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 teachers

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

Components for students

- Student's Book
- Workbook
- Student's audio CD/CD-ROM also including games
- Alphabet Book

ELT platform
<table>
<thead>
<tr>
<th>Module 1 Hello</th>
<th>Module 2 School</th>
<th>Module 3 Numbers</th>
<th>Module 4 At home</th>
<th>Module 5 Let's play</th>
<th>Module 6 Food</th>
<th>Module 7 My body</th>
<th>Module 8 Out there</th>
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<tbody>
<tr>
<td><strong>GRAMMAR</strong></td>
<td><strong>VOCABULARY</strong></td>
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<tr>
<td>I’m...</td>
<td>Greetings</td>
<td>How old are you?</td>
<td>Family’s name.</td>
<td>I’ve got a (bike).</td>
<td>I like (oranges).</td>
<td>Touch your (nose).</td>
<td>It’s (hot).</td>
</tr>
<tr>
<td>What’s your name?</td>
<td>Numbers 1-5</td>
<td>You’re (six).</td>
<td>My name is (Jane).</td>
<td>I have a (doll).</td>
<td>I don’t like (apples).</td>
<td>He has got (brown eyes).</td>
<td>I can (climb).</td>
</tr>
<tr>
<td>How are you? Fine, thanks.</td>
<td>Shapes</td>
<td>You’re (seven).</td>
<td>My name is (Jane).</td>
<td>It’s (new).</td>
<td>Here you are.</td>
<td>She has got (long hair).</td>
<td>I can (climb).</td>
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<td><strong>GRAMMAR</strong></td>
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<td><strong>Greetings</strong></td>
<td><strong>Imperatives</strong></td>
<td><strong>Family members</strong></td>
<td><strong>Pets</strong></td>
<td><strong>Toys</strong></td>
<td><strong>Parts of the face</strong></td>
<td><strong>Parts of the body</strong></td>
<td><strong>Weather</strong></td>
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<td><strong>Imperatives</strong></td>
<td><strong>Classroom objects</strong></td>
<td><strong>Rooms of the house</strong></td>
<td><strong>Sea animals</strong></td>
<td><strong>Adjectives</strong></td>
<td><strong>Colours</strong></td>
<td><strong>Adjectives</strong></td>
<td><strong>Action</strong></td>
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<tr>
<td>Stand up.</td>
<td><strong>Classroom objects</strong></td>
<td><strong>Colours</strong></td>
<td><strong>Furniture</strong></td>
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<tr>
<td>Sit down.</td>
<td><strong>Imperatives</strong></td>
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<td>Clap your hands.</td>
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<td>This is a...</td>
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<td>It’s (red).</td>
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<tr>
<td>Who’s that? It’s my (sister).</td>
<td><strong>Numbers 6-10</strong></td>
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<td>This is my pet. It’s a (cat).</td>
<td><strong>Adjectives</strong></td>
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<td>This is my (fish). It’s (yellow).</td>
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<td>Where’s (Roon)? On/Under the sofa.</td>
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<td>I’ve got a (bike).</td>
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<td>Have you got a plane? Yes. / No.</td>
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<td>I’ve got a (doll). It’s (new).</td>
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<td>I haven’t got a (bike).</td>
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<td>Look!</td>
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<td>Listen!</td>
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<td>I like (oranges).</td>
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<td>I don’t like (apples). I like (bananas).</td>
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<td>Five (tomatoes), please.</td>
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<td>Here you are.</td>
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<tr>
<td>Thanks.</td>
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<td>Do you like (pasta)?</td>
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<td>Yes. / No.</td>
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<td>Touch your (nose).</td>
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<td>He has got (brown eyes).</td>
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<td>She has got (long hair).</td>
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<td>It has got (green eyes).</td>
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<td>It’s (hot).</td>
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<td>I can (climb).</td>
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<td>I am at the (park).</td>
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<td>How many (birds) can you see?</td>
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<td>I can see (three birds).</td>
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<td>Hello / Hi</td>
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<td>What’s your name?</td>
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<td>I’m (Jane). / My name is (Jane).</td>
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<td>This is my (friend, Tom).</td>
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<td>How are you? Fine, thank you.</td>
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<td>Who’s that? It’s my (mum).</td>
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<td>It’s (eleven).</td>
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<td>Is that your (dad)?</td>
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<td>Yes. / No.</td>
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<td>Where’s the (bag)?</td>
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<td>In the (kitchen).</td>
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<td>I’ve got (blue eyes).</td>
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<td>I haven’t got (green eyes).</td>
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<td>Have you got a (cat)?</td>
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<td>Yes. / No.</td>
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<td>(He) has got a (ball).</td>
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<td>(He) hasn’t got a (robot).</td>
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<td>I can ride a (camel).</td>
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<td>You can ride a (bike).</td>
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<td>Can you (run)?</td>
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<td>Yes. / No.</td>
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<td>I want (milk), please.</td>
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<tr>
<td>Here you are.</td>
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<tr>
<td>Thank you.</td>
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<tr>
<td>You’re welcome.</td>
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<td>I like (zebras). They’re (beautiful).</td>
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<td>What’s in the (classroom)?</td>
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<td>There’s a (notebook).</td>
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<td>There are (two boys).</td>
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<td>Is there a (radio) in the (classroom)?</td>
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<td>Yes. / No.</td>
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<td>I’m wearing (a cap).</td>
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<td>Are you wearing (a coat)?</td>
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<td>Yes. / No.</td>
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<td>(He) is wearing (sunglasses).</td>
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<td>Is (he) wearing (a jacket)?</td>
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<td>Yes. / No.</td>
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<td>Information Questions</td>
<td>School subjects</td>
<td>Actions</td>
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<td>(What, Where, Who)</td>
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<td>Free-time activities</td>
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<td>Present Simple vs Present Progressive</td>
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<td>I'm good/bad at (skateboarding).</td>
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<tr>
<td>What's the matter? I'm (bored).</td>
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<td>Let's (watch a DVD). Great idea! / Sure! / No, thanks.</td>
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<th>Module 2 Looking back</th>
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<th>Vocabulary</th>
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<tr>
<td>Past Simple (the verb to be)</td>
<td>Holiday activities</td>
<td>Free-time activities</td>
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<tr>
<td>Past Simple (regular and irregular verbs)</td>
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<td>Time clause (when)</td>
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<td>The verb Could</td>
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<th>Module 3 Let's learn!</th>
<th>Grammar</th>
<th>Vocabulary</th>
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<tr>
<td>Comparative form</td>
<td>Places</td>
<td></td>
</tr>
<tr>
<td>Superlative form</td>
<td>Buildings</td>
<td></td>
</tr>
<tr>
<td>Adverbs of manner</td>
<td>Units of measurement</td>
<td></td>
</tr>
<tr>
<td>Comparison of adverbs</td>
<td>Sports</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4 What happened?</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Progressive</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Why did you (go to the doctor)? Because I (was ill).</td>
<td>Accidents</td>
<td></td>
</tr>
<tr>
<td>What's the matter? I (sprained my ankle).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5 Eating right</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>some / any / many / much /</td>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>a lot of / lots of / a few / a little</td>
<td>Food containers</td>
<td></td>
</tr>
<tr>
<td>How much...? / How many...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both / Neither</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 6 Time for science!</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative pronouns: who, which, that</td>
<td>Occupations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inventions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 7 Planning the future</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future be going to</td>
<td>Free-time activities</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Festivals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 8 Let's have fun</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepositions of movement</td>
<td>Prepositions of movement</td>
<td></td>
</tr>
<tr>
<td>Directions</td>
<td>Directions</td>
<td></td>
</tr>
<tr>
<td>love / like / enjoy / hate + -ing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let's... / Why don't we...? / How about...?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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!

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

Activity based on the presentation
Grammar
Story including lively dialogues
Vocabulary presented with clear illustrations
Vocabulary practised through catchy songs
Fun activities practising the new language in an enjoyable way
Listen and read.

**Breakfast anyone?**

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

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

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!

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

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.

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

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

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?

Now draw your plate.
Look and listen. 2

Story

I'm hungry!

Me too…

Wow! Let's go in…

Look at this house!

Look at that table! It's a big pizza.

And the sofa is a big watermelon!

Oh, thanks!

Is it tomato soup?

Shh! I can hear something… Let's go!

It's lemonade!

Ha, ha!

But I'm hungry…

Shh! I can hear something… Let's go!

Oh, thanks!

No, it isn't.

It's apple jam!

Yes, I do! But it's bad for you.

Do you like ice cream?

I've got two pears in my bag. They're good for you.

OK…

I'm thirsty.

Revision

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

Drinks:

milk, orange juice

Vegetables:

onions, carrots

Fruit:

lemon, lemonade

Food:

chicken, meat

1. oranges.
2. onions.
3. lemon.
4. carrots.
5. meat.
6. orange juice.
7. fish.
8. pears.

Look and match.

Listen and tick (✓).

consolidation

consolidation

revision that focuses on skills
Listen and read.

Module 5: Our world

Breakfast anyone?

Listen and read

I don't like chips. They're bad for you.

If you like it or not, e.g. I like fish. It's good for you.

I don't like fruit or eggs for breakfast.

Note

1. Bring magazine pages with pictures of food/drinks, tips/puzzles of whiteboard/pen (one per SA, PA, SE, EA, SE group for each page, 14 pages in all) and glue sticks (one per group of 4) to glue onto at the end of the session.

Language focus

Objectives
- to find out whether anyone has had breakfast/lunch/dinner
- to tell between healthy and unhealthy food

Vocabulary

Meal: 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 for the previous lesson (20 chips, 20 cards, 20 food items, 20 pictures).
- Magazine pages with photos of food/drinks.
- Big piece of white cardboard (one per group of 4).

Warming up

1. Show the flashcards for breakfast, lunch, dinner, soup, fish, cereal, fruit, vegetables. Say the words and repeat.
2. Give the flashcards to the students in the order of the new vocabulary, e.g. soup with fish. Do not show the next flashcard until the previous one is recognised.

Warming up

1. Say the words again in random order and have Ss point and repeat.
2. Point to a flashcard and ask students to name the food. Make sure that they have matched the correct answer.
3. Play the CD and make out the flashcards on the right side of the board.
4. Hold up each flashcard, say the word and ask Ss to repeat.

Warming up

1. Give Ss the words on a sheet of paper and ask them to work in pairs and repeat. Say the words to the board.
2. Point to the flashcard for soup, salad, chips, orange juice, chocolate, milk, soup with vegetables, etc. on the board.

Vocabulary

1. Introduce new words to the students and have them repeat them with you.
2. Point to the flashcard for the words and ask the students to name the words.

Vocabulary

1. Play the CD again and pause after each sentence for Ss to repeat.
2. Ask Ss to point to the appropriate flashcards on the board.
3. Play the CD again and pause after each sentence for Ss to repeat.

Vocabulary

1. Display Ss' posters around the classroom.
2. Have a few other Ss read the texts aloud for the class.
3. Display the CD and give students the opportunity to listen to the CD.

Lesson plan

Warm up

1. Put the flashcards for the lesson (breakfast, lunch, dinner, soup, fish, cereal, fruit, vegetables) on the board. Have the students put the flashcards in the order of the new vocabulary. e.g. soup with fish.
2. Play the CD and make sure the students have matched the words correctly. Hold up each flashcard, say the word and ask Ss to repeat.

Activity 2

1. Ask Ss to work in groups of four and divide the class into two equal parts. Give each group of four a set of the flashcards from the previous lesson: apple, banana, carrot, pineapple, pizza, sandwich, spaghetti, etc. Ask each group of four to pick up the flashcards and choose three Ss to read the texts aloud. Have Ss repeat the sentences aloud and have Ss repeat.
2. Ask Ss to point to the corresponding pictures and repeat.
3. Play the CD again and pause after each sentence for Ss to repeat.

Activity 3

1. Choose Ss to read the texts aloud for the class.
2. Ask Ss what they have for breakfast.

Activity 4

1. Put up if the food is good for you or not if it's bad for you. Then discuss with your partner.
2. Make a food poster.

Optional

Make a food poster

1. Divide into small groups.
2. 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.
3. Give each group the power of cut/paste.
4. Introduce Ss to divide the cardboard into two equal parts and write Good for you or Bad for you. Ask Ss to write the food/drinks on the board and ask them to write Good for you or Bad for you if the food/drinks are healthy or unhealthy, respectively.
5. Ask Ss to check their answers in pairs.
6. Display Ss' posters around the classroom.

Before leaving

1. Ask Ss to tell the class what they have for breakfast/lunch/dinner before class.

Note

Bring a bowl of fruit and vegetables (apples, oranges, carrots, tomatoes) to the next lesson.

Note

Give Ss attention to the three photos and ask them to name as many food items as they know or remember from the vocabulary presentation.
Module 5 | Our world

1. Look and write.

I like cereal for lunch / breakfast.

I like fish and salad for dinner / lunch.

I like soup with vegetables for dinner / breakfast.

2. Look and circle.

I like cereal for lunch / breakfast.

1. cereal
2. vegetables
3. fruit

3. Listen and circle.

I like fish and salad for dinner / lunch.

1. vegetables
2. chocolate
3. fruit
4. chips
5. fish

Do you like vegetables?

Yes, I do. They’re good for you.

4. Look and write. Then say.

Do you like pizza?

Say.

What’s this?

What’s the time?

Is it good for you?

How many carrots?

Let’s go to the...

What’s the weather like?

What day is it today?

Oh, no! It’s...

Go to 14!

Go to 12!

What’s the time?

Can you spell ‘taxi’?

Is she wearing a skirt?

Where’s the hospital?

Are they eating?

What’s your favourite day?

Do you like soup for lunch?

What time do you go to bed?

Go to 14!
Revision (Modules 1-4)

1. I  a student.
2.   a dinosaur.
3.   an artist.
4.   police officers.
5.    pilots.

6. Look, read and write.
   1. I'm  a student.
   2. He's  an actor.
   3. She's  an artist.
   4. They're  a dinosaur.
   5. We're  police officers.
   6. You're  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.
   5. Do you like pizza?  E. No, I don't.

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

---

Read and write.

1. Do you like pizza?  Yes, I do.
2. Do you like crisps?  Yes, I do.
3. Do you like jam?   No, I don't.
4. Do you like bread?  Yes, I do.
5. Do you like meat?   Yes, I do.
6. Do you like vegetables?  Yes, I do.

Look and read.

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!

---

Project: writing skills development

---

Listen, repeat and trace.

1. apple
   Aa Aa Aa Aa Aa Aa
   Bb Bb Bb Bb Bb Bb
   Cc Cc Cc Cc Cc Cc

2. Match and color.
   A  B  C
   a  b  c
   apple  book  cat

3. Match.
   A  B  C
   a  b  c
   apple  book  cat

   A  B  C  A  C  A
   b  b  b  a  c  c
   apple  book  cat

5. Sing.
   AAA
   A for apple
   B for book
   C for cat

Let's sing. Let's sing.
1. I like the zoo. Matt_
2. I like zebras. __________
3. I like koalas. __________
4. I like monkeys. __________

Look and listen. Make silly sentences.

I like zebras. They're beautiful.
I like koalas. They're cute.
I like monkeys. They're funny.
I like zebras. They're red.

Lisa Ron Lisa Tina Matt Ron Tim Matt

Animals & Adjectives/Colours
koalas lizards
zebras frogs
parrots camels
monkeys
cute red
beautiful yellow
big blue
strong short funny

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

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

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

Climb onto my head.

Learning: Don't show off.
Start your email with: **Hi!**

and write your name underneath

Finish your email with: **Bye for now. See you soon!**

---

**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 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.

Jim
level 4   The Wishing Fish

Marileni Malkogianni

the tale of a very clever cat.

find his poor master a new life but also a real

original story

also

American edition

British edition

Puss in Boots is the tale of a very clever cat.

also

original story

classic story

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
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