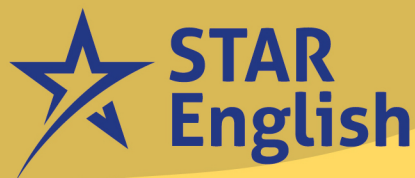


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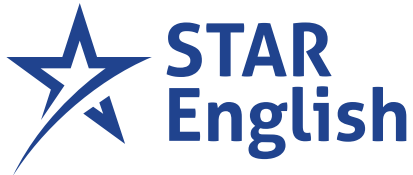


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TRAMPOLINE

TEACHER'S GUIDE



Organizado por SDA Books

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TRAMPOLINE

★ Trampoline is a 12-level English course for upper primary students.

★ Daily topics are provided to improve the 4 language skills of listening, speaking, reading and writing.

Vocabulary

VOCABULARY

A Look at the family tree and fill in the blanks using words from the box. Then practice the dialogue.

WORDS

grandparents grandfather grandmother parents father mother
older brother younger sister uncle aunt cousin niece nephew

Who is he? Who is she?
He is my grandfather. She is my grandmother.

1. Presentation of new vocabulary with key sentence patterns
2. Learner-led vocabulary learning

Speaking

SPEAKING

A Listen to the dialogue and repeat.

Jaemin: Mina, how many people are there in your family?
Mina: There are four. How about in your family, Jaemin?
Jaemin: There are five people in my family.
Mina: Do you have any brothers or sisters?
Jaemin: Yes, I have an older brother and a younger sister. What about you?
Mina: I have an older sister.

B Take turns asking and answering the questions with a classmate.

1. What are Jaemin and Mina talking about?
2. How many people are in Mina's family?
3. How many people are in Jaemin's family?
4. How many brothers and sisters does Jaemin have?

1. Learning dialogues related to the topics
2. Mastery language learning through repeated learner-centered interaction

Pronunciation

P Work with a classmate. Make a dialogue introducing your family.

How many people are there in your family?

PRONUNCIATION /p/ & /b/

B Listen and repeat.

Words

pig - bug pear - bear pig - big pin - bin

Sentences

1. The pig is chasing the bug.
2. The bear is eating a pear.
3. There is a big pig.
4. The pin is in the bin.

1. Learning to improve correct pronunciation
2. Pronunciation practice through reading minimal pairs and sentences

Language Focus

LANGUAGE FOCUS

A I am Andy.

Subject	Be	Subject	Be
I	am (am)	He	is (is)
You	are (are)	She	is (is)
We	are (are)	James	is (is)
They	are (are)	Kate	is (is)

B Complete the sentences using affirmative or negative forms of be verbs.

1. I _____ Jimbo.
2. She _____ Mina.
3. We _____ a family.
4. They _____ brothers.
5. She _____ my sister. She is Amy's sister.

C Complete the dialogues.

1. A: What is your name?
B: _____ with Daniel.
2. A: How old is he?
B: _____ is nine years old.
3. A: Are you a teacher?
B: Yes, _____.
4. A: Is she your mother?
B: No, _____ She is my aunt.

Check Point!

I am not = I'm not
You are not = You aren't
He is not = He isn't
They are not = They aren't

1. Visible and easy charts with exemplary sentences for grammar learning
2. Enhancing understanding grammar through problem solving

Listening

LISTENING

1. Listen to the dialogues and check (✓) each person's family members.

1. grandfather
 grandmother
 parents
 brother
 sister
 uncle

2. grandfather
 grandmother
 parents
 brother
 sister
 uncle

3. grandfather
 grandmother
 parents
 brother
 sister
 uncle

4. grandfather
 grandmother
 parents
 brother
 sister
 uncle

2. Listen to the dialogue and choose the correct answer.

Listen for main ideas
What are the speakers talking about?
They are talking about _____.

grandfather family age sisters

Listen for details
Listen again and circle the correct answers.

1. There are (over / five) in Ben's family.
2. Jane has a (brother / sister).
3. Ben has a (younger / older) sister.

1. Listening and understanding the various dialogues related to the topics
2. Developing listening skills through various types of listening activities and balanced language skills integrated with speaking and writing activities

Reading

READING

1. Read Grace's letter and complete the sentences about her.

Hi, Dongshu,

My name is Grace Smith. I am 11 years old. I live in San Antonio, Texas. I go to Ramsey Elementary School. I live with my parents and two sisters. My father is a farmer. My mom is a teacher.

My older sister is a high school student. My younger sister is five years old. What about you? I want to hear from you soon.

With love,
Grace

1. Reading and understanding stories related to the topics
2. Developing reading skills through various types of reading activities and balanced language skills integrated with speaking and writing activities

Writing

WRITING

1. Complete the sentences using the pictures.

The boy has _____ sisters. The woman is a _____.

There are _____ people in my family. There are _____ pencils on the desk.

The boy is a _____. The girl is from _____.

1. Writing activities related to the topics
2. Systematic learning writing skills such as words, sentences, and essays

Self Check

SELF CHECK

Write the meanings of the given words. Then make a sentence with each word. Add more words that you want to review.

Word	Meaning	Sentence
grandparents		I live with my grandparents.
parents		
cousin		
uncle		
sister		
niece		
nephew		
student		
teacher		
elementary school		
farmer		
five		
high school		
bakery		

1. Unit word list
2. Self-checking learning and objectives

Test

Unit 1 Unit Test

Listening

1-2 Listen and choose the best response to each question.

1. Ⓐ Ⓑ Ⓒ

2. Ⓐ Ⓑ Ⓒ

3-4 Listen to each conversation and choose the correct picture.

3. Ⓐ Ⓑ Ⓒ Ⓓ

4. Ⓐ Ⓑ Ⓒ Ⓓ

5-7 Listen to each conversation and choose the correct answer.

5. What are the speakers mainly talking about?
Ⓐ Country life and city life Ⓑ Fun things to do in the city
Ⓒ Peaceful and calm country life Ⓓ Noisy traffic and crowded streets

1. Evaluating students' own learning after studying a unit

Unit 1-4 Final Test

Listening

1-2 Listen and choose the best response to each question.

1. Ⓐ Ⓑ Ⓒ

2. Ⓐ Ⓑ Ⓒ

3-4 Listen to each conversation and choose the correct picture.

3. Ⓐ Ⓑ Ⓒ Ⓓ

4. Ⓐ Ⓑ Ⓒ Ⓓ

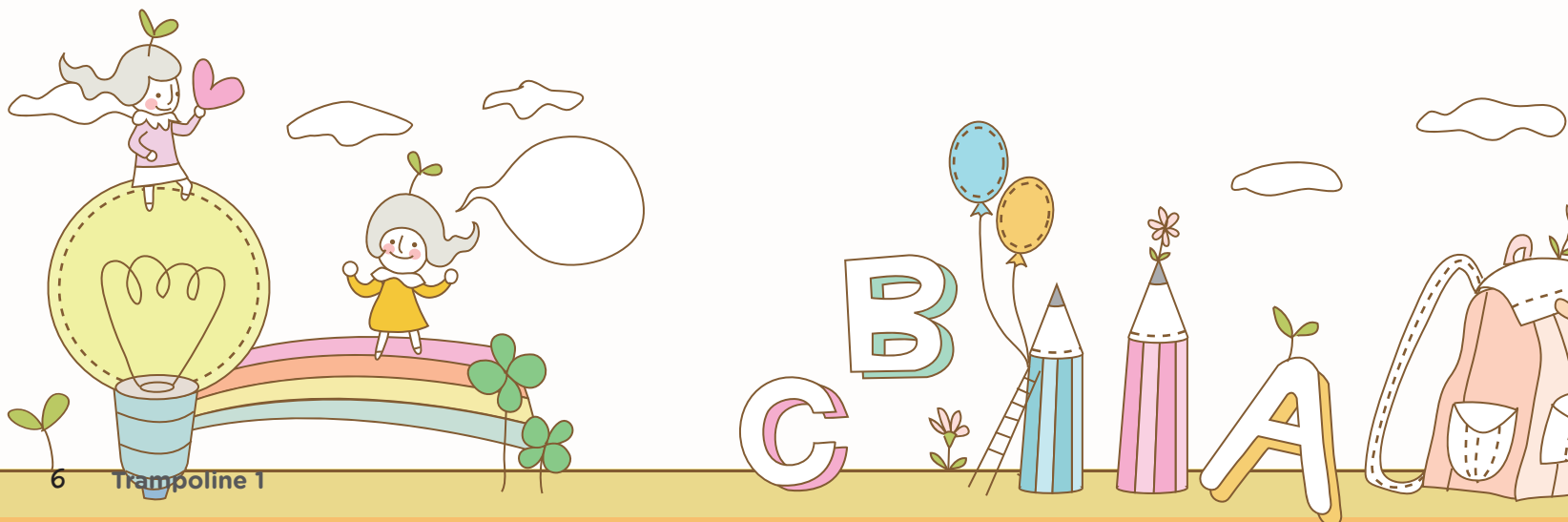
5-11 Listen to each conversation and choose the correct answer.

5. Who is the girl's role model?
Ⓐ Stephen Hawking Ⓑ Steve Jobs
Ⓒ Siri Park Ⓓ Florence Nightingale

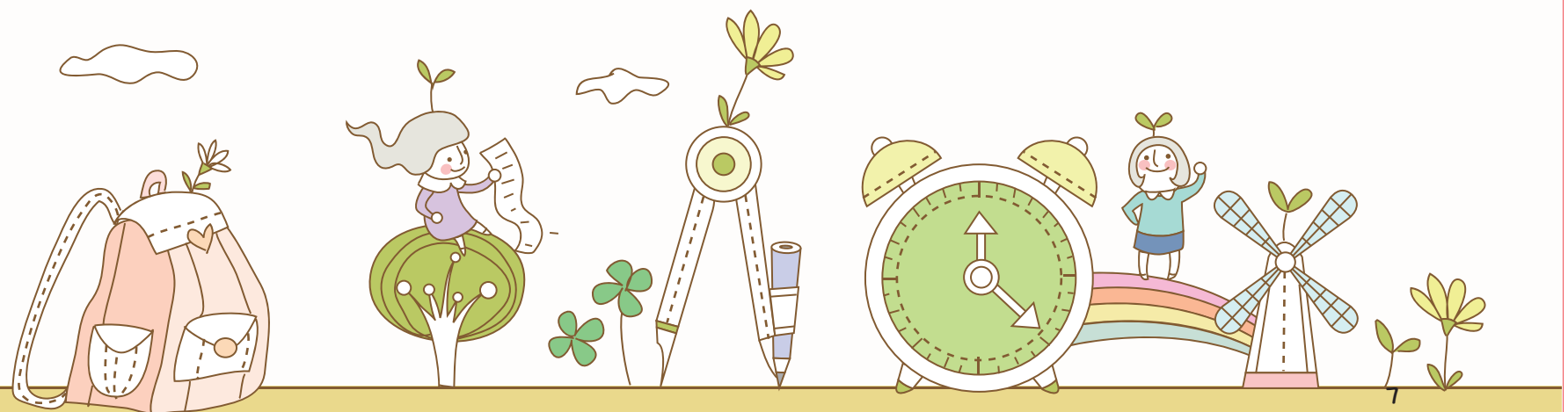
1. Evaluating students' own learning after studying a book

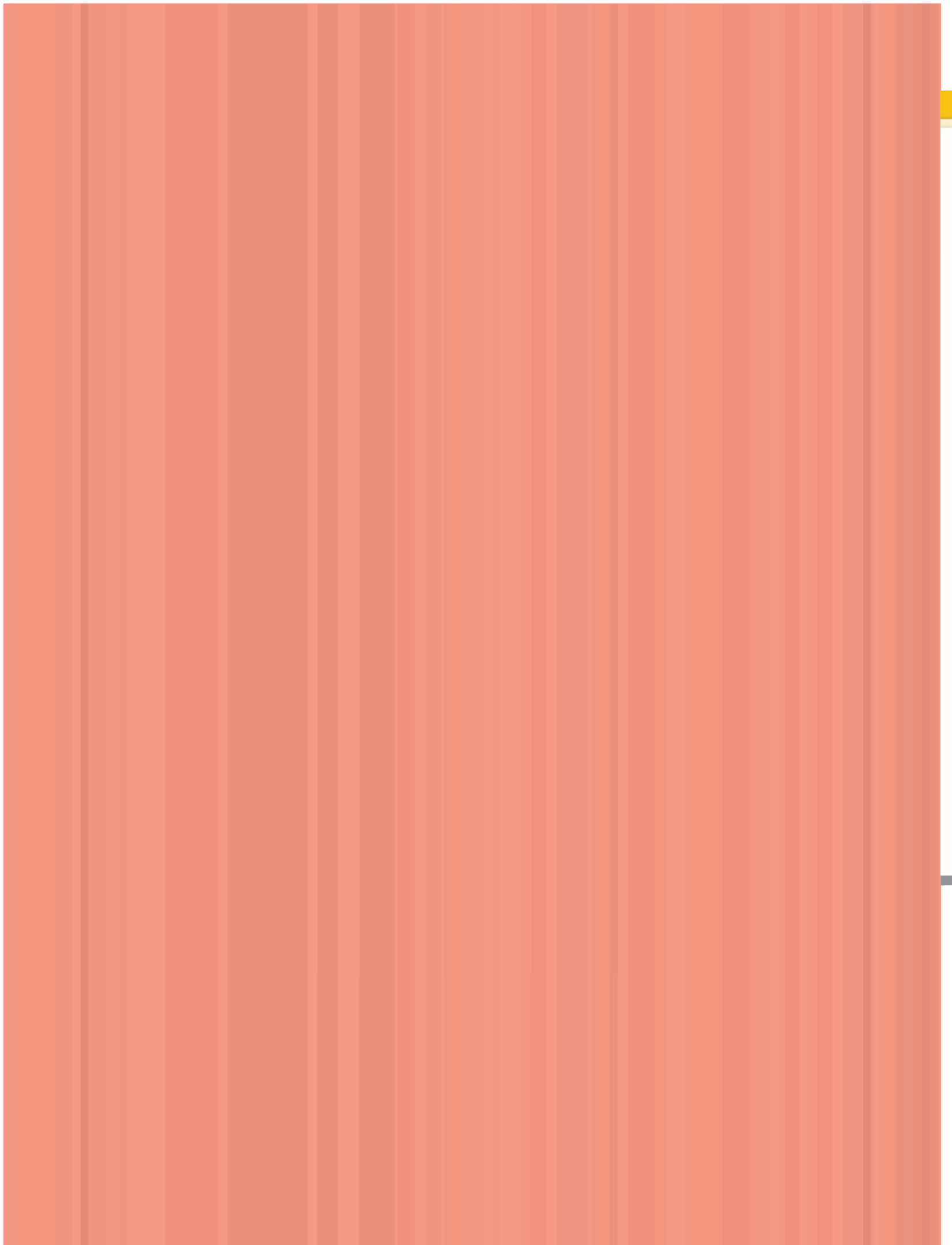
Learning Map

Unit	Title	Vocabulary	Speaking
1	All About Me	<ul style="list-style-type: none"> • Family members • Numbers 	<ul style="list-style-type: none"> • Introducing family, friends, and neighbors A: Who is he? B: He is my grandfather.
2	My Favorite Things	<ul style="list-style-type: none"> • Favorite things (color, animal, food, subject, sport, activity) 	<ul style="list-style-type: none"> • Asking about favorite things A: What is your favorite color? B: I like pink.
3	My Friend	<ul style="list-style-type: none"> • Descriptive adjectives (color, length, texture, size, character) 	<ul style="list-style-type: none"> • Describing people A: What does she look like? B: She has brown hair.
4	Daily Routine	<ul style="list-style-type: none"> • Daily activities • Frequency adverbs 	<ul style="list-style-type: none"> • Describing one's personal daily routine A: What does Kevin always do? B: He always watches TV.

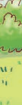


Pronunciation	Language Focus	Reading	Writing
/p/ & /b/	<ul style="list-style-type: none"> • Be verbs • Possessive adjectives 	<ul style="list-style-type: none"> • Reading Grace's letter • Reading Amy's letter 	<ul style="list-style-type: none"> • Writing about myself
/f/ & /v/	<ul style="list-style-type: none"> • Like / Love + gerunds / infinitives 	<ul style="list-style-type: none"> • Reading Dongmin's postcard • Reading Tina's postcard 	<ul style="list-style-type: none"> • Writing a letter about my favorite things
/p/ & /f/	<ul style="list-style-type: none"> • Present tense (Regular / Irregular verbs) 	<ul style="list-style-type: none"> • Reading Grace's email • Reading Gina's letter 	<ul style="list-style-type: none"> • Writing a passage about my best friend
/b/ & /v/	<ul style="list-style-type: none"> • Frequency adverbs • How often~? / How many~? 	<ul style="list-style-type: none"> • Reading about Kelly's schedule • Reading about Sam's daily routine 	<ul style="list-style-type: none"> • Writing about my daily routine

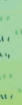
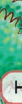
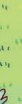




Hi
Wh



Wh
She





Unit 1 All About Me

STUDY GOALS



Introducing oneself, friends, or family

Who is he?
 He is my father.
 How many people are there in your family?
 There are four people in my family.

Using possessive adjectives

I am your teacher.



STUDY GOALS

- Ask the students what the title is.
- Ask the students questions to engage them in the subject.
 1. When do you usually introduce yourself?
 2. What do you do when you meet a new friend?
 3. What questions do you ask when you meet a new friend?
- Ask the students questions about the cartoon.
 1. Do you like camping?
 2. What do you do at this camp?
 3. Where are the people now?
 4. What are they doing?
 5. What are they talking about?
- Read the key sentences in the *Study Goals* section together.
- Have the students find the sentences similar to them in the cartoon bubbles.
- Pair up and have the students practice reading the dialogues in the cartoon.
- Have Student A read the red-lined bubbles and Student B read the blue-lined bubbles.

Access the website english.cpb.com.br or scan the QR Code below to access the Guide of Methodological Approach of the collection and the teacher's resources for this book.



B Name the numbers using the words from the box.

1. **3** 2. **5** 3. **17** 4. **9**
- _____
5. **7** 6. **19** 7. **15** 8. **13**
- _____

one two three four five six seven
eight nine ten eleven twelve thirteen fourteen
fifteen sixteen seventeen eighteen nineteen twenty



C Answer the questions. Then complete the dialogue with your own answers.

1. **Q** How many people are there in your family?
A There are _____ in my family.
2. **Q** Who do you live with?
A I live with _____.
3. **Q** How old is your father / mother / sister / brother?
A My _____ is _____ years old.
4. **Q** What is your phone number?
A My phone number is _____.

B

- Count the numbers from 1 to 20 with the class.
- Have the students find the correct words for the numbers and write them in the blanks.
- Check their answers together.
- Write the following pairs of numbers on the board: 15-50, 16-60, 17-70, 18-80, 19-90.
- Have the class repeat after you and point to each number so that the students can distinguish between them.
- Divide the class into two groups and have a member from each group come to the board and spell the numbers that you tell them. The team that writes the most numbers correctly wins.

ANSWER KEY

- 1) three
- 2) five
- 3) seventeen
- 4) nine
- 5) seven
- 6) nineteen
- 7) fifteen
- 8) thirteen

C

- Read the questions and answer them together. Then have the students repeat the answers after you.
- Have the students answer the questions in pairs.
- Have several pairs act out the dialogue in front of the class.