





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

COMPONENTS FOR STUDENTS

- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic strip stories with animations that present new structures and vocabulary
- Adaptations of well-known tales with animations that promote critical thinking
- Cross-curricular learning and crosscultural topics
- ★ Builds 21st century competences

★ A variety of activities (listening, speaking, short writing activities) with grammar practice and hands-on activities

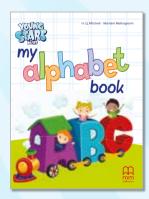
REACH FOR THE STARS

- **†** Projects
- ★ Activities encouraging critical thinking and personal response
- Revision units and Self-evaluation sections
- Cambridge Young Learners Exam Practice sections
- ★ Full-colour workbook



🛧 Student's Book





Alphabet Book (1st level)

DIGITAL STUDENT'S CORNER

★ Audio

 Interactive games (one game per module)



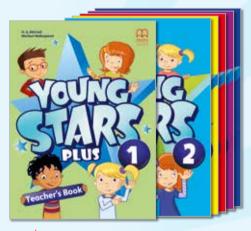
COMPONENTS FOR TEACHERS

† Teacher's Book including:

- Full-colour Student's Book pages
- Lesson plans with step-by-step guidelines
- Extra activities
- Key to all the activities



📌 Class CDs



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

DIGITAL TEACHER'S CORNER

- IWB (Interactive whiteboard software):
 - Student's book
 - Workbook
 - Video
 - Games

★ Resource material:

- Tests + audio + key
- Video worksheets and teacher's guide
- Special days (worksheets with arts and crafts activities)
- Flashcards
- Self-evaluation sheets (only for Young Stars 3-6)
- Additional activity worksheets for high-performing students (fast finishers)

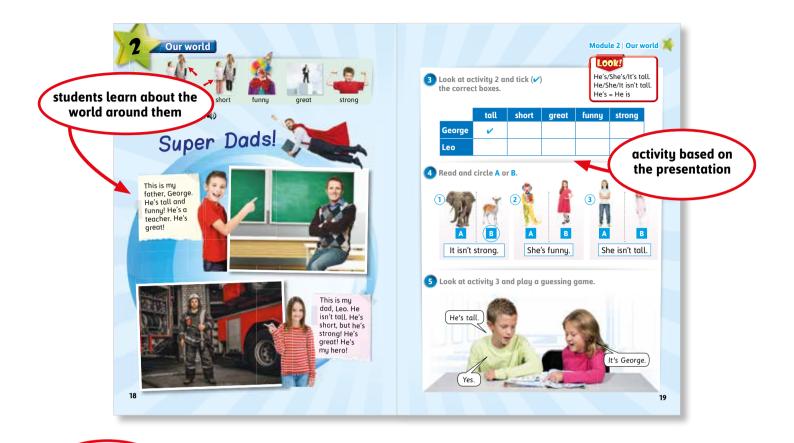




SAMPLE PAGES FROM YOUNG STARS PLUS 2 - STUDENT'S BOOK



SAMPLE PAGES FROM YOUNG STARS PLUS 2 - STUDENT'S BOOK

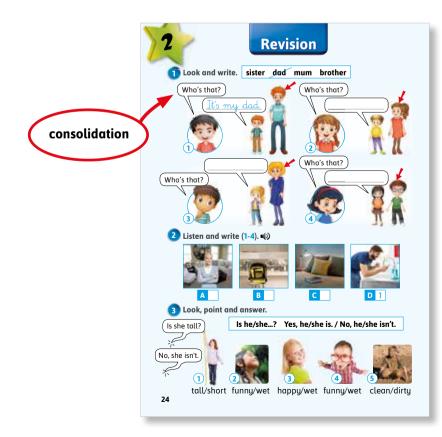






SAMPLE PAGES FROM YOUNG STARS PLUS 2 - STUDENT'S BOOK



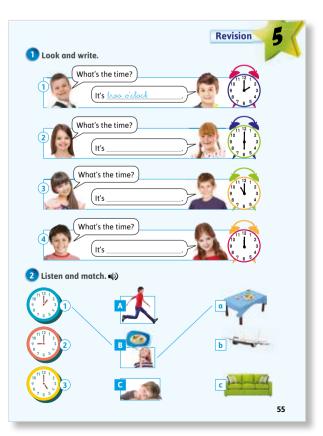


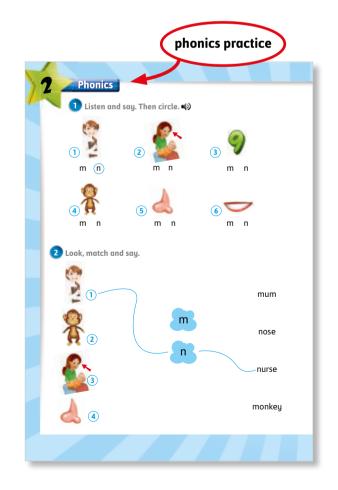
SAMPLE PAGES FROM YOUNG STARS PLUS 2 - TEACHER'S BOOK

21ST CENTURY COMPETENCIES Once upon a time \rightarrow intercultural awareness C Language focus 44 Background note \rightarrow critical thinking Background note Alke's Alventuse in Worderland is a novel written by Lewis Caroll in 1865 Alke's adventure begins when she follows orabit down a rabit hole and goes on a magical journey. She encounters a number of interesting characters Alke grows and reting strange cakes and dinking rom fitte bottes. Alke and kuy in the middle of the Dachess' court, where a pack of planjing cards attack her, only to wake up and discover that she has dream tup has the middle of whether. Objectives • to make suggestive F \rightarrow autonomous learning Vocabulary Noun: rabbit Verbs: drink, eat Adjective: thirsty Expression: What now? 2 \rightarrow communication Structures Let's (run)! \rightarrow cooperation \rightarrow creativity 🖌 Materials (up her entire adventure. • Ask Ss (in L) to tell you what they think is happening Alloce Is in the garden when she sees they alloce the sees holding a packet watch. She decides to follow it down a rabbit hole dong with her friend the bee. She finds a bottle and since she's thirst you say and they allow the sees they drink from the bottle Alloce on the bee shirts, and they see suggests that they est some of the cake. Then Alloce and the bees see a door. Alloce peeps through the keyhole and suggests they go through the door next.) Direct Sy attention to the frome flashcards for thirsty, drink, eat, rabbit, What now? \rightarrow ICT literacy • a picture/Internet printout of a rabbit \rightarrow personal and social responsibility Revision 2 • Choose a S and tell him/her to come up to the front of the classroom and mime the time using his/her arms. • Whoever guesses correctly has the next turn. A step-by-step Lesson plan quide to teaching 👢 Warm up each lesson with Pretend to be drinking something and say drink. Have 5s repeat after you a couple of times. Instruct S to perform the action as they say it. Repeat the same procedure for the works are and thirsty. 5 how Ss a picture/Internet printout of a rabbit, point to the picture and say. rabbit. Have Ss repeat offer you a couple of times. • Iold out your hands, make a shrugging getture and say what now? Write the question, on the bords, say it laudo and have Ss repeat offer you. Elicit that we use What now? To ask about what we should do nort. through the door next.) Direct Ss' attention to the frames of the presentation and ask them to find and point out the words from the vocabulary section that they see in the frames (Frame 1: rabbit, Frame 4: thirsty drink, Frame 5: eat, Frame 6: what now?). clearly-staged teaching guidelines for each activity Ask Ss to point to the appropriate frames as you play the CD. builds Alternatively, you can hold up the flashcards one by one, say the words and the expression and have Ss repeat after you. Play the CD again and encourage Ss to shadow read (read along with the CD). 21st century Vocabulary Track 8 Have Ss open their books to p. 48 with the CD). Play the CD again and pause after each sentence for 5s to repeat. Ask 5s some questions (using L1 when necessory about the story. Ss can use L1, when necessory for their answers: Who do Alice and the bee see? (The Robbit) What's the time? (It's five o'clock, What do they do in frame 2? competencies Point out the words and the expression in the vocabulary section. Play the CD a few times and have Ss point to the pictures and repeat. S agu the words and the expression again in random order and have Ss point and repeat. Activity 2 I rack 9 • Have Ss look at the presentation. Point to the characters of the story and say their names (Alice and the Rabbit). 20 85 5 dule 5 | Once upon Once upon a time 5 Once upon 0 a time Look! Let's run! 0.0 (They run after the Rabbit) Is Alice thirsty in frame 4? (Yes, she is) What does she eat in frame 5? (She eats cake) What does Alice want to do in frame 6? (She wants to open the door and see what's on the other side of it.). Listen and read. Alice in Wonderland Read activity 2 and match. 🐧 Workbook 1. What's the time? A. Let's run. tivity 1 2. I'm hungry. B. Let's eat. The Rabbit. 0 3 What now? C It's five o'clock 1. thirsty What's the time What's the time Oh, no! Oh, no! It's five o'clock. 4. Who's that? D. The Rabbit. 2. eat Choose three Ss to read the presentation aloud. 3. rabbit 4. drink Listen and write (1-3). Divide Ss into groups of three and have them read the dialogue Activity 2 Track 11 Listening transcript Lôôk! LOCOL 14 In Construction of the Construction o Hmm. I'm thirsty. Let's drink. Girl 1: I'm thirsty. Girl 2: Let's drink water! OK 2. Boy: Let's ride a camel! Girl: No, let's ride a horse! 3. Girl 1: Look at Emma! She's fast! Girl 2: Yes! Let's run! 💽 Plau a a Let's run. 4. Boy 1: I'm hungry! Boy 2: Me too! Let's eat an (What now?) V 1.A 2.B 3.B 4.A 02 Activity 3 Let's go! Ss look at the pictures, read the sentences and match them to the correct pictures. Activity 3 49 A.3 B.1 C.2 Ask Ss to read the questions, refer to activity 2 and match the questions to the corresponding answers. Activity 4 Listening transcript Applional 🤧 Ss look at the children in the pictures and write sentences using Let's and the correct word from the box. Check Ss' answers as a class. 2. Boy 1: Oh, no! It's nine o'clock. 1. Girl 1: Mmm_ I'm hungry! Girl 2: Let's eat! 1.C 2.B 3.A 4.D Walk and touch Boy 2: Let's run Stick the flashcards of eat and drink on two different walls of the classroom. 3. Girl: Water! Great! I'm so thirsty. Boy: Me, too! Let's drink! Explain that you are going to play the song Tick-tock (Track 3) and Ss can walk round the classroom. 1. Let's eat 2. Let's jump 3. Let's take a photo Activity 4 🛛 🙌 Track 10 Direct 55' attention to the pictures. Explain that they are going to listen to three exchanges about what the children are doing and they have to write 1-3 according to what they hear. A.2 B.1 C.3 At some point, stop the music and call out, I'm hungry. As some points stop the image can be done on the image of the some points and the eart flashed, touch it and asso get seat. The Ss that do this the fastest and correctly remain in the game while the ones that don't are eliminated from the game. These Ss can sit at their desks and draw the robbit from the story. 4. Let's run Activity 5 TPR Activity 🎥 Repeat the procedure several times with both flashcards. Note Play the CD twice and have Ss do the activity. Make sure to pause the CD after each exchange so that Ss have enough time to number the pictures. Invite a S to the front of the classroom and tell the rest of the Ss to stand up Tell the S at the front of the classroom to call out a suggestion using Let's... e.g. Let's run. The rest of the class has to mime running on the spot. 🖒 Before leaving 🎥 For the next lesson, bring: photocopies of the flashcards thirsty, sad, tired, happy, hungry (optional) Tell Ss to call out a suggestion each before they leave the classroom, e.g. Let's eat/drink, etc. · Continue in the same manner with different suggestions and different Ss 86 87

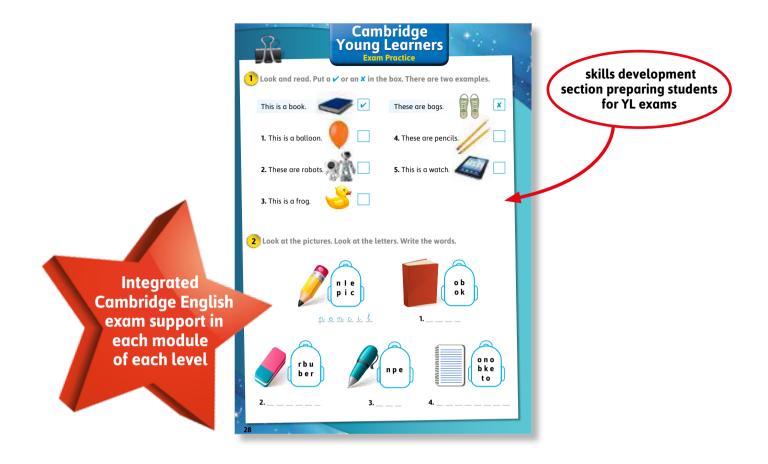
SAMPLE PAGES FROM YOUNG STARS PLUS 2 - WORKBOOK





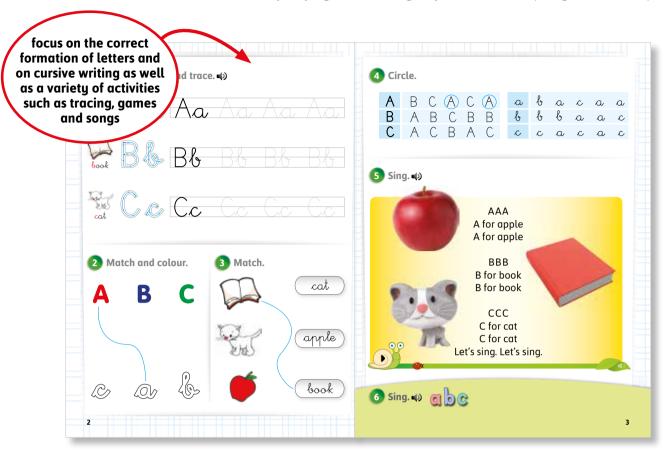


SAMPLE PAGES FROM YOUNG STARS PLUS 2 - WORKBOOK

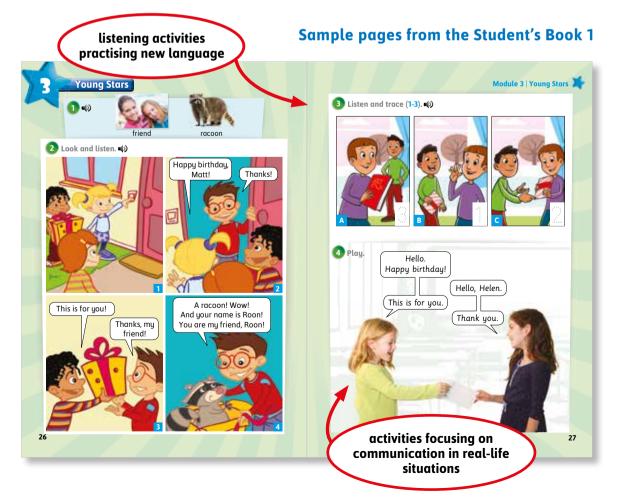




SAMPLE PAGES FROM OTHER LEVELS



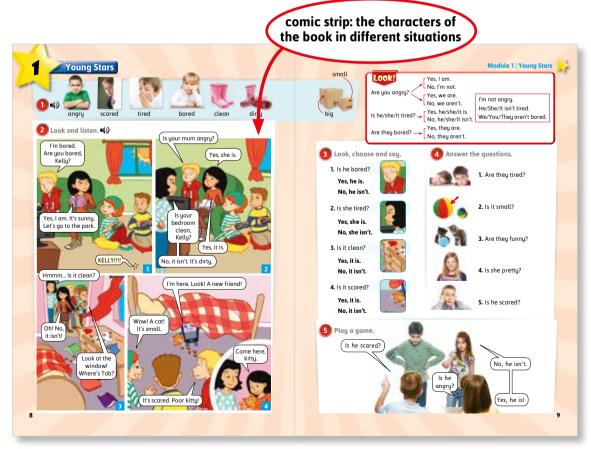
Sample pages from My Alphabet Book (only for level 1)



SAMPLE PAGES FROM OTHER LEVELS

Sample pages from the Student's Book 3 original stories or adaptations of well-known tales revising grammatical structures and vocabulary Story previously presented i 1 () 2 Look and listen. 📣 THIS IS Yes! This lorry has got fruit fo the animals! Look! This is my town! (And is that a zoo?) It's fast, look! 1 (1) Wow! Is that a supermarket? C 6 CINEMA 000/1 10 Yes, it is, Kevin. There is a school and a cinema, too! No, it isn't. It's slow. That's areat! Hey, Jim! Is there a playground? Yes, there is. It's between the pet shop and the toy shop. What's wrong? I touch this? ۵ 0 slow Tey Pers Π Oh. ues! I can see it. 3 Read and say Yes or No. (What's this, Jim?) Wowl This train is fast! 1. The playground is between the toy shop It's the hospital. Look! There's a helicopter, too. and the pet shop. 06 2. There are animals on the lorry. 3. The helicopter is slow Ha, ha, ho 000 0000 Wow! I like helicopters! They're fast! 66

Sample pages from the Student's Book 4



SAMPLE PAGES FROM OTHER LEVELS

Sample pages from the Student's Book 5



Sample pages from the Student's Book 6



2	YOUNG	
	GRAMMAR 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.	Imperatives
	Sit down. Clap your hands. This is a It's (red).	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).	Numbers 6-10 Adjectives
	He's (tall). She's (short).	
	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	Darts of the face
	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	Weather
	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	
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) It's a (book) / It's an (apple)	Greetings Numbers 1-10 Colours
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).	Family members Rooms of the house Adjectives
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). 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.	Parts of the face/head Animals Toys Gadgets
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. I can't (run). Stand up!	Actions Animals Imperatives
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 are (beautiful) I like (music). I don't like (karate) Do you like (maths)? Yes, I do. / No, I don't.	Food and drinks Animals School subjects
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

YOUNG			YOUNG	
GRAMMAR	VOCABULARY		GRAMMAR Hello!	VOCABULARY
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		Hello! / Hi! - Goodbye! / Bye! What's your name? My name is / I'm How are you? I'm fine, thank you. How many are there? How old are you? I'm Sit down. / Don't sit down.	Greetings Colours Numbers 1-20 Instructions Classroom objects
Module 1 Welcome!			Module 1 Nice to meet you	
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		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. / Can you? Yes, I can. / No, I can't.	Physical appearance Feelings Action verbs Colours Adjectives
Module 2 Home and family			Module 2 Me and my family He/She/It hasn't got	Family members
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	*	$I \rightarrow my$ you \rightarrow your he \rightarrow his she \rightarrow her it \rightarrow its we \rightarrow our you \rightarrow your they \rightarrow their This is a \rightarrow These are That is a \rightarrow Those are Whose (ball) is this? It's (Ron)'s (ball). Whose (dolls) are these? They're (Tina)'s (dolls).	Physical appearance Clothes and accessories Toys Parts of the face and body
Module 3 About people Is he/she/it?	Adjectives		Module 3 What are you doing?	
Yes, he/she/it is. No, he/she/it isn't. We/You/They are Yes, I am. / No, I'm not. Yes, we are. / No, we nera't. Are they? Yes, they are. / No, they aren't. I/You/He/She/It can/can't We/You/They can/can't	Occupations Action verbs		Are you (eating)? Yes, I am./No, I'm not. 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	Actions Free-time activities Time Sports
Can you? Yes, I can. / No, I can't.			Where's?	Places in a town
Module 4 My friends			in, on, under, behind, in front of, next to, between	Action verbs Seg animals
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	e	$l \rightarrow me$ you → you he → him she → her it → it we → us you → you they → them You must/mustn't How much is the? It's How much are the? They're Module 5 Day by day	Rules Numbers 20-100 Road signs
			I always (play football) on (Mondays).	Free-time and everudau
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		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 I'm good at (skateboarding). I'm bad at (singing). When is your birthday? It's on (16 July).	activities Occupations Months Ordinal numbers Seasons
Module 6 Places			Module 6 My favourite food	1
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		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 My world			Module 7 In the past	
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		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). 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.	Places Action verbs Ancient people and civilisations Sports Means of transport
Module 8 My clothes			Module 8 The world around us	
Would a 'my clothes' I'm/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. Yes, we/they are. / No, we/they aren't. He's/She's/They're eating/drinking/	Clothes Actions		(Cheetahs) are faster than (hippos). fast \rightarrow faster thin \rightarrow thinner scary \rightarrow scarier good \rightarrow better bad \rightarrow worse (Tom) is the youngest (student in my class). strong \rightarrow the strongest good \rightarrow the best bad \rightarrow 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		
HARS 5		
PLUS	GRAMMAR	VOCABULARY
Module 1 People		Cabaal aubiaata
Information Questions. (What, Where, Who)		School subjects Actions
Present Simple vs Prese	ant Progressive	Free-time
What are they good at	5	activities
I'm good/bad at (skatel		
What's the matter? I'm	5,	
Let's (watch a DVD). Gr	eat idea! / Sure! / No,	
thanks.		
Module 2 Looking ba	ck	
Past Simple (the verb to	be)	Holiday
Past Simple (regular an	d irregular verbs)	activities
Time clause (when)		Free-time activities
(Where, what, who)		lactivities
The verb Could.		
Module 3 Let's learn	!	
Comparative form.		Places
Which (bridge) is longer	?	Buildings
Superlative form.		Units of
Adverbs of manner.		measurement
Well, badly		Sports Units of time
Comparison of adverbs.		Units of time
Use of adjectives.		
Module 4 What happ	oened?	Activities
Past Progressive. Why did you (go to the	dactar)7	Accidents
Because I (was ill)		Accidents
What's the matter? I (sp	rained my ankle)	
Were you?		
Yes, I was. / No, I wasn't		
Module 5 Eating right	nt	
some / any / many / mu		Food
a lot of / lots of / a few		Food containers
How much? / How ma	5	
There are / There arer Both / Neither.	I L	
Madula (Time for a		
Module 6 Time for so Relative pronouns: who		Occupations
Pablo Picasso was the p	ainter who / that	Inventions
painted Guernica.		
Module 7 Planning t	he future	1
Future be going to.		Free-time
What are the children g	oing to do?	activities
3	s, I'd love to. / Sure, why	Celebrations
not? / I'm sorry. I can't. , I'm sorry. I've got othe		Special days
Module 8 Let's have	fun	
Prepositions of moveme		Prepositions of
Through, over, down, ro		movement
Directions	a, toma as, past	Directions
	, ing	
love / like / enjoy / hate	-	
Let's / Why don't we?	/ now upout?	
		-

YOUNG	
STARS 6 GRAMMAR	VOCABULARY
Module 1 Everyday life	VOCABULART
Present Simple vs Present Progressive Adverbs of frequency The indefinite article a/an The definite article the Possessive pronouns Future be going to	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 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	Free time
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	Const.
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	Natural
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 will may/might Present Perfect Simple Zero Conditionals	Environmental issues Endangered species Scientific facts



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



For students:

- Student's Book
- My Alphabet Book (1st level)
- Workbook (includes Cambridge exam-style activities)
- Audio material
- Student's digital material

For teachers:

- Teacher's Book
- Class audio material
- Teacher's digital resources
- Interactive whiteboard material

Audio and digital material available at: vicensvives.com/youngstarsplus

CEFR	Leading to A1			A1.1	A1.2	A2
Young Stars	1	2	3	4	5	6
YLE	Starters			Starters & Movers	Movers	Flyers





