

MAJOR STARS



TEACHER'S GUIDE



TOUR OF A UNIT

UNIT 1

LESSON 1: WORDS

The first part of “Words” teaches and practices the new vocabulary of the Unit. It also provides pictures to demonstrate the new knowledge in the book.

The demonstration pictures of the new vocabulary. It helps students to visualize and remember it easily.

This provides the new vocabulary for the unit. The teacher can reinforce it with flashcards.



LESSON 2: GRAMMAR

In this part, there is a conversation for students to practice the new vocabulary or practice speaking in a more enjoyable way with teachers and their classmates.

A fun game for young students.

An exercise to practice the new vocabulary.







LESSON 3: PHONICS

In this part, there are exercises in different English skills (Listening, Reading, Writing) to practice the new knowledge in phonics.





An exercise to practice the new vocabulary

LESSON 3: PHONICS







1. Listen, point, and repeat. 🎧 1

Aa  angry	Bb  bean
 arrow	 bowl

2. Listen and number. 🎧 1

			
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3. Say. Then circle the correct initial letter.

 Aa Bb	 Aa Bb	 Aa Bb
 Aa Bb	 Aa Bb	 Aa Bb

Phonics: Aa - angry, arrow Bb - bean, bowl

LESSON 4: INTERNATIONAL EXAM – CAMBRIDGE MOVERS

LISTENING

There is a small exam task or activity as the work needed to create an outcome. The students can do it individually or in groups.

Students do small exam task. It helps the lesson be more relatable and interesting.

LESSON 4: INTERNATIONAL EXAM - CAMBRIDGE MOVERS

LISTENING

1. Listen and draw lines. There is one example. 🎧 Audio 1

Kim	Ben	Paul	Mary
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Ben	Sally	Paul
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LISTENING

This part provides a small task that includes the vocabulary and the application of the knowledge in the unit to real-life situations. Students have a chance to act it out.

Students listen to the conversation. Write a correct word in the blank.

**LISTENING**

2. Listen and write. There is one example.  Audio 2



At the toy shop

Going to the toy shop with: Mom


1. Name of the toy shop: _____ Shop

2. Going to the shop to buy: a _____ present

3. Number of people at the shop: _____

4. His favorite toy: _____

5. The toy they buy: a _____



UNIT 1: LET'S PLAY WITH THE STICKERS!

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about toys
- Look and say the name of different toys

Vocabulary: *boardgame, monster, truck, rocket, Lego*

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

MATERIALS

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

WARMER

"Fun with toys" game

- Read example: "The teddy bear is yellow."
- Have everyone take out their yellow crayons and color the teddy bear picture.
- Carry on like this for all the pictures.
- When finished, get each student to show the class their work, ask a question (e.g. what color is the doll?) and give a round of applause.

LEAD IN

- Ask students about their favourite toys "What is your favorite toy?" and talk about this toy (What is it? What color is it?, etc ...).
- Ask students to look at the pictures and discuss the questions in groups.

MAIN CONTENT

1. Listen, point and repeat. 2

- Ask students to look at the pictures of toys, play the audio (track 2) for children to point out the picture.
- Play the audio again for students to listen, point and repeat toys.
- Hold up the flashcards random order and ask the class to say the words.
- Ask students to look at and find the correct toys in the pictures.

Practice activity.

- Show 5 pictures of the new vocabulary.
- Point at each picture and the students read out loud the words.
- Play the audio of each word twice. For the first time, the students repeat the word they hear.



- For the second time, calls a student to come up and point at the picture of the toy they hear and read out loud the word.

Mixed ability

- In case weaker students can't follow up the unit, teacher shows 3 pictures of the new vocabulary, point at each one and speak it out. Students repeat the words.

Fast finishers

- Ask students to write the the words in notebook, then make sentences with those words.

Extra activity

"Whisper message" game

- Divide students into four teams. Each team stands in line. The first student of each team will receive a note from the teacher. They will transfer the message to other members by whispering. The last student of each team will write all the information they remember on the board. Who writes correctly the content of the teacher's note within the shortest time will win.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to introduce things and people

- Ask and answer questions about whose things is this

Grammar: This is your/ This is my

Listening: Listen to short conversation

Speaking: Talk about things using This is your/ This is my

MATERIALS

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

WARMER

"Charades" game

- Have a student come to front of the class and show a flashcard (lesson 1) or whisper a word (lesson 1) to that student.
- The student acts out that word and the first student to guess can be the next player. This works very well with action verbs.

LEAD IN

- Use flashcards of lesson 1.
- Hold them up one at a time and ask "What's this?", model any words the children don't know.
- Shake head to demonstrate the answers. Then show them the picture "this is my rocket/ this is your monster"
- Hold on the flashcards up in a different order and repeat.

MAIN CONTENT

1. Say

- Ask students to look at page 8.
- Read 2 sentences first and students listen. Read each sentence the second time, and students repeat the sentence after each time.
- Check the student's pronunciation and intonation if necessary.

Practice activity.

- Give some flashcards to some students.
- Show the flashcard to the students and says "This is my (the toy in the flashcard)".



- Students who are holding flashcards to their friends and say: "This is my (the toy in the flashcard)".
- Put down his/her flashcards, come to a student who has a flashcard, points to the student's flashcard, and says "This is your (the toy in the flashcard)".
- Students who are holding flashcard face each other and point to the other's flashcards and say "This is your (the toy in the flashcard)".

2. Listen and repeat 3

- Talk about each frame with the class.
- Point at each speech bubble and reads the sentences in the speech bubble.
- Play the audio for the first time and students follow in their books.
- Play the audio (track 3) for the second time and pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board and the students read out loud the sentences.
- Check the students' pronunciation and intonation if necessary.

Fast finishers

- Ask students to practice a conversation with their favorite toys.

Lesson 3

OBJECTIVES

Knowledge: Students will be able to

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

Vocabulary: Aa – angry, arrow; Bb – bean, bowl

Listening: Listen to the words with the given phonics

Speaking: Pronounce the words with the given phonics

MATERIALS

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

WARMER

"Over-under" game:

- Line up the kids into two teams. Give the two kids at the front each a flashcard. When teacher say "Go", the first in line says the word and passes the flashcard over their head, the next kid says the word and passes the card under between their legs, the next kid over, then under, etc. The last kid in line races to the front and hands the flashcard to the teacher and says the word. The first team to do so gets a point.

LEAD IN


- Write letters "a" and "b" on the board.
- Ask the students to give some words beginning with the letters.
- The students read out loud the words.

MAIN CONTENT


1. Listen and repeat 4

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


LESSON 3: PHONICS

1. Listen, point, and repeat. 

Aa




angry




arrow


Bb







bean





bowl


2. Listen and number. 








3. Say. Then circle the correct initial letter.


1.  Aa Bb

2.  Aa Bb

3.  Aa Bb

4.  Aa Bb

5.  Aa Bb

6.  Aa Bb

Phonics: Aa - angry, arrow; Bb - bean, bowl

2. Listen and number 5

- Ask students to look at the picture in page 9. Play the recording at the first time for students to listen and number.
- Then check their answers and play the audio at the second time for students to repeat.
- Play it again for students to listen and follow in their books.

Answer:

1. bean 3. angry
2. arrow 4. bowl

3. Say. Then circle the correct initial letter

- Show 6 pictures and students follow in their books.
- Points at the picture and the students say what the pictures are.
- Calls the students to come up to the board and write the word for each picture, then read the word and choose the phonics Aa or Bb for each word.

Answer:

1. Aa 2. Bb 3. Bb 4. Aa 5. Aa 6. Bb

Fast finishers

- Ask students to give other words beginning with the letters in the lesson.

Lesson 4

OBJECTIVES

Knowledge: Students will be able to

- Be confident to do exams like the Cambridge exams
- Prepare for more Cambridge exams and more upper-level exams

Listening: Listen and match and write the missing information

Reading: Read and put the words in the correct definition. Read and choose the correct answer.

MATERIALS

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

WARMER

"Quick Peek" game:

- Hold a flashcard with the picture facing towards him/her.
- Quickly show it to the students for a quick peek.
- Student guesses the card wins a point.

LEAD IN

- Show the students a picture and some names above below the picture.
- Students look at the picture in their books.
- Ask the students what can they see in the picture.

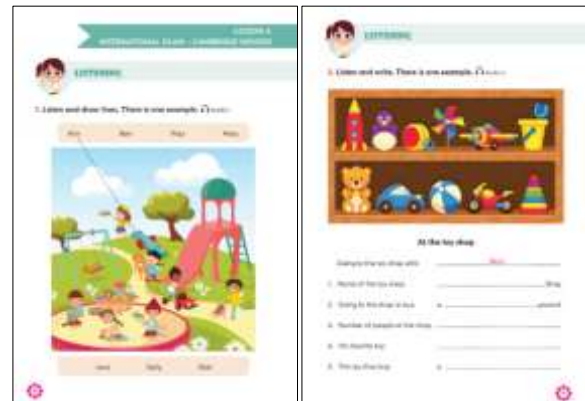
MAIN CONTENT

1. Listen and draw lines. A1

- Show the students a picture and some names above and below the picture. Students look at the picture in their books.
- Ask the students what can they see in the picture.
- Students listen to an audio about the people and their activities in the picture, then draw lines from the names to the correct person in the picture.
- Play the audio twice. After listening, teacher points at each person the board and ask some students to stand up and tell what is person's name.
- If the answer is correct, ask if the student can tell what the student heard in the audio that shows the person's name.

Answer

1. Paul: the boy's driving a green and red truck.
2. Sally: She's playing with a doll on a blue mat.
3. Jane: She's playing with a blue and orange plane.
4. Marry: She's playing with a teddy bear.
5. Ben: He's playing with a rocket.



2. Listen and write A2

- Ask students to look at the picture on page 11 and predict what word will fill the blank.
- The students listen to a conversation between 2 people and write a word or a number next to 5 short prompts.
- Play the audio for the first for students to write their answers.
- Play the audio twice. After that, calls some students up to answer.
- Show the correct answer for the students to check in their books again.

Answer

1. Tiny
2. birthday
3. 15/fifteen
4. rocket
5. monster

Mixed ability

In case weaker students can't follow up the unit, teacher shows a picture, ask "What's his/her name?", "What is this?". The students just give a correct word.


Fast finishers

To stronger students, ask them work in group to create a story to match the given information.










Extra activity

What am I?

- Divide the students into groups. Teacher says "I end with -all, students play with me. What am I?"
- Student says the correct word. If it is correct, the student gets a point. Continue in this way until all the students have had their turn. The player with the most points is the winner.


READING & WRITING

3. Look and read. Choose the correct words and write them on the lines. There is one example.

 a lemon	 a toy shop	 an elephant
 a truck	 an ant	 a robot
 a banana	 a teddy bear	 a rocket

Example
This is a soft toy bear that we love to play with. a teddy bear

Questions

- Monkeys love to eat this fruit. _____
- People use this to travel to space. _____
- You can go to this place to buy toys. _____
- It can carry heavy things on roads. _____
- This is a very small insect that lives in large groups. _____


READING & WRITING

4. Read the text and choose the best answer.

Example

Ben: How are you?
Anna: A I'm good!
B I'm eight years old.
C OK, here you are.

Questions

- Ben: Where do you go?
Anna: A I don't like it.
B I go to the toy shop.
C I go there every day.
- Ben: What do you do there?
Anna: A I buy a toy for my brother.
B That's my favorite toy.
C That's a good idea.
- Ben: What's your brother's favorite toy?
Anna: A He doesn't go there.
B He's 5 years old.
C I don't know.
- Ben: How about buying your brother a rocket?
Anna: A That's a good idea.
B OK, here you are.
C I like toys.
- Ben: Can I go with you?
Anna: A Me too.
B He doesn't go.
C Sure.

3. Look and read. Choose the correct words and write them on the lines. There is one example.

- Show 9 different pictures, and the students look at the pictures in their books.
- Students match the pictures to their definitions. The students copy the words next to the definitions.
- Students copy the words next to the definitions, and not to add anything extra. The students check that they have spelled the word correctly.
- Point at each picture and call up some students to tell their answers.
- Show the correct answers, and the students read the words again.

Answers

1. a banana
2. a rocket
3. a toy shop
4. a rocket
5. an ant

4. Read the text and choose the best answer.

- Ask students to look at page 13.
- Show some short dialogues, for which three different responses are given for what the second speaker says in their turn.
- Remind the students to read all the options before choosing the best and most appropriate response.
- Students raise hands, stand up and give their answers.
- Then ask them to choose the best answer.
- Ask the students to explain why they choose the answer by explaining the grammar of the sentences, or by meanings.
- Show the answer and explain why the answer is the best response to the sentence above.

Answer

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



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