



MAJOR STARS



Teacher's guide



UNIT 9: WHICH ANIMALS CAN SPEAK?

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to Learn new words about the actions of animals.

Look and say different actions of animals.

a. Vocabulary: *climb, swim, speak, crawl, hop*

b. Listening: Listen to new words and repeat. Listen and choose the correct words.

MATERIALS

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

WARMER

- Play “**Alphabet Soup**”. Place plastic letters in a bowl. Divide flashcards by their beginning letters. Each student picks a letter from the bowl and then finds the flashcards associated with that letter.

LEAD IN

- Ask students the question: Do you know which animals can talk to human?

MAIN CONTENT


Listen, point and repeat.  28


- Tell students they are going to learn about the actions of the animals.
- Use flashcards to introduce new vocabulary. Then hold up one flashcard at a time and ask what it is about.
- Model any actions that students don't understand.
- Say all the words in the flashcards for students to repeat.
- Hold up the flashcards in a different order and have students repeat.
- Ask students to open their books and look at the large picture.
- Ask where the animals are and what they are doing. Students raise their hands to go to the board, point at the animals, and tell the animals' position (*The fish are swimming under the water*).
- Play the audio for the first time for students to listen and point to the appropriate action.


UNIT 9


WHICH ANIMALS CAN SPEAK?


LESSON 1: WORDS


Listen, point, and repeat.  28





climb



swim


speak


crawl


hop

Words: climb, swim, speak, crawl, hop



- Play the audio again for students to repeat. Check their pronunciation as well.
- Call up some students to the board. Reads the words and have students point at the appropriate pictures. Then students point at the pictures and read out loud the words.
- Check student's pronunciation if necessary.

Track 28

Listen, point and repeat.

Climb swim speak crawl hop

Etra activity

- Play “Jump and Say”. Line the flashcards in a straight row with space in between on the floor.
- Depend on your class size to invite one student or one student on each side of the line.
- Have students jump and say the flashcard they land next to.
- Students hop along the line and speak out each card.
- Change things up by making it a race or laying out a circle instead.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar to describe an animal's action.
- Ask and answer questions about an animal's action.

a. Grammar: can/can't

b. Listening: Listen to a short conversation.

MATERIALS

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

WARMER

- Play "Under Over". Have students make a line with an arm length's space in between each child. Two lines work well after the students are used to the game and therefore can do it as a race.
- Give the flashcard to the first student in line. Still facing forward, he/she passes the card over his/her head to the student behind. That student then passes the card through his/her legs to the next student in line.

LEAD IN

- Show flashcards (lesson 1) for students to revise old vocabulary.


MAIN CONTENT

1. Say.


- Ask students look at the pictures in their book.
- Read the 2 sentences first, and have students listen. Then read each sentence the second time, and let students repeat the sentence after each time.
- Prepare some flashcards of the vocabulary of the animals and their characteristics. Speak out to the students what those animals can/can't do.
- Give flashcards to some students.
- Students who have the flashcards show them to the class and then tell as teacher said.
- Ask students to choose a different animal that isn't in the flashcards and tell what that animal can/can't do.
- Check student's pronunciation and intonation if necessary.

LESSON 2: GRAMMAR

1. Say.



Snakes can crawl. ✓



Snakes can't speak. ✗

2. Listen and read. 🎧 29

1. The parrots can speak.

Which animals can speak?

2. Which animals can climb?

The monkeys and the koalas can climb.

3. The snakes and the crocodiles can swim and crawl. They're scary.

Which animals can swim and crawl?

4. Which animals can hop?

The kangaroos can hop so high. They're lovely.

Values: Know what animals can do

Grammar: can / can't

2. Listen and read. 🎧 29

- Ask students to find the words from the previous lesson that appear in the story.
- Point at each speech bubble and read out the sentences inside it.
- Play the audio for the first time and have students listen.
- Play the audio again. This time, pause the audio after each sentence for students to repeat.
- Point at the speech bubbles on the board and invite students to read out loud the sentences.
- Pick up some students, and ask them to act as the 2 kids in the story.
- Check students' pronunciation and intonation if necessary.

Track 29

2. Listen and read.

Tim: Which animals can speak?

Mia: The parrots can speak.

Mia: Which animals can climb?

Tim: The monkeys and the koalas can climb.

Tim: Which animals can swim and crawl?

Mia: The snakes and the crocodiles can swim and crawl. They're scary.

Mia: Which animals can hop?

Tim: The kangaroos can hop so high. They're lovely.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to:

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

Vocabulary: ai – paint, snail; y – July, shy

Listening: Listen to the words with the given phonics.

Writing: Write the phonics to make complete words.

MATERIALS

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

WARMER

- Play "Pass and Say". Have students sit in a circle. Show them a flashcard and say the word. Pass it to the student sitting next to you and encourage him/her to say the word and pass it to the next person. For larger groups, you could have two or three cards going around at once.

LEAD IN

- Use flashcards to revise students' vocabulary.

MAIN CONTENT

1. Listen and repeat. 30

- Ask students to open the books and look at the letters in the books.
- Point and read out loud the words.
- Play the audio for the first time. Students follow and point at the words in their books.
- Play the audio again. Pause after each word for students to repeat it 2 or 3 times.
- Students close their books.
- Hide the words and point at the pictures. Have some students stand up and say what the pictures are. Check students' pronunciation.

Track 30

1. Listen, point and repeat.

ai	ai	paint
ai	ai	snail
y	y	July
y	y	shy

2. Match the pictures with ai or y.

- Show the 4 pictures. Students look at their books.

LESSON 3: PHONICS

1. Listen, point, and repeat.  30

ai



paint



snail

y



July



shy

2. Match the pictures with ai or y.

1


2


3


4


ai

y

3. Look at the pictures and fill the blanks with ai or y.

	sh.....		p.....nt		J.....l		s.....l
	sh.....		p.....nt		J.....l		s.....l

Phonics: ai – paint, snail; y – July, shy

- Point at each picture and ask what the pictures are. Students stand up and tell what the pictures are.
- Allow time for the students to do the exercise.
- Students raise their hands to come to the board and match the pictures with the letters.
- Ask students to say the words and spell out the words before deciding which one to match.
- Show the lines for the students to check.

Answer

1. ai 2. y 3. y 4. ai

3. Look at the pictures and fill the blanks with ai or y.

- Show the 6 pictures and 6 words under each picture.
- Point at each picture and ask what the pictures are about. Students guess and share their opinions.
- Allow time for the students to write the phonics for each word.
- Students raise their hands to answer. Point at each picture and have students tell what that picture is about, then spell the whole word to tell what the phonic is.
- Show the correct answers and point at each picture for students to repeat the words.

Answer

shy	paint	rain
snail	July	butterfly

Lesson 4: International exam – TOEFL PRIMARY STEP 1

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 answer.

Reading: Read the text and choose the correct answer.

MATERIALS

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


WARM-UP

- Play "Duel". Have two students stand back to back. Give each of them a different flashcard to hold facing out and away from them. When say go, they walk three steps, turn to face each other and say what the other student has.

LEAD-IN

- Use flashcards to revise students' vocabulary.


MAIN CONTENT


- 1. Listen and answer the questions.**  Audio 13
 - Ask students to look at their books.
 - 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 again. This time, pause after each dialogue and ask students to tell what the dialogue is about.
 - Students speak out their answers and explain why they choose them.
 - Show the correct answers.
 - Read the questions again, students answer with the correct answer.

Answer

1. (A)
2. (C)
3. (C)
4. (C)
5. (C)

LESSON 4:
INTERNATIONAL EXAM – TOEFL PRIMARY STEP 1


LISTENING

- 1. Listen and answer the questions.**  Audio 13
 - 1. Listen to a boy talking about animals.**
What animals does he talk about?
(A) Snakes, monkeys, parrots, kangaroos
(B) Gorillas, parrots, crocodiles, snakes
(C) Crocodiles, snakes, kangaroos, monkeys
 - 2. Listen to a girl giving a talk.**
How many people are there in her family?
(A) Five
(B) Six
(C) Seven
 - 3. Listen to a boy giving a talk.**
What toys does he have?
(A) Monsters, trucks, Legos
(B) Monsters, trucks, Legos, a rocket
(C) Monsters, trucks, Legos, a rocket, a board game
 - 4. Listen to John's phone message to his mom.**
What is Mary doing?
(A) Mary is blowing a balloon.
(B) Mary is playing a board game.
(C) Mary is cutting the birthday cake.
 - 5. Listen to Julie talking about her teachers.**
What is Miss Houston wearing?
(A) She is wearing a dress and a blue handbag.
(B) She is wearing jeans, a sweater, and a yellow handbag.
(C) She is wearing a dress and a yellow handbag.

Audio 13

1. Listen and answer the questions.

1. Listen to a boy talking about animals.

There are many animals in nature. But you can also see them in the zoo. Monkeys can climb trees and they are very quick. Parrots can speak and fly. They are also very beautiful. Snakes can crawl and they are very dangerous. I'm really scared of them. Kangaroos can hop really high. I love all of them very much.

What animals does he talk about?

The answer is (A). This is an example. Now, listen.

2. Listen to a girl giving a talk.

Today, I will talk about my family. I love my family so much. When I'm at home, I usually play with my older brother and my younger sister. We play with toys together and sometimes we go to the park with our parents. I also live with my grandma and grandpa. My grandma always cooks for my family. She loves dogs and cats. My grandpa takes care of the garden every day. He also loves animals. He helps my grandma feed the dogs and cats. I love my family very much and family is very important to me.

How many people are there in her family?

3. Listen to a boy giving a talk.

Today, I will talk about my toys. I have many toys. I love playing with my monsters and trucks. I have 5 monsters and 7 trucks. I also have lego, so I can make houses and buildings. I have a rocket, but I don't like it very much. On the weekends, I usually play a board game with my brother and sister. It's really fun because I usually win. What toys does he have?

4. Listen to John's phone message to his mom.

Hi mom. It's me, John. I'm at Mary's birthday party. Everybody is having a lot of fun. Peter and Annie are blowing balloons. May is laughing because Nick is telling jokes. Jessica and Tom are playing the board game. Mary is cutting the birthday cake for us. Please come and pick me up at 8 PM.

What is Mary doing?

5. Listen to Julie talking about her teachers.


Look at this picture. They are my teachers. The man wearing a white shirt and black pants is Mr. Brown. He is my math teacher. And this is Miss Houston, the woman wearing a dress and a yellow handbag. She teaches me Literature. Last but not least, this is Miss White. She is my science teacher. She is wearing jeans, a sweater, and blue sneakers.













What is Miss Houston wearing?

2. Listen and circle the correct answers.

 Audio 14

LISTENING

2. Listen and circle the correct answers.  Audio 14

1.  (A)	 (B)	 (C)
 (A)	 (B)	 (C)
 (A)	 (B)	 (C)
 (A)	 (B)	 (C)

- Have students look at the pictures carefully before listening.
- Make sure students understand less common words that describe familiar topics.
- Play the audio for the first time. Students listen and choose the pictures mentioned in the audio.
- Play the audio again. This time, pause for a while after each question for students to listen carefully again.
- Students raise their hands to choose the pictures. Ask students to give reasons why they choose the pictures.
- Show the correct answers and then play the audio again, students repeat after what they hear in the audio.

Answers:

1. C – The snake is crawling.
2. A – She is laughing.
3. B – He is wearing a sweater.
4. A – My sister likes eating sausages.

Audio 14

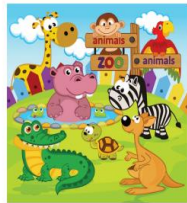
2. Listen and circle the correct answers.

1. The snake is crawling.
2. She is laughing.
3. He is wearing a sweater.
4. My sister likes eating sausages.

3. Read the information then answer questions from 1 to 5.

READING

3. Read the information then answer questions from 1 to 5.



Animals in the zoo
monkeys, parrots, hippos, crocodiles, kangaroos, turtles, giraffes, zebras, frogs

Animal description
Hippos, frogs, turtles and crocodiles can swim.
Kangaroos can hop.
Giraffes and zebras can run.
Monkeys can climb trees.
Parrots can speak and fly.

<p>1. What animals are in the zoo?</p> <p>(A) Monkeys, parrots, and zebras (B) Hippos, crocodiles, and chickens (C) Kangaroos, turtles, and dogs</p>	<p>4. Which animals can climb trees?</p> <p>(A) Hippos (B) Kangaroos (C) Monkeys</p>
<p>2. Which animals can swim?</p> <p>(A) Hippos and parrots (B) Hippos and crocodiles (C) Crocodiles and parrots</p>	<p>5. Which animals can fly?</p> <p>(A) Parrots (B) Turtles (C) Monkeys</p>
<p>3. Which animals can run?</p> <p>(A) Frogs and giraffes (B) Parrots and frogs (C) Giraffes and zebras</p>	



- Explain the exercise to students.
- Ask some students to read the text first. Then ask some other students to read the 5 questions and their 3 answers. Check student's pronunciation.
- Make sure students understand common words and some less common words that may be in the text.
- Allow time for the students to do the exercise.
- Students raise their hands to answer the questions. Students point out the sentences in the text that support their answers.
- If students' answers are correct, show the answers. If not, invite another student to answer.

Answer

1. A – Monkeys, parrots, and zebras
2. B – Hippos and crocodiles
3. C – Giraffes and zebras
4. C – Monkeys
5. A - Parrots

4. Read the letter then answer questions from 6 to 9.

4. Read the letter then answer questions from 6 to 10.

Dear Lisa

How are you and your family? I'm good. I miss you, Mike and Jack so much. Our new house in Mac Chau town is very nice. There is a living room, 3 bathrooms, a kitchen, and 3 bedrooms. That's why I'm really happy to have my own room. We are planning to go to the zoo this Saturday. This zoo is famous for many animals. I want to see parrots, crocodiles, monkeys, and hippos. When you come and visit me, I will take you there. We are also planning to go shopping. My dad needs a pair of sneakers. My mom wants to buy a handbag. My brother wants to have a sweater while I want a new tablet because I need to study online. Do you want to come to my house this weekend?

See you soon,

Peter

6. How many rooms are there in Peter's new house?

(A) 5 rooms
(B) 6 rooms
(C) 8 rooms

7. What is Peter's family planning to do this Saturday?

(A) They are planning to visit a lake.
(B) They are planning to visit a water park.
(C) They are planning to visit a zoo.

8. What animals does Peter want to see in the zoo?

(A) Parrots and turtles
(B) Crocodiles and hippos
(C) Dolphins and turtles

9. What does Peter's dad need to buy?

(A) A pair of sneakers
(B) A pair of pants
(C) A T-shirt

10. What does Peter want to buy?

(A) A shirt
(B) A sweater
(C) A tablet

- Explain the exercise to students.
- Ask some students to read the email first. Then ask some other students to read the 5 questions and their 3 answers. Check student's pronunciation.

- Make sure students understand common words and some less common words that may be in the email.
- Allow time for the students to do the exercise.
- Students raise their hands to answer the questions. Students point out the sentences in the email that support their answers.
- If students' answers are correct, show the answers. If not, invite another student to answer.

Answer

6. 8 rooms
7. they are planning to visit a zoo.
8. crocodiles and hippos.
9. a pair of sneakers.
10. a tablet

Mixed ability

For weaker students:

- Read the letter aloud as a class to support comprehension.
- Highlight or underline key information in the letter, such as the number of rooms in Peter's new house, the activities they are planning, and the items they want to buy before ask students to do the exercise.

For stronger students:

- Read the letter independently and ask them to underline or highlight important details.
- Encourage them to answer the questions using complete sentences, providing specific information from the letter.