**RECOMMENDED SYLLABUS**

**4 lessons per week for 36 weeks**

**mm**publications

**Top Stars 4**

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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: It’s my life!** | | | | | |
|  | 2 | Module 1 – Song | Talk about habitual actions  Introduce the Present Simple and adverbs of frequency | My brother always wakes up at eight o’clock in the morning.  I don’t usually ride my bike to school.  always, usually, sometimes, never | rain, late, wake up, have breakfast / lunch / dinner, go to work, take the train | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 3-4 | Module 1 – Top Stars | Talk about habitual actions  Tell the time | Do you walk to school every day?  Yes, I do. / No, I don’t.  What time does the bus leave/arrive?  It leaves/arrives at twenty past eight.  How long does it take to get to school?  Fifteen minutes. | arrive, leave, wait, classmate, take the bus, walk to school, have a lesson, o’clock, a quarter past, half past, a quarter to | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 2 | 5-6 | Module 1 – Our world | Talk about different celebrations round the world  Ask and answer about the date  Introduce ordinal numbers | What’s the date today?  It’s 2 October.  When’s the flower festival?  It’s on 21 April. | plant, garden, festival, parade, ride a horse, 1st – 31st | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, intercultural awareness |
|  | 7 | Module 1 – Let’s talk | Talk about countries and nationalities | Where are you from?  I’m from the USA. I’m American. | The USA, American, the UK, British, Mexico, Mexican, Peru, Peruvian, Korea, Korean, China, Chinese | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
|  | 8 | Module 1 – Project | Read an email about one’s day  Write an email about one’s day  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to begin and end an email  Revise how to use the Present Simple and adverbs of frequency in a description  Learn how to use the conjunctions and and too |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 3 | 9-10 | Module 1 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | bake, start, apple pie | 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 | Where is Pedro from?  He's from Mexico. He's Mexican.  (She) always (practises after school). | Mexico – Mexican, Korea – Korean, e-pal, taekwondo, practise, belt, athlete, a million | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 4 | 13 | Phonics 1 & 2 | Practise pronunciation of different phonics  Say a phonics chant |  | tooth, this, this, that, chair, peach, ship, fish, kitchen, catch, dates, white, rose, teacher, food, computer | Student’s book, multimedia material, flashcards |  |
|  | 14 | Test module 1 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 2: My favourites** | | | | | |
|  | 15 | Module 2 – Song | Talk about school subjects  Talk about things one is good/bad at | What’s your favourite subject?  I’m good/bad at maths. | art, music, PE, maths, science, IT, geography, history, English | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 5 | 16-17 | Module 2 – Top Stars | Talk about everyday activities and hobbies  Talk about how often something happens | How often do you play volleyball?  Once a week / Twice a week / Three times a week / Every day | art lesson, drawing, play ice hockey, play chess, play baseball, read comics, do my homework | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 18-19 | Module 2 – Our world | Talk about hobbies  Introduce the -ing form as the subject of a sentence | Taking good pictures isn’t very easy. | collect, stick, put, easy, hard, make a collage, fly a kite, take a picture | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 20 | Module 2 – Let’s talk | Talk about what people like / enjoy / love / don’t like / hate doing  Use the -ing form after specific verbs | I like/enjoy/love playing football because it’s exciting.  I don’t like / hate playing basketball because it’s boring. | amazing, exciting, fun, boring | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 6 | 21 | Module 2 – Project | Read a bar chart  Make a bar chart  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to make a bar chart |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 22-23 | Module 2 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | treasure hunt, clue, computer mouse, ticket | Student’s book, multimedia material, flashcards | communication, critical thinking, personal and social responsibility, cooperation |
|  | 24 | Module 2 - Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, cooperation |
| 7 | 25 | Time out! Video 2 | Revise and consolidate vocabulary and structures with the help of a video course | He's good at science.  How often do you have (maths)?  He has science twice a week.  He likes riding his bike.  What's your favourite subject? | bus stop, subjects, maths, science, art, experiment, have a shower | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 26-27 | CLIL Modules 1-2 | Provide students with cross-curricular information on social studies  Talk about schools round the world |  | library, country, boat, forest | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, ICT literacy, intercultural awareness, autonomous learning |
|  | 28 | Smart moves modules 1-2  Top skills modules 1-2 | Develop higher-order thinking skills by engaging students in activities involving analysis  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
| 8 | 29 | Test module 2 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 3: Out and about** | | | | | |
|  | 30 | Module 3 – Song | Talk about actions happening at the moment of speaking  Talk about the affirmative and negative forms of Present Progressive | Linda isn’t feeding the ducks. She’s playing on the swings. | play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 31-32 | Module 3 – Top Stars | Ask about something happening at the moment of speaking  Ask about reason | Is Ron washing his car?  Yes, he is. / No, he isn’t.  Why are you picking up rubbish?  Because the park is dirty. | sell, rake leaves, pick up rubbish, wash a car, collect money | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
| 9 | 33-34 | Module 3 – Our world | Talk about housework  Talk about what one has to do or doesn’t have to do | What do you have to do?  I have to set the table. I don’t have to take out the rubbish.  What does Mike have to do?  He has to clean the table. He doesn’t have to do the washing-up | take out the rubbish, shovel snow, set the table, clear the table, do the washing-up, make my bed | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 35 | Module 3 – Let’s talk | Talk about camping rules  Ask and answer about what one has to or doesn’t have to do | Do you have to be quiet?  Yes, you do. / No, you don’t. | campsite, campsite shop, tent, be careful, put out the fire, bring food | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 36 | Module 3 – Project | Read a poster  make a poster  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to make a poster |  |  | Student’s book, multimedia material, flashcards | communication, creativity, cooperation, autonomous learning |
| 10 | 37-38 | Module 3 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | beekeeper, beehive, nectar, kilogram (kg) | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 39 | Module 3 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning, creativity |
|  | 40 | Time out! Video 3 | Revise and consolidate vocabulary and structures with the help of a video course | What are you doing there?  I'm making a sandwich.  I don't have to go to work. | zebra crossing, seat belt, window, road, left, right | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 11 | 41 | Phonics 3 & 4 | Practise pronunciation of different phonics  Say a phonics chant |  | picture, rabbit, white, bike, kite, summer, sunny, under, sun, June, scuba diving | Student’s book, multimedia material, flashcards |  |
|  | 42 | Test module 3 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 4: Nice and tasty** | | | | | |
|  | 43 | Module 4 – Song | Talk about food  Talk about quantity  Talk about what we want/need | There is a peach in the bag.  There are some pears in the bag.  What do you want?  I want an omelette.  What do you need?  I need some butter for the cake. | butter, peach, pear, pineapple, watermelon, coconut, flour | Student’s book, multimedia material, flashcards | communication, cooperation |
| 12 | 44-45 | Module 4 – Top Stars | Ask and answer questions about countable and uncountable nouns  Ask about the price of food items | There isn’t any juice in the glass.  There aren’t any eggs in the basket.  Are there any carrots in the fridge?  Yes, there are. / No, there aren’t.  Have you got any chocolate?  How much is it? It’s £10  How much are they?  They’re £20. | market, fridge, basket, cupboard, online | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 46-47 | Module 4 – Our world | Do a quiz  Talk about eating habits | How much water do you drink every day?  How many biscuits do you eat every day? | healthy, a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
|  | 48 | Module 4 – Let’s talk | Talk about food and food containers / packaging  Ask for food  Ask and answer about something one would like | Can I have some pears, please?  Can I try some strawberries, please?  Would you like some tea?  Yes, please. / No, thank you. | a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake | Student’s book, multimedia material, flashcards | communication, cooperation |
| 13 | 49 | Module 4 – Project | Understand the food pyramid  Make a food pyramid  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to make a food pyramid |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
|  | 50-51 | Module 4 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | recycle, recycling bag, exhibition, empty | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, personal and social responsibility |
|  | 52 | Module 4 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
| 14 | 53 | Time out! Video 4 | Revise and consolidate vocabulary and structures with the help of a video course | I want (an omelette).  We need some butter.  There is some (meat).  There (are) some (eggs).  There isn’t any (cheese).  Have we got any (milk)?  How many eggs have we got?  There is a carton of milk. | Mediterranean diet, yoghurt, pasta, grains, olives, olive oil, bowl, beans | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 54-55 | CLIL Modules 3-4 | Provide students with cross-curricular information on science  Talk about the benefits of some food items |  | walnut, brain, vitamin, heart | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy, autonomous learning |
|  | 56 | Smart moves modules 3-4  Top skills modules 3-4 | Develop higher-order thinking skills by engaging students in activities involving classification  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
| 15 | 57 | Test module 4 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 5: Sports** | | | | | |
|  | 58 | Module 5 – Quiz | Talk about sports  Talk about actions that happened in the past | We watched a basketball game yesterday.  Our favourite team won the game. | score, win, lose, point, game, medal | Student’s book, multimedia material, flashcards | communication |
|  | 59-60 | Module 5 – Top Stars | Ask and answer about actions that happened in the past | Did they go to the park last Saturday?  Yes, they did. / No, they didn’t. | painting, competition, painter, pitch | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 16 | 61-62 | Module 5 – Our world | Talk about the invention of basketball and table tennis  Talk about actions that happened in the past | They didn’t have special tables. | train, invent, use, table tennis bat, gym, special | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 63 | Module 5 – Let’s talk | Talk about sports and sports equipment |  | racket, net, baseball bat, gloves, helmet, ice hockey stick, puck | Student’s book, multimedia material, flashcards | communication, creativity |
|  | 64 | Module 5 – Project | Read a blog  Write a blog  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to write about a past experience  Learn how to use time expressions to describe a past experience  Learn how to use the conjunctions but and or |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, ICT literacy, autonomous learning |
| 17 | 65-66 | Module 5 – Reading time | Listen to a factual text and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | runner, race, energy, popular, take place | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
|  | 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 | You’re the most popular ice hockey  player.  I’m the worst at ice skating.  I think you’re the best goalkeeper in  the school! | ice hockey, ice skating, goalkeeper, popular, score a goal, plastic, bubble, coach, team, zorbing | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
| 18 | 69 | Phonics 5 & 6 | Practise pronunciation of different phonics  Say a phonics chant |  | mother, love, pot, hot, morning, stork, short, ocean, mango, stone | Student’s book, multimedia material, flashcards |  |
|  | 70 | Test module 5 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 71 | 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** | | | | | |
|  | 72 | Module 6 – Song | Talk about places  Talk about events that happened in the past | I was at the sports centre yesterday.  My friends were at the shopping centre last weekend. | hot-air balloon, sky, amusement park, sports centre, circus | Student’s book, multimedia material, flashcards | communication, creativity |
| 19 | 73-74 | Module 6 – Top Stars | Talk about places  Ask and answer about events that happened in the past  Talk about past experiences | Were you at the new amusement park yesterday?  Yes, I was. / No, I wasn’t.  How was it?  It was great. | tired, airport, post office, bakery | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 75-76 | Module 6 – Our world | Talk about the past and the present of a city  Talk about something that existed in the past, but no longer does or about something that didn’t exist in the past, but does now | Jake wasn’t at the sports centre yesterday. He was at home.  They weren’t at the park last Saturday. They were at the shopping centre. | mountain, river, wall, bridge, famous | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, intercultural awareness |
| 20 | 77 | Module 6 – Let’s talk | Ask and answer about the weather in the past | What was the weather like?  It was sunny. | It was sunny. It was cloudy. It was windy. It was raining. It was snowing. | Student’s book, multimedia material, flashcards | communication |
|  | 78 | Module 6 – Project | Read a poster about what there was / were / wasn’t / weren’t in the past and what there is / are / isn’t / aren’t now  Make a poster about what there was / were / wasn’t / weren’t in the past and what there is / are / isn’t / aren’t now  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to make a poster about your town |  | in the morning, in the afternoon, in the evening, at night | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, ICT literacy, autonomous learning |
|  | 79-80 | Module 6 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | letter, drawing, video, school playground, excited | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation |
| 21 | 81 | Module 6 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 82 | Time out! Video 6 | Revise and consolidate vocabulary and structures with the help of a video course | We were in Egypt.  We travelled down the Nile.  It was great.  It was sunny.  It wasn't a big crocodile.  They made beautiful clothes.  eat - ate  build - built | pyramid, desert, hunt, palace, build, trip, clothes, fish, stars, sun | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 83-84 | CLIL Modules 5-6 | Provide students with cross-curricular information on art  Talk about famous buildings round the world |  | design, architect, show, balcony, mask, roof, strange | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, ICT literacy, autonomous learning, intercultural awareness |
| 22 | 85 | Smart moves modules 5-6  Top skills modules 5-6 | Develop higher-order thinking skills by engaging students in activities involving inference  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
|  | 86 | Test module 6 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 7: Make a difference** | | | | | |
|  | 87 | Module 7 – Song | Talk about helping others  Talk about possession | Whose bag is this? It’s my bag. It’s mine.  Whose bikes are these? They’re our bikes. They’re ours.  my-mine, your-yours, his-his, her-hers, its, our-ours, your-yours, their-theirs | share, care, help | Student’s book, multimedia material, flashcards | communication, creativity, cooperation |
| 23 | 88-89 | Module 7 – Top Stars | Talk about helping others  Introduce object pronouns | I-me, you-you, he-him, she-her, it-it, we-us, you-you, they-them | carry shopping bags, traffic lights, cross the road | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility, cooperation |
|  | 90-91 | Module 7 – Our world | Talk about protecting the oceans | There is someone in the car.  There is something on the desk.  Everyone can help.  We can’t recycle everything. | protect, ocean, plastic, cloth, dangerous | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility, |
|  | 92 | Module 7 – Let’s talk | Talk about who or what exists in a place  Revise and consolidate structures from previous lessons | There is no one at the door.  There’s nothing in the basket.  There isn’t anyone in the house.  There isn’t anything on the table. |  | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 24 | 93 | Module 7 – Project | Re-use old items to make something new  Revise and consolidate structures and vocabulary presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, autonomous learning |
|  | 94-95 | Module 7 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | light, torch, blackout, shadow, turn off | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, 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 | Whose (shirt) is this?  It’s (Grandad’s). It’s (his).  Are they yours?  Let's use them.  There is someone there! | corn, scarecrow, recycle, glass, mobile phone, laptop, recycling, bin, hat, bottle | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 98 | Phonics 7 & 8 | Practise pronunciation of different phonics  Say a phonics chant |  | where, there, hair, chair, pear, bear, watched, walked, smelled, listened, invented, painted | Student’s book, multimedia material, flashcards |  |
|  | 99 | Test module 7 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 8: In the future** | | | | | |
|  | 100 | Module 8 – Song | Talk about occupations  Talk about future plans | I’m going to be a vet in the future. | pot, pan, pilot, vet, cook, teacher | Student’s book, multimedia material, flashcards | communication, creativity |
| 26 | 101-102 | Module 8 – Top Stars | Talk about animals  Talk about future plans | They aren’t going to visit the wildlife park on Saturday. | hurt, wildlife park, sand, sun, tongue | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 103-104 | Module 8 – Our world | Ask and answer about future plans | What are you going to do tomorrow?  I’m going to visit my cousins. | plants, top, flat, horse riding | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 27 | 105 | Module 8 – Let’s talk | Ask and answer about future plans  Revise and consolidate structures from previous lessons |  | pyjamas, film, snacks, put on | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 106 | Module 8 – Project | Read a diary entry  Write a diary entry  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to use the future be going to to write about things you plan to do in the future  Learn how to use adjectives to describe people and things |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, autonomous learning |
|  | 107-108 | Module 8 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | move, check, trip, warm, take off, weather forecast | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation |
| 28 | 109 | Module 8 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 110 | Time out! Video 8 | Revise and consolidate vocabulary and structures with the help of a video course | What are you going to (get her)?  I’m going to (buy some flowers). | organisation  fresh water  ice  card  present (n) | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 111-112 | CLIL Modules 7-8 | Provide students with cross-curricular information on science  Talk about the food chain in the ocean |  | chain, important, jellyfish, turtle, octopus, dolphin | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, ICT literacy, autonomous learning |
| 29 | 113 | Smart moves modules 7-8  Top skills modules 7-8 | Develop higher-order thinking skills by engaging students in activities involving making decisions  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
|  | 114 | Test module 8 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 9: That’s amazing!** | | | | | |
|  | 115 | Module 9 – Quiz | Do a quiz  Describe animals  Introduce the Comparative forms of adjectives | Gorillas are bigger than monkeys.  Hippos are more dangerous than elephants.  small – smaller, big-bigger, scary=scarier, dangerous-more dangerous, much/many-more | jaw, building, ostrich, crocodile, gorilla, hippo, spider | Student’s book, multimedia material, flashcards | communication |
| 30 | 116-117 | Module 9 – Top Stars | Describe people  Introduce the Superlative forms of adjectives | Linda is the youngest student in the class.  Ron is the best student of all.  small-smaller-the smallest, big-bigger-the biggest, scary-scarier-the scariest, dangerous, more dangerous, the most dangerous, good-better-the best, bad, worse, the worst, much/many-more-the most | scientist, funny, intelligent | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 118-119 | Module 9 – Our world | Compare animals | Harry is as fast as Tom.  Kate isn’t as tall as Mary. | change, hide, chimpanzee, squid, finger, toe | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 120 | Module 9 – Let’s talk | Talk about dinosaurs  Revise and consolidate structures from previous lessons |  | dinosaur, scary | Student’s book, multimedia material, flashcards | communication |
| 31 | 121 | Module 9 – Project | Read a fact file  Write a fact file  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to complete a fact file |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 122-123 | Module 9 – Story | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | stork, beak, jar, delicious | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, cooperation, 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 | The ostrich is faster than the rhino.  Is the ostrich more dangerous than  the rhino?  The best examples.  Wild animals have got a better  chance to live.  It is as (tall) as a man. | panda, ostrich, gorilla, rhino, destroy, pollution, wild animal, in danger, dangerous, cut down trees, environment | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 126 | Phonics 9 & 10 | Practise pronunciation of different phonics  Say a phonics chant |  | open, close, sofa, old, nose, look, book, foot, head, bread, peaches, peas, tea, meat | Student’s book, multimedia material, flashcards |  |
|  | 127 | Test module 9 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 10: Health** | | | | | |
|  | 128 | Module 10 – Song | Talk about ailments | What’s the matter?  I’ve got a toothache. | medicine, sore throat, stomach ache, earache, toothache, headache, cough | Student’s book, multimedia material, flashcards | communication, creativity |
| 33 | 129-130 | Module 10 – Top Stars | Give advice | You should drink some tea.  You shouldn’t eat ice cream. | sneeze, tissue, soap, ill | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity |
|  | 131-132 | Module 10 – Our world | Talk about staying safe  Ask for advice | Should I wear sunscreen? Yes, you should.  Should I touch the cooker? No, you shouldn’t. | cooker, knife – knives, socket, shade, sunscreen, safe | Student’s book, multimedia material, flashcards | communication, critical thinking, personal and social responsibility |
| 34 | 133 | Module 10 – Let’s talk | Revise and consolidate structures from previous lessons |  | sentist | Student’s book, multimedia material, flashcards | communication, critical thinking |
|  | 134 | Module 10 – Project | Read a poster about road safety  Write a poster about road safety  Revise and consolidate structures and vocabulary presented in previous lessons  Learn how to make a safety poster |  |  | Student’s book, multimedia material, flashcards | communication, critical thinking, creativity, personal and social responsibility, autonomous learning |
|  | 135-136 | Module 10 – Reading time | Listen and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  | exercise, relax, meal | Student’s book, multimedia material, flashcards | communication, critical thinking |
| 35 | 137 | Module 10 – Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Student’s book, multimedia material, flashcards | communication, autonomous learning |
|  | 138 | Time out! Video 10 | Revise and consolidate vocabulary and structures with the help of a video course | What’s the matter?  I've got a (headache).  You should (get some rest).  You shouldn’t (watch TV). | cough, runny nose, germs, tissue, temperature | Video worksheets (downloadable from the Teacher’s assistant), multimedia material |  |
|  | 139-140 | CLIL Modules 9-10 | Provide students with cross-curricular information on science  Talk about the food chain in the ocean |  | grow, bite, chew, soft, hard, bright | Student’s book, multimedia material, flashcards | communication, critical thinking, cooperation, ICT literacy, autonomous learning |
| 36 | 141 | Smart moves modules 9-10  Top skills modules 9-10 | Develop higher-order thinking skills by engaging students in activities involving evaluation  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | Workbook, multimedia material | communication, critical thinking, creativity |
|  | 142 | Test module 10 | Evaluate the students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 143 | Revision modules 6-10 | Revise and consolidate vocabulary and structures presented in modules 6-10 |  |  | Workbook, multimedia material |  |
|  | 144 | End of year administration | Evaluate the students’ work of the past year  Do any necessary administration |  |  |  |  |