**RECOMMENDED SYLLABUS**

**4 lessons per week for 36 weeks**

**mm**publications

**Top Stars 1**

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| **Week** | **Lesson** | **Contents** | **Aim** | **Grammar/structure** | **Vocabulary** | **Materials** | **Competencies** |
| 1 | 1 | Introduction | Learn how to use the course book and its components |  |  | Student’s book, workbook | autonomous learning |
|  |  | **Module 1: Hello** | | | | | |
|  | 2 | Module 1 – Song | Sing a song  Greet someone  introduce oneself | I’m (Roon). | Hello/Hi, Goodbye/Bye | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 3-4 | Module 1 – Top Stars | Identify the main characters of the book  Introduce oneself and inquire about one’s name | What’s your name?  I’m (Lisa).  My name’s (Lisa). |  | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 2 | 5-6 | Module 1 – Once upon a time | Identify the numbers 1-5 |  | one, two, three, four, five | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, intercultural awareness |
|  | 7 | Module 1 – Let’s play | Ask and answer about one’s well-being | How are you?  Fine, thanks. |  | Student’s book, multimedia material, flashcards | communication |
|  | 8 | Module 1 – CLIL | Provide students with cross-curricular information on maths  Identify three basic geometric shapes |  | circle, triangle, square | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity, intercultural awareness |
| 3 | 9-10 | Module 1 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, personal and social responsibility |
|  | 11 | Module 1 - Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 12 | Time out! Video 1 | Revise and consolidate vocabulary and structures with the help of a video course | Hello.  What’s your name?  My name’s (John)  Goodbye / Bye.  I’m = I am | one, two, three, four, five, circle, triangle, square | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 4 | 13 | Phonics 1 | Learn the letter sounds of a, b, c, d  Say the Alphabet chant |  | apple, bag, cat, duck | Student’s book, multimedia material, flashcards | cooperation |
|  | 14 | Self-evaluation module 1 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 15 | Test module 1 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 2: School** | | | | | |
|  | 16 | Module 2 – Song | Sing a song  Give and follow instructions | Imperatives | Stand up, Sit down, Clap your hands, Come here | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
| 5 | 17-18 | Module 2 – Top Stars | Identify classroom objects that are close to us and farther away  Present objects | What’s this? It’s a (pen).  What’s that? It’s an (apple). | apple, pen, pencil, book, bag | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 19-20 | Module 2 – Our world | Identify people and classroom objects | This is my (bag).  This is a (chair). | classroom, desk, chair, teacher, Me, Mrs | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 6 | 21 | Module 2 – Let’s play | Identify classroom objects  Ask and answer about colours | What colour is it? (Blue)  Is it (a book)?  Yes, it is. / No, it isn’t. | red, blue, green, yellow | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
|  | 22 | Module 2 – CLIL | Provide students with cross-curricular information on art  Learn and identify the colours |  | black, white, pink, orange, purple | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
|  | 23-24 | Module 2 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, personal and social responsibility |
| 7 | 25 | Module 2 - Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 26 | Time out! Video 2 | Revise and consolidate vocabulary and structures with the help of a video course | What colour is it? It’s (red).  What’s this/that? It’s a (pencil).  Is it a (computer)?  Yes, it is. / No, it isn’t. | red, blue, yellow, green, purple, pencil, computer, classroom, bird | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 27 | Phonics 2 | Learn the letter sounds of e, f, g, h, i  Say the Alphabet chant |  | egg, fish, green, hat, ink | Student’s book, multimedia material, flashcards | cooperation |
|  | 28 | Self-evaluation module 2 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
| 8 | 29 | Test module 2 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 3: Numbers** | | | | | |
|  | 30 | Module 3 – Song | Sing a song  Identify the numbers 6-10  Ask about one’s age | How old are you?  I’m (five).  You’re (six). | six, seven, eight, nine, ten | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 31-32 | Module 3 – Top Stars | Wish someone a happy birthday  Offer a present to a friend  Ask and answer about someone’s age  Talk about how someone feels | Are you (five)?  Yes, I am. / No, I’m not | happy, sad, friend, racoon, Happy Birthday, This is for you, Thank you | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
| 9 | 33-34 | Module 3 – Once upon a time | Talk about physical appearance | He’s (tall).  She’s (short). | tall, short, funny | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity, intercultural awareness |
|  | 35 | Module 3 – Let’s play | Revise the numbers 1-10  Ask and answer questions about how someone feels | Is he (hungry)?  Yes, he is. / No, he isn’t.  Is she (thirsty)?  Yes, she is. / No, she isn’t. | hungry, thirsty, boy, girl | Student’s book, multimedia material, flashcards | communication, cooperation |
|  | 36 | Module 3 – CLIL | Provide students with cross-curricular information on maths  Revise the numbers 1-10 |  | legs | Student’s book, multimedia material, flashcards | communication, creativity |
| 10 | 37-38 | Module 3 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | cake | Student’s book, multimedia material, flashcards | critical thinking, personal and social responsibility |
|  | 39 | Module 3 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 40 | Time out! Video 3 | Revise and consolidate vocabulary and structures with the help of a video course | Are you (happy)?  Yes, I am. / No, I’m not.  He’s/She’s/It’s (thirsty).  Is he/she (sad)?  Yes, he/she is. / No, he/she isn’t. | six, seven, eight, nine, ten, boy, sandwich, hungry, thirsty, happy, sad, short, tall, angry | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 11 | 41 | Phonics 3 | Learn the letter sounds of j, k, l, m, n  Say the Alphabet chant |  | jam, kite, lollipop, mum, nose | Student’s book, multimedia material, flashcards | cooperation |
|  | 42 | Self-evaluation module 3 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 43 | Test module 3 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 4: At home** | | | | | |
|  | 44 | Module 4 – Song | Sing a song  Identify family members | Who’s that? It’s (my dad). | mum/mother, dad/father, brother, sister | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 12 | 45-46 | Module 4 – Top Stars | Identify pets  Talk about one’s pet  Ask and answer about the location of things/animals | Where’s the (cat)?  In the (living room). | hamster, cat, dog, living room, kitchen | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 47-48 | Module 4 – Our world | Identify pets  Talk about one’s pet  Revise structures presented in the previous lessons | This is my (fish). It’s (yellow) | rabbit, fish, bird, pet | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
| 13 | 49 | Module 4 – Let’s play | Identify furniture  Identify prepositions of place  Ask and answer about location | Where’s (Roon)?  On/Under/In the (box). | sofa, table, box, bed | Student’s book, multimedia material, flashcards | communication, cooperation, creativity |
|  | 50 | Module 4 – CLIL | Provide students with cross-curricular information on science  Identify sea animals |  | octopus, dolphin, grey | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
|  | 51-52 | Module 4 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, personal and social responsibility |
| 14 | 53 | Module 4 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 54 | Time out! Video 4 | Revise and consolidate vocabulary and structures with the help of a video course | How are you? Fine, thank you.  Who’s that? It’s my (mum).  This is my (rabbit). | mum, dad, brother, sister, rabbit, fish, cat, pet shop | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 55 | Phonics 4 | Learn the letter sounds of o, p, q, r, s, t  Say the Alphabet chant |  | orange, pen, quilt, red, sad, tall | Student’s book, multimedia material, flashcards | cooperation |
|  | 56 | Self-evaluation module 4 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
| 15 | 57 | Test module 4 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 5: Let’s play** | | | | | |
|  | 58 | Module 5 – Song | Song a song  Identify toys  Talk about possessions  Introduce the numbers eleven and twelve | I’ve got a (train).  I’ve got (eleven trains).  train - trains | kite, train, bike, eleven, twelve | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 59-60 | Module 5 – Top Stars | Identify toys  Ask and answer about possession | Have you got a (ball)?  Yes, I have. / No, I haven’t. | ball, plane, robot, teddy bear, boat | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 16 | 61-62 | Module 5 – Our world | Talk about/describe toys  Talk about possessions  Revise structures presented in the previous lesson  Ask and answer about quantity  Introduce the numbers 13-15 | How many (dolls) have you got?  I’ve got (two dolls).  I haven’t got a (bike).  I’ve got a (ball). | doll, new, old, thirteen, fourteen, fifteen | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 63 | Module 5 – Let’s play | Give and follow orders | Look!  Listen! | listen, look, run, stop, Open your book, Close your book | Student’s book, multimedia material, flashcards | communication, cooperation, creativity |
|  | 64 | Module 5 – CLIL | Provide students with cross-curricular information on history  Describe objects |  | big, small, fast, slow, car | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 17 | 65-66 | Module 5 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness, personal and social responsibility |
|  | 67 | Module 5 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 68 | Time out! Video 5 | Revise and consolidate vocabulary and structures with the help of a video course | I’ve got a (car).  I haven’t got a (car).  Have you got a (car)? Yes, I have. / No, I haven’t.  How many (dolls) have you got? I’ve got two (dolls).  This is for you. Thank you. | eleven, twelve, thirteen, fourteen, fifteen, car, kite, bike, robot, pink, white, plane, train | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 18 | 69 | Phonics 5 | Learn the letter sounds of u, v, w, x, y, z  Say the Alphabet chant |  | umbrella, van, whale, fox, yo-yo, zoo | Student’s book, multimedia material, flashcards | cooperation |
|  | 70 | Self-evaluation module 5 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 71 | Test module 5 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 72 | Revision modules 1-5  Board game 1 | Revise and consolidate vocabulary and structures presented in modules 1-5  Play a board game |  |  | Workbook, multimedia material |  |
|  |  | **Module 6: Food** | | | | | |
| 19 | 73 | Module 6 – Song | Sing a song  Identify food  Express likes and dislikes | I like (grapes).  I don’t like (pears). | oranges, pears, grapes, melon | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 74-75 | Module 6 – Top Stars | Identify food  Express likes and dislikes  Ask and answer about one’s favourite fruit | What’s your favourite fruit? (Bananas) | apples, bananas, nuts, milk | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 20 | 76-77 | Module 6 – Once upon a time | Identify food  Ask for something politely  Revise structures presented in the previous lessons | Five (tomatoes), please.  Here you are.  Thanks. | tomatoes, fish, eggs, carrots | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
|  | 78 | Module 6 – Let’s play | Identify food  Ask and answer about one’s likes and dislikes | Do you like (pizza)?  Yes, I do. / No, I don’t. | pasta, pizza, burgers, chips, rice | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 79 | Module 6 – CLIL | Provide students with cross-curricular information on health  Identify healthy and unhealthy food |  | crisps, ice cream, biscuits | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 21 | 80-81 | Module 6 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | chocolate | Student’s book, multimedia material, flashcards | communication, critical thinking, personal and social responsibility |
|  | 82 | Module 6 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 83 | Time out! Video 6 | Revise and consolidate vocabulary and structures with the help of a video course | I like (apples).  I don’t like (beans).  What’s your favourite?  (Two bananas), please.  Here you are.  Thanks. | bananas, grapes, mangoes, strawberries, pears, oranges, apples, carrots, beans, pizza, ice cream | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 84 | Phonics 6 | differentiate between the letter sounds /p/ and /b/  Say a phonics chant |  | pencil, pink, pen, book, ball, bike | Student’s book, multimedia material, flashcards |  |
| 22 | 85 | Self-evaluation module 6 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 86 | Test module 6 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 7: My body** | | | | | |
|  | 87 | Module 7 – Song | Identify and talk about parts of the face  Give and follow orders | Touch your (eyes). Don’t touch your (nose). | eyes, ears, mouth, nose, touch | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 23 | 88-89 | Module 7 – Top Stars | Identify parts of the body  Talk about appearance | He has got (blue eyes).  She has got (blue eyes).  It has got (blue eyes).  hand – hands  foot - feet | arms, head, toes, hands, feet | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 90-91 | Module 7 – Once upon a time | Talk about possession  Identify and talk about parts of the body | He hasn’t got (green eyes).  She hasn’t got (long hair).  It hasn’t got (blue eyes). | hair, long, short, brown | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
|  | 92 | Module 7 – Let’s play | Ask and answer about appearance  Identify and talk about parts of the body / face | Has it got (big teeth)?  Yes, it has. / No, it hasn’t.  tooth - teeth | wings, teeth | Student’s book, multimedia material, flashcards | communication, creativity |
| 24 | 93 | Module 7 – CLIL | Provide students with cross-curricular information on science  Revise structures presented in previous lessons |  | elephant, trunk, tail | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 94-95 | Module 7 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | girl, boy | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity, intercultural awareness, personal and social responsibility |
|  | 96 | Module 7 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
| 25 | 97 | Time out! Video 7 | Revise and consolidate vocabulary and structures with the help of a video course | Touch your (nose).  Don’t (touch your nose).  Has it got (a long nose)?  Yes, it has. / No, it hasn’t. | eyes, ears, mouth, nose, legs, tail, fingers, anteater, monkey, funny | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 98 | Phonics 7 | differentiate between the letter sounds /t/ and /d/  Say a phonics chant |  | tall, toe, table, duck, doll, desk | Student’s book, multimedia material, flashcards |  |
|  | 99 | Self-evaluation module 7 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 100 | Test module 7 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 8: Out there** | | | | | |
| 26 | 101 | Module 8 – Song | Sing a song  Talk about the weather | It’s (hot). | hot, cold, windy, It’s raining. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 102-103 | Module 8 – Top Stars | Identify actions  Talk about ability, lack of ability | I can (jump).  I can’t (swim). | jump, climb, sing, fly, swim | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 27 | 104-105 | Module 8 – Our world | Talk about places  Talk about one’s location | Where are you?  I am at the (park). | park, beach, zoo, toy shop, pet shop, bookshop | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 106 | Module 8 – Let’s play | Identify animals  Ask about quantity | How many (foxes) can you see?  I can see (four foxes). | snake, fox | Student’s book, multimedia material, flashcards | communication |
|  | 107 | Module 8 – CLIL | Provide students with cross-curricular information on science  Revise structures presented in previous lessons |  | bear, tree, flower, river | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 28 | 108-109 | Module 8 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, personal and social responsibility |
|  | 110 | Module 8 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 111 | Time out! Video 8 | Revise and consolidate vocabulary and structures with the help of a video course | It’s hot.  I can jump.  I can’t swim.  How many clouds can you see?  What can you see?  I can see three clouds.  Where are you? I’m at the park. | beach, park, zoo, hot, jump, sea, cloud, tree, elephant, trunk, It’s raining. | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 112 | Phonics 8 | differentiate between the letter sounds /k/ and /g/  Say a phonics chant |  | cat, kite, car, gum, grapes, girl | Student’s book, multimedia material, flashcards |  |
| 29 | 113 | Self-evaluation module 8 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 114 | Test module 8 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 9: On the farm** | | | | | |
|  | 115 | Module 9 – Song | Sing a song  Identify farm animals |  | cow, horse, chicken, duck, sheep, goat | Student’s book, multimedia material, flashcards | critical thinking, creativity |
| 30 | 116-117 | Module 9 – Top Stars | Introduce family members  Identify and talk about things / animals that exist in a place | There’s (a bee). | bee, granddad / grandfather, granny / grandmother | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 118-119 | Module 9 – Our world | Introduce numbers 16-20  Talk about things / animals that exist in a place | There are (sixteen apples on the tree). | 16-20, pond | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 120 | Module 9 – Let’s play | Ask about quantity  Identify plural nouns (irregular)  Revise numbers 16-20  Revise animals | How many (cats) are there?  There are (ten cats). | sheep-sheep, fish-fish | Student’s book, multimedia material, flashcards | communication, cooperation, creativity |
| 31 | 121 | Module 9 – CLIL | Provide students with cross-curricular information on science |  | wool, honey, cheese | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
|  | 122-123 | Module 9 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility |
|  | 124 | Module 9 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
| 32 | 125 | Time out! Video 9 | Revise and consolidate vocabulary and structures with the help of a video course | There’s a (cow).  There are (ducks).  How many (horses) are there? | sixteen, seventeen, eighteen, nineteen, twenty, cow, sheep, horse, chicken, goat, ducks, fish, pond, farm | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 126 | Phonics 9 | differentiate between the letter sounds /f/ and /v/  Say a phonics chant |  | fin, fat, fish, van, vase, vest | Student’s book, multimedia material, flashcards |  |
|  | 127 | Self-evaluation module 9 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 128 | Test module 9 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 10: about people** | | | | | |
| 33 | 129 | Module 10 – Song | Sing a song  Identify actions  Talk about ability  Introduce musical instruments | He / She can play the (piano). | drums, guitar, trumpet, piano, play | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 130-131 | Module 10 – Top Stars | Identify and talk about clothes  Ask and answer about location | Where are my (shoes)?  They’re (under the bed). | shoes, skirt, hat, jacket, jeans, T-shirt | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
| 34 | 132-133 | Module 10 – Our world | Identify and talk about clothes  Express possession | His (cap) is brown.  Her (dress) is (blue).  Her (shoes) are (black). | dress, shirt, cap, dance | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 134 | Module 10 – Let’s play | Identify clothes  Describe what someone is wearing  Describe what someone can do |  |  | Student’s book, multimedia material, flashcards | communication, cooperation |
|  | 135 | Module 10 – CLIL | Identify clothes  Provide students with cross-curricular information on social studies |  | coat, boots, shorts, sandals, gloves | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity, intercultural awareness |
| 35 | 136-137 | Module 10 – Story | Revise and consolidate vocabulary and structures presented in previous lessons through a story |  |  | Student’s book, multimedia material, flashcards | critical thinking, personal and social responsibility |
|  | 138 | Module 10 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 139 | Time out! Video 10 | Revise and consolidate vocabulary and structures with the help of a video course | Where’s the (shirt)?  It’s (in) the (wardrobe).  His (trousers) are (under the bed).  Her (dress) is (on the bed).  He can (play the piano). | bedroom, bed, wardrobe, trousers, shirt, dress, T-shirt, cap, drums, guitar, piano, long hair, black | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 140 | Phonics 10 | differentiate between the letter sounds /m/ and /n/  Say a phonics chant |  | monkey, mum, mouth, nose, nine, nurse | Student’s book, multimedia material, flashcards | cooperation |
| 36 | 141 | Self-evaluation module 10 | Revise vocabulary and structures from the module  Allow students to evaluate their own progress |  |  | Workbook, multimedia material | autonomous learning |
|  | 142 | Test module 10 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 143 | Revision modules 6-10  Board game 2 | Revise and consolidate vocabulary and structures presented in modules 6-10  Play a board game |  |  | Workbook, multimedia material |  |
|  | 144 | End of year administration | Evaluate the students’ work of the past year  Do any necessary administration |  |  |  |  |