

YOUNG STARS



REACH FOR THE STARS

with

YOUNG STARS

Young Stars is a 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



**BRITISH &
AMERICAN
Edition**

Components for students



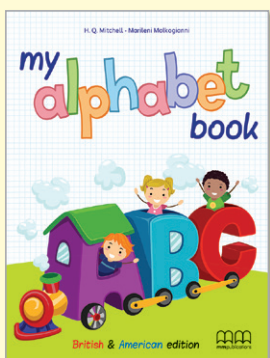
Student's Book



Workbook



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



Alphabet Book

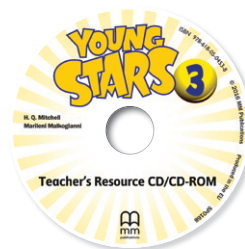
Components for teachers



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



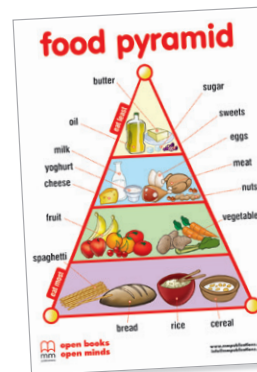
Class CDs



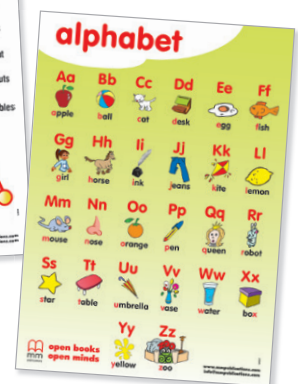
Teacher's Resource CD/CD-ROM

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

Interactive Whiteboard CD-ROM also including videos and games



Posters



ELT
platform

mmpublications

YOUNG STARS 1

| 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. Sit down. Clap your hands. This is a... It's (red). | 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 (Room)? 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). It has got (green eyes). | 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 |

YOUNG STARS 2

| 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 boys). 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 |

| GRAMMAR | VOCABULARY |
|---|--|
| 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, 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 |

| GRAMMAR | VOCABULARY |
|---|---|
| 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... |
| 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. |
| 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). |
| 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). |
| 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... |
| 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). |
| 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? |
| 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. |
| 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, Who) Present Simple vs Present Progressive I'm good/bad at (skateboarding). What's the matter? I'm (bored). Let's (watch a DVD). Great idea! / Sure! / No, thanks. | School subjects Actions Free-time activities |
| Module 2 Looking back | |
| Past Simple (the verb to be) 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 form Superlative form Adverbs of manner Comparison of adverbs | Places Buildings Units of measurement Sports Units of time |
| Module 4 What happened? | |
| Past Progressive Why did you (go to the doctor)? Because I (was ill). What's the matter? I (sprained my ankle). | Activities Accidents |
| Module 5 Eating right | |
| some / any / many / much / a lot of/lots of / a few / a little How much...? / How many...? Both / Neither | Food Food containers |
| Module 6 Time for science! | |
| Relative pronouns: who, which, that | Occupations Inventions |
| Module 7 Planning the future | |
| Future <i>be going to</i> Would you like to...? Yes, I'd love to./Sure, why not? / I'm sorry. I can't./I'm afraid I'm busy./ I'm sorry. I've got other plans. | Free-time activities Festivals Celebrations Special days |
| Module 8 Let's have fun | |
| Prepositions of movement Directions love / like / enjoy / hate + -ing Let's... / Why don't we...? / How about...? | Prepositions of movement Directions |

YOUNG STARS 6

| GRAMMAR | VOCABULARY |
|---|---|
| Module 1 Everyday life | |
| Present Simple vs Present Progressive Adverbs of frequency The indefinite article <i>a/an</i> The definite article <i>the</i> Possessive pronouns Future <i>be going to</i> | Everyday activities Free-time activities Hobbies Space Events |
| Module 2 The Past | |
| Past Simple Past Progressive Past Simple vs Past Progressive when/while First, Second, Next, Then, After that, Finally | Free-time activities Outdoor activities Adventures Experiments |
| Module 3 Be careful! | |
| Object pronouns Imperative Verbs with two objects What's the matter? I've got (a sore throat). should/shouldn't Would you like...? I'd like... How much/many...? I need... taste/look/sound/smell + adjective It's/They're good/bad for you. | Digital safety Table manners Ailments Personal hygiene |
| Module 4 Life in town | |
| Have to (Affirmative – Negative – Questions) must/mustn't/can't Would you like to (go to the park)? That would be nice./I'd love to./Sure. I'm afraid I can't./I don't think so. I have to... | Occupations Food Road safety Places |
| Module 5 Differences | |
| Could (Affirmative – Negative – Questions) Had to (Affirmative – Negative – Questions) Used to (Affirmative – Negative – Questions) | Free-time activities Technology Physical appearance |
| Module 6 What's it like? | |
| the -ing form too/enough Comparative and Superlative form Comparison (not) as + adj + as | Sports Amazing facts Technological features Units of measurement |
| Module 7 Did you know...? | |
| Prepositions of time Relative clauses (who/that) Relative clauses (which/that) Relative clauses (where) Question tags | Natural phenomena People and Places Occupations |
| Module 8 Go green! | |
| Future <i>will</i> may/might Conditional sentences Type 1 Zero Conditionals | Environmental issues Endangered species Scientific facts |



Food and drink 5

Song

1 sandwich chicken rice beans eggs onions tasty nice

2 Listen and match. Then sing.

LOOK!

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

sandwich sandwich
sandwiches

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!

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

3 Read activity 2 and match.

I like...

I don't like...

I like...

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.

1

2

3

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 | | | | | | | |

55

activity practising structures

fun activities practising the new language in an enjoyable way

Ss learn about the world around them

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!

56

activity based on the presentation

listening activity practising new language items

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.

1 2 3 4

5 6 7 8

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

57

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

5 Let's play

1

banana lemon orange carrot tomato

LOOK!

| | | | | | |
|----------|----|-----------|----|----------|----|
| fourteen | 14 | eighteen | 18 | tomato | |
| eleven | 11 | fifteen | 15 | nineteen | 19 |
| twelve | 12 | sixteen | 16 | twenty | 20 |
| thirteen | 13 | seventeen | 17 | tomatoes | |

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.

58

pronunciation activity

cross-curricular information

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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picture stories to consolidate the material presented in the module

5 Story

2 Look and listen.

HANSEL & GRETEL

1 pizza
 watermelon
 jam
 ice cream
 lemonade
 pear

Wow! Let's go in...
I'm hungry!
Me too...
Look at this house!
Look at that table! It's a big pizza.
Mmm.
And the sofa is a big watermelon!

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

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

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Module 5 | Story

GRETEL

4 Is it tomato soup?
No, it isn't. It's apple jam!
Do you like ice cream?
Yes, I do! But it's bad for you.

5 OK... I'm thirsty.
It's lemonade! Ha, ha!
Shhhh! I can hear something... Let's go!

6 But I'm hungry...
I've got two pears in my bag. They're good for you.
Oh, thanks!

7
8

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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.

1

2

3 Listen and tick (✓).

1

2

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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.

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21ST CENTURY COMPETENCIES

- intercultural awareness
- critical thinking
- autonomous learning
- communication
- cooperation
- creativity
- ICT literacy
- personal and social responsibility

Our world 5

Note

- Bring 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) and glue sticks (enough for each group of Ss) to the next lesson.

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.

5 Our world

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.

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 food items.
- 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.

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!

Hil! 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!

3. 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/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

Module 5 | Our world

1 cereal fruit vegetables

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 X if the food item is bad for you. Then discuss with your partner.

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.
 - 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

5

they leave, e.g. I have salad for dinner.

Workbook

Activity 1

1. vegetables
2. fruit
3. cereal

Activity 2

1. breakfast
2. lunch
3. dinner

Activity 3 **Track 11**

Listening transcript

Boy 1: Do you like eggs for breakfast?
Boy 2: No, I don't. I like cereal.
Girl 1: Do you like chicken?
Girl 2: No, I don't. I like fish. It's tasty.
Boy 3: Do you like chocolate?
Boy 2: No, I don't. It's bad for you. I like fruit.
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 good for you.* / *No, I don't. It's 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





1. _____ 2. _____ 3. _____

2 Look and circle.



I like cereal for lunch / breakfast.

1



I like fish and salad for dinner / lunch.

2



I like soup with vegetables for dinner / breakfast.

3



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 |
|-------------------|-------------|
| <u>vegetables</u> | _____ |
| _____ | _____ |
| _____ | _____ |

Do you like vegetables?



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





Board Game 2


(Modules 5-8)


START


1 Do you like pizza?


2 Say. 

3 What's this? 


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? 


4 Is it good for you? 


5 How many carrots?  12


6 What's the time? 


7 Let's go to the... 

8 What day is it today? 

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

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.

5 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 _____.

This is my breakfast. I like cereal, milk, fruit, orange juice and eggs. I like _____.

I don't like chocolate for breakfast. It's bad for you! 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!

self evaluation section

1 Listen, repeat and trace.

Aa Aa Aa Aa Aa Aa

Bb Bb Bb Bb Bb Bb

Cc Cc Cc Cc Cc 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. **abc**



6 Young Stars

1 zoo cute zebra koala

2 Look and listen.

1 I like the zoo. Me too!

I like zebras. They're beautiful!

Oh, yes!

2 I like monkeys. They're funny!

I like koalas. Me too.

They're cute!

3 Oh, Ron! Ha, ha!

4 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

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

3 Stop! Stop!

3

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Module 6 | Story

THE GINGERBREAD MAN

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

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

4 Oh, no! Water!

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

Climb onto my head.

6 7

8 Ahh!

Now look at the horse, the cow, the goat, Mrs Baker and the cat. The horse is fast!

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LEARNING: Don't show off.



1 Young Stars

reporter interview drive a bus town centre

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

1 **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.

Kevin: Greg! What are you doing? My dad's here! We are late!
Greg: I'm coming! Just one interview!

3 **4 The next morning...**

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...

Greg: Come on! The bus is here. Look! It's Jake Roberts! He's driving the bus.
Kevin: You're a bus driver!
Mr Roberts: Hello, kids!

6

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.

1. Kevin's dad is waiting in the car.
 2. Mr Roberts doesn't want to answer Greg's questions.
 3. Mr Roberts lives in the town centre.
 4. Mr Roberts gets up at seven o'clock.
 5. 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** **A**
B **B** **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.

7

Project 1

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

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

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*

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!*

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Home Science **Cross-curricular 3 (Modules 3-4)**

1 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 | Amount (kg) |
|---------|-------------|
| Egypt | 1.2 |
| Japan | 1.7 |
| Brazil | 6.2 |
| USA | 8.8 |
| Italy | 26 |

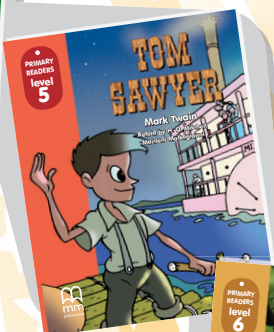
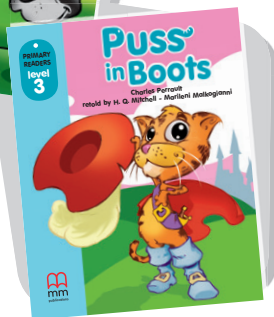
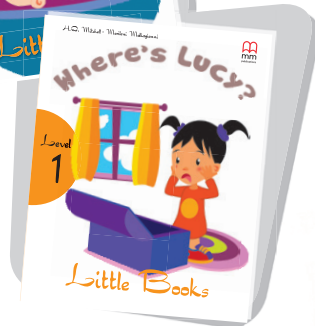
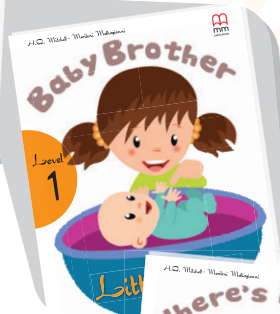
Interesting world food facts:

- 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.

1. the UK **C**
 2. Italy **B**
 3. Taiwan **E**
 4. the USA **D**
 5. Japan **A**

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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



BRITISH Edition



AMERICAN Edition

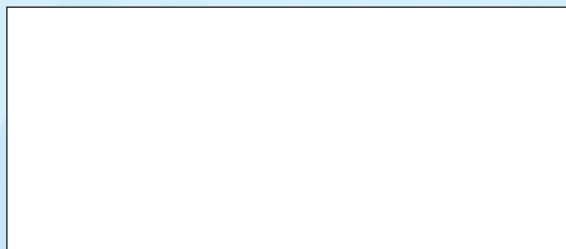
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