest?

- ☐ (A) Blue
- ☐ (B) Yellow
- ☐ (C) Red

28. Why is the Sun very important?

- ☐ (A) Because it’s one of the yellow stars.
- ☐ (B) Because it is very big.
- ☐ (C) Because it gives us light and heat.

Listen to a student talking to a friend about koalas. Answer questions from 29 to 31.

Audio 21

29. What is true about koalas?

- ☐ (A) Koalas are bears.
- ☐ (B) Koalas are marsupials.
- ☐ (C) Koalas drink a lot of water.

30. How many years can a koala live in the wild?

- ☐ (A) They can live up to 15 years.
- ☐ (B) They can live up to 50 years.
- ☐ (C) They can live up to 5 years.

31. What do koalas look like?

- ☐ (A) They can live up to 15 years.
- ☐ (B) They walk slowly on the ground.
- ☐ (C) They have grey fur, a round head and a black nose.

- Check their pronunciation.
- Play the recording one more time and show the correct answers.

Answer

29. B 30. A 31. C

Audio 21

(Narrator): Listen to a student talking to his friend.

(Man): The koalas aren’t bears, they’re marsupials. They live in Eastern Australia. The word ‘Koala’ means ‘no drink’ or ‘no water’. They don’t need to drink much, but they get water from eating fresh leaves. Koalas can sleep up to 18 hours a day. In the wild, a koala can live up to 15 years. Koalas have grey fur, a round head and a big black nose. They have strong arms and legs, and sharp claws so that they can climb trees very well. When they are on the ground, they walk slowly. I think, koalas are so cute.

Extra practice

Bingo

Teacher asks the students to draw a 3x3 grid. In each square, students write words from the previous unit. Teacher calls out words in random order. The students cross off the words in their grids as they hear them. The first student to complete a line of three shouts “Bingo”!