



Primary 2019-2020





PLUS



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

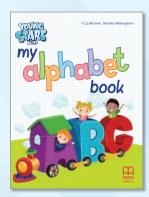
- **†** Projects
- ★ Activities encouraging critical thinking and personal response
- Revision units and Self-evaluation sections
- Cambridge Young Learners Exam Practice sections
- ★ Full-colour workbook











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)

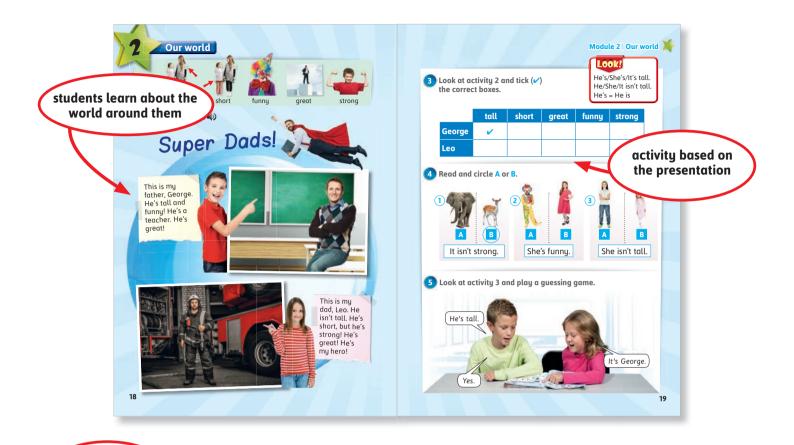




SAMPLE PAGES FROM YOUNG STARS PLUS 2 - STUDENT'S BOOK



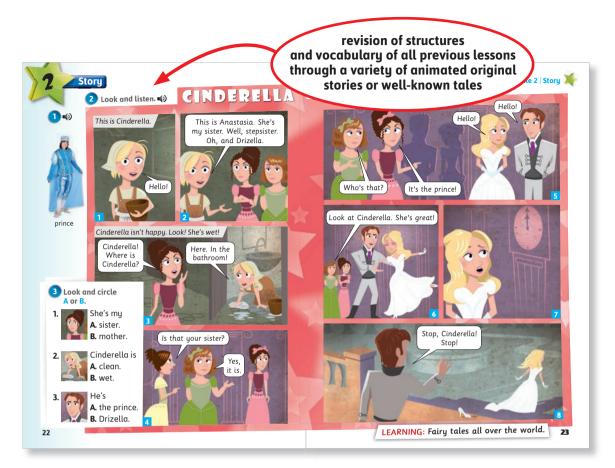
SAMPLE PAGES FROM YOUNG STARS PLUS 2 - STUDENT'S BOOK

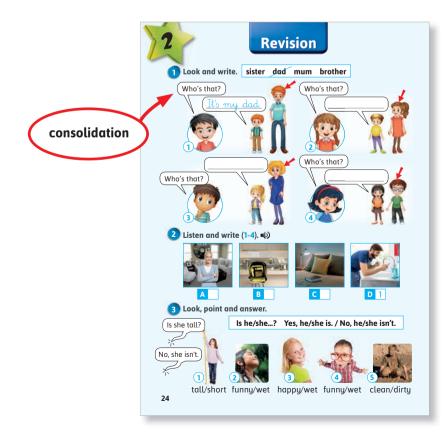






SAMPLE PAGES FROM YOUNG STARS PLUS 2 - STUDENT'S BOOK





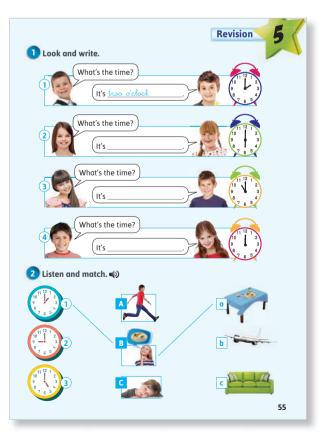
SAMPLE PAGES FROM YOUNG STARS PLUS 2 - TEACHER'S BOOK

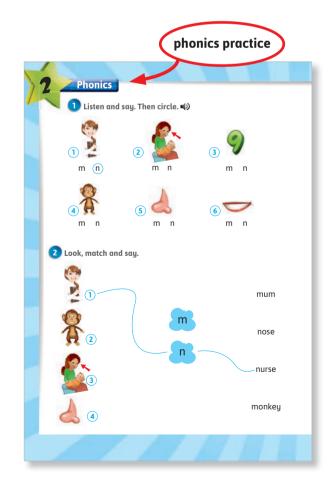
21ST CENTURY COMPETENCIES Once upon a time \rightarrow intercultural awareness C Language focus -**Background note** \rightarrow critical thinking Background note Alke's Avenues in Workdreis in o novel write by Lewis Carolli in 1865. Alke's dowenture begins when she follows orabbit down a rabbit hole and goes an a magical journey. She encountes a number of interesting shrinks to different sizes to shrinks to different sizes to shrinks to different sizes to home and the she she she man in the middle of the Dachess' court, where a pack of plaging cards attack her, ong Is to wake up and discover that she has dream up hare entire adventure. Objectives • to make suggestions \rightarrow autonomous learning Vocabulary Noun: rabbit Verbs: drink, eat Adjective: thirsty Expression: What now? \rightarrow communication Structures Let's (run)! \rightarrow cooperation \rightarrow creativity & Materials A sk Si (n. 1) to tell you whot they her entire adventure. A sk Si (n. 1) to tell you whot they think is hoppening (Alice is in the garden when she sees orabbit dressed in a waiscoat holding a pocket watch. She decides to follow it down a rabbit hole along with her friend the bee. She finds a bottle and since she's thirsty she suggests and the bee she thirsty and her ysee a table with a cake and Alice suggests that lege easy through the keyhole and suggests they go through the door next.) Direct S's ditention and ask them to find and point out the words of the presentation and ask them to find and point out the words of the presentation and ask them to find and point out the words of the presentation and ask them to find and point out the words of the presentation and ask them to find and point out the words from the wordbullang section that "trabbit Frame 4: thirsty, drink, "Frame 5: est frome 6: whot now?). Ask St point to the appropriate frame section and section 2000 flashcards for thirsty, drink, eat, rabbit, What now? \rightarrow ICT literacy • a picture/Internet printout of a rabbit \rightarrow personal and social responsibility Revision 🎥 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 ofter you a couple of times. Instruct 5s to perform the action as they say it. Repeat the same procedure for the works are and thirsty. • Show Ss a picture/Internet printout of a rabbit, point to the picture and say, rabbit. Have 5s repeat ofter 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 aloud and have 5s repeat ofter you. Elicit that we use What now? To ask about what we should do nort. 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 1 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 Rabbit) 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. Say the words on the expression again in random order and have Ss point and repeat. Activity 2 I or Track 9 • Have Ss look at the presentation. Point to the characters of the story and say their names (Alice and the Rabbit). 201 85 5 Once upon a time 5 Once upon 0 a time Look! Let's run! 200 1. 1.00 (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.). 2 Listen and read. ♥ Alice in Wonderland 3 Read activity 2 and match. 🐧 Workbook 1. What's the time? A. Let's run. ivity 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 4 Listen and write (1-3). 📣 Divide Ss into groups of three and have them read the dialogue 0 Activity 2 Track 11 Listening transcript Lôôk! LOCOL: 4 Side A start of the flash and the f Hmm. I'm thirsty. Let's drink 1. Girl 1: I'm thirsty. Girl 2: Let's drink water! ОК 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! 🛐 Play a game Let's run. 4. Boy 1: I'm hungry! Boy 2: Me too! Let's eat an oranae! 1.A 2.B 3.B 4.A 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 AcOptional 🐅 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. 1. Girl 1: Mmm_ I'm hungry! Girl 2: Let's eat! 2. Boy 1: Oh, no! It's nine o'clock. 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! from the bux. 1. Let's eat 2. Let's jump 3. Let's take a photo 4. Let's run Explain that you are going to play the song Tick-tock (Track 3) and Ss can walk round the classroom. Activity 4 🛛 📦 Track 10 Direct 5' 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 mask can be done on the manage. S must walk to the eart flashcard, olucih it and assy Let's eat. 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. 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. For the next lesson, bring: 🖒 Before leaving 🎥 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

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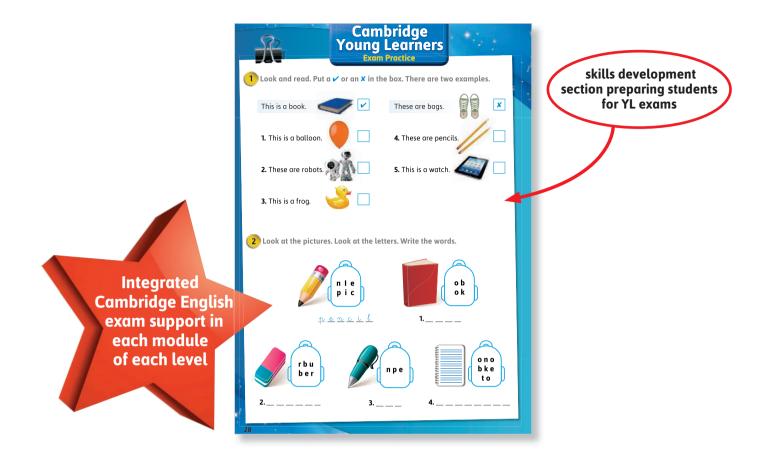
SAMPLE PAGES FROM YOUNG STARS PLUS 2 - WORKBOOK







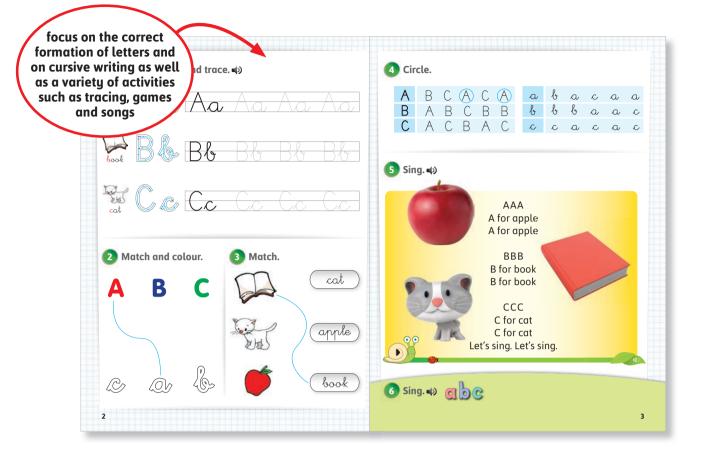
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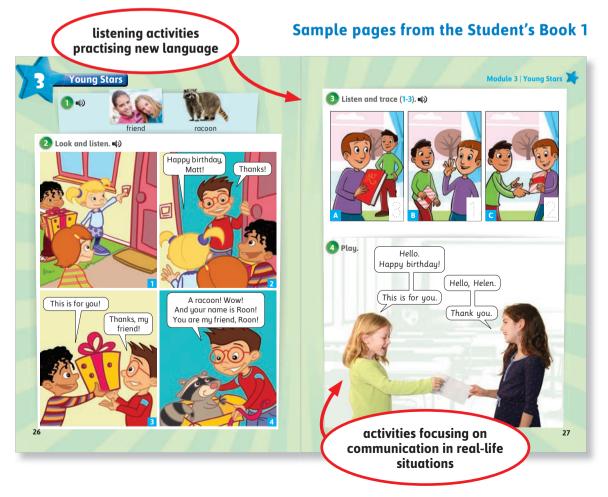




SAMPLE PAGES FROM OTHER LEVELS

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 previously presented $(\mathbf{0})$ THIS IS 2 Look and listen. 📣 Ň Yes! This lori has got fruit the animals Look! This is my town! (And is that a zoo?) It's fast, look! 1 10 Wow! Is that a supermarket? 90 20 6 CINEMA CONCENTRATION CONCENTRATION OD D D Innni 1 Yes, it is, Kevin. There is a school and a cinema, too! /TRANS No, it isn't. That's areat! -0 Hey, Jim! Is there a playground? Yes, there is. It's between the pet shop and the toy shop. What's wrona? ouch this Ô Toy \odot PET П Oh, yes! I can see it. 3 Read and say Yes dillill berner (What's this, Jim? Wowl This train is fastl 1. The playground is between the toy shop It's the hospital. Look! There's a helicopter, too. and the pet shop. 00

Sample pages from the Student's Book 4

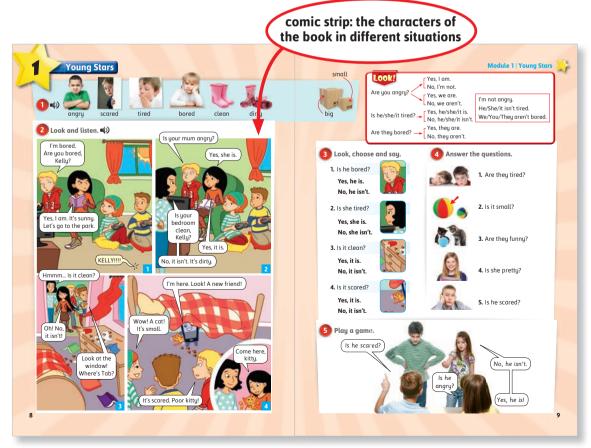
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Vow! I like helicopters! They're fast

 There are animals on the lorry.
The helicopter is slow

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SAMPLE PAGES FROM OTHER LEVELS

Sample pages from the Student's Book 5



Sample pages from the Student's Book 6



| YOUNG | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------|---|
| PLUS | 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 (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 (b Five (tomatoes), please. Here you are. Thanks. Do you like (pasta)? Yes. / No. | pananas). | Food | 3 |
| 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 s I can see (three birds). | see? | Weather Actions Places Animals | |

| YOUNG | |
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| 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! | |
| l'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 | |
| l'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 |

| S | GUNG TARS 3 GRAMMAR | VOCABULARY | 2 | GRAMMAR | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| F V M F V | iello! iello / Hi. – Goodbye. / Bye. Vhat's your name? Ay name is / I'm Iow are you? Fine, thank you. Vhat colour is it? It's Iow old are you? I'm | Greetings Colours Numbers 1-10 | H V N H | Hello! / Hi! - Goodbye! / Bye! Mhat'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 |
| V V I: T | fodule 1 Welcome! Vhat's this? It's a Vhat's that? It's a s it a? Yes, it is. / No, it isn't. his is a/an Open your / Close your tand up. / Sit down. | Classroom objects Instructions | | Module 1 Nice to meet you Ne/You/They are Are you? Yes, I am./No, I'm not. /Yes, we are./No, we aren't. s 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. Modulo 2. Mo and mu family. | Physical appearance Feelings Action verbs Colours Adjectives |
| V F V F | Nodule 2 Home and family Vho's that? It's my am / You are / He's/She's/It's 'lurals (-s) Vhere's? It's 'repositions of place (in / on / under) | Family members Items in a house Parts of a house | F i T T V | Module 2 Me and my family He/She/It hasn't got \rightarrow my you \rightarrow your he \rightarrow his she \rightarrow her t \rightarrow its we \rightarrow our you \rightarrow your they \rightarrow their This is a \rightarrow These are Fhat is a \rightarrow 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 |
| l: Y V Y A I, | Adule 3 About people s he/she/it? ies, he/she/it is. Io, he/she/it isn't. Ve/You/They are ies, I am. / No, I'm not. ies, we are. / No, we aren't. ies, we are. / No, we aren't. ies, we are. / No, we aren't. ies, we are. / No, we aren't. Vou/He/She/It can/can't ien you? Yes, I can. / No, I can't. | Adjectives Occupations Action verbs | A I F V r V | Module 3 What are you doing? Are you (eating)? Yes, I am./No, I'm not. 'm not (eating). He/She/It isn't (drinking water). Ne/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). / t's a quarter to/past (four). Module 4 Here and there | Actions Free-time activities Time Sports |
| N , | Indule 4 My friends You/We/They have/haven't got Ie/She/It has/hasn't got Iave you got? Yes, I have. / No, I haven't. Ias 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 | Parts of the face and body Animal parts Adjectives Pets | | 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 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 |
| li N L li y | Adule 5 Food and drink Iike / I don't like Yo you like? Yes, I do. / No, I don't. ('s/They're good for you. / It's/They're bad for ou. Yurals (-es) | Types of food and drink Meals Adjectives Numbers 11-20 | | 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 I'm good at (skateboarding). I'm bad at (skateboarding). When is your birthday? It's on (16 July). | Free-time and everyday activities Occupations Months Ordinal numbers Seasons |
| T I: A | Aodule 6 Places here is / There are s there? Yes, there is. / No, there isn't. re there? Yes, there are. / No, there aren't. repositions of place (next to / between) | Places in a town Means of transport Adjectives | | Math's goal birthdag! It's on (to budg). Module 6 My favourite food 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 |
| V V V V V V V | Aodule 7 My world What day is it today? It's Vhat's your favourite day? (Saturday.) Vhat's the weather like? It's Vhat's the time? It's o'clock. Vhat time do you (get up)? (get up) at seven o'clock. et's | Days of the week Weather Time Places Everyday activities Parts of the day | | Module 7 In the past 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 |
| l' V A I: i: Y | fodule 8 My clothes m/He/She's wearing Ve/You/They're wearing re you wearing? Yes, I am. / No, I'm not. s he/she wearing? Yes, he/she is. / No, he/she sn't. 'es, we/they are. / No, we/they aren't. He's/She's/They're eating/drinking/ | Clothes Actions | | Module 8 The world around us (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 | |
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| GRAMMAR | VOCABULARY |
| Module 1 People | |
| Information Questions. | School subjects |
| (What, Where, Who) | Actions |
| Present Simple vs Present Progressive. | Free-time |
| What are they good at? | activities |
| l'm good/bad at (skateboarding). | |
| What's the matter? I'm (bored). Let's (watch a DVD). Great idea! / Sure! / No, | |
| thanks. | |
| Module 2 Looking back | |
| Past Simple (the verb to be) | Holiday |
| Past Simple (regular and irregular verbs) | activities Free-time |
| Time clause (when) | activities |
| (Where, what, who) | |
| 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 |
| Comparison of adverbs. | Units of time |
| Use of adjectives. | |
| Module 4 What happened? | . |
| Past Progressive. Why did you (go to the doctor)? | Activities Accidents |
| Because I (was ill) | Accidents |
| What's the matter? I (sprained my ankle) | |
| Were you? | |
| Yes, I was. / No, I wasn't. | |
| Module 5 Eating right | - |
| some / any / many / much / a lot of / lots of / a few / a little. | Food Food containers |
| How much? / How many? | Food containers |
| There are / There aren't | |
| Both / Neither. | |
| Module 6 Time for science! | |
| Relative pronouns: who, which, that. Pablo Picasso was the painter who / that | Occupations Inventions |
| painted Guernica. | Inventions |
| | |
| Module 7 Planning the future | |
| | Free-time |
| Future be going to. | activities |
| Future be going to. What are the children going to do? Would you like to? Yes, I'd love to. / Sure, why | activities Celebrations |
| Future be going to. What are the children going to do? Would you like to? Yes, I'd love to. / Sure, why | activities |
| Future be going to. What are the children going to do? 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. Module 8 Let's have fun | activities Celebrations Special days |
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| GRAMMARVOCABULARYModule 1Everyday lifeEveryday activitiesPresent Simple vs Present Progressive Adverbs of frequencyEveryday activitiesThe indefinite article a/an The definite article a/an Future be going toFree-time activitiesModule 2The Past Possessive pronouns Future be going toFree-time activitiesModule 2The Past Possessive Past SimpleFree-time activitiesPast Simple vs Past Progressive When/while First, Second, Next, Then, After that, FinallyFree-time activitiesModule 3Be careful! Outdoor activitiesDigital safety Table mannersModule 4Be careful! AdventuresDigital safety Table mannersModule 5Should/shouldn't Nould/shouldn'tPersonal hygieneWould you like? I'd like How much/many?Digital safety Table mannersHave to (Affirmative – Negative – Questions) Must/mustn't/can'tOccupations Food Road safety PlacesModule 5Differences Could (Affirmative – Negative – Questions) Used to (Affirmative – Negative – Questions)Free-time activities Technology Physical appearanceModule 5Differences Comparison (not) as + adj + asSports Amazing facts Technological features Units of measurementModule 7Did you know?Preo-time activities Technological features Units of measurementModule 6What's I like? He -ing form too/enough Comparison (not) as + adj + asNatural phenomena People and PlacesM | YOUNG | |
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| Scientific facts | | |
| | | 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 | |





