

YOUNG STARS

Serie adaptada a los requisitos de la **LomLoe**.

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REACH FOR THE STARS

with

YOUNG STARS

Young Stars is a brand new primary course that follows the modular approach and the requirements of the Common European Framework of Reference.

COURSE FEATURES

- Well-balanced modules with **songs, stories, factual texts, cross-cultural information, cross-curricular learning** and **skills development**
- A variety of activities (**listening, speaking, games, hands-on** activities and projects)
- Revision units
- Self evaluation sections
- Star skills section
- Comic-strip stories
- Board games
- Phonics
- My alphabet book
- Videos

Components for students



Student's Book



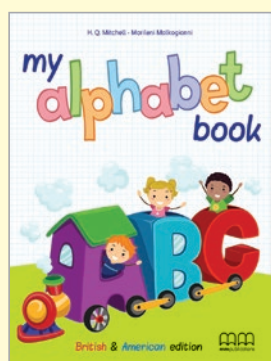
Workbook



Grammar



Student's audio CD/CD-ROM also including games



Alphabet Book

ONLINE
material

by mmm

Components for teachers



Teacher's Book with reduced-size student's pages



Class CDs



Teacher's Resource CD/CD-ROM

- Tests
- Video worksheets
- Self-evaluation sheets
- Special Days
- Flashcards



Interactive Whiteboard CD-ROM also including videos and games



Posters



- Extra activities
- Games
- Videos
- Posters

GRAMMAR	VOCABULARY
Module 1 Hello	
I'm... What's your name? How are you? Fine, thanks.	Greetings Numbers 1-5 Shapes
Module 2 School	
Stand up. Clap your hands. This is a...	Imperatives Classroom objects Colours
Module 3 Numbers	
How old are you? I'm (six). You're (seven). Happy birthday. This is for you. I am (your friend). You are (my friend). He's (tall). She's (short).	Numbers 6-10 Adjectives
Module 4 At home	
Who's that? It's my (sister). This is my pet. It's a (cat). This is my (fish). It's (yellow). Where's Roon? On/Under the sofa.	Family Pets Sea animals Furniture
Module 5 Let's play	
I've got a (bike). Have you got a plane? Yes. / No. I've got a (doll). It's (new). I haven't got a (bike). Look! Listen!	Toys Adjectives Actions
Module 6 Food	
I like (oranges). I don't like (apples). I like (bananas). Five tomatoes, please. Here you are. Thanks. Do you like (pasta)? Yes. / No.	Food
Module 7 My body	
Touch your (nose). He has got brown eyes. She has got long hair.	Parts of the face Parts of the body Adjectives Colours Actions
Module 8 Out there	
It's (hot). I can (climb). I am at the (park). How many (birds) can you see? I can see (three birds).	Weather Actions Places Animals

GRAMMAR	VOCABULARY
Module 1 Hello there!	
Hello / Hi What's your name? I'm (Jane). / My name is (Jane). This is my (friend, Tom). How are you? Fine, thank you.	How old are you? I'm (eight). Boy-boys (plurals) What's this? It's a (book). It's an (apple).
Module 2 My family	
Who's that? It's my (mum). Is that your (dad)? Yes, it is. / No, it isn't. Where's the (bag)? In the (kitchen).	He's/She's/It's (tall). He/She/It isn't (tall). Is he/she (happy)? Yes, he/she is. / No, he/she isn't.
Module 3 That's me!	
I've got (blue eyes). I haven't got (green eyes). Have you got a (cat)? Yes, I have. / No, I haven't. (He) has got a (ball). (He) hasn't got a (robot).	Has (he) got a (ball)? Yes, (he) has. / No, (he) hasn't. Man-men (plurals - irregular)
Module 4 On the farm	
I can ride a (camel). You can ride a (bike). Can you (run)? Yes, I can. / No, I can't.	It can (run). It can't (fly). Stand up!
Module 5 All about time!	
How many (clocks) can you see? (Eleven). What's the time? It's (two) o'clock. Let's (run)! I'm (hungry). You're (tired).	Numbers Time-related nouns Adjectives
Module 6 My likes	
I want (milk), please. Here you are. Thank you. You're welcome. I like (zebras). They're (beautiful).	I like (music). I don't like (karate). Do you like (maths)? Yes, I do. / No, I don't.
Module 7 School is great!	
What's in the classroom? There's a (notebook). There are (two classrooms). Is there a (radio) in the classroom? Yes, there is. / No, there isn't.	Classroom objects Places Furniture
Module 8 My clothes	
I'm wearing (a cap). Are you wearing (a coat)? Yes, I am. / No, I'm not. (He) is wearing (sunglasses). Is (he) wearing (a jacket)? Yes, (he) is. / No, (he) isn't.	Clothes Weather Materials

Hello!

Hello. / Hi. – Goodbye. / Bye.
What's your name?
My name is... / I'm...
How are you? Fine, thank you.
What colour is it? It's...
How old are you? I'm...

Greetings
Colours
Numbers 1-10

Module 1 Welcome!

What's this? It's a...
What's that? It's a...
Is it a...? Yes, it is. / No, it isn't.
This is a/an...
Open your... / Close your...
Stand up. / Sit down.

Classroom
objects
Instructions

Module 2 Home and family

Who's that? It's my...
I am... / You are... / He's/She's/It's...
Plurals (-s)
Where's...? It's...
Prepositions of place (in / on / under)

Family
members
Items in a house
Parts of a
house

Module 3 About people

Is he/she/it...?
Yes, he/she/it is.
No, he/she/it isn't.
We/You/They are...
Are you...? Yes, I am. / No, I'm not.
Are they...? Yes, we are. / No, we aren't.
Are they...? Yes, they are. / No, they aren't.
I/You/He/She/It can/can't...
We/You/They can/can't...
Can you...? Yes, I can. / No, I can't.

Adjectives
Occupations
Action verbs

Module 4 My friends

I/You/We/They have/haven't got...
He/She/It has/hasn't got...
Have you got...? Yes, I have. /
No, I haven't.
Has he/she/it got...?
Yes, he/she/it has. / No, he/she/it
hasn't.
What's this...? It's a/an...
What are these? They're...
Irregular plurals

Parts of the
face and body
Animal parts
Adjectives
Pets

Module 5 Food and drink

I like... / I don't like...
Do you like...? Yes, I do. / No, I don't.
It's/They're good for you. / It's/They're
bad for you.
Plurals (-es)

Types of food
and drink
Meals
Adjectives
Numbers 11-20

Module 6 Places

There is... - There are...
Is there...? Yes, there is. / No, there isn't.
Are there...? Yes, there are. /
No, there aren't.
Prepositions of place (next to / between)

Places in a
town
Means of
transport
Adjectives

Module 7 My world

What day is it today? It's...
What's your favourite day? (Saturday.)
What's the weather like? It's...
What's the time? It's ... o'clock.
What time do you (get up)?
I (get up) at seven o'clock.
Let's...

Days of the
week
Weather
Time
Places
Everyday
activities
Parts of the day

Module 8 My clothes

I'm wearing...
He/She's wearing...
We/You/They're wearing...
Are you wearing...? Yes, I am. / No, I'm
not.
Is he/she wearing? Yes, he/she is. / No,
he/she isn't.
Are you/they wearing...?
Yes, we/they are. / No, we/they aren't.
He's/She's/They're eating/drinking/
talking/reading/walking.

Clothes
Actions

Hello!

Hello! / Hi! - Goodbye! / Bye!
What's your name?
My name is... / I'm...
How are you? I'm fine, thank you. /
Fine, thank you. And you?
How old are you? I'm...
Sit down. / Don't sit down.

What colour is it? It's...
Have you got...? Yes, I have. /
No, I haven't.
How many... are there?
There is... / There are...
I like... / I don't like...

Greetings
Colours
Numbers 1-20
Instructions
Classroom
objects

Module 1 Nice to meet you

I'm...
He/She/It is...
We/You/They are...
Are you...? Yes, I am./No, I'm not. /
Yes, we are./No, we aren't.
Is he/she/it...? Yes, he/she/it is. /
No, he/she/it isn't.
Are they...? Yes, they are. /

No, they aren't.
I'm not...
He/She/It isn't...
We/You/They aren't...
I/You/He/She/It/We/You/They
can/can't...
Can you...? Yes, I can. /
No, I can't.

Physical
appearance
Feelings
Action verbs
Colours
Adjectives

Module 2 Me and my family

I've/You've got a/an...
He's/She's got a/an...
We've/They've got a/an...
Have you got...? Yes, I/we have. /
No, I/we haven't.
Has he/she/it got...? Yes, he/she/it
has. / No, he/she/it hasn't.
Have they got...? Yes, they have. /
No, they haven't.
I/You/We/They haven't got...

He/She/It hasn't got...
I → my you → your he → his
she → her it → its we → our you
→ your they → their
This is a... → These are...
That is a... → Those are...
Whose (ball) is this?
It's (Ron)'s (ball).
Whose (dolls) are these? They're
(Tina)'s (dolls).

Family members
Physical
appearance
Clothes and
accessories
Toys
Parts of the face
and body

Module 3 What are you doing?

I'm (studying).
He/She/It's (playing).
We/You/They're (cleaning).
Are you (eating)? Yes, I am./No, I'm
not. / Yes, we are./No, we aren't.
Is he/she/it (drinking water)? Yes,
he/she/it is. / No, he/she/it isn't.
Are they (fishing)? Yes, they are. /
No, they aren't.

I'm not (eating).
He/She/It isn't (drinking water).
We/You/They aren't (fishing).
read → reading make → making
get → getting
What's the time? It's (two) o'clock.
/ It's half past (six). / It's a quarter
to/past (four).

Actions
Free-time
activities
Time
Sports

Module 4 Here and there

Where's...?
in, on, under, behind, in front of,
next to, between
I → me you → you he → him
she → her it → it we → us

you → you they → them
Look at (him)! (He's) tall.
You must/mustn't...
How much is the...? It's...
How much are the...? They're...

Places in a town
Action verbs
Sea animals
Rules
Numbers 20-100
Road signs

Module 5 Day by day

I always (play football) on (Mondays).
He/She sometimes (goes to the cinema).
We/You/They never (go to school) at
the weekend.
Do you always...? Yes, I/we do. / No, I/
we don't.
Does he/she...? Yes, he/she does. / No,
he/she doesn't.
Do they...? Yes, they do. / No, they
don't.

I don't...
He/She doesn't...
We/You/They don't...
What do you do? I'm a... / We're...
What does he/she do? He's/She's a...
What do they do? They're...
I'm good at (skateboarding).
I'm bad at (singing).
When is your birthday? It's on (16 July).

Free-time
activities
Everyday
activities
Occupations
Months of the
year
Ordinal numbers
(1st-31st)
Seasons of the
year

Module 6 My favourite food

There's a...
There are some...
I want some...
There is/are some...
There isn't/aren't any...
Is/Are there any...?

What's your favourite food? My
favourite food is...
What would you like? I'd like some...,
please.
Can I have some..., please?

Fruit
Types of food and
drink
Cutlery/Crockery/
Glassware

Module 7 In the past

I/He/She/It was... yesterday.
You/We/They were... yesterday.
Were you... yesterday afternoon?
Yes, I was/we were. /
No, I wasn't/we weren't.
Was he/she/it... yesterday? Yes, he/
she/it was. / No, he/she/it wasn't.
Were they... yesterday morning?
Yes, they were. / No, they weren't.
I (played football) last weekend.
He/She went... last Saturday.
We/You/They saw... last week.

They didn't have (pancakes for
breakfast). They had (eggs and
some fruit).
My mother didn't make
(a chocolate cake). She made
(a banana cake).
Did you play... yesterday? Yes, I/we
did. / No, I/we didn't.
Did he/she go... yesterday? Yes, he/
she did. / No, he/she didn't.
Did they see... last weekend? Yes,
they did. / No, they didn't.

Places
Action verbs
Ancient people
and civilisations
Sports
Means of
transport

Module 8 The world around us

(Cheetahs) are faster than (hippos).
fast → faster thin → thinner
scary → scarier
good → better bad → worse
(Tom) is the youngest (student in
my class).
strong → the strongest

scary → the scariest
good → the best
bad → the worst
What are you going to do
tomorrow?
I'm going to...
I'm not going to...

Wild animals
Adjectives
Landscapes
Free-time
activities
Sports and
equipment

YOUNG STARS 5

GRAMMAR	VOCABULARY
Module 1 People	
Information Questions (What, Where, When, Who) Present Simple vs Present Progressive I'm good/bad at... Let's ...	Action verbs Free-time activities School subjects
Module 2 Looking back	
Was/were Past Simple (regular and irregular verbs) Time clause (when) The verb <i>could</i>	Holiday activities Free-time activities
Module 3 Let's learn!	
Comparative forms Comparative form vs Superlative form Adverbs of manner Comparison of adverbs	Structures Adjectives Places Units of measurement Sports Units of time Planets
Module 4 What happened?	
Past Progressive Why ...? Because ... What's the matter?	Accidents Adjectives Actions
Module 5 Eating right	
some / any How much ...? / How many ...? many / much lots of / a lot of / a few / a little Both / Neither	Food Food containers Adjectives
Module 6 Time for science!	
Relative pronouns: which, who, that	Inventions Occupations Animals
Module 7 Planning the future	
Future <i>be going to</i>	Free-time activities Celebrations Climate
Module 8 Let's have fun	
Prepositions of movement Directions like / love / enjoy / hate + <i>-ing</i> form Let's... / Why don't we...? / How about...?	Prepositions of movement Directions Free-time activities Technology

YOUNG STARS 6

GRAMMAR	VOCABULARY
Module 1 Everyday life	
Present Progressive Present Simple vs Present Progressive A(n) / the Possessive pronouns Future <i>be going to</i>	Chores Sports Hobbies Holiday plans
Module 2 The past	
Past Simple Past Progressive Past Simple vs Past Progressive Adverbs of time - sequence words	Free-time activities Inventions Discoveries
Module 3 Be careful	
Object pronouns Imperative Verbs with two objects Should/shouldn't Would you like...? I'd like... taste/look/sound/smell + adjective How much/How many...? It's good/bad for you.	Accidents Health Food
Module 4 In town	
Have to Must/mustn't/can't Would you like to...? That would be nice. I'd love to. I'm afraid I can't. I don't think so. I have to (study).	Places Means of transport Occupations Free-time activities
Module 5 Differences	
Used to Had to Shall	Everyday activities Habits Appearances
Module 6 What's it like?	
<i>-ing</i> as subject Go / start / hate / can't stand / love / like / enjoy / be good at + <i>-ing</i> Too/enough + adjective + full infinitive Comparative and Superlative forms (not) as + adj + as	Free-time activities Shopping Sports Buildings
Module 7 Did you know...?	
Prepositions of time + Present & Past Tenses Relative clauses: who, which, where, that Tag questions	Places Structures People Forms of art
Module 8 Go green	
Future <i>will</i> + time clauses Conditional Sentences Type 1 Zero conditionals	Animals and Plants Environment



Food and drink 5

Song

1

sandwich chicken rice beans eggs onions tasty nice

2 Listen and match. Then sing.

What's your favourite food?

Tasty! Tasty!
I like **chicken**.
I like **rice**.
It's so tasty.
It's very nice!

I like **sandwiches**.
I like **beans**.
They are tasty.
They are very nice!

I don't like **eggs** or **onions**.
Onions are hot!
They aren't very nice.

Tasty! Tasty!

LOOK!

I like chicken.
I don't like onions.
don't = do not
sandwich sandwiches

3 Write the song again with food you **like** and **don't like**. Change the words in green.

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vocabulary practised through catchy songs

vocabulary presented with clear illustrations

activity based on the presentation

grammar

5 Young Stars

1

spaghetti salad chips orange juice chocolate

2 Look and listen.

Oh, look! We're at my house!

Hello, kids

Mmm... I'm hungry.

Kelly, do you like spaghetti?

Yes, very much.

I'm thirsty. Do you like milk?

No, I don't. I like orange juice.

And I like chocolate. Mmm... Yummy!

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story including lively dialogues

Module 5 | Young Stars

LOOK!

Do you like salad? Yes, I do.
No, I don't.

3 Read activity 2 and match.

I like... 1

I don't like... 2

I like... 3

4 Look and write. **Yes, I do. No, I don't.**

1. Do you like ?

2. Do you like ?

3. Do you like ?

5 Listen and draw a **happy** or an **unhappy** face.

6 Do a survey. Ask and answer questions in groups of three.

Do you like chips?

No, I don't. Yes, I do.

	Student 1	Student 2	Student 3
Do you like chips?			
Do you like milk?			
Do you like salad?			
Do you like chocolate?			
Do you like orange juice?			

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activity practising structures

fun activities practising the new language in an enjoyable way

Ss learn about the world around them

activity based on the presentation

listening activity practising new language items

5 Our world

1 breakfast lunch dinner soup fish

2 Listen and read.

Breakfast anyone?

My name is Hibiki. I'm from Japan. I like fish or soup with vegetables for breakfast. Yummy!

Hi! I'm Ron. I'm from Australia. I like cereal for breakfast. I don't like chocolate cereal. It's bad for you!

Hello, I'm Karen from the Philippines. I like fruit for breakfast. It's good for you!

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Module 5 | Our world

LOOK!
I like fish. It's good for you.
I don't like chips. They're bad for you.

3 Read activity 2 again and match what they have for breakfast.

4 Listen and tick (✓) what the people have for breakfast, lunch or dinner.

5 Put a ✓ if the food item is good for you or an ✗ if the food item is bad for you. Then discuss with your partner.

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game-like activities focusing on communication in real-life situations

cross-curricular information

5 Let's play

1 banana lemon orange carrot tomato

LOOK!

eleven	fourteen	14	eighteen	18	tomato
twelve	fifteen	15	nineteen	19	tomatoes
thirteen	sixteen	16	twenty	20	
	seventeen	17			

2 Act out the dialogue.

Hello.
Carrots, please.
Ten, please.
Thank you. Oh, and lemons, please.
Fourteen.
Thank you.
No, thank you.

Hi!
How many?
One, two... ten. Here you are.
How many lemons?
One, two... fourteen. Here you are.
Anything else?

3 Listen and repeat.

Nine big spiders in the kitchen.

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Module 5 | Cross-curricular

Home Science

1 bread potato cheese meat drinks crisps

2 Listen and read.

The healthy plate

Do you like fruit and vegetables?
Or do you like cakes and chocolate?
What's good for you? What's bad for you?

Bread, rice, cereal, potatoes, spaghetti

Fruit and vegetables

Meat, fish, eggs, beans

Crisps, cakes, drinks, chocolate

Milk, cheese

3 Now draw your plate.

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pronunciation activity

picture stories to consolidate the material presented in the module

5 Story

2 Look and listen.

1 Read and write **Yes or No.**

- Hansel and Gretel are hungry.
- The sofa is a watermelon.
- Gretel has got three pears.

Module 5 | Story

GRETEL

consolidation

5 Revision

1 Write the words in the correct group. Then write **I like** or **I don't like**.

oranges onions lemonade carrots meat orange juice fish pears

Drinks:	milk
Vegetables:	potatoes
Fruit:	bananas
Food:	chicken

- _____ oranges.
- _____ onions.
- _____ lemonade.
- _____ carrots.
- _____ meat.
- _____ orange juice.
- _____ fish.
- _____ pears.

2 Look and match.

3 Listen and tick (✓).

revision that focuses on skills

Star Skills

Modules 5-6

1 Look at the picture and read the questions. Write one-word answers. There is one example.

Example:
How many oranges are there on the table? Six

- How many bananas are there on the table? _____
- Is the boy hungry? _____
- Where is the salad? It's _____ the oranges and the bananas.

2 Look and read. Write Yes or No. There is one example.

Example:
There is one taxi. No

- The restaurant is between the school and the toy shop. _____
- The bike is red. _____
- The bike is next to the lorry. _____

3 Look at the picture. Listen and colour. There is one example.

Our world

5

Language focus

Objectives

- to identify food
- to talk about what someone has for breakfast/lunch/dinner
- to tell between healthy and unhealthy food

Vocabulary

Meals: breakfast, lunch, dinner
Food: soup, fish, cereal, fruit, vegetables

Structures

I like (fish). It's good for you.
I don't like (chips). They're bad for you.

Materials

- flashcards for breakfast, lunch, dinner, soup, fish, cereal, fruit, vegetables
- flashcards from the previous lesson: spaghetti, salad, chips, orange juice, chocolate, milk, hungry, thirsty
- magazine pages with photos of food/drinks
- big pieces of white cardboard (one for every 3-4 Ss)
- scissors (enough for each group of Ss)
- glue sticks (enough for each group of Ss)
- 'mystery' bag

Revision

- Stick the flashcards for spaghetti, salad, chips, orange juice, chocolate, milk, hungry and thirsty on the board.
- Point to a flashcard, e.g. milk. Choose a S to name the food/drink and then say if he/she likes it or not, e.g. I don't like milk.
- Repeat the same procedure with the rest of the flashcards.

Lesson plan

Warm up

- Put the flashcards for the lesson (breakfast, lunch, dinner, soup, fish, cereal, fruit, vegetables) in the 'mystery' bag.
- Make sure you put the flashcards in the order the new vocabulary appears in the SB.
- Play the CD (Track 8) and slowly take out the flashcards as each word is heard. Hold up each flashcard, say the word and ask Ss to repeat.

1 Vocabulary **Track 8**

- Have Ss open their books to pages 56-57.
- Point out the words in the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 **Track 9**

- Direct Ss' attention to the photos and ask them to tell you what they see. (Photos of three children, each of whom comes from a different country. Next to their photos, there are pictures of food that they like to have for breakfast.)
- Draw Ss' attention to the three photos and ask them to name as many food items as they know or remember from the vocabulary presentation.
- Ask Ss if they recognise the flags. Then ask, Where is the first girl from? (She's from Japan.) Where is the boy from? (He's from Australia.) Where is the second girl from? (She's from the Philippines.)
- Ask Ss to tell you what they think the Japanese girl eats for breakfast. (She

likes to have fish or soup with vegetables.)

- Ask Ss to tell you what they think the other two teenagers like to have for breakfast. (The boy likes to have cereal and the girl likes to have fruit.)
- Ask Ss to point to the appropriate photo as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again and pause after each sentence for Ss to repeat.
- Ask Ss some questions (using L1 when necessary) about the text. Ss can use L1, when necessary, for their answers. What's the Japanese girl's name? (It's Hibiki.) What's the boy's name? (It's Ron.) Does Ron like cereal for breakfast? (Yes, he does.) Is chocolate cereal good for you? (No, it isn't. It's bad for you.) Does Karen like fruit for dinner? (No, she doesn't. She likes fruit for breakfast.) Is fruit good or bad for you? (It's good for you.)
- Choose three Ss to read the texts aloud for the class.
- Have a few other Ss read the texts aloud.

Look!

- Stick the flashcards for salad and chocolate on the board.
- Point to the flashcard for salad and say, I like salad. It's good for you. Then point to the flashcard for chocolate and say, I don't like chocolate. It's bad for you.
- Explain to Ss that we use It's good for you to refer to healthy food whereas we use It's bad for you to refer to unhealthy food.
- Direct Ss' attention to the Look! box at the top of page 57. Read the sentences aloud and have Ss repeat.

Language box

- Point out to Ss that we use the expression I'm from (country name) to talk about the country we come from. You can also introduce the question, Where are you from? and the answer, I'm from... in order to make it more clear to Ss.

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5

Our world

Activity 3

- Ask Ss to look at activity 2 again and read each text carefully.
- Direct Ss' attention to activity 3 and ask them to identify the people in the three pictures (Hibiki, Ron and Karen) and name the food they see in the pictures on the right (fish, soup with vegetables, fruit, cereal).
- Explain to Ss that they have to match each person with what he/she likes for breakfast.
- Go round the classroom and make sure Ss have matched the pictures correctly.
- Have Ss check their answers in pairs first, then as a class.

1. A B 2. D 3. C

Activity 4 **Track 10**

- Direct Ss' attention to the pictures of food in activity 4 and ask them to name the food (cereal, eggs, fruit, soup, chicken, fish, chips, soup, spaghetti).
- Tell Ss that they are going to listen to the CD and that, for each exchange, they will have to decide which of the three food items people have for breakfast, lunch and dinner and tick the correct answer.
- Go round the classroom and make sure Ss have ticked the correct food items.

Listening transcript

Man 1: I don't like fruit or eggs for breakfast. I like cereal for breakfast.

Woman 1: I like fish for lunch. I don't like soup or chicken for lunch.

Man 2: I don't like spaghetti or chips for dinner. I like soup for dinner.

1. cereal ✓ 2. fish ✓ 3. soup ✓

Activity 5

- Direct Ss' attention to the pictures and ask them to name the food/

5

Our world



2 Listen and read.

Breakfast anyone?

My name is Hibiki. I'm from Japan. I like fish or soup with vegetables for breakfast. Yummy!

Hi! I'm Ron. I'm from Australia. I like cereal for breakfast. I don't like chocolate cereal. It's bad for you!

Hello, I'm Karen from the Philippines. I like fruit for breakfast. It's good for you!

drinks they see (orange juice, chips, fruit, fish, cereal, milk, vegetables, chocolate).

- Instruct Ss to put a ✓ or an X in the boxes next to each picture, depending on whether the food/drink is good or bad (healthy or unhealthy) for them.
- Encourage Ss to discuss their answers in pairs, e.g. SA says (Orange juice). It's good for you and SB says Yes, it is. / No, it isn't or SA says (Chips). They're bad for you and SB says Yes, they are. / No, they aren't. Explain to them why some types of food are good for their health and why others are not.

open answers

Optional

Make a food poster

- Divide Ss into small groups.
- Give Ss magazine pages with photos of different food/drinks (of the ones they have been introduced to in previous lessons) and ask them to cut them out.

Module 5 | Our world



Look!

I like fish. It's good for you.
I don't like chips. They're bad for you.

3 Read activity 2 again and match what they have for breakfast.

4 Listen and tick (✓) what the people have for breakfast, lunch or dinner.

1 **A** **1** **1**

2 **B** **2** **2**

3 **C** **3** **3**

4 **D** **4** **4**

5 Put a ✓ if the food item is good for you or an X if the food item is bad for you. Then discuss with your partner.

1 **1** **1** **1**

2 **2** **2** **2**

3 **3** **3** **3**

4 **4** **4** **4**

5 **5** **5** **5**

6 **6** **6** **6**

7 **7** **7** **7**

8 **8** **8** **8**

Orange juice. It's good for you. Yes, it is.

- Give each group a big piece of cardboard.
- Instruct Ss to divide the cardboard into two equal parts and write Good For You as a title on the first half and Bad For You as a title on the other half.
- Then have Ss glue the food/drinks in the corresponding half and write the name of the food/drink.
- Ss can also draw the food/drinks.
- When all groups have finished, they take turns presenting their poster to the rest of the class.
- Display Ss' posters around the classroom.

Before leaving

- Ask Ss to tell the class what they have for breakfast/lunch/dinner before they leave, e.g. I have salad for dinner.

5

Workbook

Activity 1

1. vegetables
2. fruit
3. cereal

Activity 2

1. breakfast
2. lunch
3. dinner

Activity 3 **Track 11**

Listening transcript

1. Boy 1: Do you like eggs for breakfast?

Boy 2: No, I don't. I like cereal.

2. Girl 1: Do you like chicken?

Girl 2: No, I don't. I like fish. It's tasty.

3. Boy 1: Do you like chocolate?

Boy 2: No, I don't. It's bad for you. I like fruit.

4. Girl 1: Do you like milk?

Girl 2: Yes, I do. It's good for you.

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

Activity 4

good for you	bad for you
vegetables	chocolate
fruit	chips
fish	

- Have pairs of Ss ask and answer about the food in the activity. SA asks, Do you like (vegetables)? and SB answers, Yes, I do. It's/They're good for you or No, I don't. It's/They're bad for you.
- Ss swap roles.

Note

- Bring a basket with fruit and vegetables (bananas, lemons, oranges, carrots and tomatoes) to the next lesson.

5

Our world

1 Look and write. cereal vegetables fruit





2 Look and circle.



I like cereal for lunch / breakfast.

1



I like soup with vegetables for dinner / breakfast.

3



I like fish and salad for dinner / lunch.

2

Module 5 | Our world

3 Listen and circle.



1 A B



2 A B



3 A B




4 A B

4 Look and write. Then say.

good for you	bad for you
vegetables	

vegetables chocolate fruit chips fish



Do you like vegetables?



Yes, I do. They're good for you.


50
51


Board Game 2


(Modules 5-8)


START


1 Do you like pizza?


2 Say. 


3 What's this? 

4 Is it good for you? 


5 How many carrots? 


6 What's the time? 


7 Let's go to the... 


8 What day is it today? 


9 Go to 12!

10 What's the weather like? 

11 Where's the hospital? 

12 Is she wearing a skirt? 

13 Are they eating? 


14 Is he thirsty? 


15 Can you spell 'taxi'?

16 What's your favourite day?


17 Oh, no! It's... Go to 14!


18 What time do you go to bed?


19 Do you like soup for lunch? 


20 Say. 


FINISH


2 Say. 


3 What's this? 

4 Is it good for you? 


5 How many carrots? 


6 What's the time? 


7 Let's go to the... 


8 What day is it today? 


9 Go to 12!

10 What's the weather like? 

11 Where's the hospital? 

12 Is she wearing a skirt? 

13 Are they eating? 


14 Is he thirsty? 


15 Can you spell 'taxi'?

16 What's your favourite day?

17 Oh, no! It's... Go to 14!

18 What time do you go to bed?

19 Do you like soup for lunch? 

20 Say. 

FINISH

92
93

Revision (Modules 1-4)

5 Look and write. Close the door. Sit down! Open the window.

1. 2. 3.

6 Look, read and write. I'm It's He's They're She's We're

1. I'm a student. 2. an actor. 3. an artist. 4. a dinosaur. 5. police officers. 6. pilots.

7 Read and match.

1. Have you got a sister? A. No, they haven't.
2. Can she jump? B. Yes, she can.
3. Have they got long hair? C. Yes, I have.
4. Can you paint a house? D. Yes, I can.

8 Work in groups of six. Draw a graph with your group.

Play a Board Game! Go to page 90.

Revision

4 Read and write. Yes, I do. No, I don't.

1. Do you like pizza? Yes, I do.

2. Do you like crisps? _____

3. Do you like jam? _____

4. Do you like bread? _____

5. Do you like meat? _____

6. Do you like vegetables? _____

Project

5 Look and read. Then stick or draw a picture and write about yourself.

My breakfast

This is my breakfast. I like cereal, milk, fruit, orange juice and eggs. I don't like chocolate for breakfast. It's bad for you!

This is my _____
I like _____
I don't like _____
It's _____

Now I can...

express likes and dislikes
identify food and drinks
ask and answer questions about one's likes and dislikes
talk about breakfast/lunch/dinner
talk about healthy and unhealthy food

Now count your stars!

1-5 stars You're a little star!
6-10 stars You're a star!
11-15 stars You're a big star!

1 Listen, repeat and trace. **Aa** **Bb** **Cc**

2 Match and color(u).

A B C

c a b

3 Match.

cat

apple

book

4 Circle.

A	B	C	A	C	A	a	b	a	c	a	a
B	A	B	C	B	B	b	b	b	a	a	c
C	A	C	B	A	C	c	c	a	c	a	c

5 Sing.

AAA
A for apple
A for apple

BBB
B for book
B for book

CCC
C for cat
C for cat
Let's sing. Let's sing.

6 Sing.



6 Young Stars

1 zoo cute zebra koala

2 Look and listen.

1 I like the zoo.
Me too!

2 I like zebras.
They're beautiful!

Oh, yes!

3 I like koalas.
Me too.

They're cute!

4 I like monkeys.
They're funny!

Oh, Ron! Ha, ha!

5

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Module 6 | Young Stars

Look!
I like zebras.
They're beautiful.
They're = They are

3 Look at activity 2 and write the names.

1. I like the zoo. Matt

2. I like zebras. _____

3. I like koalas. _____

4. I like monkeys. _____

4 Listen and number (1-4).

A B C D

5 Make silly sentences.

I like zebras.
They are red.

animals	adjectives/colours
koalas	lizards
zebras	frogs
parrots	camels
monkeys	monkeys

cute red
beautiful yellow
big blue
strong short funny

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6 Story

2 Look and listen.

1 biscuits
 catch
 tail
 head

2 This is Mrs Baker.
Look at the biscuits!
An umbrella, a horse, a clock and a man!
A gingerbread man!

1 I'm hungry!
No! Don't eat me!

2 I'm hungry!
No! Don't eat me!

3 Read and write Yes or No.

1. I'm hungry!

2. Run! Run, little man!

3. Climb onto my head!

3 Run! Run! Look, I can!
You can't catch me. I'm the Gingerbread Man.

Stop! Stop!

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Module 6 | Story

THE GINGERBREAD MAN

1 I'm hungry!
I like biscuits.
Stop! Stop, little man!

2 Run! Run! Look, I can!
You can't catch me. I'm the Gingerbread Man.

3 Oh, no! Water!

4 Jump on my tail.
I'm not hungry... and I don't like biscuits!

5 Climb onto my head.

6 Hmm... OK.

7 Ahh!

8

LEARNING: Don't show off.

63

1 Young Stars

1 reporter interview drive a bus town centre

2 Listen and answer. What does Mr Roberts do? Then read.

1

Kevin: Greg! What are you doing? My dad's here! We are late!

Greg: I'm coming! Just one interview!

2

Greg: Hello, sir, I'm from Young Stars press team. Can I ask you some questions?

Mr Roberts: Yes, of course!

Greg: What's your name?

Mr Roberts: Jake Roberts.

Greg: Where do you live?

Mr Roberts: I live in the town centre.

Kevin: Greg! My dad is waiting.

3

Greg: Do you get up early in the morning?

Mr Roberts: Yes, I do. I always get up at six o'clock.

Greg: And what do you do?

Mr Roberts: I go round town and I talk to people...

Greg: Are you a reporter?

Mr Roberts: No...

4 The next morning...

Greg: Come on! The bus is here. Look! It's Jake Roberts! He's driving the bus.

Kevin: You're a bus driver!

Greg: Hello, kids!

Module 1 | Young Stars

go round town wait early = late

Look! I always get up at seven o'clock in the morning. I'm waiting for the bus now.

3 Read again and write **T** for True or **F** for False.

- Kevin's dad is waiting in the car. ☐
- Mr Roberts doesn't want to answer Greg's questions. ☐
- Mr Roberts lives in the town centre. ☐
- Mr Roberts gets up at seven o'clock. ☐
- Mr Roberts is driving a taxi. ☐

4 Listen and write **U** for what they usually do and **N** for what they are doing now.

1 **A** ☐ **B** ☐

2 **A** ☐ **B** ☐

5 Imagine it's Saturday morning. Say what you and other members of your family usually do on a Saturday morning. What are you and your family doing now?

It's Saturday morning. My brother usually plays basketball, but he is doing his homework now.

1 Project

1 Below is an email Jim is sending to a new friend. Listen and read.

Start your email with: Hi!, Hello! or Dear...

To: Kevin Parker Subject: My day

Hi!

My name is Jim Wilson. I go to Winston Primary School and I'm in Year 5. I always get up at seven o'clock in the morning. I have breakfast with my family. Then, I take the bus to school. After school, I do my homework. I sometimes play tennis, too. I'm very good at tennis. I always have a shower and brush my teeth before I go to bed.

Bye for now, Jim

Finish your email with: Bye for now, See you soon or Love and write your name underneath

Jim's day

In the morning
get up, have breakfast, take the bus to school

After school
do homework, play tennis

Before bedtime
have a shower, brush my teeth

Writing tip

All sentences start with a **capital letter** and finish with a **full stop** (.)
e.g. After school, I do my homework.

Always use a **question mark** (?) at the end of a question.
e.g. What do you do in the morning?

Use an **exclamation mark** (!) at the end of a sentence to show strong feelings.
e.g. Don't be late!

Home Science

1 graph popular amount

2 Where do you think people eat the most pasta? Listen and read.

Food facts from round the world

Not all people like the same kind of food and not all people eat the same amount of the same food. People in some countries eat a lot of rice because it grows there. In other countries, people eat more fish because their country is near the sea.

For example, people in Italy eat a lot of pasta. Let's look at this graph about how much pasta people in different countries eat every year.

Country	Pasta (kg per person per year)
Egypt	1.2
Japan	1.7
Brazil	6.2
USA	8.8
Italy	26

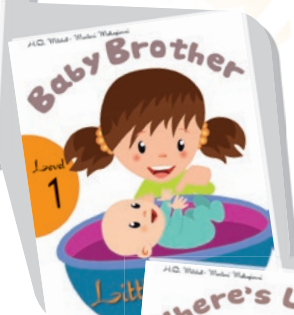
Interesting world food facts:

- ☒ In Japan, people eat a lot of rice and vegetables and only a little meat.
- ☒ People in the USA eat the most ice cream in the world.
- ☒ In Brazil, the most popular pizza has got peas on it.
- ☒ People in Taiwan eat the most fish.
- ☒ The British drink the most tea.

3 Read again and match the countries with the food.

- the UK ☐
- Italy ☐
- Taiwan ☐
- the USA ☐
- Japan ☐

A **B** **C** **D** **E**



Recommended readers for:

Young Stars 1

Red and Blue
Yellow and Green
5 Marbles
Baby Brother
Cookies
Where's Lucy?

Young Stars 2

Yellow Ted
The Old House
My Family
Toy Party
Let's go home
Where's Fluffy?
My Red Car
Black Ant
Big Shoes
Jumping Hat
Snowy
A Funny Story
Cookie Land
The Ugly Duckling

Young Stars 3

Jasper's Pot of Gold
The Princess and the Frog
Pinocchio
The Fox & the Dog
Aladdin
Felix and the Fairy
The Selfish Giant
The King's New Suit

Young Stars 4

The Tin Soldier
Puss in Boots
Rumpelstiltskin
Jingle's Christmas
Adventure
Sleeping Beauty
The Emperor's Nightingale
The Wishing Fish
Mowgli
Ali Baba & the 40 Thieves
Peter Pan
The Short-necked Giraffe

Young Stars 5

Tom Sawyer
Theseus and the Minotaur
The Happy Prince
Paul and Pierre in Paris
Lisa goes to London

Young Stars 6

Robin Hood
Gulliver in Lilliput
Lisa in New York
The Table, the Ass and the Stick
Lisa visits Loch Ness
The Mix-up
White Fang
The Magic Ring
Beauty and the Beast
The Wizard of Oz

YOUNG STARS



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