**RECOMMENDED SYLLABUS**

**3 lessons per week for 34 weeks**

**mm**publications

**Top Stars 3**

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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: Nice to meet you!** | | | | | |
|  | 2 | Module 1 – Song | Introduce adjectives related to physical appearance  Describe a person, an animal or a thing  Revise the verb to be (affirmative) | I’m tall.  He/She/It’s funny.  We/You/They’re young. | pretty, funny, young, old, tall, short | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 3 | Module 1 – Top Stars | Introduce adjectives related to feelings and appearance  Talk about one’s mood  Revise the verb to be (questions, short answers, negatives) | Are you angry?  Yes, I am. / No, I’m not.  Yes, we are. / No, we aren’t.  Is she/he/it tired?  Yes, he/she/it is. / No, he/she/it isn’t.  Are they bored?  Yes, they are. / No, they aren’t.  I’m not angry.  He/She/It isn’t tired.  We/You/They aren’t bored. | angry, scared, tired, bored, clean, dirty | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
| 2 | 4 | Module 1 – Our world | Identify actions  Talk about ability | I/You/He/She/It/We/They can draw / can’t sing.  Can you paint?  Yes, I can. / No, I can’t. | talk, sing, dance, paint, draw | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 5 | Module 1 – Let’s play | Identify actions  Ask and answer questions about ability |  | fly, run, walk, jump, swim, climb | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 6 | Module 1 – CLIL | Provide students with cross-curricular information on science  Talk about the five senses |  | see, hear, smell, touch, taste | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 3 | 7 | Module 1 – Story | Identify and use adjectives  Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | hungry, thirsty, fat | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, personal and social responsibility |
|  | 8 | Module 1 - Revision | Revise and consolidate vocabulary and structures presented in previous lessons  Recognise capital letters and periods in sentences |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 9 | Time out! Video 1 | Revise and consolidate vocabulary and structures with the help of a video course | Who’s that?  What’s (her) name?  (Her) name is (Anna).  (I) have got (a sister).  Have (you) got (a pet)?  Yes, (I) have. / No, (I)  haven't.  Can (you) (sing)? Yes, (I)  can. / No, (I) can’t.  (She) can’t (draw), but  (she) can (sing). | scared, tired, bored, pretty, funny, old, tall, sing, dance, paint, draw, fly, run, jump | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 4 | 10 | Phonics 1 | Practise the pronunciation of l blends  Say a phonics chant |  | plane, blue, clap, glue, fly | Student’s book, multimedia material, flashcards |  |
|  | 11 | Test module 1 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 2: Me and my family** | | | | | |
|  | 12 | Module 2 – Song | Identify family members  Revise the verb have got (affirmative)  Revise the indefinite article a/an | I/You have got / I’ve/You’ve got a cousin.  He/She has got / He’s/She’s got an uncle.  We/They have got / We/They’ve got a daughter and a son. | son / grandson, daughter / granddaughter, uncle, aunt, cousin | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 5 | 13 | Module 2 – Top Stars | Talk about appearance  Identify facial features  Revise the verb have got (questions, short answers, negative) | Have you got fair hair?  Yes, I/we have. / No, I/we haven’t.  Has he/she/it got a moustache?  Yes, he/she/it has. / No, he/she/it hasn’t.  Have they got straight hair?  Yes, they have. / No, they haven’t.  I/You/We/They haven’t got curly hair.  He/She/It hasn’t got a moustache. | straight hair, fair hair, curly hair, moustache, beard, freckles | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 14 | Module 2 – Our world | Identify clothes and accessories  Talk about possession  Talk about objects that are near us and not near us (singular and plural) | I-Me, you-your, he-his, she-her, it-its, we-our, you-your, they-their  This is a dress. – These are dresses.  That is a shoe – Those are shoes | handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 15 | Module 2 – Let’s play | Identify toys  Talk about possession | Whose robot is this?  It’s Ron’s.  Whose dolls are these?  They’re Tina’s. | computer game, monster, robot, kite, toys | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 6 | 16 | Module 2 – CLIL | Provide students with cross-curricular information on music and science  Revise/Learn the parts of the face and body |  | head, eyes, nose, mouth, ears, shoulder, toes, knee | Student’s book, multimedia material, flashcards | communication |
|  | 17 | Module 2 – Story | Identify parts of the face and body  Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | teeth, ankle, feet, stomach, play | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility, cooperation |
|  | 18 | Module 2 - Revision | Revise and consolidate vocabulary and structures presented in previous lessons  Learn how to use commas and the conjunction and in a sentence |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
| 7 | 19 | Time out! Video 2 | Revise and consolidate vocabulary and structures with the help of a video course | I have got/'ve got (straight hair).  I haven't got (curly hair).  (He) has got/'s got (a moustache).  Has (she) got (blue eyes)?  Yes, (she) has. / No, (she) hasn't.  (He) hasn't got (freckles). | uncle, aunt, cousin, straight hair, fair hair, curly hair, long hair, short hair, moustache, beard, freckles, teeth, eyes, nose, ears, T-shirt, dress, robot | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 20 | Phonics 2 | Practise the pronunciation of r blends  Say a phonics chant |  | pretty, brush, crayon, grey, fruit, tree, drive | Student’s book, multimedia material, flashcards |  |
|  | 21 | Test module 2 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 3: What are you doing?** | | | | | |
| 8 | 22 | Module 3 – Song | Identify activities happening at the moment of speaking | I’m studying.  He/She/It’s playing.  We/You/They’re cleaning. | She’s studying. She’s cleaning. He’s watching TV. They’re listening to music. He’s reading. | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity, cooperation |
|  | 23 | Module 3 – Top Stars | Talk about activities happening at the moment of speaking  Ask and answer questions about activities happening at the moment of speaking | Are you eating? Yes, I am. / No, I’m not. / Yes, we are. / No, we aren’t.  Is he/she/it drinking water? Yes, he/she/it is. / No, he/she/it isn’t.  Are they watering the flowers?  Yes, they are. / No, they aren’t. | She’s planting a tree. I’m feeding the fish. They’re eating. He’s drinking water. He’s watering the flowers. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 24 | Module 3 – Our world | Talk about activities happening at the moment of speaking  Introduce spelling rules for the Present Progressive | I’m not eating.  He/She/It isn’t drinking water.  We/You/They aren’t cooking.  read – reading, make – making, get - getting | She’s making a cake. He’s having breakfast / lunch / dinner. It’s sleeping. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
| 9 | 25 | Module 3 – Let’s play | Ask about the time  To tell the time (o’clock, half past / thirty) | What’s the time?  It’s (two) o’clock.  It’s half past (six).  It’s (six) thirty. | It’s two o’clock. It’s half past six. / It’s six thirty. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 26 | Module 3 – CLIL | Provide students with cross-curricular information on PE |  | football, player, kick, throw, He’s wearing a helmet. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy |
|  | 27 | Module 3 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | read, draw, Open the door. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility, cooperation, intercultural awareness |
| 10 | 28 | Module 3 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  | ant, grasshopper, He’s fishing. I’m skateboarding. It’s carrying food. | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 29 | Time out! Video 3 | Revise and consolidate vocabulary and structures with the help of a video course | What are you doing?  I’m (playing a computer  game).  What is (he) doing?  (He)’s (skateboarding).  Is (she) (playing tennis)?  Yes, (she) is. / No, (she) isn’t. | He’s having breakfast. She’s making a cake. I’m skateboarding. He’s wearing a helmet. He’s watching TV. He’s reading. She’s studying. They’re listening to music. It’s sleeping. I’m playing a computer game. He is skiing. He is playing tennis. He is playing table tennis. | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 30 | Phonics 3 | Practise the pronunciation of s blends  Say a phonics chant |  | smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel | Student’s book, multimedia material, flashcards |  |
| 11 | 31 | Test module 3 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 4: Here and there** | | | | | |
|  | 32 | Module 4 – Song | Identify places in a town  Identify location  Ask and answer about the location of places in a town | Where is the toy car?  behind, in front of, next to, between | library, bank, pet shop, toy shop, people | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 33 | Module 4 – Top Stars | Identify sea animals  Introduce the possessive pronouns  Identify action | I – mine, you – yours, he – his, she – hers, it – its, we – ours, you – yours, they – theirs  That is (a ball). Whose is it?  It’s (his). | look, help, find, shark, dolphin, aquarium, camera, fin | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 12 | 34 | Module 4 – Our world | Express obligation / prohibition | You must be quiet.  You mustn’t take photos. | be quiet, throw rubbish, take photos, museum, rubbish bin | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 35 | Module 4 – Let’s play | Say the numbers from 20 to 100 |  | 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 40, 50, 60, 70, 80, 90, 100 | Student’s book, multimedia material, flashcards | communication |
|  | 36 | Module 4 – CLIL | Provide students with cross-curricular information on social studies |  | Go straight on. Turn right. Don’t turn left. Stop. Cross the road here. | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy |
| 13 | 37 | Module 4 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | shopping centre, restaurant, bookshop | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, personal and social responsibility |
|  | 38 | Module 4 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 39 | Time out! Video 4 | Revise and consolidate vocabulary and structures with the help of a video course | Be (quiet).  Don’t (run). | farm, turn right, turn left, go straight on, stop, library, toy shop, aquarium, take photos, museum, restaurant, shopping centre, people, shark, look | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 14 | 40 | Phonics 4 | Practise the pronunciation of the consonant digraphs ch and sh  Say a phonics chant |  | chimp, peach, chair, sheep, shirt, fish | Student’s book, multimedia material, flashcards |  |
|  | 41 | Test module 4 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 5: Day by day** | | | | | |
|  | 42 | Module 5 – Song | Introduce everyday activities  Talk about habitual actions  Introduce adverbs of frequency (always, sometimes, never) | I always play the guitar on Mondays.  He/She sometimes goes to the cinema.  We/You/They never go to school at the weekend. | go shopping, go to the cinema, do karate, play the guitar | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, creativity |
| 15 | 43 | Module 5 – Top Stars | Introduce everyday activities  Ask and answer about habitual actions | Do you always get up early?  Yes, I do. / No, I don’t. / Yes, we do. / No, we don’t.  Does heshe walk to school?  Yes, he/she does. / No, he/she doesn’t.  Do they drive a car?  Yes, they do. / No, they don’t. | get up early, drive a car, have a lesson, take the bus, walk to school | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 44 | Module 5 – Our world | Introduce occupations  Introduce the negative form of the Present Simple | I don’t (drive a car).  He/She doesn’t (get up early).  We/You/They don’t (walk to school). | farmer, cook, taxi driver, farm, hotel | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 45 | Module 5 – Let’s play | Identify occupations  Ask and answer about a person’s occupation | What do you do? I’m a (farmer).  What does she do? She’s a (photographer). | police officer, firefighter, dentist, photographer, put out fires, fix teeth | Student’s book, multimedia material, flashcards | communication, creativity |
| 16 | 46 | Module 5 – CLIL | Provide students with cross-curricular information on social studies |  | food, place, playground | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy, intercultural awareness |
|  | 47 | Module 5 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | fire, helmet, uniform, stay, save | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility, cooperation |
|  | 48 | Module 5 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons  Learn the position of the subject in a sentence |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
| 17 | 49 | Time out! Video 5 | Revise and consolidate vocabulary and structures with the help of a video course | (I) always (do my homework).  (He) sometimes (has cereal for  breakfast).  Does (he) (work at the beach)?  Yes, (he) does. / No, (he) doesn’t.  What do you want to be? | cereal, bedtime, have breakfast, do my homework, brush my teeth, walk, save (people), help (people), firefighter, put out fires, lifeguard, beach, swimming pool, doctor, office | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 50 | Phonics 5 | Practise the pronunciation of -s in the third person singular of the Present Simple tense  Say a phonics chant |  | paints, claps, teaches, washes, reads, swims | Student’s book, multimedia material, flashcards |  |
|  | 51 | Test module 5 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 6: All year round** | | | | | |
| 18 | 52 | Module 6 – Song | Introduce the months of the year  Ask and answer about someone’s birthday | When’s your birthday?  It’s in (August). | January, February, March, April, May, June, July, August, September, October, November, December, rain | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 53 | Module 6 – Top Stars | Introduce the seasons  Ask and answer about activities done in each season | What do you do in (spring)?  I (plant trees). | winter, spring, summer, autumn, seasons, leaf, leaves, snow | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 54 | Module 6 – Our world | Talk about various activities | I (go scuba diving).  He (goes camping) in the (summer).  They (go hiking) on (Sundays). | go camping, go hiking, go scuba diving, go sailing, picnic, mountain, sea | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 19 | 55 | Module 6 – Let’s play | Tell the time | What tine do you (go to bed)?  I (go to bed) at a quarter (past nine). | It’s a quarter to four. It’s three forty-five. It’s a quarter past five. It’s five fifteen. | Student’s book, multimedia material, flashcards | communication, creativity, cooperation |
|  | 56 | Module 6 – CLIL | Provide students with cross-curricular information on geography  Identify parts of the day |  | in the morning, in the afternoon, in the evening, at night | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy, intercultural awareness |
|  | 57 | Module 6 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | basket, stone, present, vegetables | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility, cooperation, intercultural awareness |
| 20 | 58 | Module 6 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 59 | Time out! Video 6 | Revise and consolidate vocabulary and structures with the help of a video course | What’s your favourite season?  It’s (spring). / (Spring) is my  favourite season.  What do (you) do in the  (summer)?  (I) go (swimming) in the  (summer).  (He) goes (skiing) in the  (winter).  Let’s (go swimming). | January, February, March, April, May, June, July, August, September, October, November, December, autumn, winter, spring, summer, snowman, leaves, lake, It’s snowing. It’s raining. It’s cold. It’s sunny. It’s windy. go skiing, go water skiing, snow, sea | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 60 | Phonics 6 | Practise the pronunciation of the consonant digraphs th  Say a phonics chant |  | thin, teeth, thirteen, this, that, mother | Student’s book, multimedia material, flashcards |  |
| 21 | 61 | Test module 6 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 7: Food and drink** | | | | | |
|  | 62 | Module 7 – Song | Identify food  Introduce countable nouns  Revise plurals | There’s a pineapple.  There are some pineapples.  cherry-cherries  Strawberry-strawberries | grapes, peach, mango, pineapple, cherry, strawberry | Student’s book, multimedia material, flashcards | critical thinking, creativity, cooperation |
|  | 63 | Module 7 – Top Stars | Identify food  Ask and answer about countable and uncountable nouns | There is some cheese.  There are some peas.  Is there any cheese?  Yes, there is. / No, there isn’t.  Are there any tomatoes?  Yes, there are. / No, there aren’t. | cheese, spaghetti, meat, steak, chicken, peas, fridge | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
| 22 | 64 | Module 7 – Our world | Identify food from different parts of the world  Ask and answer about food preference | What’s your favourite food?  My favourite food is spaghetti. | sausage, cheeseburger, crepe, pancake, noodles, omelette | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
|  | 65 | Module 7 – Let’s play | Identify items of food and drink  Ask for and order food | What would you like?  I’d like some tea, please.  Can I have some coffee, please? | tea, coffee, milk, orange juice, salt, pepper, sugar | Student’s book, multimedia material, flashcards | communication, cooperation |
|  | 66 | Module 7 – CLIL | Provide students with cross-curricular information on home economics |  | piece, onion, pot, add, rice, cut | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy |
| 23 | 67 | Module 7 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | family, soup, share | Student’s book, multimedia material, flashcards | critical thinking, cooperation, personal and social responsibility, intercultural awareness, cooperation |
|  | 68 | Module 7 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons  Learn how to use question marks and exclamation marks in sentences |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 69 | Time out! Video 7 | Revise and consolidate vocabulary and structures with the help of a video course | There’s some (garlic).  There are some  (pancakes).  Is there any (soup)?  Yes, there is. / No, there  isn’t.  Are there any  (noodles)?  Yes, there are. / No, there  aren’t.  What would you like?  I’d like some (lemonade),  please.  Would you like some (water)?  Yes, please. / No, thanks. | soup, noodles, crepes, pancakes, peas, avocado, lemon, onions, pepper, garlic, tortilla chips, lemonade, water, recipe | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 24 | 70 | Phonics 7 | Practise the pronunciation of plural nouns ending -s  Say a phonics chant |  | carrots, books, eggs, beans, tomatoes, cherries, glasses, buses, foxes, dishes | Student’s book, multimedia material, flashcards |  |
|  | 71 | Test module 7 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 8: Where were you yesterday?** | | | | | |
|  | 72 | Module 8 – Song | Ask and answer about where someone was in the past  Identify places | Where were you (yesterday morning)?  I/He/She/It was at (the amusement park).  You/We/They were at (home). | amusement park, cinema, swimming pool, home | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
| 25 | 73 | Module 8 – Top Stars | Describe past experiences | Was it (interesting)?  Yes, it was. / No, it wasn’t. | interesting, boring, scary, noisy, TV programme, sleep | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 74 | Module 8 – Our world | Talk about the past | There was (a small boat).  There wasn’t (a big boat).  There were (two winners).  There weren’t (three winners). | lake, competition, winner, sailing boat | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 75 | Module 8 – Let’s play | Talk about past experiences |  | sports centre, are gallery, amazing | Student’s book, multimedia material, flashcards | communication, creativity |
| 26 | 76 | Module 8 – CLIL | Provide students with cross-curricular information on history |  | garden, field, hut, building, street, city, paper, modern, kimono | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, intercultural awareness, ICT literacy |
|  | 77 | Module 8 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | idea, wolf, wolves, joke | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, personal and social responsibility, intercultural awareness |
|  | 78 | Module 8 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
| 27 | 79 | Time out! Video 8 | Revise and consolidate vocabulary and structures with the help of a video course | Where were you  yesterday?  I was at the (museum).  Was it (interesting)?  Yes, it was. / No, it wasn’t.  There was (an amusement  park).  There were (carriages).  There weren’t (many cars). | shopping centre, amusement, park, museum, street, scary, delicious, noisy, interesting, boat, carriage, ride | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 80 | Phonics 8 | Practise the pronunciation of digraphs ck, nk, ng  Say a phonics chant |  | kick, clock, bank, sink, long, king | Student’s book, multimedia material, flashcards |  |
|  | 81 | Test module 8 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 9: In the past** | | | | | |
| 28 | 82 | Module 9 – Song | Talk about the past | I/You/He/She/IT/We/They played with the dolphins yesterday. | lion, rabbit, bee, visit | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 83 | Module 9 – Top Stars | Talk about actions that happened in the past  Introduce irregular verbs in the Past Simple | He/She went to the park last Saturday.  We/You/They saw our cousins last week. | wait, arrive, see-saw, go-went, late, finish my homework, airport | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 84 | Module 9 – Our world | Talk about ancient people and civilisations  Introduce the negative form of verbs in the Past Simple  Introduce irregular verbs in the Past Simple | they didn’t have pancakes for breakfast. They had eggs and some fruit.  My mother didn’t make a chocolate cake. She made a banana cake. | love, come-came, have-had, make-made, eat-ate, chopsticks, fork, spoon | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
| 29 | 85 | Module 9 – Let’s play | Talk about sports  Ask and answer about actions that happened in the past | Did you play tennis yesterday?  Yes, I/we did. / No, I/we didn’t.  Did he/she go to the park yesterday?  Yes, he/she did. / No, he/she didn’t.  Did they see their friends last weekend?  Yes, they did. / No, they didn’t. | play basketball, play table tennis, play baseball, go windsurfing, go fishing | Student’s book, multimedia material, flashcards | communication, creativity, cooperation |
|  | 86 | Module 9 – CLIL | Provide students with cross-curricular information on social studies |  | bicycle, carriage, wheel, horse, travel | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy |
|  | 87 | Module 9 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | sing-sang, nightingale, emperor, sick | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, personal and social responsibility, intercultural awareness |
| 30 | 88 | Module 9 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 89 | Time out! Video 9 | Revise and consolidate vocabulary and structures with the help of a video course | What did (you) do (on the school  trip)?  (I) went (to the forest).  Did (you) (go to the amusement  park)?  Yes, (I) did. / No, (I) didn’t. | forest, river, mountains, view, catch fish, make a fire, have a picnic, go fishing, holiday, play in the snow, pick flowers | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 90 | Phonics 9 | Practise the pronunciation of consonant blends nd and nt  Say a phonics chant |  | sand, pond, friend, plant, tent, present | Student’s book, multimedia material, flashcards |  |
| 31 | 91 | Test module 9 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 10: The world around us** | | | | | |
|  | 92 | Module 10 – Song | Identify animals  Introduce the comparative form of adjectives | Cheetahs are faster than hippos.  fast-faster, thin-thinner, scary-scarier, good-better, bad-worse | giraffe, hippo, cheetah, bat, crocodile, whale, thin | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 93 | Module 10 – Top Stars | Introduce vocabulary related to sports  Introduce superlatives form of adjectives  Introduce the superlative form of irregular adjectives | Tom is the youngest student in the class.  strong – the strongest  scary – the scariest  good – the best  bad – the worst | win, award, strong, weak | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
| 32 | 94 | Module 10 – Our world | Identify wild animals  identify landscapes |  | gorilla, tiger, high mountain, river | Student’s book, multimedia material, flashcards | communication, critical thinking, intercultural awareness |
|  | 95 | Module 10 – Let’s play | Practise the comparative and superlative form of adjectives |  |  | Student’s book, multimedia material, flashcards | communication, creativity, cooperation |
|  | 96 | Module 10 – CLIL | Provide students with cross-curricular information on science |  | camel, live, carry, hump, grass | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy |
| 33 | 97 | Module 10 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | apron, give, rest, buy | Student’s book, multimedia material, flashcards | critical thinking, cooperation, creativity, personal and social responsibility |
|  | 98 | Module 10 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons  Learn to use the conjunction because in sentences |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 99 | Time out! Video 10 | Revise and consolidate vocabulary and structures with the help of a video course | (The whale) is (bigger)  than (the dolphin).  (It’s) the (biggest) (whale)  in here. | whale, dolphin, strong, fast, clever, thin, plankton | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 34 | 100 | Phonics 10 | Practise the pronunciation of digraphs ph and wh  Say a phonics chant |  | white, wheel, whale, photo, phone, dolphin | Student’s book, multimedia material, flashcards |  |
|  | 101 | Test module 10 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 102 | End of year administration  Play board games | Evaluate the students’ work of the past year  Do any necessary administration  Play the board games |  |  | Workbook, multimedia material |  |