**RECOMMENDED SYLLABUS**

**5 lessons per week for 34 weeks**

**mm**publications

**Top Stars 2**

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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: Welcome** | | | | | |
|  | 2-3 | Module 1 – Song | Sing a song  Greet someone  introduce oneself  Ask and answer about one’s name / age  Identify the numbers 1-10 | What’s your name?  I’m (Jane). / My name’s (Jane).  How old are you?  I’m (six). | Hello/Hi, Goodbye/Bye, 1-10 | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 4-5 | Module 1 – Top Stars | Ask and answer about one’s well-being  Introduce a friend | This is my friend, (Tom).  How are you?  Fine, thanks. | classroom, teacher, friend, racoon, computer, Mrs | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 2 | 6-7 | Module 1 – Our world | Identify objects that can be found in a classroom  Identify objects | This is a (computer).  This is an (apple). | board, whiteboard, chair, desk, apple, umbrella, new, old | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, intercultural awareness |
|  | 8-9 | Module 1 – Let’s play | Identify and talk about objects | What’s this?  It’s a (book).  What’s that?  It’s an (apple). | book, pencil, pen, rubber, ruler, pencil case | Student’s book, multimedia material, flashcards | communication, creativity |
| 3 | 10-11 | Module 1 – CLIL | Provide students with cross-curricular information on art  Identify colours |  | red, blue, green, yellow, orange, purple, pink, white, mix | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 12-13 | Module 1 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | Mr, Mrs, cake, plus | Student’s book, multimedia material, flashcards | 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 | This is (Ted).  What’s this? It’s (a ruler).  What’s that? It’s (a rubber).  They’re (chairs).  What colour is it? It’s (red). | bag, pencil, ruler, rubber, pencil case, pen, sky, apple, banana, desk, chair, board, red, yellow, orange, blue, green, brown, one, two, three, four, five | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 4 | 16 | Phonics 1 | Practise the pronunciation of a  Say a phonics chant |  | cat, fat, hat, black | Student’s book, multimedia material, flashcards |  |
|  | 17 | Test module 1 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 2: Home and family** | | | | | |
|  | 18-19 | Module 2 – Song | Identify family members and friends | Who’s that?  It’s my (sister).  I’m (Fred).  You’re (Mary). | mum / mother, dad / father, brother, sister | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 5 | 20-21 | Module 2 – Top Stars | Identify rooms in a house  Ask and answer about location | Where’s the (bag)?  In the (kitchen). | kitchen, bedroom, bathroom, living room, shoes, bag | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 22-23 | Module 2 – Our world | Identify furniture  Identify prepositions of place  Ask and answer about location | Where’s the (cat)?  It’s on the (table).  It’s under the (bed).  It’s in the (bag). | bed, table, bookcase, sofa, lamp, TV | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 24-25 | Module 2 – Let’s play | Identify family members  Ask and answer about location | He’s in the (bedroom).  She’s in the (kitchen).  It’s in the (bathroom). | grandad / grandfather, granny / grandmother, cousin | Student’s book, multimedia material, flashcards | communication, creativity |
| 6 | 26-27 | Module 2 – CLIL | Provide students with cross-curricular information on social studies  Make a family tree |  | family, baby, tree | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 28-29 | Module 2 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | prince, wet | Student’s book, multimedia material, flashcards | critical thinking, intercultural awareness, personal and social responsibility, cooperation |
|  | 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 | Where’s the (box)?  It’s in/on/under the (bed).  Where’s (my mother)?  He’s/She’s/It’s in the (bathroom).  Who’s that? It’s my (sister). | father/dad, mother/mum, grandfather/grandad, grandmother/granny, brother, sister, cousin, box, table, teddy bear, doll, old, board game, rabbit, toys, car, bed, lamp, boat, kitchen, bedroom, bathroom, living room | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 32 | Phonics 2 | Practise the pronunciation of e  Say a phonics chant |  | bed, leg, red, hen | Student’s book, multimedia material, flashcards |  |
|  | 33 | Smart moves modules 1-2 | Develop higher-order thinking skills by engaging students in activities involving classification |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
|  | 34 | Test module 2 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 3: About people** | | | | | |
| 8 | 35-36 | Module 3 – Song | Ask and answer questions about feelings  Ask and answer questions about physical appearance | Is he/she/it (happy)?  Yes, he/she/it is.  No, he/she/it isn’t. | happy, sad, tall, short, big, small, boy, girl | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
|  | 37-38 | Module 3 – Top Stars | Identify occupations  Ask and answer about people | They’re pilots.  Are you (happy)?  Yes, I am. / No, I’m not.  Are they happy?  Yes, they are. No, they’re not. | student, doctor, pilot, actor | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 39-40 | Module 3 – Our world | Identify actions  Talk about ability | I/You/He/She/It can/can’t (swim). | fly, jump, run, swim, walk, climb | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 9 | 41-42 | Module 3 – Let’s play | Identify actions  Ask and answer questions about ability | Can you (spell your name)?  Yes, I can. / No, I can’t. | spell, count, write, sing, point | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 43-44 | Module 3 – CLIL | Provide students with cross-curricular information on science |  | lizard, frog, duck, pond, brown | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 10 | 45-46 | Module 3 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | read, draw, Open the door. | Student’s book, multimedia material, flashcards | communication, critical thinking, personal and social responsibility, cooperation |
|  | 47 | Module 3 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 48 | Time out! Video 3 | Revise and consolidate vocabulary and structures with the help of a video course | Can you (swim)?  Yes, I can. / No, I can’t.  He/She/It can (jump).  He/She/It can’t (fly).  He’s (a doctor).  Is she (a doctor)?  Yes, she is. / No, she isn’t. | climb, swim, run, fly, jump, pilot, doctor, student, happy, tall, draw, paint, small, big, hospital | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 49 | Phonics 3 | Practise the pronunciation of i  Say a phonics chant |  | fin, fish, pink, big | Student’s book, multimedia material, flashcards |  |
|  | 50 | Test module 3 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 4: That’s me!** | | | | | |
| 11 | 51-52 | Module 4 – Song | Identify parts of the face  Talk about physical appearance | I’ve got (blue eyes).  I haven’t got (green eyes). | eyes, short hair, long hair, blonde, black | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 53-54 | Module 4 – Top Stars | Identify pets/animals  Ask and answer about possession  Identify plural nouns (regular and irregular) | Have you got (a cat)?  Yes, I have. / No, I haven’t.  You’ve got (a parrot). | cat-cats, parrot-parrots, monkey-monkeys, mouse-mice | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 12 | 55-56 | Module 4 – Our world | Identify toys  Talk about possession | He/She/It has got / hasn’t got (a ball). | helicopter, robot, skateboard, ball, fast | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 57-58 | Module 4 – Let’s play | Identify useful items/gadgets  Ask and answer questions about possession | Has he/she/it got (a ball)?  Yes, he/she/it has.  No, he/she/it hasn’t. | watch, tablet, laptop, phone | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 59-60 | Module 4 – CLIL | Provide students with cross-curricular information on health  Identify and talk about parts of the face |  | ears, nose, mouth | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 13 | 61-62 | Module 4 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | balloon, lorry, plane | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, personal and social responsibility |
|  | 63 | Module 4 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 64 | Time out! Video 4 | Revise and consolidate vocabulary and structures with the help of a video course | I’ve got (green eyes).  Have you got (curly hair)?  Yes, I have. / No, I haven’t.  It has got (long legs).  Has it got (a long tail)?  Yes, it has. / No, it hasn’t. | cat, parrot, curly hair, straight hair, short hair, face, ears, eyes, nose, long legs, tail, wild (animal), white, hungry, fast | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 65 | Phonics 4 | Practise the pronunciation of o  Say a phonics chant |  | box, fox, top, hop | Student’s book, multimedia material, flashcards |  |
| 14 | 66 | Smart moves modules 3-4 | Develop higher-order thinking skills by engaging students in activities involving analysis |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
|  | 67 | Test module 4 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 5: Food and drink** | | | | | |
|  | 68-69 | Module 5 – Song | Identify and talk about food  Express likes and dislikes | I like (chicken).  I don’t like (onions).  sandwich - sandwiches | sandwich, chicken, rice, chips, eggs, onions | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 15 | 70-71 | Module 5 – Top Stars | Identify and talk about food and drinks  Ask and answer about one’s likes and dislikes | Do you like (salad)?  Yes, I do. / No, I don’t. | spaghetti, salad, chocolate, orange juice, hungry, thirsty | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 72-73 | Module 5 – Our world | Identify food  Talk about what someone has for breakfast/lunch | I like (fish). It’s good for you.  I don’t like (chips). They’re bad for you. | breakfast, lunch, soup, fish, cereal, milk | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 74-75 | Module 5 – Let’s play | Identify and talk about items of food  Say what one wants  Introduce the numbers 11-20 | I want (milk), please.  Here you are.  Thank you.  You’re welcome.  tomato - tomatoes | banana, lemon, orange, tomato, carrot, 11-20 | Student’s book, multimedia material, flashcards | communication |
| 16 | 76-77 | Module 5 – CLIL | Provide students with cross-curricular information on health  Identify objects |  | bread, potato, cheese, meat | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 78-79 | Module 5 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | pizza, watermelon, jam, ice cream, lemonade, pear | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness, personal and social responsibility, cooperation |
|  | 80 | Module 5 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
| 17 | 81 | Time out! Video 5 | Revise and consolidate vocabulary and structures with the help of a video course | What’s your  favourite food?  I like (spaghetti).  I don’t like (meat).  Do you like (salad)?  Yes, I do. / No, I  don’t.  (They’re) good for  you.  (It’s) bad for you. | lunch, meat, chicken, cheese, salad, spaghetti, chocolate, hungry, banana, tomato, carrot, soup, sandwich | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 82 | Phonics 5 | Practise the pronunciation of u  Say a phonics chant |  | duck, hungry, jumper, under | Student’s book, multimedia material, flashcards |  |
|  | 83 | Test module 5 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 84 | 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: Places** | | | | | |
| 18 | 85-86 | Module 6 – Song | Identify places in a town | There’s a (park).  There are (parks). | museum, cinema, school, park, town | Student’s book, multimedia material, flashcards | critical thinking, creativity |
|  | 87-88 | Module 6 – Top Stars | Identify some places  Ask and answer about things that exist in a place | Is there a (café)?  Yes, there is. / No, there isn’t. | toy shop, café, dinosaur, child - children | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 89-90 | Module 6 – Once upon a time | Identify places in a town | There isn’t (a museum) in the shopping centre. | supermarket, pet shop, clothes shop, shopping centre | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 19 | 91-92 | Module 6 – Let’s play | Identify location  Ask and answer about the location of a place in a town | Where’s the (hospital)?  It’s next to the (supermarket).  It’s between the (supermarket) and the (school). | zoo, playground, hospital | Student’s book, multimedia material, flashcards | communication, creativity, cooperation |
|  | 93-94 | Module 6 – CLIL | Provide students with cross-curricular information on social studies  Identify places in a town |  | hotel, restaurant, tourists, rides, bike, boat | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
| 20 | 95-96 | Module 6 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | show | Student’s book, multimedia material, flashcards | communication, critical thinking, personal and social responsibility, cooperation |
|  | 97 | Module 6 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 98 | Time out! Video 6 | Revise and consolidate vocabulary and structures with the help of a video course | There is a (pet shop).  There are (pet shops).  Is there (a restaurant) (in your town)?  Yes, there is. / No, there isn’t.  Where’s the (restaurant)?  It’s next to the (playground). | town, city, pet shop, restaurant, supermarket, playground, cinema, toy shop, bookshop, zoo, bear | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 99 | Phonics 6 | Practise the pronunciation of a  Say a phonics chant |  | cake, dates, make, Kate | Student’s book, multimedia material, flashcards |  |
|  | 100 | Smart moves modules 5-6 | Develop higher-order thinking skills by engaging students in activities involving classification |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
| 21 | 101 | Test module 6 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 7: My world** | | | | | |
|  | 102-103 | Module 7 – Song | Identify the days of the week  Talk about one’s favourite day | What day is it today?  It’s (Tuesday).  What’s your favourite day?  (Friday) | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 104-105 | Module 7 – Top Stars | Talk about the weather | What’s the weather like?  It’s raining. | hot, cold, cloudy, sunny, windy. It’s raining. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 22 | 106-107 | Module 7 – Our world | Ask for and tell the time  Talk about everyday activities | What’s the time?  It’s (eleven) o’clock.  It’s half past (two).  What time do you (get up)?  I (get up) at (seven) o’clock. | It’s three o’clock. It’s half past two. get up, go to school, go to bed | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 108-109 | Module 7 – Let’s play | Talk about landscapes and places of entertainment  Make suggestions | Let’s go to the (park).  Let’s (have fun). | beach, forest, circus, have fun | Student’s book, multimedia material, flashcards | communication, cooperation |
| 23 | 110-111 | Module 7 – CLIL | Provide students with cross-curricular information on social studies  Introduce the months of the year |  | January, February, March, April, May, June, July, August, September, October, November, December | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
|  | 112-113 | Module 7 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | turtle | Student’s book, multimedia material, flashcards | critical thinking, cooperation, creativity, personal and social responsibility |
|  | 114 | Module 7 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 115 | Time out! Video 7 | Revise and consolidate vocabulary and structures with the help of a video course | What day is it? It’s (Monday).  What’s your favourite day?  What time is it?  It’s (nine) o’clock.  What time do you (get up)?  I (get up) at (seven) o’clock.  What’s the weather like?  It’s (cloudy). | Monday – Sunday, get up, go to school, go to bed, It’s raining. hot, cold, sunny, cloudy, city, market | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 24 | 116 | Phonics 7 | Practise the pronunciation of ay and ai  Say a phonics chant |  | play, day, rain, train | Student’s book, multimedia material, flashcards |  |
|  | 117 | Test module 7 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 8: Every day** | | | | | |
|  | 118-119 | Module 8 – Song | Sing a song  Talk about everyday activities | I have breakfast at seven o’clock.  You (go to school at eight o’clock). | brush my teeth, wash my face, have breakfast, go home | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 25 | 120-121 | Module 8 – Top Stars | Ask and answer questions about everyday activities | Do you (clean your room) every day?  Yes, I do. / No, I don’t. | clean my room, do my homework, listen to music, watch TV, quiz | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 122-123 | Module 8 – Once upon a time | Introduce various sports  Talk about habitual actions | He plays (football).  She plays (tennis). | football, volleyball, tennis, basketball, play | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 124-125 | Module 8 – Let’s play | Identify actions  Ask and answer questions about what people do | Does he cook every day?  Yes, he does. / No, he doesn’t.  Does she ride a bike every day?  Yes, she does. / No, she doesn’t. | cook, eat, ride a bike | Student’s book, multimedia material, flashcards | communication, creativity |
| 26 | 126-127 | Module 8 – CLIL | Provide students with cross-curricular information on physical education |  | football player, net, team, football pitch | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
|  | 128-129 | Module 8 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | kick | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, personal and social responsibility |
|  | 130 | Module 8 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
| 27 | 131 | Time out! Video 8 | Revise and consolidate vocabulary and structures with the help of a video course | I (brush my teeth).  You (have breakfast).  He (gets up at six o’clock).  Do you (watch TV)? Yes, I do / No,I don’t.  Does (he) work?  Yes, (he) does. / No, (he) doesn’t.  What time do you get up?  At (half past seven). | football player, play, team, brush my teeth, wash my face, have breakfast, eat, do my homework, listen to music, watch TV, go home | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 132 | Phonics 8 | Practise the pronunciation of i  Say a phonics chant |  | rice, white, kite, nine | Student’s book, multimedia material, flashcards |  |
|  | 133 | Smart moves modules 7-8 | Develop higher-order thinking skills by engaging students in activities involving sequencing |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
|  | 134 | Test module 8 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 9: Toys and games** | | | | | |
| 28 | 135-136 | Module 9 – Song | Identify toys  Ask and answer questions about possession  State a person’s name | Is that your (doll)?  Yes, it is. / No, it isn’t.  His name is (Jim).  Her name is (Kelly). | board game, doll, teddy bear | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 137-138 | Module 9 – Top Stars | Identify objects  Ask and answer questions about possession | Whose comic is this?  It’s (Bill)’s.  They’re (Jane)’s. | jigsaw puzzle, comic, wardrobe, boots | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 139-140 | Module 9 – Once upon a time | Identify plural nouns (irregular)  Count by tens | man-men, woman-women, child-children | man-men, woman-women, take photos, buy, 10, 20, 30, 40, 50 | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 29 | 141-142 | Module 9 – Let’s play | Ask and answer questions about possession | Is this his/her (ball)?  Yes, it is. / No, it isn’t.  Are these his/her (planes)?  Yes, they are. / No, they aren’t. |  | Student’s book, multimedia material, flashcards | communication |
|  | 143-144 | Module 9 – CLIL | Provide students with cross-curricular information on English  Identify plural nouns (regular and irregular)  Revise numbers |  | fox-foxes, sheep-sheep, fish-fish | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
| 30 | 145-146 | Module 9 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | bored, sick, horse | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, personal and social responsibility |
|  | 147 | Module 9 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 148 | Time out! Video 9 | Revise and consolidate vocabulary and structures with the help of a video course | Whose (book) is this?  It’s (Dan’s).  Whose (comics) are these?  They’re (Ted’s).  Is this (her) (doll)?  Yes, it is. / No, it isn’t.  Are these (his) (teddy bears)?  Yes, they are. / No, they aren’t. | board game, doll, ball, teddy bear, jigsaw puzzle, comic, ten, twenty, thirty, forty, fifty | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 149 | Phonics 9 | Practise the pronunciation of o  Say a phonics chant |  | home, rose, nose, bone | Student’s book, multimedia material, flashcards |  |
|  | 150 | Test module 9 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 10: My clothes** | | | | | |
| 31 | 151-152 | Module 10 – Song | Identify clothes  Talk about what someone is wearing | I’m wearing (a cap). | T-shirt, cap, dress, jeans | Student’s book, multimedia material, flashcards | critical thinking, creativity |
|  | 153-154 | Module 10 – Top Stars | Identify clothes  Ask and answer about what someone is wearing | Are you wearing a coat?  Yes, I am. / No, I’m not. | skirt, trousers, coat, trainers, princess | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 32 | 155-156 | Module 10 – Once upon a time | Identify and talk about clothes  Talk about what someone else is wearing | He’s wearing (shorts).  She’s wearing (sunglasses). | shorts, scarf, sunglasses, gloves | Student’s book, multimedia material, flashcards | communication, critical thinking, intercultural awareness |
|  | 157-158 | Module 10 – Let’s play | Identify and talk about clothes  Ask and answer about what someone is wearing | Is he wearing (a jacket)?  Yes, he is. / No, he isn’t.  Is she wearing (a vest)?  Yes, she is. / No, she isn’t. | jacket, vest, hat | Student’s book, multimedia material, flashcards | communication |
|  | 159-160 | Module 10 – CLIL | Provide students with cross-curricular information on social studies  Identify and talk about traditional costumes |  | thobe, sandals, fan | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
| 33 | 161-162 | Module 10 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons through a story |  | garden | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity, personal and social responsibility |
|  | 163 | Module 10 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 164 | Time out! Video 10 | Revise and consolidate vocabulary and structures with the help of a video course | I’m wearing (a jacket).  (He)’s wearing (a hat).  Are you wearing (a coat)? Yes, I am. / No, I’m not.  Is (he) wearing (sunglasses)?Yes, (he) is. / No, (he) isn’t. | hat, jacket, dress, cap, trainers, coat, sunglasses, princess | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 165 | Phonics 10 | Practise the pronunciation of oa  Say a phonics chant |  | boat, coat, goat | Student’s book, multimedia material, flashcards |  |
| 34 | 166 | Smart moves modules 9-10 | Develop higher-order thinking skills by engaging students in activities involving analysis |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
|  | 167 | Test module 10 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 168 | Revision modules 6-10 | Revise and consolidate vocabulary and structures presented in modules 6-10 |  |  | Workbook, multimedia material |  |
|  | 169 | Board game 2 | Play a board game |  |  | Workbook, multimedia material |  |
|  | 170 | End of year administration  Play board games | Evaluate the students’ work of the past year  Do any necessary administration |  |  |  |  |