



# MAJOR STARS



Teacher's guide



### Unit 4: GORILLAS ARE BIG

#### Lesson 1: Words

##### OBJECTIVES

**Knowledge:** Students will be able to

- Learn new words about animals and their characteristics
- Look and say the name of different animals and their characteristics

**Vocabulary:** parrot, rhino, lizard, gorilla, dangerous, clever

**Listening:** Listen to the new words and repeat

**Reading:** Look at the words with missing letters and find the letters

##### MATERIALS

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


##### WARMER

**Alphabet Soup:** Place plastic letters in a bowl. Divide flashcards by their beginning letters. Each student draws a letter from the bowl and then finds the flashcards associated with that letter.

##### LEAD IN

Show flashcards (unit 1,2,3) for students to revise their vocabulary.

##### MAIN CONTENT

**Listen, point and repeat.**  12

- Ask the students to open their books and look at the large picture.
- Say all the words on the flashcards for the students to repeat. (one by one)
- Hold the flashcards in a different order, and have students repeat.
- Play the audio the first time for the students to listen and point to the appropriate pictures.
- Play the audio the second time for the students to repeat. Check their pronunciation as well.
- Call up some students to the board. Read the word and students point at the appropriate pictures. Then have students read the word out loud.
- Check the student's pronunciation and intonation if necessary.


##### Track 12


parrot	rhino	lizard
gorilla	dangerous	clever


UNIT 4


GORILLAS ARE BIG


LESSON 1: WORDS


Listen, point and repeat.  12





  
parrot

  
rhino


  
lizard

  
gorilla

  
dangerous

  
clever

Words: parrot, rhino, lizard, gorilla, dangerous, clever

 30

##### Mixed ability

- For stronger students, encourage them to make a sentence with the word in each turn. For example:

*Flashcard: Parrot.*

*Student: It is clever and has colorful feathers.*

- For weaker students, before calling up some to go to the board to point at the pictures, have students write down the new words to remember it.

##### Fast finishers

Quick students play in pairs. They will make dialogue based on the words.

##### Extra practice

##### Flyswatter Flashcards

Lay the flashcards out on the table or floor area. If the flashcards have letters, numbers, or words on them, call out one and have your student slaps it. If it's a math problem, call out an answer and they find/slap the equation to get the answer. Call out the problem, they solve it and then slap it.

### Lesson 2: Grammar

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn the grammar of how to describe characteristics
- Ask and answer questions about characteristics

**Grammar:** Parrots are clever./ Rhinos are dangerous.

**Listening:** Listen to a short conversation

**Speaking:** Talk about animals' characteristics

#### MATERIALS

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

#### WARMER

**Fast as rabbits:** Put some flashcards on the board. Then a pair of students go to the board facing the flashcards. Say words (from the flashcards) and the two students must touch the correct flashcard as fast as they can. The winner is the one who touches more flashcards.

#### LEAD IN

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

#### MAIN CONTENT

##### 1. Say.


- Show the pictures of some animals, and have students look at the pictures in their book.
- Show the flashcard of parrots and say, "Parrots are clever". Show the flashcard of rhinos and says, "Rhinos are dangerous".
- Read each sentence the second time, and have students repeat the sentence after each time.
- Give flashcards to some students.
- Students who are holding the flashcards of an animal show their flashcards to their friends and tell the characteristic of that animal as teacher said.
- Students give flashcards to those who don't have any flashcards, and they continue to tell the name of the animals as well as their characteristics using the correct grammar.
- Ask students to choose a different animal that isn't in the flashcards and tell its characteristic.







UNIT 4

GORILLAS ARE BIG

LESSON 1: WORDS


Listen, point and repeat. 🔊 12



parrot
rhino
lizard
gorilla
dangerous
clever

Words: parrot, rhino, lizard, gorilla, dangerous, clever



#### Fast finishers

- Quick students play in pairs. Ask them to practice the question form about animals such as *Are parrots clever?*, *Are cats dangerous?*,...

##### 2. Listen and read. 🎧 13

- Talk about each frame with the class and ask questions such as *What are the children doing?*, *Which animals is the girl talking about?*, *Which animals is the boy talking about?*
- Point at each speech bubble and read the sentences in the speech bubbles.
- Play the audio for the first time, and have students follow in their books.
- Play the audio for the second time and pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board and have students read out loud the sentences.
- Pick up some students, ask them to act out the two kids in the story, points at the speech bubbles and have the students take turns to read the sentences.

### Mixed ability

- Have stronger students write on the board sentences relating to the animals in the flashcards. For example:  
*Rhinos are dangerous and live in the zoo.*
- For weaker students:
  - Prepare a box of words and stick them on the board. Read these words aloud and have them repeat after, check the pronunciation and fix if necessary.
  - Point to the animal flashcards and ask the students to say the characteristics of them.

### Track 13

[Mia and Tim are doing exercises in class.]

Mia: Gorillas are big.

Tim: Lizards are small.

Mia: Parrots are clever.

Tim: And rhinos are dangerous.

### Extra practice

#### Guess the animal

Make two teams and choose one volunteer student to go to the board. Give that student a flashcard of any animals (e.g. a rhino) and have student to act like that animal. Instruct the whole class to guess the word by raising their hands and asking questions (e.g. Does it eat grass?). The game continues until there is no flashcards left. The team with more points wins.

### Lesson 3: Phonics

#### OBJECTIVES

**Knowledge: Students will be able to**

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

**Vocabulary: Gg – goose, gift; Hh – hear, ham**

**Listening:** Listen to the words with given phonics, listen and write the correct phonics

#### MATERIALS

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



### WARMER

**Bean Bag Toss:** Lay out flashcards face down the floor. Students toss the bean bag and identify the flashcard it lands on.



LESSON 3: PHONICS

**1. Listen, point and repeat.** 14


**Gg**


 **goose**  
 **gift**


**Hh**


 **hear**  
 **ham**


**2. Listen then complete the words.** 15


1.   
h ear

2.   
\_ ift


3.   
\_ oose


4.   
\_ am


5.   
\_ reen


6.   
\_ ippo

**3. Circle the correct initial letter.**

1.   
a. Gg  
b. Hh

2.   
a. Gg  
b. Hh

3.   
a. Gg  
b. Hh

4.   
a. Gg  
b. Hh

Phonics: Gg – goose, gift; Hh – hear, ham

### LEAD IN

- Show flashcards (lesson 1,2) for students to revise their vocabularies.

### MAIN CONTENT

#### 1. Listen, point and repeat. 14

- Write letters **g** and **h** on the board and ask the students to give some words beginning with these letters. The students read aloud their words when giving the words to the teacher.
- Have the students open their books and look at the letters in their books.
- Have students to look at the first picture, play the recording for students to point out the picture. Then play the recording again for students to repeat.
- Play the recording a third time for students to listen, point and repeat.
- Hold up the flashcard at random and ask the class to say the words with books closed.
- Hide the words and point at the pictures. Have some students stand up and say what that picture is.
- Check the student's pronunciation when they say the words.

### Track 14

g	g	goose
g	g	gift
h	h	hear
h	h	ham





### 2. Listen then complete the words. 15

- Show the six pictures and the 6 words beneath each picture that missing one letter.
- Point at each picture and ask what the picture is.
- Play the audio for the first time for the students to listen and follow. Then, play the audio for the second time and pause after each word for the students to complete the word.
- Point at each picture and have students tell what that picture is and spell the whole word to tell what the missing letter is.
- Show the correct answer and point at each picture for the students to read the word again.

#### Answer

hear  
gift  
goose  
ham  
green  
hippo

#### Track 15

1. hear
2. gift
3. goose
4. ham
5. green
6. hippo

### 3. Circle the correct initial letter.

- Show 4 pictures and ask students to look at the pictures.
- Point at the pictures and the students say what the pictures are.
- Students read the word and choose the phonics Gg or Hh for each word.
- Show the correct answer. The students read 4 words again.

#### Answer

1. B
2. A
3. A
4. B

### Mixed ability

- Have weaker students revise all the learnt word one more time before doing exercise. Make sure to correct students' wrong pronunciation.
- With stronger students, point at the pictures and encourage them to raise hands and say something about these words such as *Goose has two legs.*

### Fast finishers

- Have quick students play in pairs and make conversation based on words learnt from Lesson 1, 2 and 3. For example:

*Student A: Do you have a goose?*

*Student B: No, I don't. Do you live receiving gifts?*

*Student A: Yes, I do.*

### Extra practice

#### Snap

Prepare flashcards of new words and stick them on the board. Call four students to go the board. Say any random word on the board and students quickly run to that word and slap the correct flashcard. The quickest one to get the right answer gains one point. Continue until there is no more flashcards.

## Lesson 4: International exam

### OBJECTIVES

#### Knowledge: Students will be able to

- Be confident to do the TOEFL Primary exam
- Prepare for the TOEFL Primary exam

**Listening:** Listen and choose the correct response to the questions

**Reading:** Choose the best sentence that describes the picture, choose the word that the sentence mentions

### MATERIALS

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

### WARMER

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

### LEAD IN

- Show flashcards (lesson 1,2,3) for students to revise their vocabularies.

### MAIN CONTENT

#### 1. Listen and circle the correct answer. Audio 6

- Show a listening exercise to the students.
- Students read all the questions and look at the answers carefully. Then have them guess the right response for the questions before listening.
- Play the audio for the first time. Students listen and choose the correct response.
- Play the audio for the second time and pause after each dialogue. Ask the students to tell what the dialogue is about. After that, students tell their responses and reason they choose it.
- Show the correct answers.

#### Answer

1. Yes, they are.
2. It is in front of the TV.
3. No, it isn't.
4. No, it is under the box.
5. Yes, it is.
6. That's his truck.
7. There are three people in my family, my parents and me.
8. This is my nephew.
9. Yes, I have one younger brother and one younger sister.
10. Wow. It's nice.
11. Yes, I do. They are amazing.
12. Me too.

#### Audio 6

##### 1. Are parrots clever?

- (A) Yes, they are.
- (B) No, it is.
- (C) Of course, I can do it.

##### 2. Where is my tablet?

- (A) It is in front of the TV.
- (B) It is in the river.
- (C) I have many tablets.

##### 3. Is that your glue?

- (A) Yes, I have a brother.
- (B) No, it isn't.
- (C) I need scissors.

##### 4. Is the cat in your room?

- (A) No, it is under the box.
- (B) No, it is in my room.
- (C) Yes, it is in the living room.

##### 5. Is this their board game?


- (A) I can play with a monster.
- (B) No, they aren't.
- (C) Yes, it is.


##### 6. What is that?

- (A) They are my family.
- (B) That's his truck.
- (C) I have a board game.

LESSON 4:

INTERNATIONAL EXAM – TOEFL PRIMARY STEP 1


**LISTENING**

1. Listen and circle the correct answer.  Audio 6

1. Are parrots clever?

(A) ☐

(B) ☐

(C) ☐

2. Where is my tablet?

(A) ☐

(B) ☐

(C) ☐

3. Is that your glue?

(A) ☐

(B) ☐

(C) ☐

4. Is the cat in your room?

(A) ☐

(B) ☐

(C) ☐

5. Is this their board game?

(A) ☐

(B) ☐

(C) ☐

6. What is that?

(A) ☐

(B) ☐

(C) ☐

7. How many people are there in your family?

(A) ☐

(B) ☐

(C) ☐

8. Who is this?

(A) ☐

(B) ☐

(C) ☐

9. Do you have any brothers or sisters?

(A) ☐

(B) ☐

(C) ☐

10. That's his painting.

(A) ☐

(B) ☐

(C) ☐

11. Do you like big animals like gorillas and rhinos?

(A) ☐

(B) ☐


(C) ☐

12. I love going to the zoo.

(A) ☐

(B) ☐

(C) ☐



#### 7. How many people are there in your family?

- (A) There are five apples in the fridge.
- (B) There are six people in the room.
- (C) There are three people in my family, my parents and me.

#### 8. Who is this?

- (A) This is a calendar.
- (B) It is between the balls.
- (C) This is my nephew.

#### 9. Do you have any brothers or sisters?

- (A) Yes, I have one younger brother and one younger sister.
- (B) I live with my grandparents.
- (C) I don't live with my parents.

#### 10. That's his painting.

- (A) Wow. It's nice.
- (B) Well, I don't know her.
- (C) I like eating fish.

#### 11. Do you like big animals like gorillas and rhinos?

- (A) I love going to the zoo.
- (B) They are small.
- (C) Yes, I do. They are amazing.

#### 12. I love going to the zoo.

- (A) I don't like eating vegetables.
- (B) Me too.
- (C) I want to go to the market.

### 2. Listen and circle the correct answer. Audio 7

- Students read all the questions and look at the answers carefully.
- Play the audio for the first time. Students listen and choose the correct answer.
- Play the audio for the second time, pause after each dialogue, and ask the students to tell what the dialogue is about. After that, students tell their answers they choose and why they choose it.
- Show the correct answer and have students check their answers.
- Read the questions again, students answer again with the correct answer.

#### Answer

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

#### Audio 7

1.

B: I love animals. I usually go to the zoo.

G: Me too. But I never go to the zoo.

B: Do you like parrots?

G: Yes, of course. They are very beautiful and clever.

B: Yeah. They are amazing.

**What animals do they like?**

- (A) Gorillas
- (B) Monkeys
- (C) Parrots

2.

G: Do you have any brothers or sisters?

B: I have an older brother. He usually plays sports with me.

G: Great! I have a younger sister. She is 5 years old.

B: What do you usually do with her?

G: I usually play with toys with her.

**What does the girl usually do with her younger sister?**

- (A) She usually cooks with her younger sister.
- (B) She usually plays with toys with her younger sister.
- (C) She usually plays games with her younger sister.

3.

B: Let's make a poster.

G: Sounds great. Let's do it.

B: These are some paper and glue.

G: These are beautiful crayons.

B: But we don't have any scissors.

**What do they need?**

- (A) They need some paper.
- (B) They need many crayons.
- (C) They need scissors.



#### LISTENING

### 2. Listen and circle the correct answer. Audio 7

1. Listen to the conversation between a girl and a boy.

**What animals do they like?**

- (A) Gorillas
- (B) Monkeys
- (C) Parrots

2. Listen to the conversation between a girl and a boy.

**What does the girl usually do with her younger sister?**

- (A) She usually cooks with her younger sister.
- (B) She usually plays with toys with her younger sister.
- (C) She usually plays games with her younger sister.

3. Listen to the conversation between a girl and a boy.

**What do they need?**

- (A) They need some paper.
- (B) They need many crayons.
- (C) They need scissors.

4. Listen to the conversation between a girl and a boy.

**Where is the teddy bear?**

- (A) It's in front of the ball.
- (B) It's between the balls.
- (C) It's behind the ball.

5. Listen to the conversation between a girl and a boy.

**What does the girl like?**

- (A) Lego
- (B) Painting
- (C) Monster

6. Listen to the conversation between a girl and a boy.

**What animals does the boy like?**

- (A) Gorillas
- (B) Parrots
- (C) Gorillas, elephants, and parrots



4.

B: Do you see my teddy bear?

G: I don't know.

B: It is not in my room.

G: I see it. It's behind the ball over there.

B: Yeah. Thank you.

**Where is the teddy bear?**

- (A) It's in front of the ball.
- (B) It's between the balls.
- (C) It's behind the ball.

5.

B: That is my monster.

G: It is big, but I don't like it.

B: This is my Lego.

G: I like playing Lego. Let's play.

B: OK.

**What does the girl like?**

- (A) Monster
- (B) Painting
- (C) Lego

6.

B: I want to go to the zoo.

G: Why?

B: I want to see gorillas and elephants. I love them.

G: I don't like them. I like parrots.

B: I like parrots too.

**What animals does the boy like?**

- (A) Gorillas
- (B) Parrots
- (C) Gorillas, elephants, and parrots

### 3. Circle the sentence that goes best with each picture.

- Show five pictures, some phrases and sentences, and have students look carefully at their books.
- Have students stand up and read the three sentences in each picture.
- Explain any words or sentences that students don't understand.
- Allow time for the students to answer.
- Make the students do the exercise in pairs if necessary.
- Point at each picture, and have students raise their hands to tell the best phrase or sentence that describes the picture.
- Check students' pronunciation and intonation if necessary.
- Show the correct answers and ask some students to read the answers again.

#### Answer






1. There are ten people in my family.
2. The parrot is beautiful and clever.
3. This is a parrot, a lion, a tiger, and a monkey.
4. I have paper, glue, crayons, and scissors.
5. The boy is with his grandfather.

#### Mixed ability

- For weaker students, remind them about the vocabularies by having them pointing at the pictures and saying what it is. Explain the meaning of the key words in the answer before doing the exercise.
- For stronger students, ask them what the key words of the answers is and its meaning. Try to encourage class to speak.

### 4. Read the hints and circle the best answer.

- Show six long descriptions and three words for each description. Students read carefully at their books.
- Have students stand up and read the six descriptions and the 3 words for each description.
- Explain any words or sentences that students don't understand.
- Explain any words or sentences that students don't understand.
- Allow time for the students to answer and read each description.
- Have the students tell the correct phrase for the description.
- Check the student's pronunciation and intonation if necessary.

READING	READING
<p>3. Circle the sentence that goes best with each picture.</p> <p>1.  (A) There are seven people in my family. (B) There are ten people in my family. (C) There are twelve people in my family.</p> <p>2.  (A) The lizard is beautiful and dangerous. (B) The gorilla is beautiful and big. (C) The parrot is beautiful and clever.</p> <p>3.  (A) This is a parrot, a lion, a tiger, and a monkey. (B) This is a duck, a lion, a tiger, and a chicken. (C) This is a goose, a cat, a tiger, and a gorilla.</p> <p>4.  (A) I have paper, glue, crayons, and scissors. (B) I have book, glue, crayons, and scissors. (C) I have painting, poster, scissors, and glue.</p> <p>5.  (A) The boy is with his grandma. (B) The boy is with his friend. (C) The boy is with his grandfather.</p>	<p>4. Read the hints and circle the best answer.</p> <p>1. This animal is very clever and beautiful. It can speak and fly. What is this animal? (A) Parrot (B) Rhino (C) Lizard</p> <p>2. This animal can climb trees well and likes eating bananas. What is this animal? (A) Elephant (B) Parrot (C) Monkey</p> <p>3. This is a group of people. These are your parents, your brother, your sister, your uncle, your aunt, and your grandparents. What is this group? (A) Classroom (B) Family (C) Cousin</p> <p>4. This person is the father of your mother. Who is this person? (A) Grandma (B) Grandpa (C) Uncle</p> <p>5. With this toy, you can build houses, buildings, or many other things. What is this toy? (A) Lego (B) Truck (C) Board game</p> <p>6. This is a school thing. You need it to stick paper. What is this school thing? (A) Glue (B) Scissors (C) Painting</p>

- Shows the correct answers.
- Ask the students to read the descriptions and the answer again.

#### Answer

1. Parrot
2. Monkey
3. Family
4. Grandpa
5. Lego
6. Glue

#### Extra practice

##### Splat

Prepare flashcards containing learnt vocabularies equivalent to the number of students in the class. Have all students stand in a circle, stick the words on students' chests. Stand in the middle and carry a ball. When the game starts, throw the ball to any student, she/he is the ball student. The two students next to the ball student will make a sentence with the word stuck on the ball student. The faster student will win the round and continue playing and the other will be out. Repeat until there are 2 students left, they are the winners.