**RECOMMENDED SYLLABUS**

**5 lessons per week for 34 weeks**

**mm**publications

**Top Stars 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
|  | 2-3 | Module 1 – Song | Sing a songGreet someoneintroduce oneself | I’m (Roon). | Hello/Hi, Goodbye/Bye | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 4-5 | Module 1 – Top Stars | Identify the main characters of the bookIntroduce 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 | 6-7 | 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 |
|  | 8-9 | 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 |
| 3 | 10-11 | Module 1 – CLIL | Provide students with cross-curricular information on mathsIdentify three basic geometric shapes |  | circle, triangle, square | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity, intercultural awareness |
|  | 12-13 | 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 |
|  | 14 | Module 1 - Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 15 | 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 | 16 | Phonics 1 | Learn the letter sounds of a, b, c, dSay the Alphabet chant |  | apple, bag, cat, duck | Student’s book, multimedia material, flashcards | cooperation |
|  | 17 | Test module 1 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 2: School** |
|  | 18-19 | Module 2 – Song | Sing a songGive and follow instructions | Imperatives | Stand up, Sit down, Clap your hands, Come here | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
| 5 | 20-21 | Module 2 – Top Stars | Identify classroom objects that are close to us and farther awayPresent 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 |
|  | 22-23 | 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 |
|  | 24-25 | Module 2 – Let’s play | Identify classroom objectsAsk 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 |
| 6 | 26-27 | Module 2 – CLIL | Provide students with cross-curricular information on artLearn and identify the colours |  | black, white, pink, orange, purple | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
|  | 28-29 | 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 |
|  | 30 | Module 2 - Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
| 7 | 31 | 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 |  |
|  | 32 | Phonics 2 | Learn the letter sounds of e, f, g, h, iSay the Alphabet chant |  | egg, fish, green, hat, ink | Student’s book, multimedia material, flashcards | cooperation |
|  | 33 | Test module 2 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 3: Numbers** |
|  | 34-35 | Module 3 – Song | Sing a songIdentify the numbers 6-10Ask 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 |
| 8 | 36-37 | Module 3 – Top Stars | Wish someone a happy birthdayOffer a present to a friendAsk and answer about someone’s ageTalk 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 |
|  | 38-39 | 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 |
| 9 | 40-41 | Module 3 – Let’s play | Revise the numbers 1-10Ask 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 |
|  | 42-43 | Module 3 – CLIL | Provide students with cross-curricular information on mathsRevise the numbers 1-10 |  | legs | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 44-45 | 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 |
| 10 | 46 | Module 3 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 47 | 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 |  |
|  | 48 | Phonics 3 | Learn the letter sounds of j, k, l, m, nSay the Alphabet chant |  | jam, kite, lollipop, mum, nose | Student’s book, multimedia material, flashcards | cooperation |
|  | 49 | Test module 3 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 4: At home** |
| 11 | 50-51 | Module 4 – Song | Sing a songIdentify 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 |
|  | 52-53 | Module 4 – Top Stars | Identify petsTalk about one’s petAsk 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 |
|  | 54-55 | Module 4 – Our world | Identify petsTalk about one’s petRevise 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 |
| 12 | 56-57 | Module 4 – Let’s play | Identify furnitureIdentify prepositions of placeAsk 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 |
|  | 58-59 | Module 4 – CLIL | Provide students with cross-curricular information on scienceIdentify sea animals |  | octopus, dolphin, grey | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
| 13 | 60-61 | 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 |
|  | 62 | Module 4 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 63 | 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 |  |
|  | 64 | Phonics 4 | Learn the letter sounds of o, p, q, r, s, tSay the Alphabet chant |  | orange, pen, quilt, red, sad, tall | Student’s book, multimedia material, flashcards | cooperation |
|  | 65 | Test module 4 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 5: Let’s play** |
| 14 | 66-67 | Module 5 – Song | Song a songIdentify toysTalk about possessionsIntroduce 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 |
|  | 68-69 | Module 5 – Top Stars | Identify toysAsk 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 |
| 15 | 70-71 | Module 5 – Our world | Talk about/describe toysTalk about possessionsRevise structures presented in the previous lessonAsk and answer about quantityIntroduce 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 |
|  | 72-73 | 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 |
|  | 74-75 | Module 5 – CLIL | Provide students with cross-curricular information on historyDescribe objects |  | big, small, fast, slow, car | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 16 | 76-77 | 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 |
|  | 78 | Module 5 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 79 | 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 |  |
|  | 80 | Phonics 5 | Learn the letter sounds of u, v, w, x, y, zSay the Alphabet chant |  | umbrella, van, whale, fox, yo-yo, zoo | Student’s book, multimedia material, flashcards | cooperation |
| 17 | 81 | Test module 5 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 82 | Revision modules 1-5 | Revise and consolidate vocabulary and structures presented in modules 1-5 |  |  | Workbook, multimedia material |  |
|  | 83 | Board game 1 | Play a board game |  |  | Workbook, multimedia material |  |
|  |  | **Module 6: Food** |
|  | 84-85 | Module 6 – Song | Sing a songIdentify foodExpress 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 |
| 18 | 86-87 | Module 6 – Top Stars | Identify foodExpress likes and dislikesAsk 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 |
|  | 88-89 | Module 6 – Once upon a time | Identify foodAsk for something politelyRevise 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 |
| 19 | 90-91 | Module 6 – Let’s play | Identify foodAsk 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 |
|  | 92-93 | Module 6 – CLIL | Provide students with cross-curricular information on healthIdentify healthy and unhealthy food |  | crisps, ice cream, biscuits | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 94-95 | 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 |
| 20 | 96 | Module 6 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 97 | 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 |  |
|  | 98 | 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 |  |
|  | 99 | Test module 6 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 7: My body** |
| 21 | 100-101 | Module 7 – Song | Identify and talk about parts of the faceGive 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 |
|  | 102-103 | Module 7 – Top Stars | Identify parts of the bodyTalk about appearance | He has got (blue eyes).She has got (blue eyes).It has got (blue eyes).hand – handsfoot - feet | arms, head, toes, hands, feet | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 104-105 | Module 7 – Once upon a time | Talk about possessionIdentify 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 |
| 22 | 106-107 | Module 7 – Let’s play | Ask and answer about appearanceIdentify 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 |
|  | 108-109 | Module 7 – CLIL | Provide students with cross-curricular information on scienceRevise structures presented in previous lessons |  | elephant, trunk, tail | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 23 | 110-111 | 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 |
|  | 112 | Module 7 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 113 | 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 |  |
|  | 114 | 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 |  |
|  | 115 | Test module 7 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 8: Out there** |
| 24 | 116-117 | Module 8 – Song | Sing a songTalk about the weather | It’s (hot). | hot, cold, windy, It’s raining. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 118-119 | Module 8 – Top Stars | Identify actionsTalk 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 |
| 25 | 120-121 | Module 8 – Our world | Talk about placesTalk 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 |
|  | 122-123 | Module 8 – Let’s play | Identify animalsAsk about quantity | How many (foxes) can you see?I can see (four foxes). | snake, fox | Student’s book, multimedia material, flashcards | communication |
|  | 124-125 | Module 8 – CLIL | Provide students with cross-curricular information on scienceRevise structures presented in previous lessons |  | bear, tree, flower, river | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 26 | 126-127 | 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 |
|  | 128 | Module 8 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 129 | 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 |  |
|  | 130 | 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 |  |
| 27 | 131 | Test module 8 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 9: On the farm** |
|  | 132-133 | Module 9 – Song | Sing a songIdentify farm animals |  | cow, horse, chicken, duck, sheep, goat | Student’s book, multimedia material, flashcards | critical thinking, creativity |
|  | 134-135 | Module 9 – Top Stars | Introduce family membersIdentify 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 |
| 28 | 136-137 | Module 9 – Our world | Introduce numbers 16-20Talk 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 |
|  | 138-139 | Module 9 – Let’s play | Ask about quantityIdentify plural nouns (irregular)Revise numbers 16-20Revise animals | How many (cats) are there?There are (ten cats). | sheep-sheep, fish-fish | Student’s book, multimedia material, flashcards | communication, cooperation, creativity |
| 29 | 140-141 | 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 |
|  | 142-143 | 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 |
|  | 144 | Module 9 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 145 | 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 |  |
| 30 | 146 | 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 |  |
|  | 147 | Test module 9 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 10: about people** |
|  | 148-149 | Module 10 – Song | Sing a songIdentify actionsTalk about abilityIntroduce musical instruments | He / She can play the (piano). | drums, guitar, trumpet, piano, play | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 31 | 150-151 | Module 10 – Top Stars | Identify and talk about clothesAsk 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 |
|  | 152-153 | Module 10 – Our world | Identify and talk about clothesExpress 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 |
|  | 154-155 | Module 10 – Let’s play | Identify clothesDescribe what someone is wearingDescribe what someone can do |  |  | Student’s book, multimedia material, flashcards | communication, cooperation |
| 32 | 156-157 | Module 10 – CLIL | Identify clothesProvide 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 |
|  | 158-159 | 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 |
|  | 160 | Module 10 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
| 33 | 161 | 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 |  |
|  | 162 | 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 |
|  | 163 | Test module 10 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 164 | Revision modules  | Revise and consolidate vocabulary and structures presented in modules 6-10 |  |  | Workbook, multimedia material |  |
|  | 165 | Board game 2 | Play a board game |  |  | Workbook, multimedia material |  |
| 34 | 166-168 | Revision | Revise and consolidate vocabulary and structures presented during the year |  |  | Student’s book, multimedia material, flashcards |  |
|  | 169 | Final test | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 170 | End of year administration | Evaluate the students’ work of the past yearDo any necessary administration |  |  |  |  |